UPDATED EDITION

Guess What!

Teacher's Book 2

with Digital Pack

American English

Lucy Frino

CAMBRIDGE

Contents

	Page
Language summary	iv
Introduction	vi
Games bank	xvi
Hello again!	4
1 Transportation	14
2 Pets	24
Review Units 1 and 2	34
3 Clothes	36
4 Room	46
Review Units 3 and 4	56
5 Meals	58
6 Activities	68
Review Units 5 and 6	78
7 In town	80
8 On the farm	90
Review Units 7 and 8	100
Songs and chants	TB102
Extra activities	TB105
CLIL video scripts	TB117
Let's collaborate! competencies chart	TB122
Let's collaborate! evaluation templates	TB123

Language summary

		Page
Hello again!		4
Vocabulary	Ben, Olivia, David, Leo, Tina ● Numbers *1–10*	6–7
Grammar	Hello. What's your name? ● How do you spell … ? ● What's this?	8–9
Story value	Play together	10
Talk time	*Let's play!*	11
Animal sounds	*r, l* ● The rabbit can run. The lion is lazy!	
CLIL: Art	What kind of art is it?	12–13
1 Transportation		14
Vocabulary	boat, bus, car, helicopter, motorcycle, plane, tractor, train, truck	16–17
Grammar	I have a (truck). ● Does he/she have a (plane)?	18–19
Story value	Take turns	20
Talk time	*Can I have a turn, please?*	21
Animal sounds	*g, h* ● A gorilla on the grass. A hippo in the house.	
CLIL: Science	Where is the transportation?	22–23
2 Pets		24
Vocabulary	baby, boy, cat, dog, fish, frog, girl, man, mouse, woman	26–27
Grammar	It's (beautiful). ● Is it (small)?	28–29
Story value	Be helpful	30
Talk time	*Can I help?*	31
Animal sounds	*f, v* ● A fox with a fish. A vulture with vegetables.	
CLIL: Science	What do animals need?	32–33
Review	Units 1–2	34–35
3 Clothes		36
Vocabulary	dress, jacket, jeans, pants, shirt, shoes, skirt, socks, T-shirt	38–39
Grammar	What are you wearing? ● Are you wearing (a blue T-shirt)?	40–41
Story value	Share things	42
Talk time	*Here you are!*	43
Animal sounds	*j, y* ● Jackals don't like jello. Yaks don't like yogurt.	
CLIL: Science	What are clothes made of?	44–45

		Page
4 Rooms		46
Vocabulary	bookcase, cabinet, clock, closet, couch, lamp, mirror, phone, table, TV	48–49
Grammar	There's a (couch) in the (bathroom). ● How many (books) are there?	50–51
Story value	Be neat	52
Talk time	*Let's clean up!*	53
Animal sounds	*m, n* ● Meerkats have mouths. Newts have noses.	
CLIL: Math	How many are there?	54–55
Review	Units 3–4	56–57
5 Meals		58
Vocabulary	beans, carrots, cereal, fish, meat, peas, potatoes, rice, sausages, toast breakfast, lunch, dinner	60–61
Grammar	My friend Sammy likes (meat) for (lunch). ● Does he like (cereal)?	62–63
Story value	Eat healthy food	64
Talk time	*Would you like potatoes?*	65
Animal sounds	*s, z* ● A seal in the sun. A zebra in the zoo.	
CLIL: Science	What kind of food is it?	66–67
6 Activities		68
Vocabulary	fly a kite, play baseball, play basketball, play field hockey, play tennis, ride a horse, roller-skate, take photographs	70–71
Grammar	I like playing (basketball). ● Do you like (flying a kite)?	72–73
Story value	Play nicely	74
Talk time	*That's not fair!*	75
Animal sounds	*c, k* ● A camel with a camera. A kangaroo with a kite.	
CLIL: Sports	What equipment do we need?	76–77
Review	Units 5–6	78–79
7 In town		80
Vocabulary	bookstore, café, clothing store, movie theater, park, playground, school, street, supermarket, toy store	82–83
Grammar	The (toy store) is behind the (clothing store). ● Is there a (playground) behind the (school)?	84–85
Story value	Be safe	86
Talk time	*It's safe now. Let's cross.*	87
Animal sounds	*qu, x* ● A quick queen bee. An ox with an X-ray.	
CLIL: Geography	Where are the places?	88–89
8 On the farm		90
Vocabulary	barn, cow, donkey, duck, field, goat, horse, pond, sheep	92–93
Grammar	What's the (duck) doing? ● Is the (cat sleeping)?	94–95
Story value	Love your home	96
Talk time	*Would you like to come to my party?*	97
Animal sounds	*w, wh* ● A wolf in the water. A white whale with a wheel.	
CLIL: Science	What do farmers do?	98–99
Review	Units 7–8	100–101

Introduction

About *Guess What!*

Guess What! is an innovative six-level course for elementary-age students learning English who simultaneously want to learn about the world around them. *Guess What!* aims to motivate students and excite young minds, to feed their natural curiosity about the world and fuel their imaginations.

Guess What! has been written with the busy teacher in mind, and offers clear lesson planning with flexibility for teachers with between two and four lessons per week.

A creative journey

The realm of fantasy and imagination is as important to young learners as discovering the world around them. *Guess What!* uses engaging characters and exciting stories to fuel students' imaginations. In *Guess What!* Level 2, students follow Olivia, David, Ben, and Tina through a magic portal in a tree house, where they find exciting adventures with their funny robot friend, "iPal."



The global classroom

With the use of stunning photographs, and an emphasis on real-life contexts, *Guess What!* brings the world into the English classroom. Students learn and are motivated to practice new language by following the examples of real children shown at home, at school, on vacation, on exciting trips or in different leisure activities. By using photographs from around the world, students are encouraged to engage with each topic and make cross-cultural comparisons.

Competence-based learning

Cambridge Life Competencies

Guess What! develops students' learning and life skills in a broad sense, with opportunities for learning across the wider curriculum, and for exploring social skills and values. To support this, the course includes extensive coverage and evaluation of the competencies from the Cambridge Life Competencies Framework.

The Cambridge Life Competencies are a combination of knowledge, skills, and attitudes designed to help students develop tools which they can use both academically and in a wider social context. They are an aid to lifelong learning and are an essential part of a well-rounded curriculum which equips students with the skills they need to thrive now and in the future.

To find out more about the Cambridge Life Competencies Framework, please visit cambridge.org/clcf.

The Cambridge Life Competencies

CREATIVE THINKING	Learners actively participate in creative activities, generate new ideas, and use them to solve problems.
CRITICAL THINKING	Learners identify patterns and relationships, evaluate ideas, and use these skills to solve problems.
LEARNING TO LEARN	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
COMMUNICATION	Learners choose the most appropriate language to use in different situations, manage conversations effectively, and express themselves clearly and confidently.
COLLABORATION	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks, and finding solutions to problems.
SOCIAL RESPONSIBILITIES	Learners recognize and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.
EMOTIONAL DEVELOPMENT	Learners describe and manage emotions and develop positive relationships with others.
DIGITAL LITERACY	Learners create content, share and interact with others online, and maintain their safety and wellbeing while using technology.

Communication – comprehension and production

Students need to be confident in reading, listening, speaking, and writing in order to use language effectively. *Guess What!* Level 2 practices all four skills, with more emphasis on reading and writing. Students will continue to progress steadily from understanding and matching, to tracing and writing words, and then completing sentences.

Production – interaction and mediation

Speaking and writing skills are further developed in functional language and pronunciation activities. In the *Talk time* feature, students learn and practice a simple and useful functional dialog, such as asking to take turns or offering to help. Students will then enjoy practicing their pronunciation with the amusing *Animal sounds* feature. The *Let's collaborate!* projects offer the perfect opportunity for mediation activities and for transmitting information through a variety of presentation types.





Social values and sustainability

An understanding of social values gives young learners the skills they need to be successful in life. They need to learn about how to behave with other people, as well as taking responsibility for themselves and the world around them. Stories, fairy tales, and fables have traditionally been used to promote social values in a way that children can relate to. Each story in *Guess What!* illustrates a social value for students to discuss and apply to their own behavior. The social values covered in *Guess What!* Level 2 include sharing things, eating healthy food, and being tidy.

Keen thinkers

Guess What! aims to encourage students to become keen thinkers as well as good language learners. Activity types develop a range of thinking skills including observation, concentration, prediction and guessing, using memory, sequencing, and classifying. Thinking skills activities are clearly signposted in the material, using the *Think* icon. The inclusion of *Let's collaborate!* projects offers the opportunity to develop content research skills in a guided way, alongside the development of critical thinking skills. *Content and Language Integrated Learning* (CLIL) activities also encourage wider thinking and broaden knowledge across the elementary curriculum.

The wider curriculum

The CLIL material in *Guess What!* has been selected from popular elementary school subjects across the curriculum, including "STEM." Teachers can thereby integrate development of learners' understanding of age-related concepts while developing their English language skills. *Guess What!* offers CLIL learning with the combination of materials in the Student's Book and Workbook, including the use of short, dynamic videos. This motivating approach provides a language-rich experience and develops learners' listening skills while they process subject-specific content.

Digital literacy

Successful young learners need to be competent in *Information Technology* (IT) and digital skills. They need to be shown how to study and live within a safe digital environment with a critical and responsible use of technology. This can be done through online research for *Let's collaborate!* projects and during language practice with *Practice Extra* online and *Presentation Plus*.

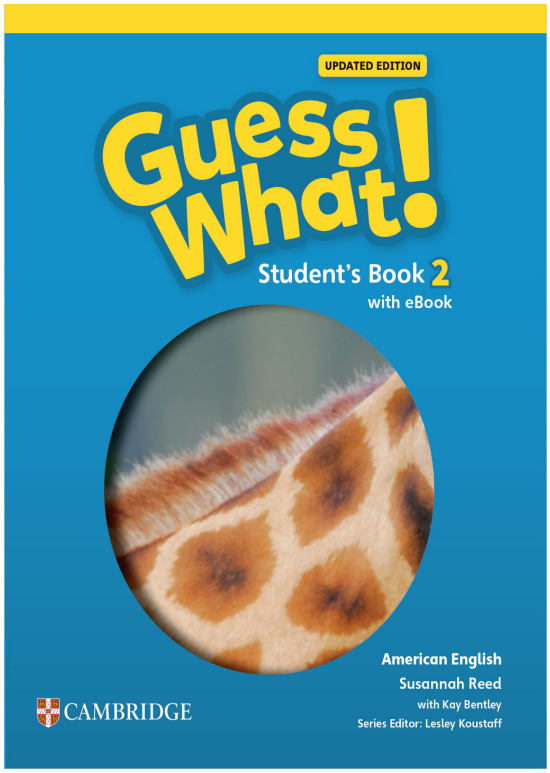
Evaluation

Guess What! offers a variety of evaluation tools, including summative and formative assessment, competencial assessment, plus self-assessment and group-evaluation in the *Let's collaborate!* projects.

Guess What! supports students aiming to take the **Cambridge English: Young Learners (YLE tests)**. *Guess What!* Level 2 is informed by the Starters syllabus. The Starters syllabus is covered in full by the end of *Guess What!* Level 3.

Guess What! Level 2 components

Student's Book with eBook



The 104-page full-color and highly photographic Student's Book contains:

- A *Hello again!* unit which reviews language from *Guess What!* Level 1 and presents ways of giving different types of information.
- Eight further teaching units, each presenting new language within a topic of interest to students of this age.
- Four review spreads, designed to be used after every two main teaching units.

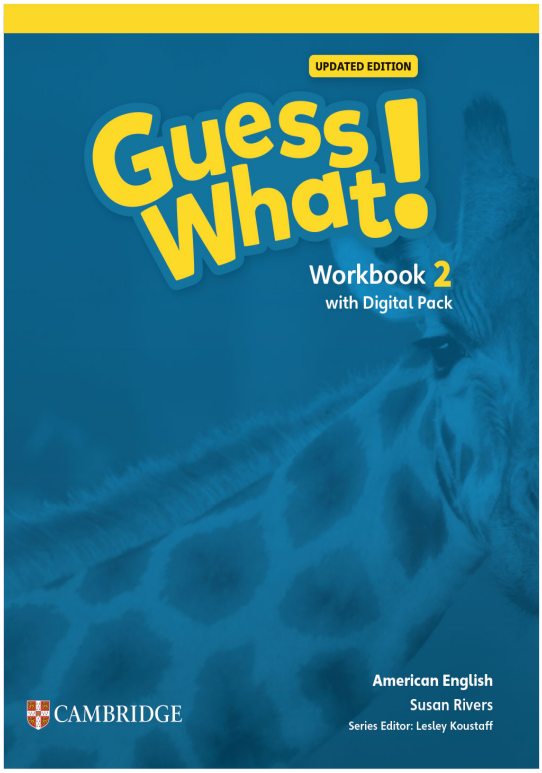
Each unit opens with an eye-catching photographic spread and engaging introductory *Look!* video, followed by eight easy-to-use, single-lesson pages, which contain:

- Engaging topics and presentation contexts.
- Progression from presentation to practice in each lesson.
- A wide variety of activities, including dialogs, chants, songs, games, and communicative activities, role play, and pronunciation activities.
- Two *Grammar fun!* animated games.
- An exciting story adventure with animated video.
- Two pages of CLIL activities with captivating video.
- Regular activities to develop a range of thinking skills.
- *About Me* activities for students to personalize learning.
- *Let's collaborate!* projects to round out each unit.

eBook

Each Student's Book includes an activation code for the digital version of the book in Cambridge One, including all the embedded audio and video from the course.

Workbook with Digital Pack



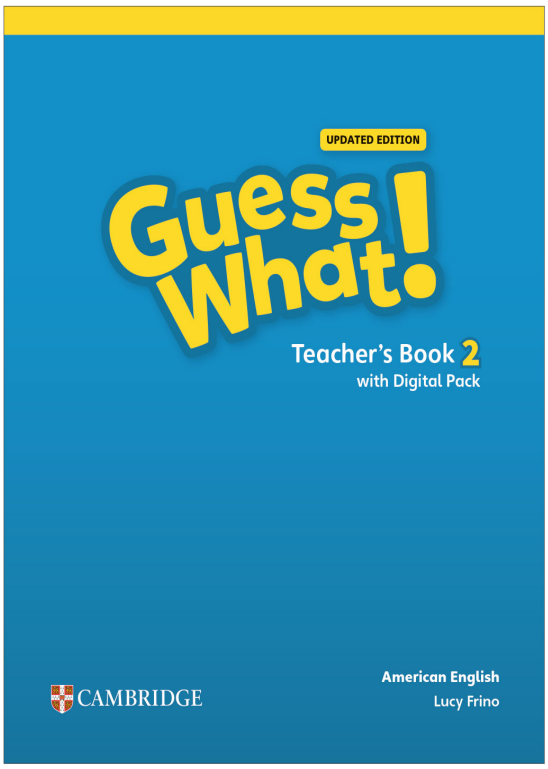
The 96-page full-color Workbook provides further consolidation of all the language and topics presented in the Student's Book. It can be used at home or in class and contains:

- Nine units and four reviews, following the same easy-to-use single-lesson format as the Student's Book.
- Puzzles, matching and task-based activities providing reading and writing practice starting at word level, with completion of sentences by the end of Level 2.
- An *Evaluation* providing a record of learning for each unit.
- A full-color Picture Dictionary.
- A puzzle page feature.
- Regular *Think* and *About Me* activities.

Digital Pack

Each Workbook includes an activation code for the learner's Digital Pack in Cambridge One including Practice Extra for online consolidation and extension activities and additional Learner Resources.

Teacher's Book with Digital Pack



The Teacher's Book is fully interleaved with the Student's Book. It has been written with the busy teacher in mind and provides:

- Step-by-step guidance for each lesson in the teaching notes. This includes a summary of lesson aims and materials needed, a simple warmer and end of lesson activity, clear instructions for using the Student's Book and Workbook, audio scripts, answer keys, and suggested classroom instructions for you to use with your class.
- Ideas and teaching notes for using the word cards provided in the online Teacher's Resources. These word cards match the flashcards for each unit.
- Extra games and activities for every lesson, as well as a Games Bank which can be used as a dip-in resource.

The Teacher's Book also includes access to the Digital Pack in Cambridge One providing Presentation Plus, Class Audio, Practice Extra, the Test Generator, and Teacher's Resources. The pack also provides access to all the video and audio content plus access to the Student's eBook.

Presentation Plus

Presentation Plus is a classroom presentation tool which displays a page faithful and interactive version of the Student's Book and Workbook in class or remotely. Presentation Plus includes embedded audio, video, and animations for every unit plus digital versions of the flashcards. Quick and easy access is given to the Teacher's Book notes. A fun classroom game is also included at the end of every unit.

Class Audio

The Class Audio contains all the recorded material for the Student's Book and Workbook, including the songs (plus karaoke versions), chants, and stories. The audio script is included in each lesson in the teaching notes, when it is not seen on the Student's Book page.

Practice Extra

Teachers can set homework and track each student´s progress in Practice Extra including how many online activities have been completed and how many attempts have been made. Practice Extra provides grammar, vocabulary, and skills practice in a way that rewards and motivates young learners. *Brain Break* activities are included to aid motivation and help recharge the brain.

Test Generator

- Each unit has a standard and extension test, which evaluate student's progress in each unit. These tests cover the core vocabulary and grammar structures of each unit, with listening and speaking activities on the first page, and reading and writing activities on the second page.
- Four two-page Review tests evaluate student's progress. These can be used after each review spread, and provide practice in listening, speaking, reading, and writing skills.
- In addition there are Skills Tests and an End of Level test for each level.

Teacher's Resources

The Teacher's Resources contain around 200 pages of optional photocopiable material for you to use alongside *Guess What!* Levels 1 and 2. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 2, the Teacher's Resources include:

- Printable Grammar and Vocabulary worksheets
- Additional Support worksheets
- *Let's collaborate!* project pages
- *Let's collaborate!* guide for teachers and evaluation sheets
- Printable word cards

Flashcards





There are 91 flashcards to accompany *Guess What!* Level 2. They illustrate the key vocabulary from the main teaching units. Ideas for using the flashcards in class are included in the main teaching notes and in the Games Bank.

Tour of a unit

Guess What! Level 2 has nine teaching units, each divided into eight lessons along with an introduction to the topic. In addition, there are four review spreads of two lessons each. As well as offering further practice, the Workbook provides a Picture Dictionary and Evaluations. There are additional resources in the Teacher's Digital Pack including Presentation Plus, the Test Generator, and Teacher's Resources.

Unit introduction

The topic of the unit is introduced with a *Look!* video highlighting the key vocabulary plus a double-page photograph in the book. These both contain images that stimulate children's imagination and encourage them to relate the topic to the wider world. The teaching notes for each unit suggest ways of exploiting both resources. This introduction can be included as part of Lesson 1, or as a separate "warmer" lesson.

Lesson 1
Presentation of vocabulary





New vocabulary is presented within a colorful illustration featuring the *Guess What!* characters. This is accompanied by a short and lively dialog in the Class Audio. Students listen and repeat the vocabulary, and read the vocabulary labels on the page. Students then listen and identify the new vocabulary in contextual sentences.

- The flashcards and word cards can also be used to present and review new words in a variety of games.
- The Workbook provides further recognition activities, including matching, tracing, and writing.

Lesson 2
Practice of vocabulary

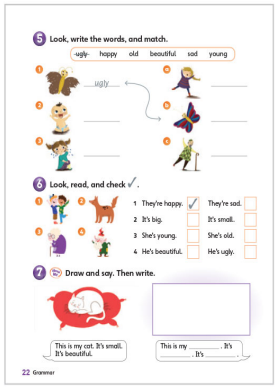
Students practice the new vocabulary further with an engaging chant, followed by an activity which encourages them to use a particular thinking skill, such as spotting differences, working out sequences, and finding mistakes.

- Both activities practice vocabulary while also recycling language from previous units.
- The Workbook provides further practice including a sticker feature. Students are also directed to the Picture Dictionary at the end of this lesson.
- There are two additional vocabulary worksheets available in the Teacher's Resources.

Note: In the Hello again! Unit, Lesson 1 introduces the new character names rather than a vocabulary set. The letters of the alphabet are presented in Lesson 4, and students also complete the Picture Dictionary numbers activity in the Workbook at that point.

Lesson 3
Presentation and practice of grammar 1



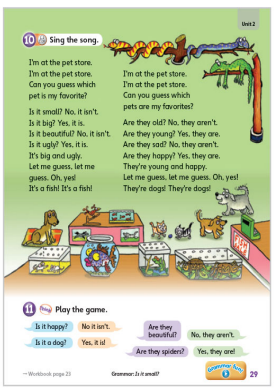


The two grammar points of the unit are presented either with a lively song which also reuses the unit vocabulary, or in a short dialog, usually illustrated by photographs of children using English in real and engaging contexts.

The activities on the page follow a clear and enjoyable path from presentation, through practice, to production. Students are supported through their learning with example speech bubbles on the page and a *Grammar fun!* animation with practice activities. The new grammar point is summarized at the bottom of the page for the teacher alongside the link to *Grammar fun!*

- The Workbook provides a variety of activities and puzzles, designed to consolidate the target grammar, while providing support with early reading and writing.
- There is an additional grammar worksheet available in the Teacher's Resources.

Lesson 4
Presentation and practice of grammar 2





The second new grammar point is presented either with a song or a short contextual dialog (depending on the format used in Lesson 3).

There is clear progression from this context to active production. Students are supported by example speech bubbles on the page and a second *Grammar fun!* animation with practice activities. The new grammar point is summarised at the bottom of the page for the teacher alongside the link to *Grammar fun!*

- The Workbook provides a variety of consolidation activities and puzzles, which support early reading and writing. There is also an *About Me* activity which encourages students to use the new grammar to talk about the unit topic.
- There is an additional grammar worksheet available in the Teacher's Resources.

Lesson 5
Story and value





Students consolidate and extend their learning further with a story featuring the *Guess What!* characters. They read and listen to the story first and then watch the video. Each story introduces a social value in a light-hearted way, as well as a functional dialog which students practice more fully in Lesson 6.

- The Workbook provides follow-up activities.

Lesson 6
Talk Time and Animal Sounds





Students practice a functional dialog, first introduced in the story and then applied in this lesson to real world contexts. Students therefore learn how the function can be used in different contexts of their own lives. Students will also focus on and practice a specific English sound in the engaging context of a humorous sentence about an animal.

- The Workbook provides a values activity and additional pronunciation practice.

Lesson 7
CLIL (Content and Language Integrated Learning)

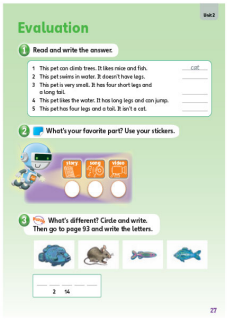


Students explore a fascinating topic selected from elementary school subjects across the curriculum. Students use the stimulating introductory photograph to engage with the topic and share any knowledge they already have. They then learn some new vocabulary and watch a short, dynamic video in Presentation Plus in the Digital Pack. Instructions for using the video and the video script are provided on pages TB117–121.

- The Workbook provides further activities exploring the CLIL topic.

Lesson 8
Let's collaborate! project and unit evaluation



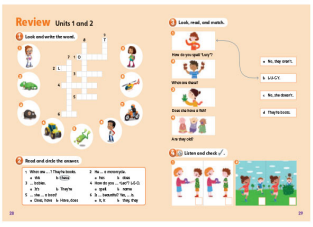


Students work together to complete a collaborative project linked to the unit topic. The project types vary from unit to unit and for this level include a diagram, a poster, a short video, a collage, a bar chart, a menu, an instruction leaflet, and a storyboard.

Students then complete a whole unit evaluation in the Workbook reviewing the content of the unit.

Review lessons (after every second unit)





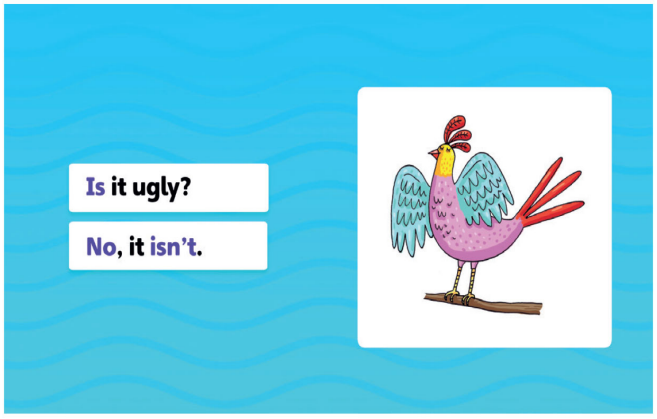
Language is consolidated through vocabulary puzzles and a task-based listening using real children.

There is also a full-page board game with clearly marked linguistic aims.

Grammar fun! videos



There are two *Grammar fun!* videos in each unit, one for each of the grammar presentation lessons. The videos can be used to consolidate the new grammar after completing the presentation and practice activities in the Student's Book.



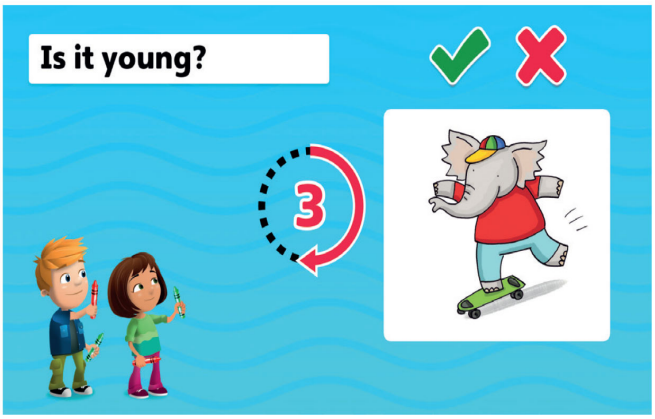
Each video begins with a language presentation section, in which the grammar focus of the unit is highlighted and reviewed in some example sentences and illustrated with a photograph or picture. As students watch this section of the video, you can pause after each example sentence to check their understanding and drill pronunciation.

For the practice stage of the videos, students will need colored crayons (see game descriptions for colors needed). If students don't have crayons, they can use any other objects as long as they are in the suggested colors. In each game, students listen to and read a series of animated questions or sentences, and choose from two or three options to answer them or complete the missing information. The question or sentence is repeated and *all* students participate by each holding up a colored crayon to vote on which option they think is correct. After three seconds, the answer is revealed on the video.

Monitor how well students perform in the practice stage of the video. If some of them are having difficulty, you can repeat the video at a later stage after further review of the language, such as after completing the exercises in the Workbook. You can also review the language by playing the game again as a warmer in a later lesson or as part of the end-of-unit review.

The two *Grammar fun!* games in Level 2 are:

The "Yes or no" game



Students will need a green crayon and a red crayon. They will see a picture and hear and read a question or statement about it. If the answer to the question is *yes*, or the statement is true, they hold up their green crayon. If the answer to the question is *no*, or the statement is false, they hold up their red crayon.

The "Sandcastles" game

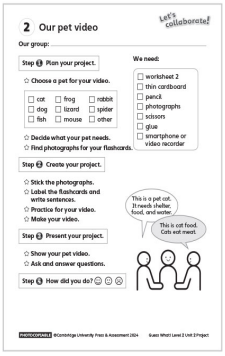


Students will need a red crayon, a blue crayon, and a green crayon. They will hear and read a question or a sentence with a word missing. There are three colored buckets, each with an answer option written on it. Students hold up their red, blue, or green crayons to vote on the answer they think is correct. When the time runs out, the three buckets lift up. The sandcastle under the bucket with the correct answer will stay intact, while the sandcastles under the buckets with incorrect answers will collapse.

You may want to turn *Grammar fun!* activities into team games. Divide the class into groups to agree on answers and then nominate one person to hold up the corresponding crayon. Award points for the correct answers and keep a tally for both grammar points in the unit.

Let's collaborate! projects

The collaborative projects are meaningful and contextualized tasks linked to the end of each unit in which students can put into practice their knowledge, skills and approaches to learning. All the worksheets and evaluation sheets for the projects can be found in the *Teacher's Resources*. The focus of each project is on collaboration by encouraging students to work together, brainstorm, negotiate, give opinions, mediate, and be inclusive. Each project is related to the unit topic and students are given a project sheet that follows the same stages each time: plan, create, present, and evaluate.



Plan: At this stage, the students should work together and think about *how* they are going to do the project and *what* they need to do it. There are steps for how collaborative planning should take place and a materials list box is included on the project sheet.

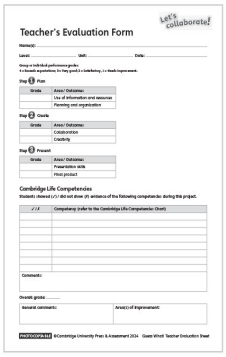
Create: This is the stage in which the students actually *do* the project and follow guidelines about how to go about this in a collaborative way. Students are provided with a template or graphic organizer to make notes and are given a model to follow if necessary. Instead of printing a model sheet per student, it is more practical to display the model on the interactive whiteboard. Please note that this part of the project will primarily be in the students' first language, although the final output will be in English. Students should be encouraged to use English whenever they can.





Present: Each project gives guidelines about digital or physical variations of the presentation.

Evaluation: This stage (*How did we do?*) involves completing a separate *Group evaluation* sheet. There is also a *Teacher evaluation* sheet if you wish to grade student or group performance. See pages TB123 and TB124 or download from the *Teacher's Resources*.



As well as being related to the unit topic, different stages of each project are also aligned to one or more of the competencies from the Cambridge Life Competencies Framework (see page TB122). These are Critical Thinking, Creative Thinking, Learning to Learn, Communication, Collaboration, Social Responsibilities, Emotional Development, and Digital Literacy. All stages of the projects are helpful in developing students' collaboration skills, and cue cards are provided to support children to work together effectively throughout. Students will touch on topics such as children's roles, gender equality, the environment, and helping others. There are some art and craft-style projects, and digital outputs are suggested wherever possible. You can decide whether to use digital or not, and projects will still be successful without digital means.

Duration

Projects will have different durations depending on what students are doing. As such, you can pick and choose which projects to do and tailor them to the amount of time you have in class. You may choose to do every project with your students, or you can do one or two per term or per year. It might be possible for students to work on their projects in cross-curricular lessons such as art or science.

Groups and roles

Projects can be completed in pairs or groups, although pair work is suggested for most projects in Level 2. It is helpful to give students specific roles so that they feel they are making a meaningful contribution. At lower levels, we suggest giving students the responsibility of monitoring different stages of the project. This could mean one student monitoring the whole project, or different students monitoring different stages or tasks. Students can monitor the materials list, the order of presenters, the group assessment, and so on. If there is one monitor per pair or group for a whole project, ensure this is not the same person in the next project.

More information on how to exploit the *Let's collaborate!* projects can be found in the guide in the *Teacher's Resources*.

CLIL (Content and Language Integrated Learning)

Introduction

The two CLIL pages at the end of each unit in *Guess What!* are selected from primary school subjects across the curriculum. The subjects chosen for Levels 1 and 2 are the popular CLIL subjects of art, geography, math, physical education, and science. With the CLIL pages, teachers can develop students' understanding of age-related subject concepts through the medium of English, thus improving their language skills.

In order to integrate content and language meaningfully, each CLIL topic is supported with a short, dynamic video. Students can therefore watch and listen to contextualized, supportive CLIL input derived from the real world outside the classroom. This approach provides a language-rich experience and develops students' listening skills while they process subject content. The video and book activities also develop students' thinking processes by helping them to:

- understand, recognize, and produce new subject-specific vocabulary (Activity 1)
- develop lower-order processing such as remembering, identifying, and comparing new subject-specific vocabulary presented in the Student's Book and then seen in the video (Activity 2)
- recognize new concepts and interpret what is shown in the pictures (Activity 3)
- develop higher-order processing such as critical and creative thinking (Activity 4)

What is exciting about CLIL in *Guess What!* is that students build on their knowledge of subject concepts presented in the videos as they work through each level of the course. An example is the science topic of plants. In Level 1, students find out which foods come from plants then in Level 2, they discover that materials for clothes are made from plants. In subsequent levels, students find out about parts of plants we can eat, explore how we can use plants for shelter, food, fabric, and medicine and also learn how plants play a role in underwater food chains. The development of subject concepts across all levels of *Guess What!* ensures students deepen their knowledge of both content and English language. The CLIL topic is related to the theme of each unit in the main Student's Book which is further developed in the *Let's collaborate!* projects.

Teachers can help learners to enjoy the CLIL sections in *Guess What!* by doing the following:

Activating students' prior knowledge of the subject

Use the stimulating one-page photograph in the first CLIL page and the learner-friendly video to find out what students already know about each CLIL topic. Ask students closed questions and then an open question to help develop thinking skills. For example, in Level 2, Unit 3, 'What are clothes made of?' ask:

1 *Can you see the T-shirts?* (recognizing and identifying words presented earlier in the book)
2 *What is it made of?* (establishing if students know this concept)

Finding out what students already know about subject-specific vocabulary at the start of a CLIL lesson is a stage when many students want to use their first language (L1). If students use L1 to say some words related to the CLIL topic, translate into English for them.

Word-level support

New vocabulary presented in the CLIL sections needs to be practiced because it is important students can produce new language clearly and with confidence. You can achieve this by playing the videos more than once and by doing the following:

- Turning off the sound, pausing the video and asking students to repeat new vocabulary slowly/quickly/quietly/loudly
- Pausing the video and eliciting new words through mime or questioning
- Making flashcards to show the new CLIL vocabulary in a different order from that presented in the book or video.

You could compare some new CLIL vocabulary with words from other units, e.g.,

- Level 1 Hello! Unit: *purple*, Unit 1: *plastic*, Unit 2: *electric*
- Level 2 Hello again! Unit: *sculpture*, Unit 1: *water*, Unit 2: *shelter*

Ask students: *Do they sound the same? Do they look the same?* If there are students from other countries, find out the words in their languages, in order to focus on culture as well as language.

Sentence-level support

Encourage students to communicate new CLIL vocabulary in sentences, using grammar presented in the Student's Book. Provide sentence starters, sentence gap fills (using *is/isn't*, *are/aren't*) or substitution tables, so students feel confident when speaking, e.g.,

An apple is a _____. Bananas are _____. A carrot is a _____. Beans are _____.	A pea _____ a vegetable. Rice _____ a grain. Olives _____ fruit. Sausages _____ meat.

apples carrots oranges potatoes	are	fruit vegetables

You will need to provide students with plenty of support for CLIL. And remember, some learners need more support than others.

Schedule fit

There are 80 lesson plans provided in the teaching notes of *Guess What!* Level 2. These consist of eight lessons in each of the nine teaching units, and eight review lessons. Each teaching unit has two vocabulary lessons, two grammar lessons, one story lesson, one functional language and pronunciation lesson, one CLIL lesson, and one additional optional lesson for the *Let's collaborate!* project and Workbook Evaluation.

The course is aimed at teachers with classes of between two and four lessons per week (75 to 150 lessons per year). Extra materials provided in the Teacher's Digital Pack (Teacher's Resources, Test Generator, and Presentation Plus) can therefore be used to adapt the material to cater for these different needs, along with the many ideas for Extra activities in each unit (pages TB105–116) and in the Games bank (pages xvi to xxi).

Use these ideas to help you tailor the course to your own teaching situation. Each additional lesson type provides nine lessons (one per unit) unless otherwise stated.

Additional lesson type	Description	Three lessons per week (127 per year)	Four lessons per week (163 per year)
Introduction	Use the opening photographic spread for each unit, along with the flashcards, to pre-teach the new vocabulary. Use ideas from the Games bank (pages xvi–xxi) for preparatory vocabulary work.		✓
Evaluation	Use the Evaluation at the end of the unit in the Workbook. Use ideas from the Extra activities (pages TB105–116) or the Games bank or extra worksheets from the Teacher's Resources and Test Generator in the Digital Pack.		✓
Test and consolidation	Use the End of unit test in the Teacher's Resources and Test Generator in the Digital Pack. Reward students with activities from the Games bank when they have completed the test. Extra vocabulary and grammar worksheets from the Teacher's Resources and Test Generator in the Digital Pack can also be used.	✓	✓
Portfolio	A portfolio is a large folder or box in which students store work they produce throughout the year. Use ideas from the Extra activities or the Games bank to review work and then encourage students to add any worksheets, posters, or other materials to their portfolio.	✓	✓
Progress to fun	Use ideas from the Extra activities and the Games bank, including the more time-consuming ideas, such as craft activities, research projects, or class trips. Students can also repeat their favorite activities.	✓	✓
Picture dictionary	Use the Picture Dictionary in the Workbook, the flashcards and word cards, and ideas from the Extra activities or the Games bank. The extra vocabulary worksheet from the Teacher's Resources and Test Generator in the Digital Pack can also be used.		✓
Creativity	Base this around one of the craft activities suggestions in the Extra activities.		✓
IT	These lessons should be conducted in an area where you have access to computers. Use the Teacher's Resources in the Digital Pack, or base this on a research project from those suggested in the Extra activities.	✓	✓
End of term test (four lessons)	Use the test from the Teacher's Resources and Test Generator in the Digital Pack after each Review.	✓	✓
Let's collaborate! Projects (spread across the year)	Use the Project worksheets for students to complete pair or group projects on the unit topic. Allow time for research and give groups the opportunity to present their projects to the class. Hold a feedback session and encourage students to complete their evaluation forms.	✓	✓

Games bank

The Games bank provides the instructions for games and communication activities that are referred to in the lesson notes. It can also be used as a dip-in resource whenever you need a simple and fun activity to use in class.

Act and guess

Use any set of flashcards or word cards. Students take turns choosing a flashcard without showing the rest of the class. They mime the item on the flashcard or word card for the rest of the class to guess.

Act it out

Students think of an activity or a word they know in English (e.g., *run*, *swim*, *eat*). They write this down on a slip of paper (in Unit 8, they write the present participle, e.g., *running*) and put the slips of paper into a box or bag. Students or pairs of students take turns drawing out a slip of paper, reading the activity, or the word (silently), and acting it out for the class to guess. They guess by saying the word or by asking a question, e.g., for Unit 8, students can guess the actions by asking: *Is it "running?" (Yes, it is.)*

Action treasure hunt

Write actions on slips of paper (one slip for each pair of students): *play field hockey*, *ride a horse*, *roller-skate*, *fly a kite*, etc. Hide these around the classroom. Students take turns finding a slip of paper and do or mime the action on it. Alternatively, students can find an action, and use it to make a question, e.g., *Can you (play field hockey)? (Yes, I can./No, I can't.)* Alternatively, they can use it to make a suggestion which they then both mime: *Let's (swim)*. If time, when students have finished talking/miming, they can hide the slip of paper in a different place for another pair of students to find, and look for a new slip of paper.

Alphabetical order

Hand out slips of paper to each student (one slip for each word you want to practice spelling). Dictate the words. Students write one on each piece of paper. Tell students to turn the slips of paper over and mix them up. Say *Look at the words!* Students turn over their slips of paper and put them in alphabetical order, as quickly as they can. When they have finished, they raise their hands. Check the spelling and order of the words as each student puts up his/her hand. Fast finishers can mix up the words again and repeat the activity. To make the game competitive, the first student to finish with all the words correctly spelled and in the right order is the winner.

Anagrams

Write anagrams of target vocabulary on the board, e.g., for Unit 3 SB38, *tcajke (jacket)*. Students work in pairs to solve the anagrams. When they have solved each one, they raise their hands and say a word. Ask *How do you spell (jacket)?* The students spell it out correctly. This can also be played as a team game.

Bingo

Use this game to review any vocabulary set, letters, or numbers. Use flashcards or write the letters/numbers on the board to review. Students then choose four of these words/letters/numbers and draw simple pictures or write them down. Say sentences defining each of the words e.g., for the farm animals/places in Unit 8 *This is a small bird. It is white or brown. It can swim.* (or just say the letters/numbers). Students who have drawn or written the word/letter cross it out. The first student to cross out all four of their words/letters calls out *Bingo!*

Blindfold game

Tie a piece of material around a student's eyes so that he or she is blindfolded. This student stands in the middle of the classroom. Other students walk around him or her until the blindfolded student reaches out and touches one of them. This student then stands still and asks *What's my name?* The blindfolded student guesses by their voice and replies *Your name's (Ana)*. In SB41 the student then has to guess one item the student is wearing, by asking, e.g., *Are you wearing black shoes?* When (Ana) answers *Yes, I am*, she then has a turn at being blindfolded.

Bluff

Invite three or four students to the front of the class. Give each one a flashcard or picture and ask them to keep them secret from the class. These students decide (without telling the rest of the class) who is going to be the *bluffer* (the one who doesn't tell the truth). The students then each say a sentence that might or might not correspond with the flashcard or picture they are holding (e.g., in Unit 7 SB88, when the clothing store flashcard is on the board: *The toy store is next to the clothing store)*. Students guess who is bluffing. Students say *Bluff* and the name of the student they think is the bluffer. Check by showing the pictures, and then repeat the activity with other groups of students. Students can also play this as a team game.

Can I have?
Students play this game in teams. Make a request, e.g., *Can I have (ten books/a red pen), please?* The team which finds the requested item the most quickly wins a point. When students are reading and writing more, you can also play this game with the requests written down on slips of paper for them to read.

Categories
Use flashcards or word cards from different vocabulary sets (or in Unit 5, from different food groups). Write the category headings for each vocabulary set on the board. Distribute the flashcards or word cards to different students in the class. Students with a card take turns saying or reading the word(s). The class decides which category the word is from. Students can then come to the front of the class and put their card into piles for each category. When the piles are completed, invite other students to come and take two cards from one pile and one from another. They read them out in a jumbled order. The rest of the class listen and say which word doesn't belong. Repeat until all students have been involved.

Circle it!
Write a selection of 10 to 12 numbers or stick pictures/flashcards on the board at a height your students can reach. Practice saying the numbers/items with the whole class. Divide the class into two teams, lined up facing the board. Give a different-colored board pen to the student at the front of each team. Say one of the numbers/items on the board. The two students race to circle the number. Whoever gets to the number first, circles it with their board pen. The two students then pass their board pen to the next student in their team and go to the back of the line. Repeat with the new students, saying a different number/item from the board. Repeat until all the numbers are circled. Count the circles in each color. The team with the most circles wins.

Class survey
Class surveys can be used to compare a range of students' experiences, e.g., in Unit 5 finding out how many students like or don't like different foods. Attach a flashcard to the board, e.g., carrots, and use it to make a sentence or ask a question, e.g., *Do you like carrots?* Count the number of hands up and write this number next to the flashcard of the carrots. Repeat with other food and drink flashcards. At the end of the activity, you can compare the numbers for each food and drink item to find out the most and least popular foods *(How many children like carrots?)*.

Correct my mistakes
This game can be played with photographs, pictures, texts, or about your class/classroom. Make false sentences for students to correct, e.g., if there is a TV on a table, say *The TV is on the closet*. Nominate individual students to correct the sentences (*No (it isn't). It's on the table.* etc.)

Count and collect
Students play this game in teams. Say a number, e.g., *Eight*. One student from each team has to find and name eight of the same classroom objects, e.g., *eight books*. The first student to do so scores a point for their team.

Describe and draw
This is a picture dictation game. Students choose and draw four or five items, e.g., in Unit 4, a bedroom with three or four things on/in/under items of furniture. They don't show their drawing to their partner. Students then take turns describing what they've drawn to a partner or ask and answer questions, e.g., *The phone is on the table.* or *The supermarket is next to the café.* Their partner listens and draws the same items/picture onto another piece of paper. He/She can ask questions to help, e.g., *Is the supermarket between the café and the movie theater?* They then compare their drawings and check they match. If there are any mistakes, they can comment on them: *No. The phone isn't under the table. It's on the table.*

Does it match?
Use flashcards and matching word cards. Stick four flashcards on the board face down so students can't see the pictures. Invite four students to the board and give each one a word card. Students stick the word cards face up below the flashcards so they can be read. Point to the first word card and students read out the word. Turn over the flashcard above it. Ask the rest of the class *Does it match? (Yes/No.)* When all word cards are turned over, students move them around so that they match the flashcards correctly. Repeat with other groups of students. See which group can guess the most number of flashcards correctly.

Drawing game
Choose a vocabulary item students know that is simple to draw. Draw a picture of the item on the board, line by line, pausing to ask each time *What am I drawing? Can you guess?* Students try to guess what the picture is before you have finished it. They can also play this in teams, with students taking turns doing the drawing. Alternatively, they can play the game in pairs.

Drawing in the air
Trace the outline of a number or an item in the air. Students have to watch and guess what you are "drawing."

Find a partner
Students draw or write down something that is their favorite/they like/they can do/they are wearing, e.g., for Unit 3 SB42, they draw an item of clothing they are wearing and color it in (e.g., a pink T-shirt). Then they have to find someone who has drawn or written the same thing. They do this by asking different students a question about what they have on their paper, e.g., *Are you wearing a pink T-shirt? (Yes, I am./No, I'm not.)* When they find a partner they make a pair by standing or sitting together.

Find something (red/plastic)
Give students simple instructions to find objects of a color or a material: *Find something (red/cotton)*. Students have to look around the class finding all the items they can that are of the specified color or material. This can also be played as a team game with students seeing which team can find the most objects. If they know the words, students list the objects they have found: *a red pencil/a cotton shirt*, etc.

Follow my instructions
Give a student an instruction, e.g., *Put a pencil on the cabinet*. When the student has done so, ask the rest of the class *Where's the pencil? (It's on the cabinet.)* If the student has obeyed your instruction correctly congratulate him/her and say *Thank you. The pencil is on the cabinet.* If the student has made a mistake, e.g., the pencil is on your chair, say *Sorry (Clara)*, and repeat the instruction. Repeat, giving instructions about other items to other students. This can also be played as a team game with the team getting a point when a student carries out the instruction correctly.

Guess What?
This is a simple description game. You/Students describe a word or a picture for others to guess what it is, e.g., for Unit 2 SB26, *It's a pet. It's small. It's orange. (It's a fish.)*

Guess Where?
Ask students to close their eyes while you hide a flashcard or small item somewhere in the classroom. Students then open their eyes. Ask *Where's the (ball)?* Students look around and if they can see the item/flashcard, they answer *It's next to the window*.

Hangman
Write short lines on the board representing the letters in a word you want to practice (e.g., in Hello again! SB13 for *yellow* you write: _ _ _ _ _ _). Students take turns guessing letters. If they are correct, you write the letter in the word, on the appropriate line. If they are wrong, you note down the letter they guessed and draw one line of a picture made of nine lines, e.g., a simple house (with a triangular roof and door). If students guess the word before the picture is finished, they win. If you draw the whole house before they guess the word, you win.

I can see
Play this observation game with photographs or illustrations in the Student's Book. Ask students to look at the photographs/illustrations and make sentences about them, e.g., *I can see a red bus*. Students find and point to the correct items in the photograph/illustration. Students can also take turns making more sentences for the class or they can do the same activity in pairs.

Jigsaw matching
Find pictures of items from your target vocabulary set (e.g., from the Internet or magazines) and cut these up into two or three pieces to make a simple jigsaw. Distribute the pieces of the pictures to students so each student has one. Students have to guess what their item is. They then have to find other students in the class with the same item by asking questions. For example, they ask *Do you have a horse? (Yes, I have./No, I haven't.)* They put their pieces together to make a complete picture.

Last one standing
Start the game with all students standing. Make a sentence, practicing a target structure, e.g., in Unit 3 SB38 with items of clothing and *I have: I have a skirt*. Students who agree with you (or, in Unit 3, those who are wearing the same item of clothing) stay standing. Those who don't agree sit down. Ask a standing student *Do you have (a skirt)? (Yes, I have.)* Then ask a sitting student to elicit *No, I haven't*. Repeat with different sentences using *I have* and *I don't have*. In Unit 3, include practice of colors, e.g., *I have blue socks*. The last student left standing wins.

Listen and do
Say a mixture of words that have two target sounds, e.g., for /g/ and /h/ in Unit 1: *go*, *get*, *help*, *green*, *how*, *head*, *great*, *hair*, *grandma*, *give*, *helicopter*. Students listen and do a specific action or mime for each target sound (e.g., in Unit 1 they look at you and wave as if saying "hello" for the /h/ words and they wave and then turn around as if saying "goodbye" for the /g/ words).

Match the pictures and words
Use any set of flashcards and matching word cards. Hold up the word cards and read them with the class. Then attach them to the board or put them on your desk. Distribute the matching flashcards to pairs of students in the class. One student shows the flashcard and names the item or place on it. The other student finds the matching word card and brings it back. Check with the class that each word card collected matches with the flashcard correctly.

Me too!
Each student writes a list of sentences about themselves which are true, e.g., *I'm seven. I have a sister. I like art. I don't like soccer. I can swim. I can't dance*. They work in pairs. Student A reads his/her first sentence. Student B responds *Me too!* if the sentence is true for him/her, or *Not me.* if it isn't true. Student A ticks the sentence if the response is *Me too!* Then Student B reads his/her first sentence and Student A responds. Students continue in this way until they have said all their sentences. See which pair have the most in common. If time, students can swap partners and repeat the activity (with the same sentences).

Meet and greet
Ask students to stand up. If you have some music, play it while students move around the classroom. Then stop the music. Students turn to the student on their left and introduce themselves, e.g., In the Hello again! unit SB6, saying *Hello/Hi! I'm (name). I'm (age). What's your name?* … They can wave to each other or shake hands and say *Pleased to meet you*. Repeat several times. (Note if you don't have music, just do this activity with students moving around until you say *Stop!* Alternatively students do the same activity from their seats, turning to ask the students next to them, behind and in front of them in turn.)

Memory 1 through 10
Play this game with any set of ten flashcards. Show the cards to the students one by one and elicit the word or a sentence about the card. Then attach the flashcard to the board face down and write a number underneath it from 1 to 10. Students have to try and remember where each flashcard is. Divide the students into two teams. Students from one team name a card and ask you a question about it, e.g., *Number 3. Is it a (baby)?* Turn the chosen flashcard over. If it is a baby, answer *Yes, it is.* and the guessing team keeps the card. If it isn't a baby, say *No, it isn't.* and turn it face down on the board again in the same position. Continue the game until all the cards have been guessed correctly. The team with the most flashcards wins the game.

Memory pairs
Play this game with any set of five matching flashcards and word cards. Distribute the flashcards and word cards to ten students and ask them to stand at the front of the class – the students with flashcards to the left and the students with word cards to the right. Students show their flashcards and word cards and say or read the word. They then hold the cards facing away from the class. Other students in the class take turns remembering who is holding the matching flashcards and word cards. They name a pair of students, e.g., Jacques and Laura. The named students show their cards. If they match, they give the cards to the student who guessed correctly. If they don't, they keep them and turn them to face away from the class. At the end of the game, the winners are the students who have matching pairs of cards. Repeat with the other five pairs of matching flashcards and word cards.

Messages
Students write a message down on a slip of paper and put the slips of paper into a box or bag. The message can be an offer, an instruction, a request, or an invitation. For example, for Unit 5 SB65, students write messages offering food *Would you like an apple?* Students then take turns drawing out a message and pass on the message to another student by reading it. The other student responds (e.g., *Yes, please./No, thank you.*) and the student who reads the message mimes carrying out the message, if appropriate (e.g., in Unit 5, handing over the food if the other student says "yes").

Mime and match
Use flashcards and the matching word cards for a target vocabulary set. Distribute the flashcards to half the class, and matching word cards to the other half of the class. Ask a student with a flashcard to mime doing something with the word shown on his/her card, e.g., flying a plane for *plane*, getting ready to serve for *play tennis* or swimming like a duck for *duck*. The student with the matching word card stands up, shows the word and reads it aloud, e.g., *I have "plane."* Check the answer is correct, and then repeat with other students.

Mirror game
Students stand facing each other in pairs. They take turns touching an item of clothing/part of the body or face, e.g., touch their shoes. Their partner has to do the same action *at exactly the same time*, as if they are looking in their mirror. They can both then say the action: *Touch your shoes!* Students can make this activity more challenging by tricking their partner with their movements, i.e. seem to be about to touch their shoes and then touch their socks instead.

One that doesn't belong
Choose and show flashcards or word cards – three from the same category, and one that is different (e.g., three places in town and one place on a farm). Students have to look at the word and say which is the one that doesn't belong. When they can, encourage students to say why the item chosen doesn't belong, e.g., *It's on a farm*.

Pass the actions
Use any word cards for actions or action phrases. Distribute these to students in the class. Play some music or ask students to pass the word cards round the class. Then stop the music or say *Stop!* Students with word cards take turns reading their action silently and acting it out for the rest of the class to guess.

Pass the ball
Students pass a soft ball or another object carefully around the class. Play some music or ask students to pass the ball round the class. Then stop the music or say *Stop!* The student holding the ball has to answer a question posed by you or another student in the class.

Pass the flashcards
Use any set of flashcards or objects. Distribute these to students in the class. Play some music or ask students to pass the flashcards round the class. Then stop the music or say Stop! Students with flashcards or objects take turns naming or making a sentence about the item on their flashcard.

Pass the present
Wrap a classroom object, a piece of food (e.g., a carrot or a banana), or a small toy (e.g., a helicopter) in layers of wrapping paper. Play some music and ask students to *Pass the present*. Students pass the present carefully round the class. Then stop the music and ask the student holding the parcel a question, e.g., *What are you wearing?* The student answers and can then unwrap one layer of the present. Continue until one student opens and names the final object inside the present.

Point to (red)
Give students simple color instructions: *Point to (red)*. Students have to look around the class and be the first one to find and point to something of that color. Repeat with other colors. This pointing game can also be played with nouns – e.g., *Point to a cabinet*. Students have to be the first one to find and point to a cabinet in the classroom.

Questions tic-tac-toe
Draw a tic-tac-toe grid on the board (a 3 X 3 grid). Attach a flashcard to each of the nine squares. Divide the class into two teams – the Os and the Xs. Each team takes it in turn for a pair of students from the team to ask and answer an appropriate question using the picture in the square. If the question and answer is grammatically correct, they score a O or X in the square. The first team to get three Os or Xs in a row is the winner.

Reading race
Use any set of flashcards or a mix of flashcards from different sets. Write sentences on pieces of paper each describing one of the flashcards you have chosen, e.g., *It's a purple skirt*. for the skirt flashcard or *I like cereal for breakfast*. for the cereal flashcard. Attach the flashcards you have chosen to the board. Divide the class into two teams and give each team half the sentences (face down in a pile). Say *Ready, Steady, Go!* One student from each team stands up, picks up a sentence, reads it, and sticks it below the correct flashcard on the board. They then walk quickly back to their team and sit down, naming the next student to read a sentence. The first team to stick up all its sentences is the winner.

Sentence chain game
This is a chain activity. Start with an initial sentence, e.g., for Unit 2 SB30 act as if you have lost your pet: *I can't find my mouse*. Ask a student to continue, repeating your sentence and adding a pet of their own: *I can't find my mouse or my spider*. The game continues until someone forgets a pet or can't think of one to add. Repeat the activity, seeing how long you can make the sentence chain.

Simon says
This is an instructions game. Students listen and follow instructions, but only if you say *Simon says*. e.g., if you say *Put on your jacket*, students should do nothing, but if you say *Simon says "Put on your jacket"*, students must find their jacket and put it on (or mime doing so). Students can also give the instructions.

Sound bingo
Students think of four words with the target sound in them and write them on a piece of paper, e.g., with the /f/ sound in Unit 2: *frog*, *fish*, *five*. Then call out a mixture of words, some that have /f/ (*four*, *fruit*, *feet*) or other sounds to contrast, e.g., /v/ and /θ/ for Unit 2: *vulture*, *think*, *van*, *three*, *violin*, *this*. Students listen carefully. When you say a word with the target sound (e.g., /f/), they say *Yes*, and cross it off their list if they have written it down. When you say a word without this target sound in it, students say *No*. The first student to cross out all four of their words calls out *Bingo!*

Sound pairs
Draw or write pairs of sound words on the board in a jumbled order, e.g., for words with /y/, /j/, /m/, and /n/, yak and yellow, juice and giraffe, mouse and mom, nine and nice. Make sure the words you choose only contain one of the target sounds in them (e.g., avoid *name* as it contains both /n/ and /m/). Students then work in pairs to see who can match up the correct sound pairs the most quickly.

Stand in order
Use any set of flashcards or number cards. Distribute these to students in the class and then ask these students to come to the front. Name the items on the flashcards in a random order (or say the numbers in ascending or descending order). Students with the flashcards have to arrange themselves in the correct order.

Stand up and sit down
This is an agreement game. Make sentences about something relating to students, e.g., for Unit 5 *I like toast for breakfast*. Students for whom this is true stand up, the others remain seated. Repeat with different sentences.

Test the teacher
Students test your knowledge by asking you questions. The questions can be about themselves or other students in the class, about flashcards, the coursebook, or general knowledge questions they know the answer to. Students can just take turns thinking of and asking you questions, or you can arrange this as a team game, with teams taking turns thinking of and asking you a question. If you know the answer, you get a point. If you don't know the answer, their team or group gets a point. The team or group with the most points at the end of the game is the winner.

The last word
Say a sentence from the lesson/using target language, but stop before you say the last word each time. Students say the word. For example, in Hello again! SB10 say lines from the story with the last word missing, e.g., *This is our … We have a surprise for … Stand … Hello, Ben. Let's …*

Tic-tac-toe
Use any nine flashcards or word cards. Draw a tic-tac-toe grid on the board (a 3 X 3 grid). Attach one flashcard or word card face down into each of the nine squares. Divide the class into two teams – the Os and the Xs. The teams take turns selecting a card and turning it over They have to say or read the word on the card, or make a sentence, or ask a question using it. If they do this correctly, they score an O or X in the square. If they make a mistake, the other team scores the O or X. The first team to get three Os or Xs in a row is the winner.

Traffic lights
Move students to a large open space or make a space in the classroom. Give classroom instructions or name target words (animals, actions) for students to mime. Say *Green light!* and show a circle of green card. Students follow your instruction. Say *Red light!* and show a circle of red card. Students stop what they are doing.

You can also use these cards for classroom management (e.g., to start and stop pair or group work). If you want to let students know they only have a few minutes left for a particular activity, you can say *Yellow light!* and show a circle of yellow card.

True or false?
Make sentences about a picture, photograph, text, story, students in the class or factual statements. Use a variety of true and false statements. Students listen and say *true* or *false*. Students can also take turns making the sentences. They can correct the false sentences to make them all true ones.

Two minutes
Write a category heading for words you want to brainstorm on the board (e.g., for Unit 8 *Animals*). Divide the class into teams of five or six students. Each team chooses someone to write for them. Tell them to write the names of as many things in the category as they can in English. Set a time limit of two minutes (use a timer if you have one or ring a bell after two minutes). Teams stop writing when the time is up. Ask students to count how many items are on their list. Elicit the words from the team with the most items and write them on the board (or invite the student with the list to write on the board). The other teams cross off the ones they have on their lists. Elicit any extra items from the other teams. Check comprehension and practice any new words.

What's in the bag?
Put an object or objects in a bag for a student to feel (e.g., classroom objects or small toys). Ask *What's this?* or *What are these?* Students must feel and guess the object(s) *(It's a (pencil)./They're (teddy bears))* without looking.

What's missing?
Attach flashcards or word cards to the board or lay them on the floor where all students can see them. Allow students a few minutes to look at them. Then ask students to close their eyes while you remove one or two of the cards. Students then open their eyes and answer the question *What's missing?*

Where's the (lamp)?
Show students the flashcards of pieces of furniture: closet, bookcase, cabinet, table, and couch. Elicit the words, then attach them face down to the board in a row. Then show the following flashcards: phone, TV, mirror, lamp and clock, elicit the words, and attach one above each of the five furniture flashcards. Turn over the first furnishings flashcard in the top row. Using the item on the flashcard, ask *Where's the (phone)?* Tap the piece of furniture below. Students have to guess *It's on the table./Is the phone on the table?* Turn the furniture flashcard over. If it's the table, give both flashcards to the student who guessed correctly. If not, turn both cards over again and ask about another item, returning to the phone again later. At the end of the game, the students who have the most pairs of cards are the winners of the game.

Whisper down the line
Make four teams. Teams line up facing the board. Give the student at the front of each team a board pen. Whisper a different number between 1 and 20 or a word to each of the students at the front of the teams. Students whisper it back along the line and the student at the back of their team comes and writes it on the board. Teams get a point for writing the number (in figures) correctly (or the word). The four students at the front go to the back of the line. Repeat with different numbers or words.

Who said it?
Books closed. Say a line from the story. Students say the name of the character who said it, e.g., in Unit 5 SB65 *Let's go for lunch (Ben). No, thank you. (iPal) Oh dear! (Tina) More cake, please. (iPal) That's enough! (Olivia).*

Who has it?
Hand out the unit flashcards at random. Students with flashcards stand up, show them to the class and make a sentence, e.g., in Unit 1 SB18 *I have a helicopter.*
Give students two minutes to look at the flashcards and remember who has what. Then the students with flashcards put them face down on their desks. You can make a sentence, e.g., *She has a helicopter*. Students guess the name or say, e.g., *Umberto has a helicopter.* When someone guesses correctly, the student with the flashcard says *Yes. I have a (helicopter)* and gives the card back to you. Alternatively, ask a question, e.g., *Who has a helicopter?* Students guess the name in the same way. When students have understood, repeat but this time volunteers can try to say where all the cards are by pointing to the students and making sentences themselves, e.g., *She has a helicopter. He has a tractor.* etc. You can make the game competitive by giving students who guess correctly points.


Hello again!
Look!

Unit aims Students review language from Level 1 and learn to give different kinds of information. This includes:

- introducing themselves
- introducing their friends and family
- saying the letters of the alphabet and spelling their name
- reviewing numbers from 1 through 10 and saying how old they and others are
- learning about different kinds of art and reviewing colors and parts of the body

Background information The photograph shows students in school having a teleconference with students in a different country.

Introduction to the unit

- Greet the class. Introduce any new students. Say *Hello, I'm/My name's … What's your name?* When the student says his/her name reply *Nice to meet you, (Sam)!* Explain the meaning and encourage the rest of the class to repeat the phrase after you. Greet any students you already know by saying *Hello again, (Flavia).*
- Say *Open your books to pages 4 and 5, please.* Then say *Now listen and look.* Play the theme song on the recording.
- Students look at the photograph and read the title of the unit while listening to the recording. Confirm the meaning of *again*.
- Point to the three children in the foreground of the photograph and say *Look. Where are they? They're at … (school.)* Point to the teacher and ask *Is this their mom? (No.)* Say *No. It's the teacher.* Ask *Are they happy?* Use gesture to help show the meaning of *happy*.

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask questions. *Where are the children? (At school/home.) How do they feel? (Happy.) What numbers can you see? (1-10.) What color is her painting? (Blue, yellow.) What sport is it? (Soccer.)*
- Play the video again. At the end, say *Hello again!* Ask students how they feel. Do they feel the same as the children in the video and on pages 4 and 5?

Theme

(Theme song lyrics)

Guess what! Come and see.
Guess what! Come and play.
Guess what! What can we learn today?

Guess what! Come and see.
Guess what! Come and play.
Guess what! It's time to learn today!
Guess what!





→ Workbook page 4

Lesson aims Students review introducing themselves and saying how old they are. They review character names and are introduced to a new character.

New language *Ben, My name's … , Nice to meet you. This is (my sister/brother, Tina). His/Her name's … , He's/She's my (brother/sister/friend). pet, How old is he? He's two.*

Recycled language *Olivia, Tina, David, Leo* (character names), *Hello/Hi, What's your name? I'm … , Who's this? lizard, iPal,* numbers 1–5

Materials Flashcards: 1–6 | Lively music (optional)

Warmer

- Point to a student and ask his/her neighbor *Who's this?* Encourage the second student to reply with a sentence, e.g., *It's Rosa.* Repeat for different students. Use *What's his/her name?* sometimes.
- Ask students if they remember the names of the characters from Level 1. Show the character flashcards and ask about each character *What's his/her name?*

Student's Book page 6

1 Listen. Who's speaking?

- Say *Open your books to page 6, please.* Ask *Who can you see? (Olivia, Tina, David, Leo) Are they at home? (No, at school.)*
- Ask *What are they saying?* Demonstrate waving your hand in greeting and elicit *Hello!* Point to the new character and ask *What are they saying to this boy? (What's your name? / Nice to meet you!)* Say *Let's listen to the children. Who's speaking?* Play the recording. Students listen and point to the characters as they speak.
- Play the recording again, pausing to elicit each character's name and that of the new boy, Ben. Ask *Is David Olivia's friend? (No, brother.) How old is Leo? (Two.)*
- Point to iPal (on Olivia's backpack) and ask *Who's this?* Remind students/Elicit that this is iPal and that he is a magic robot.
- If time, ask about the other items in the picture *What's this? / What can you see? / What color is it? (a yellow book, a blue bike, a ball).*

0.01

Ben: Hello. My name's Ben. What's your name?
Olivia: Hi, Ben. Nice to meet you. I'm Olivia. And this is David. He's my brother.
Ben: Hi, David.
David: Hi, Ben. This is Tina. She's my friend.
Tina: Hello.
Ben: And who's this?
David: He's my pet lizard. His name's Leo.
Ben: How old is he?
David: He's two.
Ben: Cool!
Leo: *Crick!*

2 Listen, point, and say.

- Show the character flashcards in the same order as they appear in the picture. Ask *Who's this? (Ben).* Repeat for the other characters.
- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered characters in the picture as they hear them mentioned in the recording. Then play again. Students listen and say the characters' names.

0.02

1 Ben **2** Olivia **3** David **4** Tina **5** Leo

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct character, (the character who is named, not the speaker). Students can also say the correct number.

Key: Ben (1) Olivia (2) Tina (4) Leo (5) David (3)

0.03

Ben: Hello. My name's Ben.
David: This is my sister. Her name's Olivia.
Tina: I'm Tina.
David: This is Leo. He's two.
Tina: This is my friend. His name's David.

Find Leo.

- Point to the *Find Leo* icon at the bottom of the page. Ask *What's his name? (Leo.)* Say *Now find Leo.* Students find and point to Leo in the picture (David is holding him).

Workbook page 4

1 Order the letters. Look and draw lines.

- Students solve the anagrams to make names. They match the names to the picture by drawing lines.

Key: **2** David **3** Ben **4** Olivia **5** Tina

2 Look at Activity 1 and put a check ✓.

- Students read the sentences and look at the picture in activity 1. They check the *yes* or *no* box for each sentence.

Key: **2** yes **3** no **4** yes **5** yes

Ending the lesson

- Ask students to look at the picture in the Student's Book. Make true or false sentences about each character, e.g., point to David and say *This is Ben.* or point to Leo and say *He's two.* Students make a thumbs-up for true and a thumbs-down for false.

Extra activities: see page TB105 (if time)

Lesson aims Students learn to introduce family and friends and ask about someone's age.

New language *This is (my sister/brother, Tina).* | *friend*

Recycled language character names, numbers 1–10, *Who's this? What's his/her name? His/Her name's … , How old is he/she? He's/She's (eight). brother, sister*

Materials Flashcards: 7–16 | Classroom objects – up to ten of each – placed around the classroom (erasers, books, pens, pencils, pencil cases) (optional)

Warmer

- Practice counting from 1 through 10 in chorus. Repeat several times. Then practice counting in reverse from 10 through 1.
- Write the numbers 1–10 on the board or show the number flashcards and point to them. Students say each number in chorus, then, when they are confident, individually.

Presentation

- Point to a student and ask *Who's this? / What's his/her name?* Encourage students to make a full sentence *This is Esteban.* Ask *How old is he/she?* Students guess, e.g., *Eight.* Repeat for different students.
- Stand next to a student and ask him/her to stand up. Introduce him/her to the class, e.g., *This is my friend. His name's Erik. He's seven.* Encourage the rest of the class to say *Hello, Erik. Nice to meet you.* Repeat for different students. Confirm the meaning of *friend* and practice pronunciation.

Student's Book page 7

4 Say the chant.

- Say *Open your books to page 7, please.* Point to each character and ask *What's his/her name? How old is he/she?* Make sure students realize the numbers in the orange circles are the characters' ages. Point to the labels *brother* and *sister* and elicit the meaning.
- Say *Listen to the chant.* Play the recording. Students listen and point to the pictures in turn.
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently.

0.04

David: This is my sister.
Her name's Olivia.
Ben: How old is she?
David: She's eight.

Olivia: This is my brother.
His name's David.
Ben: How old is he?
Olivia: He's seven.

David: This is my friend.
Her name's Tina.
Ben: How old is she?
David: She's seven.

Olivia: This is my friend.
His name's Ben.
Tina: How old is he?
Olivia: He's eight.

5 Find the mistakes and say.

- Point to the first card and read the information. Ask *Is that correct? (No.)* Say *No. There are mistakes.* Read the example speech bubble, emphasizing the corrected information (*Ben, eight*).
- Say *Find the mistakes and say.* Students work in pairs. They read the cards and practice correcting the information, using activity 4 and the example speech bubble to help them.
- Elicit answers from different pairs. Write them on the board, if necessary. Make sure students are choosing *his/her* and *he/she* as appropriate.

Key: **Number 2.** Her name's Olivia. She's eight. **Number 3.** His name's David. He's seven. **Number 4.** Her name's Tina. She's seven.

Workbook page 5

3 Listen and stick.

- Students will need the Hello again! unit stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

0.05

1 **David:** Hello. My name's David.
2 **Ben:** Hi, I'm Ben.
3 **David:** This is my sister, Olivia.
4 **David:** This is my friend. Her name is Tina.
5 **David:** And this is Leo. He's two.

4 Look, read, and match.

- Students read and match the sentence halves.

Key: 1 Her name's Sue. She's nine. 2 This is my brother. He's eight. His name's Dan.

My picture dictionary → Go to page 84. Check the words you know and trace.

- Before students do the picture dictionary activity, introduce the number words using the word cards. Hold up each word card and read it aloud with the class.
- Students then turn to page 84 and look at the numbers. They check the number words they know. They then trace over the number words.

Ending the lesson

- Stand next to a confident student and ask about the person sitting next to him/her. Say, e.g., *Who's this? Is this your brother?* The student replies *This is my friend.* Encourage the student to continue, saying the friend's name and age, e.g., *His name's David. He's eight.* Repeat with different students. If time, students repeat the activity in groups of four.

Extra activities: see page TB105 (if time)

4 0.04 Say the chant.



This is my sister.
Her name's Olivia.
How old is she?
She's eight.

sister



brother



friend



friend

5 Think Find the mistakes and say.

Number 1. His name's Ben. He's eight.

1



Name: **David**
Age: **6**

2



Name: **Tina**
Age: **7**

3



Name: **Ben**
Age: **5**

4



Name: **Olivia**
Age: **9**

→ Workbook page 5

6 0.06 Sing the song.

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



Happy, happy, look and see,
We can sing our ABCs.

7 0.07 Listen and point.


Dan


Jill


Sam


Sue


Tom

8 About Me Ask and answer.

What's your name?

My name's Harry.

How do you spell "Harry"?

It's H-A-R-R-Y.

Grammar fun!

Grammar: *Hello. What's your name?*
How do you spell … ?

→ Workbook page 6

Lesson aims Students learn to say the alphabet and to ask about spelling and to spell their name.

New language letter names a–z | *How do you spell (Dan)? It's (D–A–N).* | *happy, look and see, We can sing our ABCs.*

Recycled language *What's your name? My name's (Dan).*

Materials Pieces of thin cardboard with numbers on for the ages of your class (e.g., one card with number 7 and one card with number 8) | A photograph of your family (e.g., mom, dad, and siblings) (optional)

Warmer

- Ask a student to choose a number card to show his/her age. Introduce the student to the class, e.g., *This is my friend. Her name's Elena. She's seven.* Ask a second student to choose the correct number card for his/her age. The first student introduces the second student to the class just as you did (*This is my friend. His name's …*). Ask other students to continue.

Presentation

- Write letters *a*, *b*, *c* on the board. Say the letters. Students repeat. Write the other letters on the board and say *Let's learn our ABCs.*

Student's Book page 8

6 Sing the song.

- Say *Open your books to page 8, please. Let's say the alphabet.* Point to each letter and say it. Students repeat.
- Say *Now sing the song.* Play the recording a few times, until students are singing confidently.
- Students can sing along to the version of the song with the words or to the karaoke version.

0.06

A, B, C, D, E, F, G (x2)
Happy, happy, look and see
We can sing our ABCs.

H, I, J, K, L, M, N, O, P (x2)
Happy, happy, look and see
We can sing our ABCs.

Q, R, S, T, U, V (x2)
Happy, happy, look and see
We can sing our ABCs.

W, X, Y, and Z (x2)
Happy, happy, look and see
We can sing our ABCs.

7 Listen and point.

- Point to the first photograph and ask *What's his name? (Dan).* Repeat for the other photographs. Students ask and answer about the children in pairs in the same way.
- Say *Listen and point.* Play the recording. Students listen and point to the correct photograph. Ask *How do you spell "Dan"? (It's D–A–N.)* Practice saying the letters with the class. Repeat for the other photographs.

Key: Students point to Tom, Jill, Dan, Sue, and Sam.

0.07

Adult: Hello. What's your name?
Boy: My name's Tom.
Adult: How do you spell "Tom"?
Boy: T–O–M.
Adult: T–O–M. Tom! Thank you.

Adult: Hello. What's your name?
Girl: My name's Jill.
Adult: How do you spell "Jill"?
Girl: J–I–L–L.
Adult: J–I–L–L. Jill! Thank you.

Adult: Hello. What's your name?
Boy: My name's Dan.
Adult: How do you spell "Dan"?
Boy: D–A–N.
Adult: D–A–N. Dan! Thank you.

Adult: Hello. What's your name?
Girl: My name's Sue.
Adult: How do you spell "Sue"?
Girl: S–U–E.
Adult: S–U–E. Sue! Thank you.

Adult: Hello. What's your name?
Boy: My name's Sam.
Adult: How do you spell "Sam"?
Boy: S–A–M.
Adult: S–A–M. Sam! Thank you.

8 Ask and answer.

- Students work in pairs. They ask and answer about their own names.

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 6

5 Listen and circle the name.

- Students listen and circle the correct name each time.

Key: 2 Pat 3 Nick 4 Katy

0.08

1 **Teacher:** What's your name?
Tom: My name's Tom.
Teacher: How do you spell "Tom"?
Tom: T–O–M.

2 **Teacher:** What's your name?
Girl: My name's Pat.
Teacher: How do you spell "Pat"?
Girl: P–A–T.

3 **Teacher:** What's your name?
Nick: My name's Nick.
Teacher: How do you spell "Nick"?
Nick N–I–C–K.

4 **Teacher:** What's your name?
Girl: My name's Katy.
Teacher: How do you spell "Katy"?
Girl: K–A–T–Y.

6 Draw and say. Then write and circle.

- Students draw a picture of a friend or sibling, write the name, and circle the correct option.

Key: Students' own answers.

Ending the lesson

- Say *Listen. Who's this?* Spell out a student's name. The first student to guess the name spells the next name.

Extra activities: see page TB105 (if time)

Lesson aims Students learn to ask about objects using *What's this? It's a/an …* and *What are these? They're …*

New language *What are these? They're … rulers.*

Recycled language *What's this? It's a/an …* | classroom objects and furniture | *bike, computer, camera* | colors (e.g., *a pink computer*) | *How many (chairs) can you see?* | numbers 1–10

Materials Classroom objects – pencil, pencil case, eraser, book, pen – or flashcards from Level 1 (17–26) | An orange, an apple | A blindfold, a bag, a collection of items students know in English (e.g., an apple, an orange, some bananas, an egg, a small bottle of water, two teddy bears, two or three balls, a doll) (optional)

Warmer

- Play the alphabet song from the previous lesson. Students join in and point to the letters on Student's Book page 8.

Presentation

- Hold up a pen and ask *What's this? (It's a pen.)* Repeat for other classroom objects *(pencil, book, pencil case, eraser)* and for furniture students can name in English (*desk, chair, door, window, board*). Show an apple or orange and ask *What's this?* to elicit *It's an …* Show a ruler and teach the new word.
- Hold up two items, e.g., two pens, and ask *What are these?* Help students reply *They're …* Repeat with more pairs and groups of items.

Student's Book page 9

9 Listen, look, and say.

- Say *Open your books to page 9, please. Listen and point.* Play the recording. Students point to the children in the photographs as they speak.
- Then say *Now listen and say.* Play the recording again, pausing for students to listen and repeat the questions and answers.

0.09

(See Student's Book page 9.)

10 Listen and point.

- Review colors using the flashcards or items in the classroom (point and ask *What color is this?*)
- Say *Listen and find. A2. What's this?* Students find the correct item (the computer) and say, e.g., *It's a computer.* Ask *What color is it? (Pink).* Say *Yes. It's a pink computer.* Repeat several times until students understand the way the grid works. Make sure you ask some plural questions (*What are these?*)
- Explain that students are going to listen to some children playing the same game. Say *Now listen and point.* Play the recording. Students point to the correct item. Play the recording again, pausing to ask *What's this? / What are these?* Students say, e.g., *They're brown chairs.*

0.10

Girl: A1. What are these?
Boy: They're brown chairs.
Girl: Yes. Your turn.

Boy: B2. What are these?
Girl: They're purple pencil cases.
Boy: Yes. Your turn.

Girl: A3. What are these?
Boy: They're blue doors.
Girl: Yes. Your turn.

Woman: B3. What's this?
Girl: It's a yellow camera.
Woman: Yes. Good job!

Boy: A2. What's this?
Girl: It's a pink computer.
Boy: Yes. Good job!

Girl: B1. What's this?
Boy: It's a red bike.
Girl: Yes. Good job!

11 Ask and answer.

- Students play the same game in pairs, using the speech bubbles to help them. Circulate and make sure they are forming singular or plural questions and answers as appropriate.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 7

7 Look, read, and circle the answer.

- Students look at the photographs, read, and circle the correct sentence each time.

Key: **2** They're pencils. **3** It's an eraser. **4** They're pens.

8 Look and write.

- Students look at the pictures and complete the questions and answers.

Key: **2** this, a chair **3** are these, They're rulers. **4** 's this, It's a camera.

Ending the lesson

- Play *Drawing game* (see page xvii) using classroom objects, toys, or food vocabulary. Draw both single things (e.g., an apple) and groups of things (e.g., an egg carton full of eggs) in order to practice *What's this?* and *What are these?* Encourage students to reply with full sentences (e.g., *It's an apple. / They're eggs.*) Color the pictures when possible, and ask students to describe the color, too, e.g., *It's a red apple.* You can also practice the alphabet by asking, e.g., *How do you spell "apple"?*

Extra activities: see page TB105 (if time)

9 0.09 Listen, look, and say.

1 What's this?



It's a ruler.

2 What are these?



They're books.

10 0.10 Listen and point.



11 Ask and answer.

b, 1. What's this?

It's a red bike.

→ Workbook page 7

Grammar: *What's this?*

Grammar fun!

12 0.11 Story Listen and read. Watch.



Value: Play together

→ Workbook page 8

Lesson aims Students reinforce language with a story. They also discuss the value of playing together.

New language *our, We have a surprise for you! You hold, Let's play. Help! Don't worry. What a big surprise! We're back again. Look and see. Come with us. Come and play. today*

Recycled language colors | *This is … ,* | *tree house, Stand here, iPal, magic tree, Hello, Do you like … ? Yes, I do. / No, I don't. Oh, dear! Wow! Look, your, lion, crocodile, happy*

Materials Cards/Materials for a game (e.g., dominoes, Happy Families, Ludo) (optional)

Warmer

- Draw a tree on the board and ask *What's this? (It's a tree).* Draw a tree house in the tree. Point and ask *What's this in the tree? (It's a tree house).* Ask students if they have ever been inside a tree house (they can explain where and when).
- Ask students what they remember about the tree house in the story in Level 1. Elicit *magic tree* and see if students remember the rhyme the characters say when they're at the tree house in Level 1 (*1, 2, 3, Magic tree, Clap your hands and come with me*). Tell students they are going to revisit the magic tree house in the stories in this book.

Student's Book page 10

12 Listen and read. Watch.

- Say *Open your books to page 10, please.* Ask *Can you see the tree house?* Point to the characters in frame 1 in turn and ask *Who's this? / What's his/her name?* (*Ben, Olivia, Tina, David.*) Remind students that David and Olivia are brother and sister and that the tree house is in their yard. Explain/Elicit that Ben is visiting the tree house for the first time. Point to iPal in frame 2 and ask *Who's this? (It's iPal).* Encourage students to guess what happens in the story by looking at the other frames.
- Say *Now listen and read.* Play the recording while students listen and follow the story in their books. At the end of the story, point to the picture of the lion in frame 6 and ask *What's this? (It's Ben's lion).*

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 1: *What do Olivia and Tina have? (Paint and brushes.)* Frame 2: *What color is the paint? (Red, green, and yellow.)* Frame 3: *Who has the yellow paint? (iPal.)* Frame 4: *What animals can you see? (A lion and a crocodile.)* Frame 5: *What does Ben say? (Oh, dear! Help!)* Elicit the meaning of *Help!* Frame 6: *Is Ben happy? (Yes.)*
- Make sure students realize that at first Ben is surprised/scared when iPal comes to life, but at the end of the story, he's happy and says *What a big surprise!*
- Students can watch the story again for pleasure, or pause after key lines for students to repeat.

0.11

Olivia: This is our tree house.
David: We have a surprise for you!
Olivia: Stand here. You hold iPal.
All: 1, 2, 3, Magic tree.
We're back again. Look and see.
Come with us. Come and play
In our magic tree today.

Tina: This is iPal.
iPal: Hello, Ben! Let's play.

iPal: Do you like animals?
Ben: Yes, I do.

Lion: *Roar!*
Ben: Oh, dear! Help!
Olivia: Don't worry.

All: 3, 2, 1, that was fun.
Time to go. The magic's done!
Ben: Wow! What a big surprise!
David: And look, Ben! Your lion!

Value ***Play together***

- Play the dialog for frame 3 of the story again, pausing and asking students to repeat iPal's line: *Hello, Ben. Let's play!* Show/Confirm with gesture the meaning of this expression. Then read the value with the class *Play together*. Make sure that students understand the meaning of *together*. Point to frame 2 and ask *Who's in the tree house? (Everyone).* Ask *Who paints in the story? (Everyone).* Talk about how important it is to include everyone in games and play together. Point out that Olivia and David share their tree house with their friends, and they want their new friend, Ben, to enjoy having adventures there, too.
- Divide the class into three groups and give each group a character name – Tina, Ben, and iPal. Then play the dialog from frames 3 and 4 again. Students listen and repeat the lines for their group's character.
- You can then rearrange the class into groups of three, each with one Tina, one Ben, and one iPal. Students practice the dialog, smiling and laughing to reinforce the idea of playing together.

Workbook page 8

9 Read and number. Then listen and check.

- Students number the pictures from the story to show the order of events. Play the recording for students to check.

Key: 2 c 3 b 4 f 5 d 6 a

0.12

(Repeat of story – see above for story script)

Ending the lesson

- Play *The last word* (see page xx), with lines from the story.

Extra activities: see page TB105 (if time)

Lesson aims Students learn and practice *Let's play* and review asking about likes and dislikes. Students also practice saying the sounds /r/ and /l/.

New language *Me, too.* | *rabbit* | *The (rabbit) can (run).* | *lazy*

Recycled language *Let's play.* | *Do you like (computer games)? Yes, I do.* | *run, lion*

Materials Music | A ball, toys (doll, teddy bear, art set, kite, robot, computer game, and board games popular with your students), or flashcards: 27–36 from Level 1 Unit 2, a picture of a truck

Warmer

- Ask a student *Do you like crocodiles?* Encourage the student to reply with a short answer *Yes, I do. / No, I don't.* Repeat with different students, asking about animals, colors, toys, and food and drink students know in English.
- Play *Pass the ball* (see page xix). When the music stops, ask the student holding the ball *Do you like (teddy bears)?* He/She answers *Yes, I do. or No, I don't.* Alternatively, the student holding the ball asks his/her neighbor a question with *Do you like … ?*

Presentation

- Remind students of the story from the previous lesson. Say *iPal says to Ben "Hello! Let's … " (play).* He asks *"Do you like … ?" (animals).* Explain that students are going to practice talking about playing in this lesson.

Student's Book page 11

13 Listen and act.

- Say *Open your books to page 11, please.* Point to the controllers the children are holding in the photograph and ask *What toy is it? Is it an art set? Is it a camera? (It's a computer game).* Do not confirm answers. Say *Listen and find out. What does the boy say?* Play the recording. Elicit *Do you like computer games?*
- Ask students if they have ever played on a game like this and which computer games are their favorites.
- Ask different students *Do you like computer games?* When a student replies *Yes, I do.* say *So do I.* Explain/Confirm the meaning.
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat the lines.
- Hand one of the toys you've brought to class to each pair of students (or use the toy flashcards from Level 1). Students practice the exchange in pairs, using the toy they have. They swap roles so that each student gets a chance to ask. Go around the class, helping with the names of any new games/toys. Ring a bell or say *Stop!* Students swap their toy/flashcard with another pair and repeat the activity.

0.13

Alex: Let's play. Do you like computer games?
Abbi: Yes, I do.
Alex: Me, too.

14 Listen and say. /r/ /l/

- In this activity, students practice saying the sounds /r/ and /l/.
- Say *Look at activity 14. What can you see?* Elicit *It's a lion.* and teach *rabbit.* Say *Look. The rabbit can …* Mime running to elicit *run.* Say *Look at the lion. It's lazy.* Mime being lazy and explain the meaning.
- Then say *rabbit – /r/ /r/ /r/ – rabbit.* Students repeat, emphasizing the /r/ sound in *rabbit.*
- Say *lion – /l/ /l/ /l/ – lion.* Students repeat, emphasizing the initial sound in the same way.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat, emphasizing the initial /r/ and /l/ sounds.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that begin with the sounds /r/ and /l/. For example, *robot, ride (a bike), look, living room, leg.*

0.14

/r/ /l/ The rabbit can run. The lion is lazy. (x2)

Workbook page 9

10 What's missing? Look and draw. Then stick.

- Remind students of the value from the previous lesson. Students look at the picture and think about what's missing. They then choose the correct toy from the three options shown and draw it into the picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Students should draw the soccer ball (b).

11 Trace the letters.

- Students trace the letters *r* and *l* in the sound sentences.

12 Listen and circle l *or* r.

- Play the recording. Students listen and circle the letter *l* or *r* according to the initial sound of the word.

Key: **2** l **3** r **4** l

0.15

1 robot, robot **2** legs, legs **3** rabbit, rabbit **4** lion, lion

Ending the lesson

- Show students a picture of a robot or draw a robot on the board. Color the legs red if possible. Write the tongue twister *A lazy robot with red legs* on the board. Students practice saying it repeatedly, as fast as they can.

Extra activities: see page TB105 (if time)

13 0.13 Talk Time Listen and act.



Animal sounds

14 0.14 Listen and say.

The rabbit can run. The lion is lazy!



What kind of **art** is it?



1 Listen and say. 0.16



photography



drawing



sculpture



painting

2 CLIL Watch the video.



3 Look and say the kind of art.

Number 1. Sculpture.

Yes.









Let's collaborate!



→ Workbook page 10

CLIL: Art

Lesson aims Students learn to identify and name different kinds of art.

New language *Which kind of art is it?* | *photography, sculpture, drawing, painting, collage*

Recycled language *art* | numbers 1–4 | colors | *photograph, picture, Which (colors) can you see? I can see …* | *Do you like … ? Yes, I do. / No, I don't.*

Materials Photographs of different kinds of art, if possible ones that are familiar to students (sculptures found in their hometown/nearest city, famous paintings, or photographs by artists from their country) | Materials for making collages, paintings and drawings, cameras, objects for a still life (e.g., toys, fruit in a bowl) (optional)

Warmer

- Show the pictures of art you've brought to class. Say *Look! Art.* Show each photograph and ask *Do you like it? Where is it?* (for a local sculpture) *What can you see? Which colors can you see?* Ask students *Where can you see art?* (Elicit names of local galleries, museums, or open spaces with sculptures.) Ask students if they have ever visited an art gallery and which pieces of art they liked best.

Student's Book page 12

What kind of art is it?

- Say *Open your books to page 12, please.* Ask questions about the photograph, e.g., *Where is it? What can you see? How many children are there?*
- Ask students what kind of art it is. Present *sculpture*. Ask students to think of different kinds of art and elicit ideas (in L1).

Student's Book page 13

1 Listen and say.

- Say *Now look at page 13, please.* Use the photographs to present the words for kinds of art.
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Hold up the pictures you've brought to class and ask *What kind of art is it? Which kind of art do you like?* Find out which kind of art is most popular in the class (painting/photography/sculpture, or drawing).

0.16

1 photography **2** drawing **3** sculpture **4** painting

2 Watch the video.

- Play the video.
- If you wish, you can also provide students with reference materials so they can look for an example of each of the types of art, e.g., guides from art galleries/museums, Internet access. Students work in pairs or small groups. They try to find and write the title and artist of one sculpture, one painting, one photograph, and one drawing. Circulate and ask questions about the art students find, e.g., *What's this? Do you like it? What color is it? What's it called? Who's the artist?*

CLIL 00: see page TB117

3 Look and say the kind of art.

- Students look at the photographs and say the kind of art they can see. They use the speech bubbles to help them.
- Check the activity by saying the number of the photograph. Students say the kind of art.

Key: **2** photograph **3** painting **4** drawing

Guess What!

- Students look at the swirled image and guess which of the photographs on the page it's from. Check by asking *What's this? (It's a sculpture.)*

Key: It's a sculpture (photograph 1 in activity 3).

Workbook page 10

1 Look, read, and circle the word.

- Students look at the pictures and circle the correct word each time.

Key: **2** photograph **3** painting **4** sculpture

2 Look and copy the painting.

- Students copy the painting on the left into the frame on the right. Ask *Which colors can you see? Can you see a nose? Point to the eyes*, etc.

Ending the lesson

- Mime making one of the kinds of art in the lesson (e.g., taking a photograph). Students say the art form. Repeat for the other kinds of art. Students can also play this game in pairs.

Extra activities: see page TB106 (if time)

Lesson aims Students make a Venn diagram showing how they are the same and different from one of their friends. | They can also complete the unit evaluation in the Workbook.

New language *Venn diagram, same/different*

Recycled language colors, toys, food, actions, animals | *I like/don't like (red).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Hello again! Model sheet, Hello again! Project sheets, Hello again! Worksheets, Group and Teacher evaluation sheets, cue cards (optional), large pieces of thin cardboard, pencils, markers, scissors and glue (optional), access to a computer to research photographs online (optional)

Warmer

- Tell students to copy and complete the following sentences: *I like…* [name of a food]. *I don't like…* [an action]. When they have completed their sentences, tell them to walk around and find a classmate with the same answer for each sentence. Invite students to report back to the class, e.g., *I like robots and Pablo likes robots.*

Student's Book page 13 – Let's collaborate!

Introduce the project.

- Introduce the new words *same* and *different*. Then display the model sheet and say *Look at my Venn diagram. How am I the same and different from my friend, (David)?* Point to the different sections and explain in English some of the similarities and differences.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 13. Tell them they are going to make a Venn diagram comparing themselves to a friend in the class.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor also checks that they have everything they need.
- Students first answer the questions on the worksheet for themselves, before asking and recording their partner's answers on the chart.
- Students comment on some of the ways they are the same and different. Help them to use *I*, *you*, and *we* forms in their sentences, e.g., *I like green, but you like purple. We both like pink.*
- Students then choose some of the information from their worksheets to include in their Venn diagram. They can use the model sheet as a guide. Students can search online for photographs to illustrate these things or draw pictures.
- The project monitor stores the project materials safely.

Step 2 Create your project.

- Students draw a Venn diagram onto the large pieces of thin cardboard. They work together, one drawing the diagram in pencil first, and the other going over the outlines with marker.
- Students write their names to label the Venn diagram, referring back to the model sheet.
- Students then cut and stick their photographs or draw their pictures into the different sections of the diagram and label them. Tell them to discuss where each photograph goes as they place it, e.g., *You like green and I don't. We both like bikes.*
- Students plan how they are going to talk about their diagram, writing a script on a separate piece of paper to help them. Students take turns writing sentences, and reading them aloud. Help students to use the third person singular in sentences about their partner, e.g., *He/She likes the color green.*

Step 3 Present your project.

- Join pairs together. Students take turns presenting their Venn diagram and making sentences about them and their partner. They then take turns answering questions.
- Students can then compare the different Venn diagrams. Who are the most similar to each other in their choices? Who are the most different?
- Students can also think of reasons (in L1) why it's good to have differences and similarities in our choices (it makes life more interesting, it means we have different ideas to contribute to projects, etc.).

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each pair for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 11 – Evaluation

1 Look and write the name.

- Students look at the photographs and complete the names of the characters by writing letters on the lines. Review the alphabet first (e.g., by playing the alphabet song, recording 0.06).

Key: **2** Tina **3** Ben **4** Olivia **5** David

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the name of the character. They then go to page 93 and write the letters in the puzzle.

Key: Tina, letters for the puzzle – n, a

Extra activities: see page TB106 (if time)

1 Transportation





Unit aims Students learn about transportation. This includes:

- identifying different methods of transportation
- describing the size and color of vehicles
- saying which toy vehicles they/others have
- asking what others have
- categorizing transportation using the terms *land*, *water*, and *air*

Background information The photograph shows hot air balloons over Goreme town in Nevsehir, Turkey.

Introduction to the unit

- Ask *What's Unit 1 about?* Elicit the meaning of *transportation*. Elicit any methods of transportation students already know (e.g., *car, bike, walking*). Then ask *What can you see in the photograph?* Elicit or teach *hot air ballons*. Point and ask *What colors are the balloons (Orange, purple, yellow, red, blue.) What color's the sky? (Blue.)*
- Ask students if they have ever seen a hot air balloon or know someone who has traveled in one.

Look!

- Show students the video to introduce the topic. If students know the names of the different methods of transportation, have them call them out as they see them. Pause on different methods of transportation and ask questions. *Is it fast/ slow?* (Make gestures for fast and slow.) *Do you use this transportation?*
- Write *land, air,* and *water* on the board and explain their meaning. Play the video again. Students call out whether each method of transportation is on land, in the air, or on water. Ask why people use each method of transportation (students can use L1 for this).

Theme see lyrics on TB5





→ Workbook page 12

Lesson aims Students learn vocabulary for methods of transportation.

New language *plane, helicopter, bus, car, truck, motorcycle, train, boat, tractor, Here we are, transportation museum | Look around you. | It's so (small). | How about you? What do you like?*

Recycled language character names | *teacher* | numbers 1–9 | colors | *What's this/that? It's a plane. | big, small, long | What can you see? I can see a (red bus). | I like (trains). | He's in the (boat).*

Materials Flashcards: 17–25 | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Say *Listen. Who's this?* Spell out the name of a student in the class. The first student to guess correctly says the whole name (e.g., *It's Joanna*) and can spell the next name.
- Say *Listen. What's this?* Spell out the word *transportation*, letter by letter. Write it on the board. Remind students this is the topic of Unit 1.

Presentation

- Hold up each transportation flashcard and say the new words. Students repeat in chorus and individually. Then hold up the flashcards in a random order. Students say the word.
- Hold up the car flashcard and ask *What color is it? (Blue.)* Repeat with the other flashcards, asking the same question.

Student's Book page 16

1 Listen. Who's speaking?

- Say *Open your books to page 16, please.* Ask *Who can you see? (Olivia, Tina, David, Ben).* Point to the new character and ask *Who's this?* Students guess. Tell them *This is their teacher.* Practice the word *teacher*, if necessary. Ask *Where are they? Are they at school? (No.)* Explain that the children are on a field trip to a museum. Ask *What kind of museum? What are they looking at? (Transportation / A transportation museum).*
- Say *Let's listen to the children. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking each line (the teacher, Tina, David, Ben, or Olivia). Then play again, pausing for students to point to the methods of transportation in the picture as they hear the characters mention them.
- If time, ask about the color of the vehicles in the picture *What color's the plane? (It's blue.)*

1.01

Teacher: OK, children. Here we are at the transportation museum. Listen and look around you. … What's this, Tina?
Tina: It's a plane! A big blue plane. And listen to this … It's a big green helicopter!
Teacher: What can you see, David?
David: I can see a red bus and a yellow car. And I can see a truck. And listen … it's a motorcycle. It's so small!
Ben: Look at this long train. It's great. I like trains.
Teacher: How about you, Olivia? What do you like?
Olivia: I like this big white tractor.
Olivia: What's that?
Ben: It's Leo!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered items in the picture. Then play again. Students listen and say the words.

1.02

1 plane **2** helicopter **3** bus **4** car **5** truck **6** motorcycle **7** train **8** boat **9** tractor

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct items in the picture. Students can also say the correct number.
- If you have time, students can then do a similar activity in pairs. One says a sentence, e.g., *It's a train*, and the other says the number: *Number 7* (or points to the item).

Key: Students point to the items in the following order: 3, 6, 1, 7, 4, 9, 2, 8, 5.

1.03

It's a red bus.
It's a small orange motorcycle.
It's a blue plane.
It's a long train.
It's a yellow car.
It's a big white tractor.
It's a green helicopter.
It's a boat.
It's a blue truck.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's in the boat).

Workbook page 12

1 Look, read, and check ✓ or put an ✗.

- Students look at the pictures and read the words. They put a check if the word matches the picture and an ✗ if it doesn't match.

Key: plane ✗ tractor ✗ car ✓ train ✗ motorcycle ✓

2 Follow the transportation words.

- Students begin at the *Start* square and draw arrows connecting all the transportation words.

Key: Students draw lines between the following words: train, truck, bus, plane, helicopter, tractor, boat.

Ending the lesson

- Act out driving/sailing/flying or riding on one of the vehicles from the lesson. Students guess (*It's a boat*). Then they can repeat the activity in pairs.

Extra activities: see page TB106 (if time)

Lesson aims Students learn to describe the size and color of vehicles.

New language *It's a (big) (red) (car). And it goes like this.*

Recycled language transportation words | colors | *big, small, bike, This is my (car).*

Materials Flashcards: 17–25 | Picture of a bike or flashcard from Level 1 Unit 2 (27) | Music (optional)

Warmer

- Review the transportation words with the flashcards. Show a picture of a bike or the flashcard from Level 1 Unit 2 (27) to review *bike*. Play *Act and guess* (see page xvi). Encourage students to make the noises of the different vehicles when they mime.

Student's Book page 17

4 Say the chant.

- Say *Open your books to page 17, please.* Point to each vehicle in activity 4 and ask *What's this? (It's a (car).) What color is it? (Red.) Is it big or small? (It's big.)* Make a longer sentence about each vehicle, e.g., *Yes. It's a big red car.* Encourage students to repeat the sentence with the two adjectives.
- Say *Listen to the chant.* Play the recording. Students listen and point to the pictures in turn.
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently. Encourage them to join in with the vehicle sounds as loudly as they can.

1.04

This is my car,
It's a big red car.
This is my car,
And it goes like this.
Vroom! Vroom! (x3)

This is my bike,
It's a big pink bike.
This is my bike,
And it goes like this.
Ding! Ding! (x3)

This is my train,
It's a big green train.
This is my train,
And it goes like this.
Toot! Toot! (x3)

This is my boat,
It's a big blue boat.
This is my boat,
And it goes like this.
Honk! Honk! (x3)

5 Match and say.

- Point to the example and say *Look! Number 1 is a tractor, and c is a tractor. They match.* Students match the other close-up photographs to the vehicles in the second row. They make sentences in pairs, using the speech bubble to help them. Check answers by asking, e.g., *Number 2 … ?* Students say the letter and *It's a … .*

Key: **2** d It's a bus. **3** b It's a motorcycle. **4** a It's a helicopter.

6 Ask and answer.

- Ask different students about the methods of transportation, e.g., *Vitoria, do you like trains?* Students reply with short answers (*Yes, I do. / No, I don't.*) Students repeat the activity in pairs.

Workbook page 13

3 Listen and stick.

- Students will need the Unit 1 stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

1.05

1 It's a long green truck.
2 It's a yellow and white tractor.
3 It's a blue and white boat.
4 It's a yellow bus.
5 It's a small green car.

4 Look, read, and write the words.

- Make sure students understand what the two categories are (vehicles that travel on roads, vehicles that don't travel on roads). They copy the words from the word bank into the correct category.

Key: Road: car, motorcycle, bus; Not on the road: boat, helicopter, plane, train.

My picture dictionary → Go to page 85. Check the words you know and trace.

- Students turn to page 85 and check the transportation words they know. They then trace over the word labels for each picture.

Ending the lesson

- Play the chant again. Students join in and mime as follows: driving a car (holding the steering wheel, pressing the accelerator for "vroom, vroom"), riding a bike (holding the handle bars and ringing the bell), driving a train (holding and pulling down an old-fashioned whistle), and sailing a boat (e.g., pulling on ropes and then honking a horn).

Extra activities: see page TB106 (if time)

4 1.04 Say the chant.



car

This is my car.
It's a big, red car.
This is my car,
And it goes like this.
Vroom! Vroom!



bike



train



boat

5 Match and say.

Number 1, c. It's a tractor!



1



2



3



4

a



b



c



d



6 About Me Ask and answer.

Do you like motorcycles?

Yes, I do.

→ Workbook page 13

7 1.06 Sing the song.

I have a  ,
You have a  .
He has a  ,
And she has a  .

Let's play together.
Let's share our toys.
Let's play together.
All the girls and boys.

I have a  ,
You have a  .
He has a  ,
And she has a  .

Let's play together ...

I have a  ,
You have a  .
He has a  ,
And she has a  .

Let's play together ...

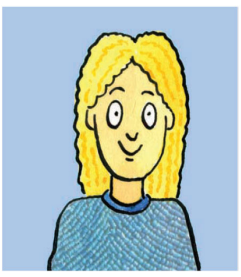
8 1.07 Listen and say the name.

She has a train.

May.



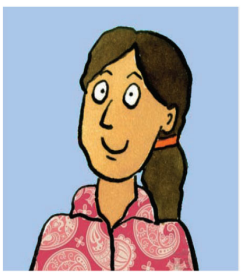
Tim



May



Alex



Lucy

Grammar fun!

Grammar: *I have a truck.*

→ Workbook page 14

Lesson aims Students talk about toys they and others have.

New language *You have a (train). He/She has a (motorcycle).* | *Let's share our toys, girls, boys*

Recycled language transportation words | toys (*teddy bear, doll, robot, ball, kite, bike*) | *I have a (truck).* | *play together*

Materials Flashcards: 17–25 | Toy flashcards from Level 1, Unit 2 (if available) | A blank piece of paper for each student (optional)

Warmer

- Play a game of *Find something (red)* (see page xviii) with objects in the classroom or pictures in the Student's Book. Students make sentences about the items as they find them, e.g., *It's a red pencil. / It's a yellow car.* If you wish, include practice of size (*Find something big/small.*).

Presentation

- Review the transportation words with the flashcards. Ask *What's this? (It's a big red tractor).* Stick the cards on the board and make sentences with *I have*, e.g., *I have a big red tractor.*
- Call nine volunteers to the front. Give each one a flashcard. The students hold up their cards and say, e.g., *I have a blue car.*
- Say *You have a blue car.* The student with the car flashcard waves it. Point to the card and say to the class *Yes. Look. He/She has a blue car.* Repeat for the other cards (in random order).

Student's Book page 18

7 Sing the song.

- Say *Open your books to page 18, please.* Point to the picture of the children. Say *What can you see?* Elicit the transportation and toy words. Use the toy flashcards from Level 1 to review/present toys if necessary. Ask, e.g., *Where's the ball?* Students point.
- Say *Listen and point.* Play the recording. Students listen and point to the vehicles and toys as they are mentioned in the song. At the end, remind students of the meaning of *play together* and explain *share our toys, girls,* and *boys.*
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently. The first time students can hum to the tune and join in with any words they know. Then students can sing along, following the song text.

1.06

I have a truck,
You have a train.
He has a motorcycle,
And she has a plane.

Let's play together.
Let's share our toys.
Let's play together.
All the girls and boys.

I have a teddy bear,
You have a doll.
He has a robot,
And she has a ball.

Let's play together.
Let's share our toys.
Let's play together.
All the girls and boys.

I have a helicopter,
You have a kite.
He has a tractor,
And she has a bike.

Let's play together.
Let's share our toys.
Let's play together.
All the girls and boys.

8 Listen and say the name.

- Point to the first picture and ask *What's his name? (Tim).* Point out that this is the boy from the picture in activity 7. Repeat for the other pictures. Students ask and answer in pairs in the same way.
- Play the recording. Students listen and say the correct name, referring to the picture in activity 7.

Key: **2** Alex **3** Tim **4** Lucy

1.07

1 She has a train.
2 He has a tractor.
3 He has a helicopter.
4 She has a plane.

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 14

5 Listen and check ✓.

- Students listen and check the correct picture each time. Check answers by asking, e.g., *Number 1?* Students say, e.g., *b She has a car.*

Key: **2** b **3** b **4** b

1.08

1 She has a car.
2 He has a helicopter.
3 She has a bus.
4 He has a truck.

6 Look at the pictures and say.

- Students work individually or in pairs to find five more differences. They make sentences, using the example speech bubble to help them.

Key: In picture a, she has a motorcycle. In picture b, she has a boat. In picture a, he has a plane. In picture b, he has a helicopter. In picture a, he has a boat. In picture b, he has a motorcycle. In picture a, she has a tractor. In picture b, she has a bus. In picture a, she has a truck. In picture b, she has a tractor.

Ending the lesson

- Students work in pairs. Student A makes a sentence about one of the children in the picture in the Student's Book (e.g., *She has a red and black ball.*). Student B says the name (e.g., *Lucy*). Then they swap roles.

Extra activities: see page TB106 (if time)

Lesson aims Students learn to ask about what others have.

New language *Does he/she have a (plane)? Yes, he/she does. / No, he/she doesn't.*

Recycled language transportation words | toys | classroom objects | food

Materials Six classroom objects/toys (e.g., a teddy bear, a doll, a kite) and/or items of known food (e.g., an orange, an apple, a banana) | Six bags that are not transparent | Music

Warmer

- Play the song from the previous lesson. Students join in with as many of the words as they can. If you wish, teach mimes for each of the vehicles and toys mentioned.

Presentation

- Call six volunteers to the front. Give each student an item to hold that students can name in English (e.g., a toy car, a pencil case, a doll, a teddy bear, an orange, and a banana). Ask each student to say what he/she has, e.g., *I have a car.* Then they each hide their item in a bag. Ask the class about what the volunteers have in random order with *Does … have*, e.g., *Does Lily have a banana?* Help students reply with short answers, e.g., *Yes, she does.* When a student answers *Yes, he/she does* correctly, the volunteer gives his/her item to that student and sits down.

Student's Book page 19

9 Listen, look, and say.

- Say *Open your books to page 19, please. What can you see?* Elicit the different toys on the table. Explain that the items are prizes for charity. Ask students if they have seen/played on stalls like this.
- Say *Listen and point.* Play the recording. Students point to the toys in the photograph as they are mentioned.
- Then say *Now listen and say.* Play the recording again, pausing for students to listen and repeat the questions and answers.

1.09

Man: Does he have a plane?
Woman: Yes, he does.

Man: Does she have a plane?
Woman: No, she doesn't. She has a car.

10 Look and match. Then listen and answer.

- Read the question in the speech bubble and show students how to follow the line from the photograph of the girl to find out the answer. Elicit the answer (*No, she doesn't.*) and the correct sentence (*She has a robot.*).
- Say *Look and match.* Give students time to follow the other lines to find out what each child has. They can check in pairs. Elicit the answers as numbers. Then say *Now listen and answer.* Play the questions, pausing after each one to elicit the answer. Ask students to make correct sentences for the *No* answers.

Key: **2** c Yes, he does. **3** b Yes, she does. **4** d No, he doesn't. (He has a ball.) **5** a No, she doesn't. (She has a plane.)

1.10

1 Does she have a ball?
2 Does he have a tractor?
3 Does she have a doll?
4 Does he have a plane?
5 Does she have a robot?

11 Ask and answer.

- Students play the same game in pairs, using the speech bubbles to help them. Circulate and make sure they are using *he* and *she* appropriately.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 15

7 Look, read, and circle the answer.

- Students look at the pictures, read, and circle the correct answer each time.

Key: **2** Yes, he does. **3** No, he doesn't. **4** No, she doesn't.

8 Look at the picture and answer the questions.

- Students look at the picture and write the correct short answers.

Key: **2** Yes, she does. **3** Yes, she does. **4** No, he doesn't.

9 Draw and say. Then circle and write.

- Students draw a picture of their friend with a toy, vehicle, or other known item. Then they complete the sentence to describe the picture. They talk about their picture in pairs.

Key: Students' own answers.

Ending the lesson

- Hand out the objects from the beginning of the lesson. Play some music. Students pass the objects around. Stop the music. Point to one of the students holding an object and ask another student, e.g., *Does she have a banana?* The student replies *Yes, she does. / No, she doesn't.* Encourage students to respond as quickly as possible. Play the music again. Students pass the objects, as before.

Extra activities: see page TB106 (if time)

9 1.09 Listen, look, and say.



Does he have a plane?

Yes, he does.

Does she have a plane?

No, she doesn't. She has a car.

10 1.10 Look and match. Then listen and answer.

Number 1. Does she have a ball?

No, she doesn't.



11 Ask and answer.

Number 1. Does she have a ball?

No, she doesn't.

→ Workbook page 15

Grammar: *Does he have a plane?*

Grammar fun!

12 1.11 Story Listen and read. Watch.



Value: Take turns

→ Workbook page 16

Lesson aims Students reinforce language with a story. They also discuss the value of taking turns.

New language *Let's go to the park.* | *Can I have a turn, please? Yes, of course. This is fun. Be careful. Take turns.*

Recycled language methods of transportation, *(Ben) has a (helicopter). Does (Ben) have a (robot)? No, he doesn't. It's a (helicopter).* | *Thank you. Sorry. It's OK.* | *Let's play. Wow!*

Materials Flashcards: 17–25 | A toy and a dice for each game, such as a floor-sized jigsaw puzzle, cars on a track, a garage or building blocks, slips of paper or small pieces of thin cardboard, half with "yes" written on them, half with "no" (enough for one for each student), a bag or a box (optional)

Warmer

- Call nine volunteers to the front. Give each one a flashcard that they show in turn and say *I have a (motorcycle).* Then they turn their flashcards around. Ask the rest of the class questions about the volunteers, e.g., *Does he/she/(name) have a (boat)?* If students answer incorrectly (e.g., they say *Yes, he does*, but the student doesn't have that flashcard), make a mark on the board. If you get to nine marks, the students at the front win.

Introduction

- Ask questions about the story so far: *What are the children's names? (Ben, David, Olivia, and Tina.) What's in the yard? (A tree house.) What's the surprise for Ben? (iPal is magic.) Which animal does Ben paint? (A lion.)*

Student's Book page 20

12 Listen and read. Watch.

- Say *Open your books to page 20, please.* Point to the characters in frame 1 and ask *Does Ben have a plane? (No, he has a helicopter).* Point to frame 4 and ask *Does Ben have the helicopter? (No, he doesn't. iPal has the helicopter.)* Ask students to guess what happens by looking at the other frames.
- Say *Now listen and read.* Play the recording while students listen and follow the story in their books. Then point to the helicopter in frame 6 and ask *What's this? (It's a helicopter, and it's iPal.)*

Story

- Now students can watch the video. Pause to ask more questions: Frame 1: *Where are Olivia and David? (In the tree house.)* Frame 2: *Does Ben have a robot? (No, he doesn't. He has a helicopter.)* Frame 3: *Who plays with the helicopter? (iPal.)* Frame 4: *Are Ben, David, and Olivia happy? (No, they're worried.) Elicit/Explain the meaning of Be careful.* Frame 5: *Is the helicopter OK? (Yes, it is.)* Frame 6: *Are the children happy? (Yes.)*
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. They can join in with the rhymes in frames 2 and 6 using gestures and intonation from the story as appropriate.

1.11

Olivia: Ben has a helicopter!
David: Let's go to the park!

All: 1, 2, 3, Magic tree.
We're back again. Look and see.
Come with us. Come and play
In our magic tree today.

iPal: Does Ben have a robot?
Olivia: No, he doesn't. It's a helicopter.

iPal: Can I have a turn, please?
Ben: Yes, of course.

iPal: Thank you. This is fun!
David: Be careful, iPal!

Ben: It's OK.
iPal: Sorry. Now let's play with my helicopter!

Ben: Wow! The helicopter is iPal!

All: 3, 2, 1, that was fun.
Time to go. The magic's done!

Value ***Take turns***

- Play the dialog for frame 3 of the story again, pausing after iPal's line: *Can I have a turn, please?* Explain/Elicit that iPal says this to ask to play with the helicopter. Play Ben's response, *Yes, of course*, and ask students to guess the meaning.
- Read the value *Take turns.* Explain the meaning and say how important it is to take turns when we play. Point out that iPal asks politely for his turn, without grabbing.
- Divide the class into two groups and give each group a character name – Ben or iPal. Then play the dialog from frame 3 again. Students listen and repeat the line for their group's character. You can then rearrange the class into pairs, each with one Ben and one iPal. Students practice the dialog in their pairs.

Workbook page 16

10 Read and write the letter. Then listen and check.

- Students match the text with the story frames. They write the correct letter in each speech bubble. Play the story again, which is repeated in full on the recording. Students listen and check their answers.

Key: **2** c **3** a **4** e **5** b **6** d

1.12

(Repeat of story – see above for story script)

Ending the lesson

- Make a sentence about the story. Students say the number of the frame, e.g., *Ben, David, and Olivia aren't happy. (4) The helicopter is iPal. (6) Ben says, "Yes, of course." (3) iPal plays with the helicopter. (4) Olivia and David are in the tree house. (1) The helicopter is OK. (5).*

Extra activities: see pages TB106–TB107 (if time)

Lesson aims Students practice taking turns. Students also practice saying the sounds /g/ and /h/.

New language *gorilla*

Recycled language toys | methods of transportation | *Let's play, Can I have a turn, please? Yes, of course.* | *take turns, computer game, hippo, house*

Materials A small toy for each pair of students (if possible one they can name in English) | Large pictures of flowers and trees, windows, and a door (optional)

Warmer

- Say *Let's play soccer.* Students mime playing soccer. Repeat with different games and sports students know (e.g., *Let's play with a toy car. Let's play with a kite. Let's play with a camera. Let's run. Let's jump.*) Make the last instruction *Let's play with a computer game.*

Student's Book page 21

13 Listen and act.

- Say *Open your books to pages 20 and 21, please.* Remind students of the story from the previous lesson. Say *iPal asks Ben, "Can I have a … ?" (turn, please).* Elicit Ben's reply *(Yes, of course.)*
- Tell students they are going to listen to more people taking turns. Remind them of the expression *take turns.* Say *Now look at page 21. Who's speaking? Listen and point.* Play the recording. Students listen and point to the people in the photograph as they speak each line.
- Then say *Now listen and act.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs. One student mimes playing with the controller for a computer game and handing it over when the other asks *Can I have a turn, please?*

1.13

Alex: Can I have a turn, please?
Carlos: Yes, of course.
Alex: Thanks. I like computer games.

14 Listen and say. /g/ /h/

- In this activity, students practice saying the sounds /g/ and /h/.
- Say *Look at activity 14. What can you see?* Elicit *hippo* and teach *gorilla* and *grass.* Ask *Where's the gorilla? (On the grass.)* and *Where's the hippo? (In the house.)*
- Then say *gorilla – /g/ /g/ /g/ – gorilla.* Students repeat, emphasizing the /g/ sound in *gorilla.*
- Say *hippo – /h/ /h/ /h/ – hippo.* Students repeat, emphasizing the initial sound in the same way.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat, emphasizing the initial /g/ and /h/ sounds.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that begin with the sounds /g/ and /h/. For example, *goodbye, grandpa, grandma, green, game, go, hello, hallway, head, hair, how, helicopter.*

1.14

/g/ /h/ A gorilla on the grass. A hippo in the house. (x2)

Workbook page 17

11 What's missing? Look and draw. Then stick.

- Remind students of the value from the previous lesson. Students look at the picture and think about what's missing. They then choose the correct toy from the three options shown and draw it into the picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Students should draw the kite (b).

12 Trace the letters.

- Students trace the letters *g* and *h* in the sound sentences.

13 Listen and match the pictures with g *or* h.

- Play the recording. Students listen and match each picture with the letter *g* or *h* according to the initial sound of the word.

Key: **2** h **3** g **4** h

1.15

1 gorilla, gorilla **2** house, house **3** grass, grass
4 hippo, hippo

Ending the lesson

- Give a small toy to each pair of students. They practice taking turns. Student A plays with the toy. Student B asks *Can I have a turn, please?* Student A replies *Yes, of course.* and hands over the toy. Student B says *Thank you. I like …* They repeat, handing the toy over each time.

Extra activities: see page TB107 (if time)

13 1.13 Talk Time Listen and act.



Animal sounds

14 1.14 Listen and say.

A gorilla on the grass. A hippo in the house.



Where is the transportation?



1 Listen and say.



on land | on water | in the air

2 Watch the video.

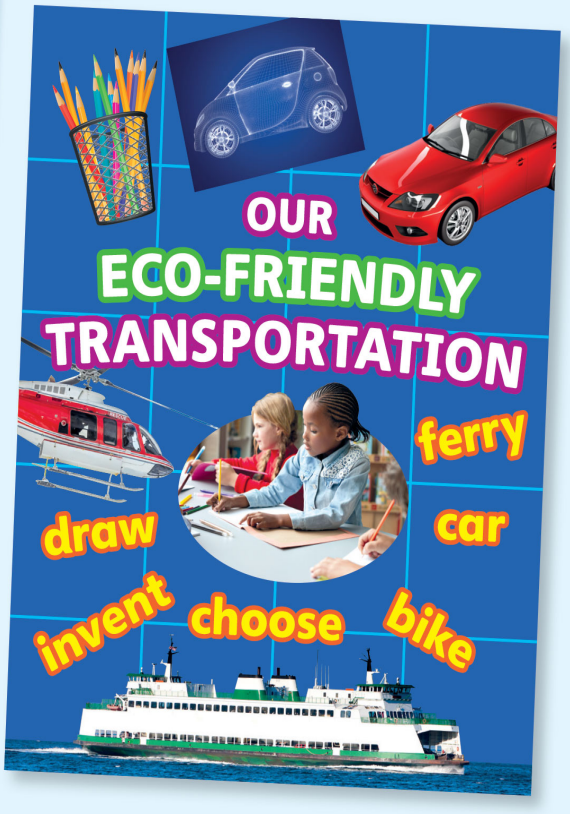
3 Look and say *on land*, *on water*, or *in the air*.

Number 1. On land. Yes.





Let's collaborate!



→ Workbook page 18

CLIL: Science

Lesson aims Students learn to categorize methods of transportation according to where they go.

New language *on land, on water, in the air*

Recycled language *Where is the (transportation)?* | methods of transportation | numbers

Materials Flashcards: 17–25 | Word cards: see Digital Pack (Teacher's Resources) | A map of students' country (to show ferry routes, if appropriate) | 2 circles of thin cardboard, one red and one green, OR a water tray with objects that float or sink (e.g., a toy boat, a paper boat, a piece of wood, a cardboard tube, a toy car) (optional)

Warmer

- Review the methods of transportation using the flashcards. Stick all of the flashcards on the board and say *They are …* Elicit/Remind students of the category name *transportation*. Students can play *Drawing game* (see page xvii) with the words in pairs.

Student's Book page 22

Where is the transportation?

- Say *Open your books to page 22, please.* Ask questions about the photograph, e.g., *What transportation can you see? (bikes, boat) Is there a plane? (No, there isn't.) How many people can you see? Can you see a family?*
- Ask students if they have ever traveled on a ferry like the one in the photograph (if yes, ask where they went, how long it took, and whether they liked it). If appropriate, show students a map of their country and point out ferry routes on rivers/lakes or across the ocean.
- Then point to the ferry and ask the opening question *Where is the transportation?* Point and say *The boat's on water.* Point to the last bike and say *The bike's on land.*

Student's Book page 23

1 Listen and say.

- Say *Now look at page 23, please.* Use the photographs to present the words for places where we can see methods of transportation.
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Hold up the transportation flashcards and elicit the correct phrase (e.g., plane – *in the air*, boat – *on water*, truck – *on land*).

1.16

1 on land **2** on water **2** in the air

2 Watch the video.

- Play the video.
- If you don't have the video, show students the pictures of different methods of transportation you have found. For each one ask *Where's the transportation? (On land/water. / In the air.)* and additional questions, e.g., *What color is it? Do you like it?* Ask students if they have traveled in any of the ways in the pictures.

CLIL 01: see page TB118

3 Look and say on land, on water, *or* in the air.

- Students look at the photographs and say where the method of transportation is. They use the speech bubbles to help them.
- Check the activity by saying the number of the photograph. Students say the kind of transportation.

Key: **2** on water **3** in the air **4** on land

Guess What!

- Students look at the swirled image and guess what it is. Check by asking *What's this? (It's a boat.)*

Key: It's a boat (in photograph 2 of activity 3).

Workbook page 18

1 Look, read, and circle the words.

- Students look at the pictures and circle the correct words each time.

Key: **2** on land **3** in the air **4** on land **5** in the air **6** on water

2 Look and draw. Say.

- Students draw the four kinds of transportation in photographs 2, 4, 5, and 6 in the correct place (e.g., a bus on a road). They work in pairs and take turns making sentences about where the vehicles are in their picture (e.g., *The bus is on land.*)

Key: Students draw the car and truck on the road, the plane in the air, and the big boat on water.

Ending the lesson

- Draw three columns on the board, with the headings *on land, on water, in the air.* Stick the transportation word cards below the columns in random order (at a height your students can reach). Call volunteers to the front to choose a word card and put it into the correct column. The other students help decide if he/she is right.

Extra activities: see page TB107 (if time)

Lesson aims Students design a poster for eco-transportation methods for air, land, and water. | They can also complete the unit evaluation in the Workbook.

New language *eco-friendly, vehicle, engine, propeller, solar panel, wing, wheel, sail, light, seat*

Recycled language transportation, *air, land, water, door, window, electric* | *It's an eco-friendly (car). It moves on (land). It's (electric). It has (a special engine).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Flashcards 17-25, Model sheet 1, Project sheets 1, Worksheets 1, Group and Teacher evaluation sheets, cue cards (optional), sheets of paper, poster-sized thin cardboard, pencils and pens, glue, access to a computer for research (optional).

Warmer

- Review transportation and ask if each vehicle is for air, land, or water. Teach the new words *ferry* and *yacht*.

Student's Book page 23 – Let's collaborate!

Introduce the project.

- Teach *eco-friendly*. Show a picture of an electric car and say *This car has an electric engine. Electric engines are eco-friendly. They are good for the planet.*
- Display the model sheet and say *Let's make some eco-friendly transportation. Look!* Then read each of three eco-transportation descriptions in English.
- Use the model sheet to teach the new words *propeller, wings, engine, solar panels, wheels, lights,* and *sail*.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 23. Tell them they are going to design their own eco-friendly methods of transportation.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- Each pair labels the type of transportation as moving through air, land, or water (air: helicopter, plane; land: bike, bus, car, motorcycle, tractor, train; water: boat, ferry, yacht). Students then choose a method of transportation for their project.
- Students then use the mind map on the worksheet to agree on the different features their method of transportation needs and how they can make it eco-friendly. Students discuss their choices in English and L1, e.g., *Cars move on land, so they need wheels. They need seats, doors, and windows, too. They don't need a sail. They need an engine. We can use an electric engine. Electric engines are eco-friendly.*
- Students draw a sketch of their method of transportation into the central box on their worksheet.
- **Note:** Students can use a computer to research design ideas for their eco-friendly transportation.
- The project monitor makes sure the project worksheets are complete and stored safely.

Step 2 Create your project.

- Students draw their eco-friendly method of transportation neatly onto a sheet of paper. Students work together, with one drawing in pencil and the other going over the outline in pen. They take turns labeling their design.
- Students write sentences about their design, referring back to the model sheet.
- Students then work with two other pairs who have chosen transportation for a different location (air, land, or water). They stick their designs onto a piece of thin cardboard to make an eco-friendly transportation poster.

Step 3 Present your project.

- In their groups of six, students present their eco-friendly transportation to the rest of the class.
- Students take turns presenting their project and asking and answering questions. Remind students to maintain eye contact when they are asking or answering questions, and to always phrase their questions politely.
- Students then display their posters and compare them. How are the designs the same and different? Which are the most practical? Which are the most eco-friendly? Are there any improvements they can think of?

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each pair for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 19 – Evaluation

1 Look, match, and write the word.

- Students match the people with the methods of transportation. They write transportation words to label the pictures on the right.

Key: **2** d tractor **3** b boat **4** a bus

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the method of transportation. They then go to page 93 and write the letters in the puzzle.

Key: motorcycle, letters for the puzzle – r, y

Extra activities: see page TB107 (if time)

2 Pets



Unit aims Students learn about people and pets. This includes:

- identifying pet animals
- identifying people as baby, boy, girl, woman, or man
- describing people and animals
- asking and answering questions with *be* (*Is it … ? / Are they … ?*)
- learning about what animals need

Background information The photograph shows a Pajama Cardinalfish (scientific name: *Sphaeramia nematoptera*).

Introduction to the unit

- Say *Open your books to pages 24 and 25, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song.
- Ask *What's Unit 2 about?* Students guess the meaning of *pets*. Then ask *What can you see in the photograph?* See if anyone already knows the word *fish*. Ask *What can a fish do? Can it jump/run/walk?* (*It can swim.*)
- Ask *What color's the fish?* (*Yellow, brown/orange, black,* and *white.*) Review parts of the body: say *Look at the fish. Does it have legs/arms/feet/hands?* (*No, it doesn't.*) *Point to its eye.* (Students point.) Repeat for *head, tail,* and *mouth*. Students can repeat this game in pairs. One student names parts of the fish's body, and the other student points.

Look!

- Show students the video to introduce the topic. Pause the video after each pet and elicit the name if students know it. Ask questions, e.g., *What color is it? Do you like it?* Ask students to put their thumbs up if they like the pet and thumbs down if they don't like the pet.
- Play the video again. Ask *How do the people feel? (Happy.)* Ask *Why do people have pets?* Students can answer in L1. Accept any logical answers. Ask students if they have a pet and elicit more information from individuals. *What is its name? What color is it? How old is it?* etc.

Theme see lyrics on TB5


Guess What!
theme



→ Workbook page 20

Lesson aims Students learn vocabulary for people and pets.

New language *pet, pet show | woman, man, girl, boy, baby | cat, mouse, fish, dog, frog | What does he/she/that man have? It has (long ears).*

Recycled language character names | numbers 1–10 | colors | *big, small | He/She has a (white) (cat). It's (fat). I like the (dog). Can you see the (boy)? Be careful, Where's (my pet)?*

Materials Flashcards: 26–35 and animal flashcards from Level 1 Unit 8: 86–95, if available.

Warmer

- Review animals from Level 1 – say the animal, then students mime and make the appropriate noise. Stick the flashcards from Level **1** Unit 8 on the board, if available, or write the animal names. Point to each animal and ask *Is it a pet?* Students answer *Yes, it is.* for *snake, bird,* and *spider.*

Presentation

- Explain that students are going to learn words for more pets and also words for people.
- Hold up each flashcard and say the new word. Students repeat in chorus and individually. Then show the flashcards in random order. Students say the words.
- Show the pet flashcards and encourage students to say the word and then mime/make the appropriate noise for each animal.

Student's Book page 26

1 Listen. Who's speaking?

- Say *Open your books to page 26, please.* Ask *Can you see Olivia, Tina, David, and Ben?* Students point to the children's backs. Ask *Where are they? (At a pet show.)* Point to the sign in the picture and confirm the meaning. Ask students if they have ever been to a pet show.
- Say *Let's listen to the children. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking each line (Tina, David, Ben, or Olivia). Then play again, pausing for students to point to the people and pets in the picture as they hear the characters mention them.
- If time, ask about the items in the background of the picture: *What transportation can you see? (A bus, a plane.) What color's the bus? (It's red.) Is it big or small? (It's big.)*

2.01

Tina: It's a pet show! Look at that woman. She has a white cat. It's fat!
David: Ha, ha! What does that man have?
Olivia: A fish. An orange fish.
Ben: And look at that girl. She has a brown dog. I like the dog. It has long ears!
Olivia: Can you see the boy? He has a black mouse.
David: Be careful, mouse! The woman has a big cat.
Ben: What about the baby? What does he have?
Tina: It's small and green … He has a frog!
David: Where's *my* pet? … Leo?
Leo: *Crick!*

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered items in the picture as they hear them mentioned. Then play again. Students listen and say the words.

2.02

1 woman **2** man **3** girl **4** cat **5** mouse **6** fish **7** boy **8** dog **9** baby **10** frog

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct animals/people in the picture, as they hear them mentioned. Students can also say the correct number.
- If you have time, students can then do a similar activity in pairs. One says a sentence, e.g., *It's a cat,* and the other says the number or points to the animal/person in the picture.

Key: Students point to the items in the following order: 1, 4, 2, 6, 3, 8, 7, 5, 9, 10.

2.03

It's a woman.	It's a girl.	It's a baby.
It's a cat.	It's a dog.	It's a frog.
It's a man.	It's a boy.	
It's a fish.	It's a mouse.	

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture and raise their hands when they find him. (He's in Tina's bag.)

Workbook page 20

1 Order the letters and match.

- Students solve the anagrams and write the words. Then they match each person with their pet by drawing lines.

Key: **2** c girl, dog **3** b woman, fish **4** a boy, mouse

2 What's next? Look and circle the word.

- Students look at the pictures and circle the correct word in each pair.

Key: **2** frog **3** baby **4** dog

Ending the lesson

- Stick the flashcards *man, woman, girl, boy,* and *baby* on the board in a column. Stick a pet flashcard next to each person flashcard (e.g., frog next to man). Point to one pair of flashcards, name the person, and make a sentence, e.g., *Man. He has a frog.* Say the name of another person on the board and choose a volunteer to make a sentence about his/her pet. Repeat for the other people. Then swap the pets around and ask different students.

Extra activities: see page TB107 (if time)

Lesson aims Students practice the people and pet vocabulary and learn irregular plural words. Students practice counting.

New language *Come on now. Let's count them all. mice, fish* (plur.), *women, men, babies*

Recycled language people and pets | numbers 1–10 | colors | *big, small* | *I can see …*

Materials Flashcards: 26–35 | A picture of a rabbit

Warmer

- Review the people and pet words with the flashcards. Students work in pairs and play *I can see* (see page xviii) with the picture on Student's Book page 26. Encourage students to include colors and to talk about the details in the background, e.g., *I can see a red bus.*, as well as the people and pets. Teach *white, brown,* and *black* if necessary.

Student's Book page 27

4 Say the chant.

- Say *Open your books to page 27, please.* Point to one of the pets in each group in activity 4 and ask *What's this? (It's a mouse.)* Ask *What color is it? (White.) Is it big or small? (It's big.)* Then point to the whole group of mice and say *Look and count. How many mice? (Seven.) Say Yes. There are seven mice. Seven mice.* Students repeat *mice.* Do the same for the other groups of animals, pointing out that we also say *Five fish*, not *Five fishes.*
- Say *Listen to the chant.* Play the recording. Students listen and point to the pictures in turn.
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently. Encourage them to join in with the sound effects, when possible.

2.04

One frog, two frogs,
Big and small.
Come on now, let's count them all.
One, two, three.
Three green frogs.

One fish, two fish,
Big and small.
Come on now, let's count them all.
One, two, three, four, five.
Five orange fish.

One dog, two dogs,
Big and small.
Come on now, let's count them all.
One, two, three, four.
Four brown dogs.

One mouse, two mice,
Big and small.
Come on now, let's count them all.
One, two, three, four, five, six, seven!
Seven white mice!

5 Look, find, and count.

- Point to each photograph on the left and say, e.g., *Look! One woman, two women.* Students repeat after you. Then say *Look at the picture. Let's count the women. … I can see two women.*
- Say *Look, find, and count.* Students work in pairs to count the number of men, babies, and children in the picture. They make sentences, using the speech bubble to help them. Check answers by asking, e.g., *How many men can you see?* Students say *I can see …* Ask more questions about the animals, pausing for students to look and count: *How many cats/rabbits/dogs/mice/fish can you see?* (not including the small pictures on the mouse and cat food).

Key: men – 3, babies – 4, children – 5, rabbits – 5, mice – 7, cats – 7, dogs – 3, fish – 2

6 Look at your classroom. Then say.

- Point to the example speech bubble. Say *Look at our class. How many boys?* Students count and say (remind them to include themselves!). Repeat for *girls, children, men,* and *women.* Write the numbers on the board and help students say them in English if they are bigger than ten and also, e.g., *I can't see any men.*

Workbook page 21

3 Listen and stick.

- Students will need the Unit 2 stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

2.05

1 The man has a small white dog. **2** The baby has a frog. **3** The girl has a big orange cat. **4** The woman has a small black cat. **5** The boy has a big black dog.

4 Write the words and find.

- Students label the pictures, then find the words in the word search puzzle.

Key: **2** women **3** babies **4** children

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

My picture dictionary → Go to page 86. Check the words you know and trace.

- Students turn to page 86 and check the words they know. They then trace over the word labels for each picture.

Ending the lesson

- Play the chant again for students to join in. Divide the class into groups to represent the animals in the chant: seven "mice," four "dogs," five "fish," and three "frogs." The groups mime being their animal when they are mentioned, and students point to them in turn for the counting in the last two lines of the verse.

Extra activities: see pages TB107–TB108 (if time)

4 2.04 Say the chant.



mice

One frog, two frogs.
Big and small.
Come on now, let's count them all.
One, two, three.
Three green frogs.



fish



dogs



frogs

5 Look, find, and count. I can see two women.



women



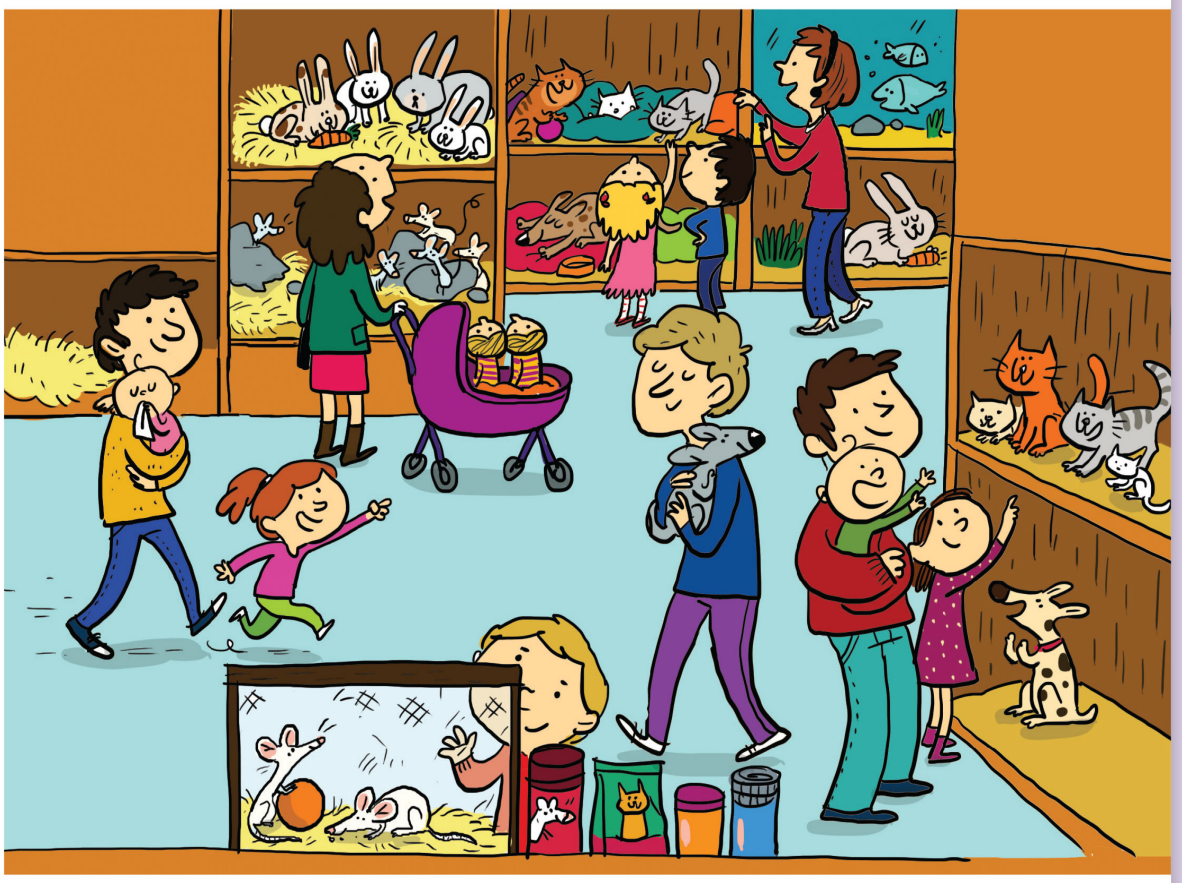
men



babies



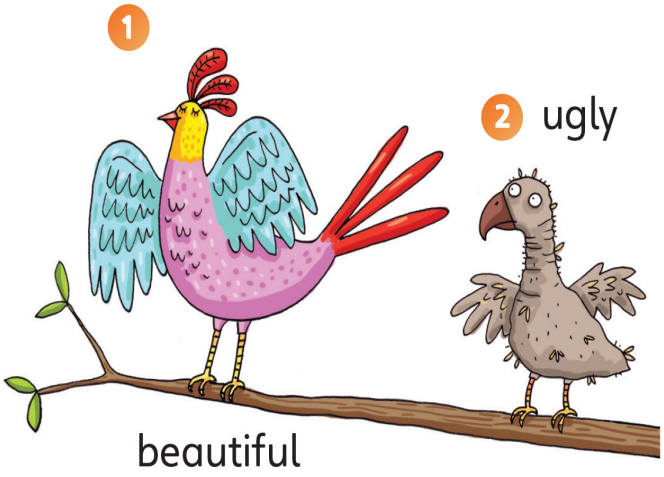
children

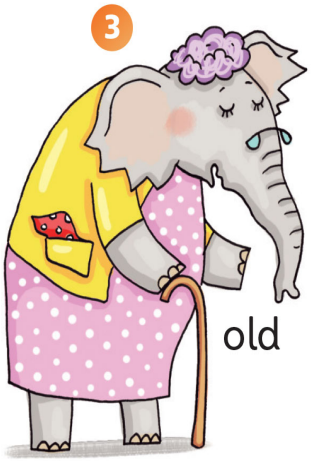


6 About Me Look at your classroom. Then say. I can see five boys.

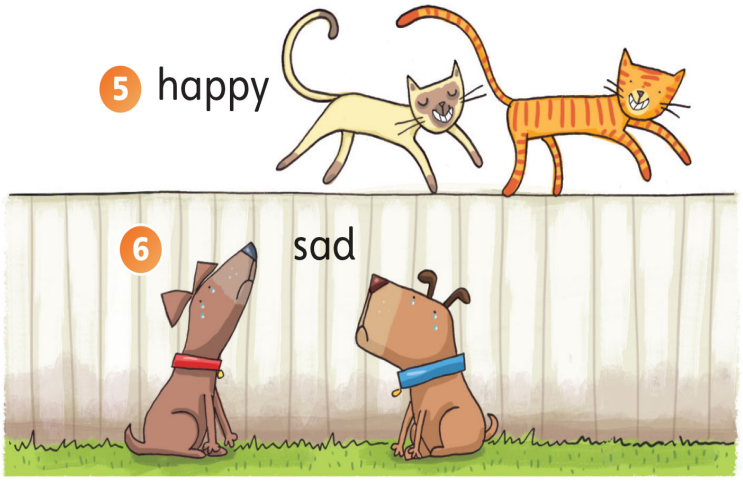
→ Workbook page 21

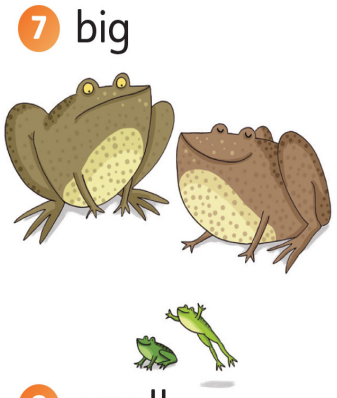
7 2.06 Listen, look, and say.











8 2.07 Listen, find, and say.

They're cats.

They're happy.

9 Make sentences. Say *yes* or *no*.

Number 1. It's a bird. It's ugly.



No. It's beautiful.

Grammar: *It's beautiful.*

→ Workbook page 22

Lesson aims Students describe animals.

New language *beautiful, ugly, old, young, happy, sad* | *It's/He's/She's (beautiful). They're (happy).*

Recycled language people and pets | numbers | *women, men, children, babies* | *big, small*

Materials Flashcards: 26–35 | Word cards: see Digital Pack (Teacher's Resources), plus four homemade word cards with the words *women, men, children, babies* | Pictures of two or more women, two or more men, two or more children, two or more babies, two or more elephants | A piece of blank paper for each student (optional)

Warmer

- Review the people and pet words with flashcards and word cards (e.g., show the word cards, students do a mime for each, show the flashcards, students say the words). Show the boy and girl flashcards again to review/elicit *child* and *children*.
- Stick the flashcards for man, woman, baby, and boy on the board (at a height your students can reach). Add pictures of women, men, children, and babies (or draw simple pictures yourself). Show a word card for one of these eight items and invite a volunteer to stick it on the board below the correct picture.

Presentation

- Stick the flashcards of the dog and the mouse on the board. Point to the dog and ask *What's this? (It's a dog.) Is it small? (No)*. Say *It's big*. Students repeat. Do the same for the mouse (*It's small*). Draw two elephants on the board or show a picture of some elephants. Ask *What are these? (They're elephants)*. Ask *Are they small? (No.)* Say *They're big*. Students repeat.
- Practice *big* and *small* with mime. Students stand up. Say *Elephants! They're big*. Students stamp their feet and make themselves as big as possible. Say *Mice! They're small*. Students pretend to be mice and curl up as small as they can. Repeat with different animals.

Student's Book page 28

7 Listen, look, and say.

- Say *Open your books to page 28, please. What can you see?* Elicit the different animals (*birds, elephants, cats, dogs, frogs*).
- Say *Listen and point*. Play the recording. Students point to the pairs of animals as they are mentioned. Confirm the meaning of each adjective. Then say *Now listen and say*. Play the recording again, pausing for students to listen and repeat.

2.06

1 It's beautiful.
2 It's ugly.
3 She's old.
4 He's young.
5 They're happy.
6 They're sad.
7 They're big.
8 They're small.

8 Listen, find, and say.

- Point to the speech bubble and read it aloud. Point to the picture of the cats in activity 7 and elicit/say *They're happy.*
- Students listen, find the animal(s) in activity 7, and say a sentence with *It's/He's/She's/They're …* and the appropriate adjective each time.

Key: It's a pink and blue bird. It's beautiful. They're brown frogs. They're big. They're dogs. They're sad. She's an elephant. She's old. He's an elephant. He's young. It's a gray bird. It's ugly. They're green frogs. They're small.

2.07

They're cats.
It's a pink and blue bird.
They're brown frogs.
They're dogs.
She's an elephant.
He's an elephant.
It's a gray bird.
They're green frogs.

9 Make sentences. Say yes *or* no.

- Students work in pairs. Student A chooses one of the pictures in activity 7 and says two sentences to describe it, as in the example. These can be either true or false. Student B says *yes* if the description is correct and *no* if it isn't. Encourage students to correct the false sentences.

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 22

5 Look, write the words, and match.

- Students label the pictures using the words in the box, then draw lines to match the adjectives with their opposites in the right-hand column.

Key: **2** young **3** sad **a** happy **b** beautiful **c** old (2–c, 3–a)

6 Look, read, and check ✓.

- Students look at the pictures, read, and check the correct sentence in each pair.

Key: **2** It's big. **3** She's old. **4** He's ugly.

7 Draw and say. Then write.

- Students draw a picture of a real or imaginary pet. They complete the sentences as in the example.

Key: Students' own answers.

Ending the lesson

- Books closed. Play a memory game with the pictures on Student's Book page 28. Say, e.g., *They're sad*. Students say *(They're) dogs*. Repeat several times. Students can play the same game in pairs.

Extra activities: see pages TB107–TB108 (if time)

Lesson aims Students learn to ask questions with adjectives and *be*.

New language *at* | *pet store* | *Can you guess which (pet/pets) is/are (my favorite/favorites)* | *Is it (happy)? Are they (beautiful)? Are they (spiders)?* | *Yes, they are. / No, they aren't.*

Recycled language animals | adjectives | *I'm (at the pet store).* | *Is it a (dog)? Yes, it is. / No, it isn't.* | *my favorite*

Materials Flashcards: 26–35 | Pictures of spiders, snakes, and other known animals, e.g., giraffes, elephants, lions | Pictures of an ugly spider/snake, two or more beautiful animals (e.g., fish), some elephants / other big animals, two or more small animals (e.g., mice/frogs), a happy child / some happy children, a sad person, an old person / group of old people, a baby / some babies (optional) | Eight word cards: *ugly, beautiful, big, small, happy, sad, old, young*

Warmer

- Stick the flashcards on the board, putting the boy and girl close to each other. Say *Listen. Can you guess?* Describe one of the pictures, e.g., *It's small. It's green. It can jump. (Frog).* Students guess the person/animal. For the flashcards of the boy and the girl say, e.g., *They're happy. They're a boy and a girl. (Children).* Take the people flashcards off the board, leaving the pets.

Presentation

- Add pictures of other animals to the board, making sure some of them show more than one animal.
- Point to one of the flashcards with just one animal and ask, e.g., *Is it a mouse?* Help students with the answers *Yes, it is. / No, it isn't.* Repeat with different single animals and with items around the classroom, e.g., *Is it a pen?* Add questions with adjectives, e.g., *Is it small?*
- Point to one of the pictures of two or more animals and ask, e.g., *Are they elephants?* Teach the answers *Yes, they are. / No, they aren't.* Repeat with different animals.

Student's Book page 29

10 Sing the song.

- Say *Open your books to page 29, please.* Say *Look. It's a pet store.* Confirm the meaning and ask students if they've ever been to a pet store. Ask *What can you see?* Elicit the animals and encourage students to describe them, e.g., *It's a dog. It's brown. It's sad.* Make sure they realize the green animal on the branch is a lizard.
- Say, e.g., *They're snakes. They're happy.* Students point.
- Say *Listen and point.* Play the recording. Students listen and point to the pets. Remind students of the meaning of *Can you guess?* and *favorite.* Ask *Which pet is your favorite?*
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently.
- Students can sing along to the version of the song with the words or to the karaoke version.

2.08

I'm at the pet store. I'm at the pet store.
Can you guess which pet is my favorite?

Is it small? No, it isn't. Is it big? Yes, it is.
Is it beautiful? No, it isn't. Is it ugly? Yes, it is.
It's big and ugly.
Let me guess, let me guess. Oh, yes!
It's a fish! It's a fish!

I'm at the pet store. I'm at the pet store.
Can you guess which pets are my favorites?

Are they old? No, they aren't. Are they young? Yes, they are.
Are they sad? No, they aren't. Are they happy? Yes, they are.
They're young and happy.
Let me guess, let me guess. Oh, yes!
They're dogs! They're dogs!

11 Play the game.

- Read the speech bubbles with the class and ask them to point to the correct pet(s).
- Tell students you are thinking of one of the animals in the picture. Students ask you questions, as in the speech bubbles, until they guess. Repeat until students get the idea. Students can then play the game in pairs.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 23

8 Listen and circle the answer.

- Students listen to the question, look at the picture, and circle the correct answer. Pause the recording as necessary.

Key: **2** No, they aren't. **3** Yes, it is. **4** Yes, he is.

2.09

1 Is she old?
2 Are they ugly?
3 Is it happy?
4 Is he sad?

9 Look at the picture and answer the questions.

- Students look at the picture and write the correct short answers.

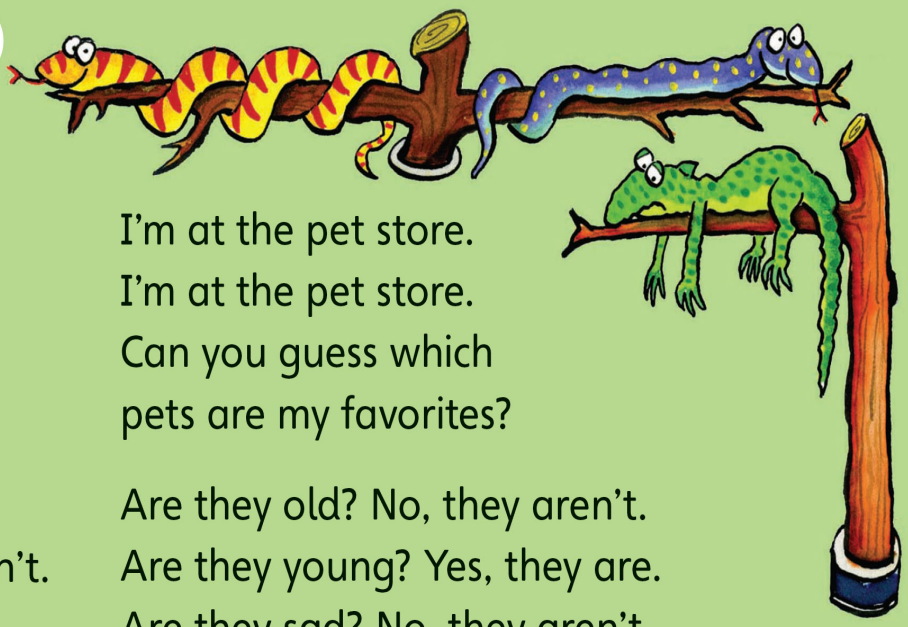
Key: **2** No, they aren't. **3** No, it isn't. **4** Yes, they are. **5** Yes, they are. **6** No, they aren't.

Ending the lesson

- Stick the pet flashcards on the board, together with a picture of a spider and a snake. Say *Can you guess which pet is my favorite?* Students ask you Yes/No questions with adjectives and colors, e.g., *Is it small? Is it black?* until they guess the pet. Students repeat the game in pairs.

Extra activities: see page TB108 (if time)

10 2.08 Sing the song.



I'm at the pet store.
I'm at the pet store.
Can you guess which
pet is my favorite?

Is it small? No, it isn't.
Is it big? Yes, it is.
Is it beautiful? No, it isn't.
Is it ugly? Yes, it is.
It's big and ugly.
Let me guess, let me
guess. Oh, yes!
It's a fish! It's a fish!

I'm at the pet store.
I'm at the pet store.
Can you guess which
pets are my favorites?

Are they old? No, they aren't.
Are they young? Yes, they are.
Are they sad? No, they aren't.
Are they happy? Yes, they are.
They're young and happy.
Let me guess, let me guess. Oh, yes!
They're dogs! They're dogs!



11 Think Play the game.

Is it happy? — No it isn't.
Is it a dog? — Yes, it is!

Are they beautiful? — No, they aren't.
Are they spiders? — Yes, they are!

→ Workbook page 23

Grammar: *Is it small?*

Grammar fun!

12 2.10 Story Listen and read. Watch.



 Value: Be helpful

→ Workbook page 24

Lesson aims Students reinforce language with a story. They also discuss the value of being helpful.

New language *Can I/we help?* | *I can't find (my cat).* | *What's his name?* | *Mr.* | *You're welcome.* | *be helpful*

Recycled language *frog, cat* | *sad, big, beautiful* | *What's that? It's a (frog).* | *Aunt* | *Hello* | *Oh, dear* | *He's/She's (sad).* | *Thank you.*

Materials Materials for making a poster (display paper, blank sheet of paper, pens, scissors, glue) for each group of students (optional)

Warmer

- Play the song from the previous lesson. Divide the class into two groups. One group sings the *I'm at the pet store* … sections and all the short answers (*No, it isn't.* etc.). The other group sings all the questions, as if they were the person guessing (*Is it small?* etc.), *Let me guess …* and the last line *It's a fish! / They're dogs!* Repeat, with the groups swapping roles.

Introduction

- Ask questions about the story so far: *What are the children's names? (Ben, David, Olivia, and Tina.) Is Ben a girl? (No, he's a boy.) Which toy does Ben have? (A helicopter.) What's the magic robot's name? (iPal.)*

Student's Book page 30

12 Listen and read. Watch.

- Say *Open your books to page 30, please.* Point to the characters in frame 1 and ask *Where are the children? (In the tree house).* Say *Point to iPal.* (Students point – he's next to Tina). Point to the new character in frame 2 and ask *Who's that?* Explain that the woman is Tina's aunt and her name is Sue. Ask *What animals can you see in the story? (A frog, a cat.)* Encourage students to guess what happens by looking at the other frames.
- Say *Now listen and read.* Play the recording while students listen and follow the story in their books. At the end of the story, point to the cat in frame 6 and ask *What's this? (It's Aunt Sue's cat.)* Make sure students realize that the cat is lost and iPal and the children find it.

Story

- Now students can watch the video. Pause to ask more questions: Frame 1: *Which animal is in the tree house? (A frog.)* Frame 2: *Is Aunt Sue happy? (No, she isn't. She's sad.)* Frame 3: *What's in the picture? (Aunt Sue's cat.)* Explain the meaning of *I can't find …* Pretend you have lost something yourself and mime looking for it, saying, e.g., *Oh, dear! I can't find my pen.* Frame 4: *What's the cat's name? (Mr. Tom.) Is he small? (No, he isn't. He's big.) Is he ugly? (No, he isn't. He's beautiful.)* Frame 5: *What's under the tree? (The frog.)* Explain that it's helping the children find the cat. Frame 6: *Is Aunt Sue happy? (Yes, she is.) What does she say? (Thank you.)* Point out Tina's reply (*You're welcome.*) and explain the meaning.
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. They can join in with the rhymes in frames 1 and 6. Encourage students to use gestures and intonation from the story as appropriate.

2.10

Olivia: Look! What's that?
David: It's a frog!
All: 1, 2, 3, Magic tree.
We're back again. Look and see.
Come with us. Come and play
In our magic tree today.

Tina: It's Aunt Sue! Hello.
David: Oh, dear! She's sad.

Tina: Can we help?
Aunt Sue: Yes, please. I can't find my cat.
David: What's his name?
Aunt Sue: Mr. Tom. He's big … and he's beautiful!

David: What's that?

Aunt Sue: Thank you.
Tina: You're welcome!
All: 3, 2, 1, that was fun.
Time to go. The magic's done!

Value ***Be helpful***

- Play the dialog for frame 3 of the story again, pausing after Tina's line *Can we help?* Explain/Elicit that Tina says this because Aunt Sue looks sad. Play Aunt Sue's response, *Yes, please.*
- Read the value *Be helpful.* Explain the meaning and talk about how important it is to offer help when we can. Ask students for examples of when they helped someone at school or at home.
- Divide the class into two groups and give each group a character name – Tina or Aunt Sue. Then play the dialog from frame 3 again. Students listen and repeat the line for their group's character.
- Rearrange the class into pairs, each with one Tina and one Aunt Sue. Students practice the dialog in their pairs.

Workbook page 24

10 Look and write the words. Then listen and check.

- Students complete the speech bubbles with words from the box. Play the story again, which is repeated in full on the recording. Students listen and check their answers.

Key: **2** sad **3** cat **4** beautiful **5** What's **6** you

2.11

(Repeat of story – see above for story script)

Ending the lesson

- Play *Sentence chain game* (see page xx), using the starting sentence *I can't find my (mouse).*

Extra activities: see page TB108 (if time)

Lesson aims Students practice offering help. Students also practice saying the sounds /f/ and /v/.

New language *fox, vulture, vegetables, with*

Recycled language pets | *I can't find my (dog).* | *Can I help?* | *Here you are. Thank you.* | *Hello, five, soccer*

Materials A picture of a firefly (optional)

Warmer

- Before class, hide your Student's Book (or your board marker) somewhere in the room. Look very worried, say *Oh, dear! Where is it?* and search in your bag. Encourage students to ask you *Can we help?* Say *Yes, please. I can't find my (book).* Students help look for it. When a student finds it, help him/her say *Here you are* and hand it over. Look very relieved and say *Thank you. You're very helpful.*

Student's Book page 31

13 Listen and act.

- Say *Open your books to pages 30 and 31, please.* Remind students of the story from the previous lesson. Say *Aunt Sue is sad. Tina asks, "Can we … ?" (help).* Elicit Aunt Sue's reply. *(Yes, please. I can't find my cat.)*
- Tell students they're going to listen to someone else offering help. Remind them of the expression *be helpful.* Say *Now look at page 31. Who's speaking? Listen and point.* Play the recording. Students listen and point to the people in the photograph as they speak each line.
- Then say *Now listen and act.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs. One student mimes looking for a pet (e.g., in the air if it is a bird, under the desk if it is a mouse), saying *I can't find my …* The other student asks *Can I help?*, mimes finding the pet and handing it over (*Here you are*). Remind the first student to say *Thank you.*

2.12

Abbi: I can't find my dog.
Ed: Can I help?

Ed: Here you are.
Abbi: Thank you! Hello, Rover!

14 Listen and say.

/f/ /v/

- In this activity, students practice saying the sounds /f/ and /v/.
- Say *Look at activity 14. What can you see?* Elicit *fish* and teach *fox, vulture,* and *vegetables.*
- Then say *fox – /f/ /f/ /f/ – fox.* Students repeat, emphasizing the /f/ sound in *fox.*
- Say *vulture – /v/ /v/ /v/ – vulture.* Students repeat, emphasizing the initial sound in the same way.
- Students can also practice the sounds one after the other (/f/, /v/), with their hands on their throats, so that they can feel the difference between the unvoiced /f/ and voiced /v/.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat, emphasizing the initial /f/ and /v/ sounds.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that begin with the sound /f/ or contain the sound /v/. For example, *four, five, fine, find, feet, frog, living room, five, have, seven.*

2.13

/f/ /v/ A fox with a fish. A vulture with vegetables. (x2)

Workbook page 25

11 What's missing? Look and draw. Then stick.

- Remind students of the value from the previous lesson. Students look at the picture and think about what's missing. They then choose the correct pet from the three options shown and draw it into the picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Students should draw the cat (a).

12 Trace the letters.

- Students trace the letters *f* and *v* in the sound sentences.

13 Listen and check ✓ v or f.

- Play the recording. Students check the box next to *v* or *f* according to the initial sound of the word.

Key: **2** v **3** f **4** f

2.14

1 four, four **2** vegetables, vegetables **3** fox, fox **4** fish, fish

Ending the lesson

- Show a picture of a firefly and teach the word. Write the tongue twister *Five fireflies* on the board. Students practice saying it repeatedly, as fast as they can.

Extra activities: see page TB108 (if time)

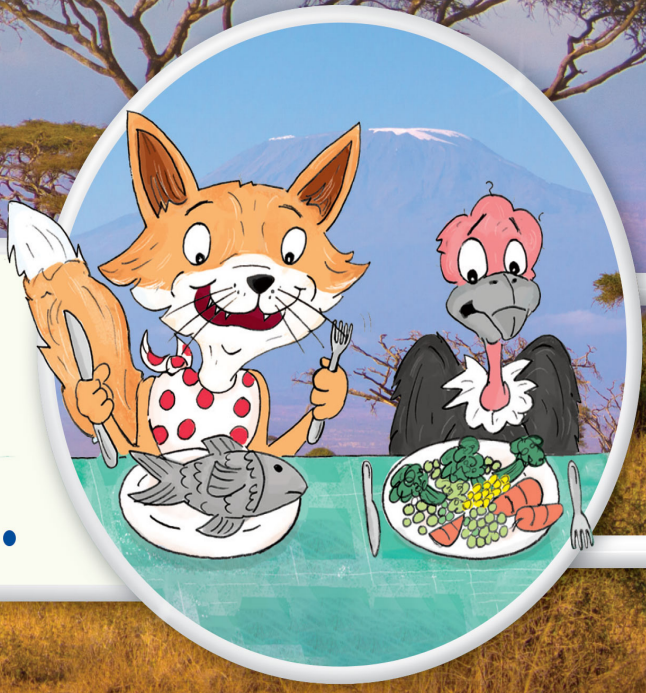
13 2.12 Talk Time Listen and act.



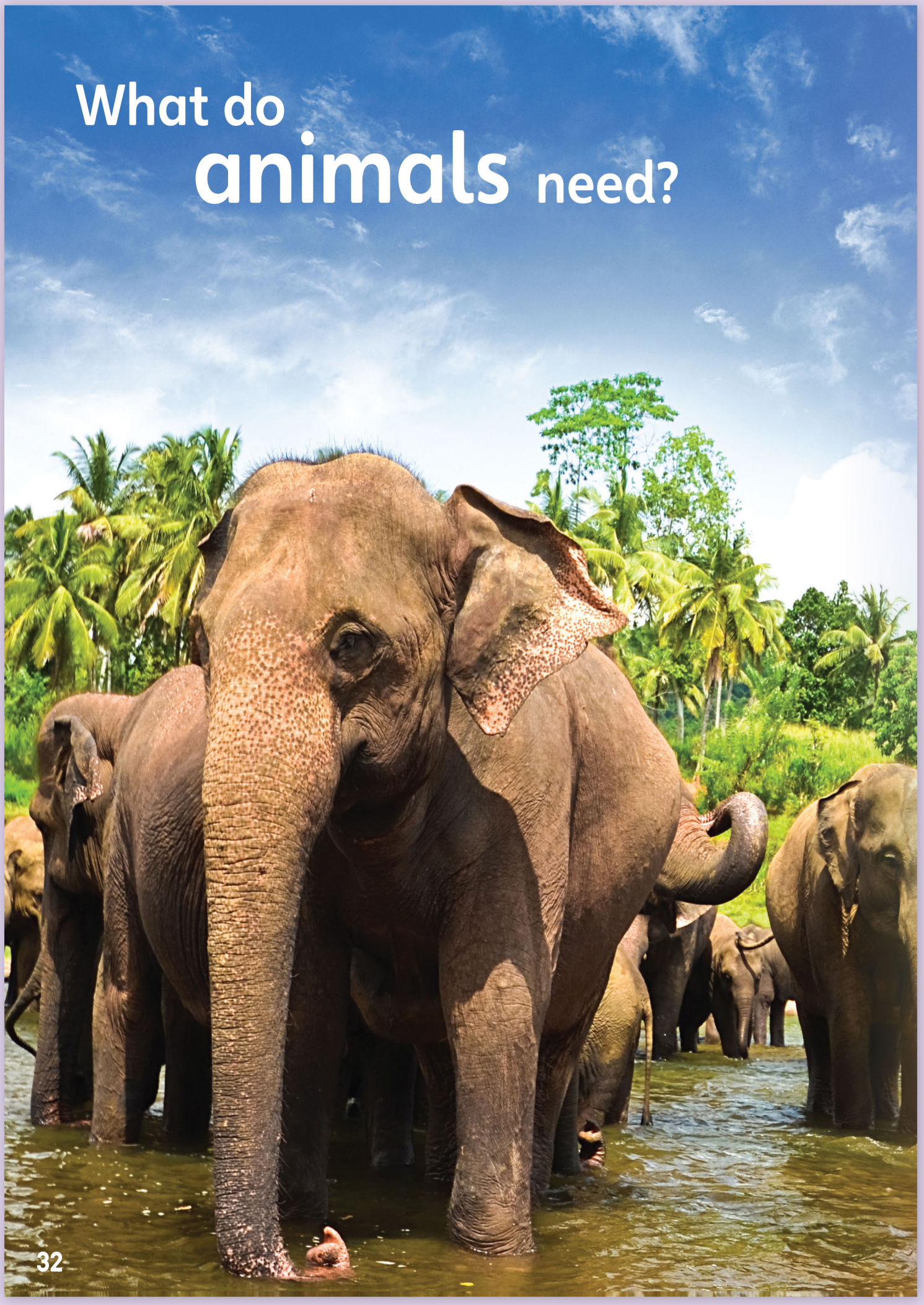
Animal sounds

14 2.13 Listen and say.

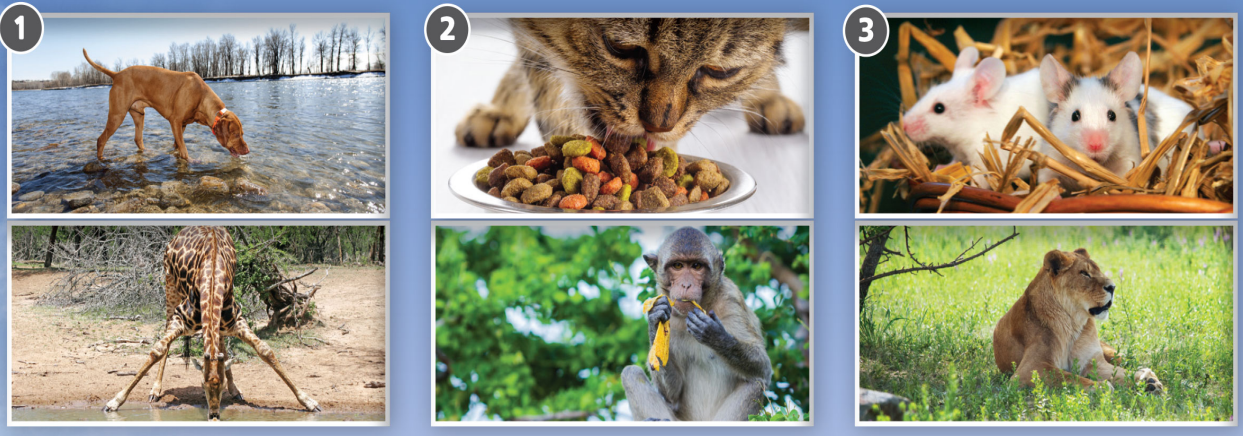
A fox with a fish. A vulture with vegetables.



What do animals need?



1 2.15 Listen and say.



water food shelter

2 CLIL Watch the video.

3 Look and say *water*, *food*, or *shelter*.

Number 1. Water. Yes!



Guess What!

Let's collaborate!



→ Workbook page 26

CLIL: Science

Lesson aims Students learn about what animals need.

New language *What do (animals) need? shelter, wild animals*

Recycled language animals | colors | numbers | *water, food*

Materials Flashcards of pets: 28–31 and 34 | Pictures of elephants, zebras, giraffes, crocodiles, hippos, monkeys, snakes, spiders, lions (or flashcards from Level 1 Unit 8: 86–95) | Pictures of different animal food (e.g., meat, fish, leaves, insects), shelter (e.g., cave, tree, kennel, nest), and water (river, stream, water hole) OR a blank piece of paper for each student (optional)

Warmer

- Mix up the flashcards of pets and pictures of wild animals and stick them on the board. Elicit the names by asking *What's this? (It's a fish.)* or *What are these? (They're giraffes.)* Move three of the pet flashcards into a group (e.g., cat, dog, and mouse) and ask *What's the same?* Move more pet cards into the group if students don't guess (*They're all pets*). When students get the idea, ask which of the other animals are pets. Explain that the others are *wild animals*.

Student's Book page 32

What do animals need?

- Say *Open your books to page 32, please.* Ask questions about the photograph, e.g., *What animals can you see? (Elephants.) Where are the elephants? (In the water.) Are they small? (No, they aren't. They're big.)*
- Ask students if they like elephants and if they have ever seen a real elephant.
- Then point to the photograph and ask the opening question *What do animals need?* Point to the water and say *Animals need water.* Point to the trees and say *They need food.* Confirm/Explain the meaning of *need*.

Student's Book page 33

1 Listen and say.

- Say *Now look at page 33, please.* Use the photographs to review/present the words for things animals need.
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Draw a picture of a banana on the board and ask *Is it water? (No.) Is it shelter? (No.) What is it? (Food.)* Draw more pictures of food animals eat (e.g., a worm, some grass, a spider), forms of water animals might drink from (e.g., river, waterfall, dog's bowl with water), and kinds of shelter for animals (e.g., a rabbit hutch, a dog's kennel, a tree with a hole in it). Students say *food*, *water*, or *shelter* each time.

2.15

1 water **2** food **3** shelter

2 Watch the video.

- Play the video.
- If you wish, you can also write the word *cat* in the center of the board. Draw a mind map around the word, with three branches: food, water, shelter. Next to each word draw a picture of food for a cat (e.g., a tin of food with a fish on it), water for a cat (a bowl with water in it), and shelter for a cat (a house). Give each student in the class a different pet animal from the list (*dog, mouse, fish, frog*). Tell them to draw a similar mind map for their animal. Circulate and provide new language if students wish to label their pictures (e.g., *cheese, tank, aquarium*).

CLIL 02: see page TB118

3 Look and say water, food, *or* shelter.

- Students work in pairs. They look at the photographs and say what each one is. They use the speech bubbles to help them.
- Check the activity by saying the number of the photograph. Students say *water, food,* or *shelter*.

Key: **2** water **3** food **4** shelter

Guess What!

- Students look at the swirled image and guess what it is. Check by asking *What's this? (Shelter.)*

Key: It's the nest in photograph 4 of activity 3.

Workbook page 26

1 Look, read, and match.

- Students look at the pictures and match them with the sentences by drawing lines.

Key: **b** 2 **c** 3 **d** 1

2 Look at the picture and check ✓ the box.

- Students look at the picture and read the sentences. They check the correct sentence.

Key: **2** A mouse needs food.

Ending the lesson

- With their books closed, ask students *What do animals need?* Draw pictures on the board as prompts, if necessary. Elicit the words (*water, food, shelter*) and ask students to help you spell them as you write them on the board.

Extra activities: see page TB108 (if time)

Lesson aims Students create a short video for how to take care of a pet. | They can also complete the unit evaluation in the Workbook.

New language *cage, tank, basket, meat, vegetables, inside, outside.*

Recycled language *shelter, food, water, exercise, toys* | *This is (a pet cat). It needs (shelter). (Cats) eat (meat).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Flashcards: 26–35 | Model sheet 2, Project sheets 2, Worksheets 2, Group and Teacher evaluation sheets, cue cards, pieces of thin cardboard, pencils, photographs of pets and related materials (optional), access to a computer (optional), scissors and glue (optional), access to smartphone or video recorder (optional)

Warmer

- Play *Memory 1 through 10* (see page xix) with the pet and people flashcards.

Student's Book page 33 – Let's collaborate!

Introduce the project.

- Students suggest (in L1) the different things pets need, using the themes of food, shelter, and water (e.g., a basket or cage, meat or nuts and seeds, fresh water) and other things such as love and exercise. Teach the words *inside* and *outside*.
- Display the model sheet and say, e.g., *Let's make a video about a pet. My video is about a cat.* Then read the descriptions from the model sheet in English.
- Say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 33. Tell them they are going to make their own video about taking care of a pet.

Step 1 Plan your project.

- Divide students into groups of three and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor also checks that they have everything they need.
- Each group chooses one pet from the list on the project sheet, or another pet of their own choice. Make sure that there is a variety of different pets chosen across the class. Students discuss the pets, switching between English and L1. English questions and phrases they can use include *What pet do you have/would you like? Do you like (cats)? What's your favorite animal? Let's make a video about (dogs).*
- Students then use the chart on the worksheet to discuss and decide what their pet needs. Students work together, discussing their choices in English and L1, for example, *Dogs need a basket. Some dogs have a kennel. Dogs need lots of exercise, too.*
- Students research and download photographs online. These photographs will be used as visual aid flashcards for their video.
- The project monitor makes sure that the flashcards are stored safely.

Step 2 Create your project.

- Students cut and stick the photographs (or alternatively draw pictures) onto sheets of thin cardboard to make flashcards. They label the photographs on the flashcards, and take turns writing sentences on the back of each photograph.
- Students then practice showing the flashcards and reading the information aloud, in preparation for filming their video.
- If students have access to smartphones or video recorders, they make a video. Students 1 and 2 take turns presenting the flashcards and reading the information on the back, while Student 3 films them. If students can't make a video, Student 3 mimes filming 1 and 2.

Step 3 Present your project.

- Students present their project. Student 1 introduces and shows the video to the class. Student 2 can ask the class questions after or during the video and Student 3 can answer questions from the class.
- If students haven't made a video, have them take turns presenting the flashcards and asking and answering questions.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 27 – Evaluation

1 Read and write the answer.

- Students read the definitions and write the animals on the right.

Key: **2** fish **3** mouse **4** frog **5** dog

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the pet. They then go to page 93 and write the letters in the puzzle.

Key: mouse, letters for the puzzle – o, u

Extra activities: see page TB108 (if time)

Review Units 1 and 2

1 Look and say the words.

Number 1. Bus.

















2 2.16 Listen and say the color.

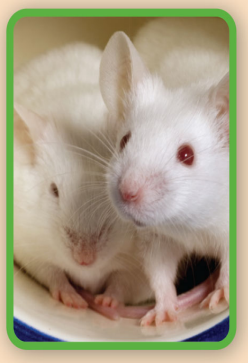
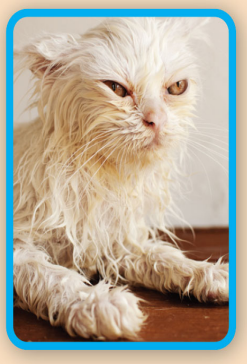

Tony


Anna


May


Bill



→ Workbook pages 28–29

Lesson aims Students reinforce the language of the Hello again! unit through Unit 2.

New language *on the weekend* | *snow center, lake*

Recycled language numbers 1–10 | the alphabet | transportation | people and pets | colors | *big, small, old, young, beautiful, ugly, happy, sad* | *What's this? Is it a (bus)? Is it (big)? Yes, it is. / No, it isn't.* | *Hello. I'm (Tony). I'm (eight).* | *Do you have a (pet)? I have (two). It's /He's / She's (small). It/He/She isn't (beautiful). They're (white). Are they (mice)? Yes, they are. / No, they aren't. His/Her name's (Domino). How do you spell (Anna)?*

Materials Flashcards: 17–35 (optional) | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Ask *What can you remember from the Hello again! unit to Unit 2? Let's find out.* Allow students time to look through the units and at any work displayed in class. Encourage them to say what is easy or difficult. Ask *What is your favorite activity?*

Student's Book page 34

1 Look and say the words.

- Say *Open your books to page 34.* Students look at the close-up photographs and guess the words. Check the activity by saying the picture number, e.g., *Number 1.* Students say the word: *Bus.* Alternatively, check the activity by asking *What's number (1)? / What's this?* Elicit *It's a (bus).*
- If you have time, review more language by asking questions about the photographs, e.g., *Number 8. Is it a bus? (No, it isn't.) Is it big/small? Is it a pet?*

Key: **2** frog **3** tractor **4** fish **5** helicopter **6** mouse **7** boat **8** cat

2 Listen and say the color.

- Say *Look at the children.* Point to the children in the top row of the activity in turn and ask *Is this a boy or a girl? What's his/her name? (His/Her name's …)*
- Point to each photograph in the bottom row and ask *What color is it?* Students answer with the color of the picture frame, e.g., *Red.* Then say *Look at the (red) photograph. What pet(s) can you see?* Students look at each photograph and name the pet (*a fish, a dog, mice, a cat*).
- Say *Now listen. Say the name and the color.* Play the recording. Students listen and find which pet each child has. They then say the name, color, and pet. Play the recording again, if necessary, pausing to ask *What color? Which pet? How old is (Tony)? What color are Anna's fish? Is May's cat old? What's the name of Bill's dog?*

Key: Tony – green (mice), Anna – red (fish), May – blue (cat), Bill – yellow (dog)

2.16

Tony: Hello. I'm Tony. I'm eight.
Adult: Do you have a pet?
Tony: I have two! They're small, and they're white.
Adult: Are they mice?
Tony: Yes, they are! Good job!

Anna: Hi. I'm Anna.
Adult: How do you spell "Anna"?
Anna: A–N–N–A.
Adult: Do you have a pet?
Anna: I have two pets! I have two fish. They're yellow and black, and they're beautiful.

May: Hello. My name's May. I'm nine. I have a cat. She isn't beautiful. She's ugly!
Adult: Is she old?
May: No, she's young.

Bill: Hello! My name's Bill. I'm seven. I have an old pet. He's happy. He's a dog! His name's Domino.
Adult: How do you spell "Domino"?
Bill: D–O–M–I–N–O.

Workbook page 28

1 Look and write the word.

- Students look at the pictures and complete the words in the puzzle grid.

Key: **1** Olivia **2** Leo **3** mouse **4** tractor **5** frog **6** Ben **7** motorcycle **8** helicopter **9** Tina

2 Read and circle the answer.

- Students read the questions and answers and circle the correct option each time.

Key: **2** has **3** They're **4** spell **5** Does, have **6** it, it

Ending the lesson

- Play *Stand up and sit down* (see page xx) with a variety of sentences from the first three units, e.g., *I have a pet. My pet is young. My mom has a bike. I'm seven. I have a baby sister.*

Extra activities: see pages TB108–TB109 (if time)

Lesson aims Students play a board game and continue reinforcing the language of the Hello again! unit through Unit 2.

Recycled language the alphabet | transportation | people and pets | colors | *What's this? It's a (fish). What are these? They're (cars). How do you spell ("helicopter")? What does he/she have? He/She has a (frog). Is he / Are they (beautiful/old/young/sad)? What's the matter? I can't find my (car). Can I help? Yes, please. Here you are. Thanks. Do you like cars? Yes, I do. Can I have a turn? Of course. Let's play.*

Materials Flashcards: 17–35 | Small squares of colored paper or colored game pieces for covering the game board squares (four of one color for each student)

Warmer

- Use the flashcards to play *One that doesn't belong* (see page xix). The one that doesn't belong can be from a different category (e.g., *bus, dog, boat, motorcycle* – dog doesn't belong because it isn't a method of transportation), or it can be different because of spelling or sound (e.g., *baby, bus, boat, fish* – fish doesn't belong because it doesn't start with the sound */b/*).

Student's Book page 35

3 Play the game.

- This is a tic-tac-toe-style game. The aim is to be the first to get a row of four (vertically, horizontally, or diagonally).
- Students play in pairs. Each student has four pieces of colored paper or four game pieces (all the same color). The student who's starting the game chooses where to place his/her game piece by saying the color of the row and the column number, e.g., *Blue 2*. The other student then makes a question according to the color of the square on the board. For example, for square 2 on the blue row, he/she asks *How do you spell "motorcycle"?* If the first student answers the question correctly, he/she puts a game piece on the square. It is then the second student's turn. The first student with four game pieces in a row wins.
- Students use the prompts at the top of the page to help them when they are playing the game.

Key: Red 1 What's this? It's a fish. Red 2 What are these? They're cars. Red 3 What's this? It's a tractor. Red 4 What are these? They're mice. Blue 1 How do you spell "helicopter"? (Student spells the word aloud.) Blue 2 How do you spell "motorcycle"? (Student spells the word aloud.) Blue 3 How do you spell "plane"? (Student spells the word aloud.) Blue 4 How do you spell "train"? (Student spells the word aloud.) Yellow 1 What does he have? He has a frog. Yellow 2 What does she have? She has a truck. Yellow 3 What does he have? He has a boat. Yellow 4 What does she have? She has a cat. Green 1 Are they beautiful? No, they aren't. They're ugly. Green 2 Is he old? Yes, he is. Green 3 Are they young? Yes, they are. Green 4 Is he/she sad? No, he/she isn't. He's/She's happy.

Workbook page 29

3 Look, read, and match.

- Students look at the pictures, read the questions, and match them with the answers by drawing lines.

Key: **2** d **3** c **4** a

4 Listen and check ✓.

- Students listen and check the correct picture in each pair.

Key: **1** picture 1 **2** picture 2

2.17

1 **Girl:** Oh! I can't find my car.
Boy: Can I help?
Girl: Yes, please.
Boy: Here you are.
Girl: Thanks. Do you like cars?
Boy: Yes, I do. Can I have a turn?
Girl: Of course!

2 **Boy:** Let's play.
Girl: OK. Do you like soccer?
Boy: Yes, I do.
Girl: Me, too.
Boy: What's the matter?
Girl: I can't find my soccer ball.
Boy: Here you are.
Girl: Thank you!

Ending the lesson

- Play a game of *Correct my mistakes* (see page xvii) using the pictures in the game squares on Student's Book page 35. While students are looking at the game, make false sentences for them to correct, e.g., *Yellow 4. She has a dog. (No, she doesn't. She has a cat.)*

Extra activities: see page TB109 (if time)

3 Play the game.

What's this? / What are these?	How do you spell ... ?	What does he/she have?	Is he / Are they ... ?



3 Clothes





Unit aims Students learn about clothes. This includes:

- identifying items of clothing
- asking someone what he/she is wearing
- describing what they are wearing
- learning about what clothes are made of

Background information The photograph shows a group of children in Ethiopia, East Africa.

Introduction to the unit

- Say *Open your books to pages 36 and 37, please*. Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song.
- Then ask *What's Unit 3 about?* Students guess the meaning of *clothes*. Then ask *What can you see in the photograph? Can you see women, men, children? (Children.) What continent are they from? (Africa.)* Point to the children's clothes and ask *What colors can you see? (Red, blue, brown, yellow, green.) Do you like the clothes?*

Look!

- Show students the video to introduce the topic. Pause after each scene and ask *What color clothes can you see?* Ask where the people are. Ask *Do they have the same clothes?* and elicit reasons in L1 (school uniforms, sports, cold weather, etc.). Pause on the costumes and ask what they are (superhero, robot, astronaut). Ask *Do you like this costume? When do you wear costumes? What is your favorite?*
- Play the video again. Ask further questions about colors of clothes: *Do you like red clothes? Do you like yellow clothes? What's your favorite color for clothes?* Point to different items of clothing in the classroom and ask, e.g., *What color's my skirt? What color are (Eugenia's shoes)?*

Theme see lyrics on TB5



→ Workbook page 30

Lesson aims Students learn vocabulary for clothes.

New language *jacket, pants, socks, skirt, shoes, dress, T-shirt, jeans, shirt, Do you like … or … ?, the (yellow) one*

Recycled language character names | numbers 1–9 | colors | *old, favorite | Do you have … ? What do you have? this/these, I have (these black shoes). This is my … Oh, dear. Where's … ? I don't like it.*

Materials Flashcards: 36–44

Warmer

- Point to something you are wearing or your purse and say the color(s). Point to more items of clothing. Students say the colors. Play *Point to (red)* (see page xx). Encourage students to point to items of clothing (theirs or someone else's) first.

Presentation

- Explain that students are going to learn words for clothes in today's lesson.
- Hold up each flashcard and say the new word. Students repeat in chorus and individually. Then show the flashcards in random order. Students say the words.
- Show the flashcards and elicit a phrase for each with the correct color, e.g., *a purple skirt / blue jeans*.

Student's Book page 38

1 Listen. Who's speaking?

- Say *Open your books to page 36, please.* Elicit the characters' names and ask *Where are the children? (At school).* Point to the teacher and ask *Who's this? (The teacher.)* Say *Look! They're in the school auditorium.* Point to the stage and the rack of clothes and elicit/explain that the children are preparing a school play. Use the picture to teach *costume*. Ask students if they have taken part in a performance at school / worn a costume.
- Say *Let's listen. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking each line (Tina, David, Ben, Olivia, or the teacher). Then play again, pausing for students to point to the items of clothing as they hear the characters mention them in the recording.
- If time, ask about the colors of the clothes *(What color's the skirt?/What color are the shoes?)* and the items in the background: *Can you see any pets? (A dog, some fish, a lizard.) What color's the dog? (It's brown.) How many fish can you see? (Four.)*

3.01

Teacher: Hello, everyone. Do you all have your costumes?
Children: Yes, Teacher.
Teacher: David, what do you have?
David: This black jacket and these red pants. And I have these black shoes.
Teacher: Good! What about you, Ben?
Ben: This is my costume! My pants, my jacket, and these red socks.
Teacher: Hmm. Do you have any shoes?
Ben: No, I don't.
Teacher: Oh, dear.
Tina: Look, Olivia! I have this green skirt. And do you like this pink shirt or the yellow shirt?
Olivia: I like the yellow one.
Tina: What about you, Olivia? Where's your costume?
Olivia: It's this purple dress! But I don't like it. I just like my old jeans and my favorite T-shirt.
Teacher: Oh, Olivia!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered items in the picture as they hear them mentioned in the recording. Then play again. Students listen and say the words.

3.02

1 jacket **2** pants **3** socks **4** skirt **5** shoes **6** dress **7** T-shirt **8** jeans **9** shirt

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct clothes in the picture, as they hear them mentioned. Students can also say the correct number.
- If you have time, students can then do a similar activity in pairs. One says a sentence, e.g., *She has a white T-shirt*, and the other says the name (e.g., *Olivia*) or points to the person in the picture.

Key: Students point to the items in the following order: 6, 8, 5, 1, 7, 2, 4, 3, 9.

3.03

I like this dress.
I like these jeans.
I like these shoes.
I like this jacket.
I like this T-shirt.
I like these pants.
I like this skirt.
I like these socks.
I like this shirt.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's behind the fish tank).

Workbook page 30

1 Look and match. Then read and color.

- Students match the labels with the clothes by drawing lines. Then they read the instructions and color the clothes accordingly.

Key: Students color according to the instructions on page 30 of the Workbook.

Ending the lesson

- Play *Last one standing* (see page xviii) with items of clothing and colors.

Extra activities: see page TB109 (if time)

Lesson aims Students practice the clothes vocabulary.

New language *Here's your (jacket). Here are your (shoes). Put on your (jacket).* | *go out*

Recycled language clothes | colors | *favorite* | *Let's … (play)!* | *His/Her (T-shirt) isn't (red). It's (yellow). His/Her (shoes) aren't (orange). They're (red).*

Materials Flashcards: 36–44 | Real items of clothing in different colors on hangers, pairs of shoes in different colors | Pictures of people wearing different clothes (e.g., from clothes catalogs or magazines), scissors, glue, blank paper (optional)

Warmer

- Review the clothes words with the flashcards or real items of clothing. Display these in the classroom (e.g., clothes on hangers, shoes on top of shoe boxes). Then play *Can I have?* (see page xvii). Call students to find the correct item of clothing, e.g., *Paul, can I have a blue T-shirt, please?*

Presentation

- Ask a student *What's your favorite lesson?* (*Math.*) Then ask *Do we have math today?* (*Yes, we do. / No, we don't.*) Confirm by saying *We have math today. We have math on Monday.* or *We don't have math today. We have math on Tuesday.* Students repeat the sentences in chorus and individually. Repeat with other students' favorite lessons, eliciting and practicing as a class and individually.

Student's Book page 39

4 Say the chant.

- Say *Open your books to page 39, please.* Point to each jacket in the first photograph in activity 4 and ask *What's this? (It's a jacket.)* Ask *What color is it? (Black/Red.)* Make a phrase for each item, e.g., *Yes. It's a black jacket.* Repeat for the other photographs, e.g., *What are these? (They're shoes.) What color are they? (They're purple.) Yes. They're purple shoes.*
- Say *Listen to the chant.* Play the recording. Students listen and point to the photographs in turn. Use gesture and mime to show the meaning of *Here's/Here are* and *Put on your …* Check that students understand *Let's go out and play.*
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently. Encourage them to mime putting on the different items of clothing as they chant.

3.04

Here's your jacket,
Your favorite red jacket.
Put on your jacket,
Let's go out and play.

Here are your shoes,
Your favorite purple shoes.
Put on your shoes,
Let's go out and play.

Here's your T-shirt,
Your favorite green T-shirt.
Put on your T-shirt,
Let's go out and play.

Here are your pants,
Your favorite blue pants.
Put on your pants,
Let's go out and play.

5 Find the mistakes and say.

- Point to the picture and say *They're in a clothing store.* Explain that they're trying on clothes before they buy. Then say *Look at the picture. Is it OK?* Make sure students realize that the mirror is strange, and the clothes in the reflection are not the right colors. Read the speech bubbles and encourage students to point to the items of clothing.
- Say *Find the mistakes and say.* Students work in pairs to find more differences between the clothes and their reflections. They take turns making sentences using *his/her* and the singular or plural form of *be* (*isn't/aren't/It's/They're*) as appropriate and using the speech bubbles to help them. Check answers by asking, e.g., *What about the girl's jacket?* Students say *Her jacket isn't purple. It's blue.*

Key: His pants aren't green. They're blue. His socks aren't purple. They're green. His T-shirt isn't red. It's yellow. Her dress isn't pink. It's purple. Her jacket isn't purple. It's blue.

Workbook page 31

2 Listen and stick.

- Students will need the Unit 3 stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

3.05

1 Oh, look! I like this pink T-shirt and purple skirt! **2** This white T-shirt is great! And look at these orange socks! **3** A short green jacket! I like short jackets. And I like these blue jeans, too. **4** I like these black jeans. And this long green jacket is my favorite. **5** This yellow dress is beautiful. I like these black shoes, too.

3 Look and write the words.

- Students label the picture using the words in the box.

Key: **1** T-shirt **2** shirt **3** jacket **4** jeans **5** skirt **6** pants **8** shoes

My picture dictionary → Go to page 87. Check the words you know and trace.

- Students turn to page 87 and check the words they know. They then trace over the word labels for each picture.

Ending the lesson

- Ask a student to stand up. Say a verse from the chant, using any item of clothing/color. Mime handing over the item of clothing, e.g., *Here's your dress. Your favorite blue dress. Put on your dress. Let's go out and play.* The student mimes putting on the item. Repeat with other students. Students can repeat the activity in pairs, using the words of the chant or their own ideas.

Extra activities: see pages TB109–TB110 (if time)

4 3.04 Say the chant.



red jacket



green T-shirt



purple shoes



blue pants

Here's your jacket,
Your favorite red jacket.
Put on your jacket,
Let's go out and play.

Here are your shoes,
Your favorite purple shoes.
Put on your shoes,
Let's go out and play.

5 Think Find the mistakes and say.

His T-shirt isn't red. It's yellow.

Her shoes aren't orange. They're red.



→ Workbook page 31

6 3.06 Sing the song.

What are you wearing?
What are you wearing?
What are you wearing today?

I'm wearing red
And a green .
I'm wearing a blue
And a yellow .
Oh! I look great today!

I'm wearing blue
And an orange .
I'm wearing a green
And a purple .
Oh! I look great today!

7 3.07 Think Listen and say the name.



Sammy



Sally

8 About Me Ask and answer.

What are you wearing today?

I'm wearing a blue skirt.

Grammar fun!

Grammar: *What are you wearing?*

→ Workbook page 32

Lesson aims Students ask someone what he/she is wearing and describe what they themselves are wearing.

New language *What are you wearing (today)? I'm wearing (a) (red jacket/pants) and a (green skirt). I look great.*

Recycled language clothes | colors | parts of the body | *man, woman, boy, girl*

Materials Pictures of people from clothes catalogs | A ball, music OR flashcards: 36–44, and handmade clothes cards, e.g., red shoes, pink pants, an orange jacket, yellow socks (if possible, make a set of 15 cards for each group of students – see Extra activities for details) (optional)

Warmer

- Point to a picture of a person in the Student's Book or show a picture from a catalog. Ask, e.g., *Is this a man? (No, it's a woman.)* Describe the clothes, making mistakes with colors. Students correct you e.g., *Her jacket isn't brown. It's orange.*

Presentation

- Say *Today I'm wearing (black pants and a red T-shirt). I'm wearing (black socks and black shoes).* Help a volunteer describe his/her clothes. Repeat with different students. Ask each student *What are you wearing today?*

Student's Book page 40

6 Sing the song.

- Say *Open your books to page 40, please.* Point to the large picture and say *Look. Two monsters. A boy and a girl.* Ask *Which clothes can you see?* Elicit the clothes and colors, e.g., *a yellow T-shirt.* Review parts of the body by asking, e.g., *Where's the yellow T-shirt? (On his head.)*
- Say *Listen and point.* Play the recording. Students listen and point to the clothes that are mentioned in the song. At the end, explain the meaning of *I look great today.*
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently.

3.06

What are you wearing?
What are you wearing?
What are you wearing today? (x2)

I'm wearing red pants
And a green skirt.
I'm wearing a blue jacket
And a yellow T-shirt.

Oh! I look great today!

What are you wearing?
What are you wearing?

What are you wearing today?

I'm wearing blue shoes
And an orange skirt.
I'm wearing a green dress
And a purple sock.
Oh! I look great today!

What are you wearing?
What are you wearing?
What are you wearing today? (x2)

7 Listen and say the name.

- Point to the picture on the left and say *Look. It's the boy monster from the song. What's his name? (Sammy.)* Practice pronunciation of the name. Repeat for Sally.
- Say *Listen and say the name. Sammy or Sally?* Play the first item on the recording. Pause and elicit the name *(Sammy).* Ask *What's he wearing? (A blue jacket.)* Then play the rest of the recording, pausing after each sentence. Students listen, look at the picture in activity 6, and say *Sammy* or *Sally.*
- If time, students can repeat this activity in pairs. Student A makes a sentence with *I'm wearing …* as if he/she were one of the monsters. Student B says *Sammy* or *Sally.*

Key: **1** Sammy **2** Sally **3** Sally **4** Sammy

3.07

1 **Voice:** What are you wearing?
Sammy: I'm wearing a blue jacket.

2 **Voice:** What are you wearing?
Sally: I'm wearing blue shoes.

3 **Voice:** What are you wearing?
Sally: I'm wearing an orange skirt.

4 **Voice:** What are you wearing?
Sammy: I'm wearing a yellow T-shirt.

8 Ask and answer.

- Read the speech bubbles aloud. Practice pronunciation if necessary. Students work in pairs to ask and answer about their clothes. **Note:** If your students wear a uniform, ask them to draw a picture of themselves wearing their favorite clothes. They ask and answer about the picture (*What are you wearing in the picture?*).

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 32

4 Look, read, and check ✓.

- Students read the questions and answers and check the correct picture in each pair.

Key: **2** b **3** b **4** b

5 Look at the pictures and write.

- Students look at the pictures and complete the sentences.

Key: **2** a dress, a jacket, shoes **3** jeans, a T-shirt, socks **4** pants, a shirt, shoes

Ending the lesson

- Play *Sentence chain game* (see page xx), using the starting sentence: *I'm wearing purple pants.*

Extra activities: see page TB109 (if time)

Lesson aims Students ask and answer about what they are wearing.

New language *Are you wearing a (blue T-shirt)? Are you wearing (brown shoes)? Yes, I am. / No, I'm not.* | *My turn.*

Recycled language clothes | colors | *What are you wearing (today)? I'm wearing (a) (red jacket/ pants) and a (green skirt). I look great.* | *take turns*

Materials Flashcards: 36–44 | A scarf / piece of thick fabric to use as a blindfold (optional)

Warmer

- Play the song from the previous lesson. Students sing along. Stick the clothes flashcards on the board in the order they appear in the song (pants, skirt, jacket, T-shirt, shoes, skirt, dress, sock). Play the karaoke version of the song. Students sing the song, changing the colors to match the items on the flashcards.

Presentation

- Tell a confident volunteer to stand up. Ask *What are you wearing today?* Suggest something the student isn't wearing, e.g., *Are you wearing a green skirt?* Help the student reply *No, I'm not*. Repeat with different items he/she isn't wearing (make them funny, if possible), e.g., *Are you wearing red shoes? Are you wearing a purple jacket?* Then ask about something he/she is wearing, e.g., *Are you wearing blue jeans?* Help the student reply *Yes, I am*.

Student's Book page 41

9 *Listen, look, and say.*

- Say *Open your books to page 41, please. What can you see?* Elicit clothes and colors in the photograph (e.g., *black pants, a blue T-shirt, a yellow T-shirt, a gray skirt*).
- Say *Listen and point.* Play the recording. Students point to the children in the photograph as they speak. Then say *Now listen and say.* Play the recording again, pausing for students to listen and repeat the questions and answers.
- If time, students can ask and answer about their clothes in pairs, using the speech bubbles to help them.

3.08

1 **Katie:** Are you wearing a blue T-shirt?
Alex: Yes, I am.

2 **Alex:** Are you wearing brown shoes?
Katie: No, I'm not.

10 *Listen and point. Then play the game.*

- Point to the colors and elicit the name of each. Do the same with the clothes.
- Say *Listen and point.* Play the first line of the recording, pausing after *pants*. Students listen and point to the correct color and item of clothing. Play the question. Students repeat. Explain that the boy has chosen a color and an item of clothing and then made a question for his partner. Play the girl's answer. Students repeat. Do the same with the second part of the recording.
- Say *Play the game. Take turns.* Students take turns choosing a color and an item of clothing and making a question. They answer according to what they're actually wearing.

3.09

Boy: Pink. Pants. Are you wearing pink pants?
Girl: No, I'm not. My turn!

Girl: Purple. Socks. Are you wearing purple socks?
Boy: Yes, I am!

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 33

6 *Listen and number the pictures.*

- Students listen and number the pictures.

Key: a 2 b 1 c 3

3.10

1 **Woman:** Are you wearing a skirt and a T-shirt?
Girl: No, I'm not. I'm wearing jeans and a T-shirt.

2 **Man:** Are you wearing pants and a jacket?
Boy: No, I'm not. I'm wearing jeans and a jacket.

3 **Man:** Are you wearing a dress and shoes?
Woman: No, I'm not. I'm wearing a skirt, a shirt, and shoes.

7 *Look, read, and circle the word.*

- Students look at the picture, read the question, and circle the correct word each time.

Key: **2** shirt **3** shoes **4** jeans

8 *Draw. Ask and answer with a friend.*

- Students draw a picture of themselves, either in the clothes they're wearing or in a different outfit. They ask and answer in pairs, using the speech bubbles to help them.

Key: Students' own answers.

Ending the lesson

- Turn your back to the class or close your eyes. Ask individual students about what they're wearing, using Yes/No questions, e.g., *Irene, are you wearing a pink T-shirt?* Try to get as many *Yes* answers as possible. You can make this game competitive by scoring a point each time a student answers *Yes, I am*, but giving the class a point for a *No* answer. See who can get to ten points first, you or the class.

Extra activities: see pages TB109–TB110 (if time)

9 3.08 Listen, look, and say.

1 Are you wearing a blue T-shirt?



Yes, I am.

2 Are you wearing brown shoes?

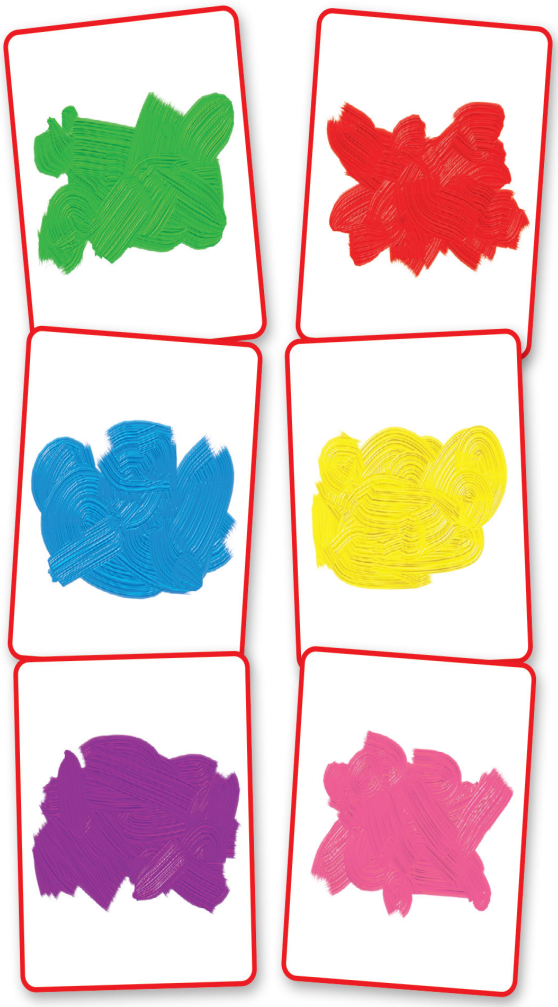


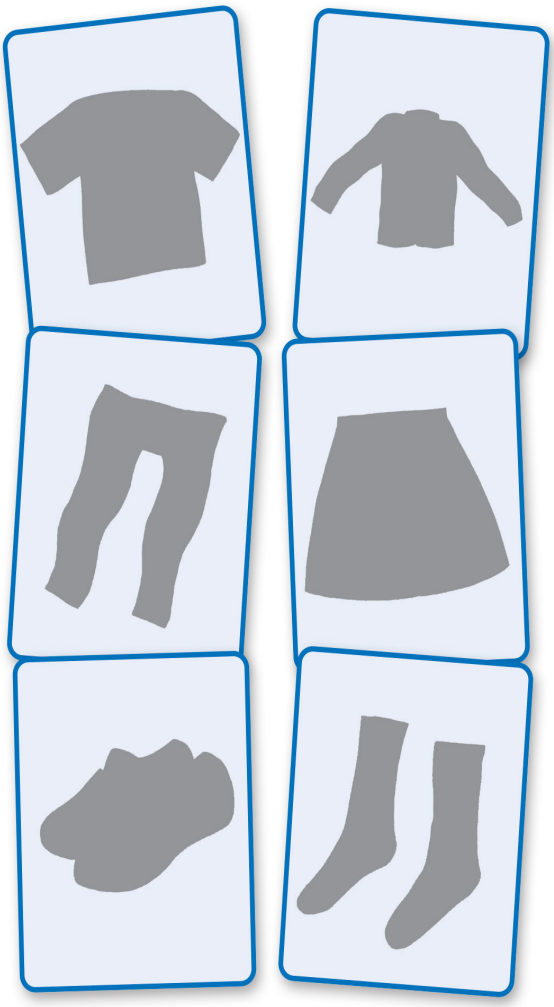
No, I'm not.

10 3.09 Listen and point. Then play the game.

Pink. Pants.
Are you wearing pink pants?

No, I'm not. My turn!





Grammar: *Are you wearing a blue T-shirt?*

Grammar fun!

11 3.11 story Listen and read. Watch.



Value: Share things

→ Workbook page 34

Lesson aims Students reinforce language with a story. They also discuss the value of sharing.

New language *hat, party | You can use my (hat). | Fantastic! first prize, share things*

Recycled language clothes | *costume | Look at … , clothes, Here's a … for you, What are you wearing? They're … , I'm wearing … , big, long, Here you are. Thanks. robot*

Materials Blank paper | A hat

Warmer

- Ask different students about their clothes (e.g., *Serena, are you wearing white socks? (Yes, I am. / No, I'm not.)*
- Give a piece of paper to each student and ask them to draw an item of clothing they are wearing. Play *Find a partner* (see page xvii), with students asking about their drawing, e.g., *Are you wearing a white shirt?* When students find a partner, they describe what they're wearing to one another. **Note:** If your students wear a uniform, they draw a favorite item of clothing instead.

Introduction

- Remind students of the story so far, asking who the children helped in the last episode (*Tina's Aunt Sue*), which pet Aunt Sue has (*a cat*), and which animal helped the children (*a frog*). Ask students to guess what the children will do with iPal today.

Student's Book page 42

11 Listen and read. Watch.

- Say *Open your books to page 42, please.* Point to frame 1 and ask *What do the children have? (Clothes).* Teach *hat* with a real hat or the picture. Ask *Are these clothes for school?* Encourage students to guess what the clothes are for by looking at the other frames.
- Say *Now listen and read.* Play the recording while students listen and follow the story. At the end, ask *What are the children wearing? (Costumes).* Explain/Elicit that there is a costume contest. Point to frame 6 and ask *Who's the winner? Who's number 1? (iPal.)* Explain the meaning of *first prize*. Ask students if any of them have been to a parade/street party like the one in the story.

Story

- Now students can watch the video. Pause to ask more questions: Frame 1: *What color's the hat for David? (Red.)* Frame 2: *What's Tina wearing? (A pink and purple dress.) Who's wearing yellow pants? (David.) What are the clothes for? (A party).* Explain the meaning of *party*. Frame 3: *Are David's shoes small? (No. They're big.)* Frame 4: *Is iPal happy? (No, he's sad.)* Make sure students realize he wants to wear a costume. Explain the meaning of *You can use my …* Frame 5: *Is iPal happy? (Yes, he is.) What's on iPal's head? (A bird.) Where are they? (At the party).* Frame 6: *Is iPal a robot? (No, not at this party!)* Explain/Elicit that the man thinks iPal is dressed as a robot, but his costume is a pirate costume.
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. They can join in with the rhymes, using gestures and intonation.

3.11

Tina: Look at these clothes.
Olivia: Here's a hat for you!
All: 1, 2, 3, Magic tree. We're back again. Look and see.
Come with us. Come and play
In our magic tree today.

iPal: What are you wearing?
Ben: They're clothes for a party!

iPal: A party?
David: Yes, look! I'm wearing big pants and long shoes.

Olivia: Here you are, iPal. You can use my hat.
Ben: And my jacket.
iPal: Thank you.

iPal: Look at me!
David: Fantastic!

Judge: First prize … The robot!
iPal: Thanks! But I'm not a robot!
All: 3, 2, 1, that was fun. Time to go. The magic's done!

Value ***Share things***

- Point to frame 4 and remind students that iPal is sad because he doesn't have a costume. Ask students what happens next. Play the dialog for frame 4 of the story again, pausing after Olivia's lines: *Here you are, iPal. You can use my hat.* and after Ben's line *And my jacket.* Explain/Elicit that Olivia and Ben are sharing their things with iPal. Ask what iPal says next (*Thank you).*
- Read the value *Share things*. Explain the meaning and ask students for examples of things they can share at school or at home (classroom items, food, toys).
- Divide the class into three groups, one each for Olivia, iPal, and Ben. Then play the dialog from frame 4. Students repeat the lines for Olivia and Ben, and if they are iPal, they act being sad, then happy. They then say *Thank you*. Rearrange the class into groups of three, with one of each character per group. Students practice the dialog in their groups.

Workbook page 34

9 Read and number. Then listen and check.

- Students number the pictures to show the order of events. Play the recording for students to check.

Key: a 4 b 1 c 5 d 2 e 6 f 3

3.12

(*Repeat of story – see above for story script*)

Ending the lesson

- Imagine you are a character in the story and describe your clothes, e.g., *I'm wearing a pink and purple dress.* Students say the name of the character (e.g., *Tina*). They can play the same game in pairs.

Extra activities: see page TB110 (if time)

Lesson aims Students practice sharing. Students also practice saying the sounds /ʤ/ and /j/.

New language *You can use this one, jackal, jello, yak, yogurt*

Recycled language clothes | classroom objects | *I don't have a (pen). Here you are. Thank you. don't like*

Materials Six or seven hats | Music | A selection of clothes (jackets, hats, skirts, boots) for costumes (e.g., a pirate hat that goes with some pirate pants or a toy parrot, a fairy skirt with a matching top and hat, cowboy pants and a matching jacket) (optional)

Warmer

- Put on a hat and ask *What am I wearing? / What's this? (A hat)*. Students stand up, if possible. Give the hat to one student and say *Here you are. You can use my hat.* He/She puts the hat on. Encourage the student to say *Thank you.* Hand out another five or six hats in the same way. Play some music. Students walk around. Stop the music. Students who are wearing hats pass them to the student closest to them, saying *Here you are. You can use my hat.* These new students put them on and say *Thank you.* Play the music. The game continues in this way. **Note:** If you have limited space in your classroom, students can remain seated and pass the hats around the class when the music plays.

Student's Book page 43

12 Listen and act.

- Say *Open your books to pages 42 and 43, please.* Remind students of the story from the previous lesson. Say *The children have costumes for a party. iPal is sad.* Ask why *(iPal doesn't have clothes for the party).* Ask what happens (*Olivia and Ben share the clothes*). Remind students of the meaning of *share*. Write *You ___ use my hat.* on the board and elicit the missing word (*can*).
- Tell students they are going to listen to someone else sharing their things. Say *Now look at page 43. Who's speaking? Listen and point.* Play the recording. Students listen and point to the boys in the photograph as they speak each line.
- Then say *Now listen and act.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation. Explain the meaning of *this one*.
- Students act out similar dialogs in pairs, using real classroom objects. One student looks sad as he/she says *I don't have a …* The other student offers to share his/her things (*Here you are. You can use this one*). Remind the first student to say *Thank you.*

3.13

Alex: Oh, no! I don't have a pen.
Carlos: Here you are. You can use this one.
Alex: Thank you.

13 Listen and say. /ʤ/ /j/

- In this activity, students practice saying the sounds /ʤ/ and /j/.
- Say *Look at activity 13. What can you see?* Teach *jackal, yak, Jell-O,* and *yogurt.*
- Then say *jackal – /ʤ/ /ʤ/ /ʤ/ – jackal.* Students repeat, emphasizing the /ʤ/ sound in *jackal.*
- Say *yak – /j/ /j/ /j/ – yak.* Students repeat, emphasizing the initial sound in the same way.
- Students can also practice the sounds one after the other (/ʤ/, /j/), with their hands on their throats, so that they can feel the difference between the unvoiced /j/ and voiced /ʤ/.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat, emphasizing the initial /ʤ/ and /j/ sounds.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that begin with the sounds /ʤ/ and /j/. For example, *juice, giraffe, jacket, jeans, jump, yellow, you, yes, young, use.*

3.14

/ʤ/ /j/ Jackals don't like jello. Yaks don't like yogurt. (x2)

Workbook page 35

10 Look, read, and stick.

- Remind students of the value from the previous lesson. Students look at the pictures and think about which one shows the value. They stick the smiley face sticker in the circle next to the correct picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Students put the sticker next to the second picture.

11 Trace the letters.

- Students trace the letters *j* and *y* in the sound sentences.

12 Listen and circle j *or* y.

- Play the recording. Students circle *j* or *y* according to the initial sound of the word.

Key: **2** y **3** j **4** y

3.15

1 jello, jello **2** yak, yak **3** jacket, jacket **4** yogurt, yogurt

Ending the lesson

- Write the tongue twister *Do you like jeans or do you like jackets?* on the board. Students practice saying it repeatedly, as fast as they can.

Extra activities: see page TB110 (if time)

12 3.13 Talk Time Listen and act.



Animal sounds

13 3.14 Listen and say.

Jackals don't like jello. Yaks don't like yogurt.





What are clothes made of?

1 3.16 Listen and say.



cotton silk leather wool

2 CLIL Watch the video.

3 Look and say the material.

Number 1. Wool. Yes!



Guess What!

Let's collaborate!



→ Workbook page 36

CLIL: Science

Lesson aims Students learn about what clothes are made of.

New language *What are clothes made of? cotton, silk, leather, wool*

Recycled language clothes | colors

Materials Real items of clothing made of cotton, silk, leather, and wool (if possible, at least two items made from each material) (optional)

Warmer

- Show two or more items of clothing made from the same material (e.g., a shirt, a T-shirt, and some socks, all made of cotton). For each item ask *What's this? (A shirt)* and *Are you wearing a (shirt)? (Yes, I am. / No, I'm not.)* Give the items of clothing to the students to pass around the class. Ask them to feel the clothes and ask *What's the same?* Students guess. If they guess that the material is the same, tell them they are going to learn about the different materials clothes are made of in today's lesson.

Student's Book page 44

What are clothes made of?

- Say *Open your books to page 44, please.* Ask questions about the photograph, e.g., *What clothes can you see? (...) What colors can you see? Can you see a/some ... ?*
- Ask students if they have ever been to a market like this and where they usually get their clothes.
- Then point to the photograph and ask the opening question *What are clothes made of?* Explain the meaning of the question. Show the different clothes you've brought to class and elicit the materials in L1.

Student's Book page 45

1 Listen and say.

- Say *Now look at page 45, please.* Use the photographs to present the words for materials.
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Hold up each item of clothing you've brought to class and ask *What's it made of? (Cotton/Wool/Silk/Leather.)*

3.16

1 cotton **2** silk **3** leather **4** wool

2 Watch the video.

- Play the video.
- If you wish, you can also draw a simple four-column chart on the board, with the four materials at the top of each column. Students copy the chart, then write the names of items of clothing that can be made of each material in the correct column. They compare their charts in pairs or small groups. Elicit ideas and complete the chart on the board (note that some items of clothing can be made of more than one material).

Key: Possible items of clothing for the chart: cotton: shirt, T-shirt, jacket, socks, skirt, pants, dress, jeans; silk: shirt, skirt, dress, pants, jacket; leather: jacket, shoes, pants, skirt, dress; wool: socks, jacket, pants, skirt, dress, socks

CLIL 03: see page TB119

3 Look and say the material.

- Students work in pairs. They look at the photographs and say the material each item is made of. They use the speech bubbles to help them.
- Check the activity by saying the number of the photograph. Students say *cotton/silk/leather/wool.*

Key: **2** cotton **3** silk **4** wool **5** leather

Guess What!

- Students look at the swirled image and guess what it is. Check by asking *What's this? (It's wool.)*

Key: It's wool (last photograph, activity 1).

Workbook page 36

1 Look and write the number.

- Students look at the picture and number the materials to match the items of clothing.

Key: wool 4 silk 3 leather 2

2 Look, read, and circle the word.

- Students look at the photograph and circle the correct material each time.

Key: cotton wool leather

Ending the lesson

- Point to different items you're wearing / that you've brought to class and ask, e.g., *What are my pants made of? (Cotton.) What's this scarf made of? (Wool.)*

Lesson aims Students make a collage of clothes suitable for different types of weather. | They can also complete the unit evaluation in the Workbook.

New language *weather, hot, sunny, rainy, cold, hat, scarf, boots* | *The weather (is cold) today, He's/She's wearing (a hat).*

Recycled language clothes, materials | *(Her hat) is/are made of (wool). She has (leather boots).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Word cards: see Digital Pack (Teacher's Resources), Model sheet 3, Project sheets 3, Worksheets 3, Group and Teacher evaluation sheets, cue cards (optional), sheets of paper, poster-sized thin cardboard, pencils or pens, photographs or magazines, pieces of material, scissors and glue, access to a computer for research (optional).

Warmer

- Play *Reading race* (see page xx) with the word cards for Unit 3.

Student's Book page 45 – Let's collaborate!

Introduce the project.

- Ask *What's the weather like today?* Teach the appropriate weather words. Then point to an item of clothing and say why it's good for the type of weather, e.g., *It's hot and sunny. This is a cotton T-shirt. Cotton is good for hot and sunny weather.* Teach the other weather words students will need for the project *(hot and sunny, cold or rainy)*.
- Display the model sheet and talk about the photographs, e.g., *1 It's hot and sunny today. What's this girl wearing? (A hat, a dress, and shoes). What's her dress made of? (Cotton.)*, etc. Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 45. Tell them they are going to make a collage of clothes for different types of weather.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor also checks that they have everything they need.
- Students choose one type of weather from the list on the project sheet. Make sure that there are an even number of weather types chosen across the class.
- Students use the chart in the worksheet to choose clothes for their type of weather and the materials they are made of. Students work together, discussing their choices in English and L1. Teach additional materials as necessary, e.g., *plastic* (for raincoats and boots).
- Students design an outfit for their weather type and draw a sketch on their worksheet. They then find photographs from magazines or online and pieces of material to use in their collage.
- The project monitor checks that the worksheets are complete and that the materials are stored safely.

Step 2 Create your project.

- Students write their weather type at the top of a sheet of paper. They then draw a head and body, and draw or stick a photograph of a face onto it.
- Students then cut out material for clothes, stick them onto their collage, and label the clothes and materials.
- Students take turns sticking the material onto the collage and writing the labels.
- Students then work with two other pairs, who have chosen different weather types. Students stick all three collages onto a poster-sized piece of thin cardboard to make a combined collage.

Step 3 Present your project.

- In their groups of six, students present their clothes collages to the rest of the class. They take turns describing their collages and asking and answering questions. Remind students to speak slowly and clearly.
- Students then display their collages and compare them. Are the posters the same or different? Which collages have used the most different materials for the clothes?

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each pair for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 37 – Evaluation

1 Write the words and find.

- Students label the pictures and find the words in the word search puzzle.

Key: **2** pants **3** skirt **4** jeans **5** dress **6** shoes

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

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the item of clothing. They then go to page 93 and write the letters in the puzzle.

Key: pants, letters for the puzzle – t, s

4 Rooms





Unit aims Students learn about houses and rooms. This includes:

- identifying rooms and furnishings inside the home
- asking about and describing where things are in a room
- learning numbers 11 through 20
- learning about things on a street
- interpreting and drawing a bar chart

Background information The photograph shows a building in Little India, Singapore.

Introduction to the unit

- Say *Open your books to pages 46 and 47, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song.
- Ask *What's Unit 4 about?* Explain the meaning of *rooms.* Then point to the photograph and ask *What can you see? (A house/a door/windows.) What colors can you see on the door? (Green, yellow, orange, red.)*
- Ask *Which rooms can you see in a house? (Bedroom, living room, bathroom, kitchen, dining room, hallway.)* Elicit other parts of the home that students already know in English, e.g., from *Guess What!* Level 1: *hallway, yard, balcony.*

Look!

- Show students the video to introduce the topic. Pause after each scene and ask *Which room is it? What can you do in this room?* Ask students if they do the same things as the people in the video in those rooms.
- Play the video again and ask further questions about homes: *Do you like houses or apartments? What color's your bedroom? What's your favorite room at home?*
- Then play *True or false?* (see page xxi), making statements about the students' classroom and/or school, to review rooms, furniture, and the prepositions *in, on,* and *under,* e.g., *My desk's under the window. We have two doors in our classroom. The computer's on a black chair.*

Theme see lyrics on TB5

1 4.01 Listen. Who's speaking?

2 4.02 Listen, point, and say.



3 4.03 Listen and find.

→ Workbook page 38

Lesson aims Students learn vocabulary for furnishings.

New language *closet, phone, TV, bookcase, mirror, cabinet, lamp, table, clock, couch, Welcome to … , video diary, We're playing hide and seek. Who's in/on/under the (closet)? It's me. Who can you see in/on/under the (couch)?*

Recycled language character names | numbers 1–10 | rooms | colors | *bed, Come and see. This is the (bookcase). My (books) are in/on/under the (bed). The (phone) is in/on/under the (couch). books, clothes, toys, I have a (TV). Here's a (table). It's in/on/under the (mirror).*

Materials Flashcards: 45–54 | Word cards: see Digital Pack (Teacher's Resources) | Poster putty

Warmer

- Draw a house with two floors and five rooms (three downstairs, two upstairs) on the board, at a height your students can reach. Ask *What's this? (A house). How many rooms can you see? (Five.)* Point to the upstairs part. Ask *Which rooms are here? (Bedroom and bathroom.)* Draw a bed in the bedroom and a bathtub and toilet in the bathroom. Repeat for downstairs (*living room, dining room, kitchen*), adding simple details. Point and ask *What's this room?* or ask *Where's the (living room)?* Students point. Say *Draw a yard/balcony, please.*

Presentation

- Ask *What's in a room? Let's look.* Hold up each flashcard and say the new word. Students repeat in chorus and individually. Then show the flashcards in random order. Students say the words.

Student's Book page 48

1 Listen. Who's speaking?

- Say *Open your books to page 48, please.* Ask *Is this Tina's bedroom?* Students guess (*No*). Explain that it's Ben's room. Say *They're playing a game. Which game?* Teach *hide and seek.* Ask students if they play hide and seek. Point to the camera and explain that Ben is making a video diary.
- Say *Let's listen. Who's speaking?* Play the recording. Students listen and point to the characters. Play again, pausing for students to point to the furnishings. Review/Teach *bed.* If time, ask *Who's in the closet? (Olivia.) Who can you see under the bed? (Tina.) Where's David? (In the cabinet.)* Ask about the clothes and other items, e.g., *Where are Ben's shoes? (Under the couch.) Can you see a chair? (Yes. It's blue.)*

4.01

Ben: Hello. Welcome to my video diary! We're playing hide and seek in my bedroom. Come and see. This is the bookcase, and this is the closet. My books are in the bookcase, and my clothes are in the closet. The phone is on the bookcase. And who is in the closet?
Olivia: It's me, Olivia!
Ben: This is my cabinet for my toys. And I have a TV on the cabinet. And who can you see in the cabinet?
David: It's me, David!
Ben: This is my bed, and here's a table. I have a lamp on the table and a red clock. And who is under the bed?
Tina: It's me, Tina!
Ben: This is the couch. It's under the mirror. And who is under the couch?
Leo: *Crick!*
Ben: It's Leo!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered items in the picture. Then play again. Students listen and say the words.

4.02

1 closet **2** phone **3** TV **4** bookcase **5** mirror
6 cabinet **7** lamp **8** table **9** clock **10** couch

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct items. Students can also say the correct number. If time, students can repeat in pairs. One says a sentence, e.g., *It's a lamp*, and the other says the number (e.g., *Seven*) or points to the item.

Key: Students point to the items in the following order: 1, 9, 3, 7, 4, 10, 6, 8, 5, 2.

4.03

It's a closet.
It's a clock.
It's a TV.
It's a lamp.
It's a bookcase.
It's a couch.
It's a cabinet.
It's a table.
It's a mirror.
It's a phone.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's under the couch).

Workbook page 38

1 Look, read, and circle the word.

- Students look at the picture and circle the correct word.

Key: **2** lamp **3** phone **4** couch **5** TV **6** table

2 Look, read, and write.

- Students look at the pictures, read the sentences, and write the missing words.

Key: **2** clock **3** couch **4** phone

Ending the lesson

- Put poster putty on the back of the word cards. Hand out the cards. Students take turns finding the object written in the classroom and sticking the card onto it (e.g., the word *bookcase* onto the bookcase). Remove the cards, mix them up, and repeat with different students.

Extra activities: see page TB110 (if time)

Lesson aims Students practice the furnishings vocabulary. They practice asking about and describing where things are in a room.

New language *Is the (lamp) on/in the (table)? The (lamp)'s/It's on/in the (table). Are the (books) in/on the (bookcase)? The (books) are / They're in/on the (bookcase).*

Recycled language furnishings | *Yes, it is. / No, it isn't. Yes, they are. / No, they aren't.*

Materials Flashcards: 45–54 | Two pieces of blank paper for each student (optional)

Warmer

- Review the furnishings words with the flashcards or using items around the classroom.
- Play *Correct my mistakes* (see page xvii), making sentences about the color and position of items in the classroom, e.g., *The clock is white. (No. It's red.) The lamp is on the closet. (No. It's on the cabinet.)* You can also point to items and say the wrong word, e.g., point to a table and say *This is a couch. (No. It's a table.)*

Student's Book page 49

4 Say the chant.

- Say *Open your books to page 49, please.* Point to each of the photographs and ask *What's this? (It's a table.)* Review *in* and *on* by asking *Where's the lamp? (On the table.) Where are the books? (In the bookcase.)* Repeat for *clock* and *clothes*.
- Say *Listen to the chant.* Play the recording. Students listen and point to the photographs in turn.
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently. Encourage them to mime putting something on a table and putting books in a bookcase / clothes in a closet as they chant.

4.04

Is the lamp on the table?
Yes, it is. Yes, it is.
The lamp's on the table.

Are the books in the bookcase?
Yes, they are. Yes, they are.
The books are in the bookcase.

Is the clock on the table?
Yes, it is. Yes, it is.
The clock's on the table.

Are the clothes in the closet?
Yes, they are. Yes, they are.
The clothes are in the closet.

5 Look, ask, and answer.

- Point to the main picture and ask *What can you see? (A living room, a couch, a cabinet, a bookcase, a table).* Explain that there are some pieces missing from the picture – point to the jigsaw pieces on the right. Read the question in the speech bubble. Point to the picture, then read the example answer.
- Say *Look, ask, and answer.* Students work in pairs to ask and answer about the picture, using the speech bubbles to help them. Circulate and make sure students are using *Is* and *Are* correctly.
- Check answers by asking, e.g., *Are the lamps on the table? (No, they aren't. They're on the bookcase.)*

Key: Students' own answers.

6 What's in your bedroom? Think and say.

- Tell students to close their eyes and think about their bedroom at home. *What's in the bedroom? Where's the bed? Where's the chair? What's in the cabinet?* Students work in pairs. They take turns describing where things are in their bedroom, using the speech bubble to help them. Circulate and help with new language.

Key: Students' own answers.

Workbook page 39

3 Listen and stick.

- Students will need the Unit 4 stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

4.05

1 The computer isn't in the closet. It's in the cabinet.
2 The clock isn't on the bookcase. It's on the table.
3 The phone isn't on the table. It's on the couch.
4 The mirror isn't under the TV. The TV is under the mirror.
5 The lamp isn't on the table. It's on the bookcase.

Key: computer in the cabinet, clock on the table, phone on the couch, mirror above the TV, lamp on the bookcase

4 Look, match, and write the words.

- Students match the missing items with the rooms by drawing lines. Elicit a sentence about each picture, e.g., 1 *The TV is in the living room. 2 The clothes are in the closet. 3 The books are in the bookcase. 4 The phone is on the table.*

Key: **2** c closet **3** a bookcase **4** b phone

My picture dictionary → Go to page 88. Check the words you know and trace.

- Students turn to page 88 and check the words they know. They then trace over the word labels for each picture.

Ending the lesson

- Ask students to look at the picture on Student's Book page 48. Ask questions with *Is/Are*, e.g., *Is the lamp on the table? (Yes, it is.) Are the shoes under the bed? (No, they aren't. They're under the couch.)* Students can repeat the activity in pairs, taking turns asking the questions.

Extra activities: see page TB110 (if time)

4 4.04 Say the chant.

Is the lamp on the table?
Yes, it is. Yes, it is.
The lamp's on the table.

Are the books in the bookcase?
Yes, they are. Yes, they are.
The books are in the bookcase.


lamp


bookcase

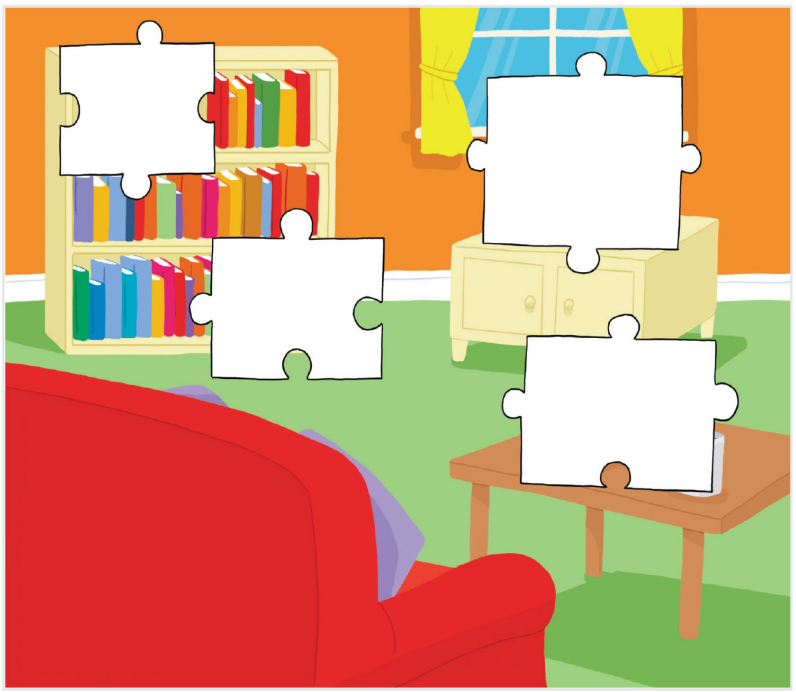

clock


closet

5 Think Look, ask, and answer.

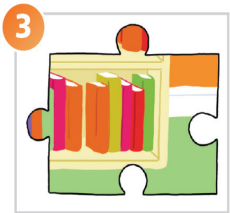
Is the phone on the bookcase?

No, it isn't. It's on the table.











6 About Me What's in your bedroom? Think and say.

My computer is on my desk.

→ Workbook page 39

7 4.06 Sing the song.

It's moving day, it's moving day,
And everything's wrong
on moving day.

There's a  in the bathroom.
There's a  in the hallway.
There's a  in the kitchen.
And I can't find my ball today!

It's moving day …

There are four  s in the yard.
There are two  s on my bed.
There are three  s on the couch.
And where is baby Fred?

It's moving day …

8 4.07 Listen and say *yes* or *no*.

Grammar fun!

Grammar: *There's a couch in the bathroom.*

→ Workbook page 40

Lesson aims Students describe where things are in a room/house.

New language *moving day, everything's wrong, There's a (couch) in/on the (bathroom). There are (four lamps) in/on the (yard).*

Recycled language furnishings, furniture, rooms, *in/on, I can't find my (ball). Where is … ? baby*

Materials Five or six known toys, toy animals, items of clothing or food (some singular, some plural) | A scarf / piece of thick fabric to use as a blindfold OR a large bag and six to eight objects or flashcards (toys, animals, items of clothing, or classroom objects) (optional)

Warmer

- Before the class, put some furnishings in unusual places (e.g., the clock in a cabinet (with the door open), a lamp under a table, your purse on a cabinet).
- Ask *What's wrong in the classroom today?* Explain the meaning of *wrong*. Students make sentences, e.g., *The clock is in the cabinet (today)*. If possible, students also tell you where the clock should be, e.g., *It isn't in the cabinet. It's on the wall.* Move each item back to its usual position.

Presentation

- Place some singular and plural items around the room, e.g., a teddy bear on your chair, a toy animal under a chair, a pair of socks on someone's desk, some bananas on the cabinet. Ask *What toy can you see? (A teddy bear).* Say *Yes! There's a teddy bear.* Encourage students to repeat *There's a teddy bear.* Ask *Where is it? (It's on your chair.)* Repeat for the other items, making sure you introduce *There are …* (e.g., *There are three bananas.)*

Student's Book page 50

7 Sing the song.

- Say *Open your books to page 50, please.* Point to the picture and ask *What's this? (A house.)* Ask *What can you see?* Elicit rooms, furniture, and other items. Point to the family and ask *Who's this? (Mom/Dad/A baby/A boy.)* Point to the men who are wearing blue. Say *Look at these men. Are they in the family? (No, they aren't.)* Elicit/Explain that they are helping the family move. Say *It's moving day.* Explain the meaning. Ask students if they have ever moved house.
- Point to one thing that's in the wrong place (e.g., the bookcase). Say *Oh, dear! Look! There's a bookcase in the bathroom. That's wrong!* Explain/Review the meaning of *wrong*. Elicit more examples of things that are in the wrong place (e.g., *There are lamps in the yard.*).
- Say *Listen and point.* Play the recording. Students listen and point to the items. At the end, explain the meaning of *everything* and *I can't find (my ball).*
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently. The first time students can hum to the tune and join in with any words they know. Then students can sing along.

4.06

It's moving day, it's moving day,
And everything's wrong on moving day. (x2)

There's a couch in the bathroom.
There's a table in the hallway.
There's a closet in the kitchen.
And I can't find my ball today!

It's moving day, it's moving day,
And everything's wrong on moving day. (x2)

There are four lamps in the yard.
There are two mirrors on my bed.
There are three clocks on the couch.
And where is baby Fred?

It's moving day, it's moving day,
And everything's wrong on moving day. (x2)

8 Listen and say yes *or* no.

- Play the recording, pausing after each sentence. Students listen, look at the picture in activity 7, and say *yes* or *no*. Ask them to make true sentences for the "no" answers.

Key: **1** yes **2** no (There are four lamps in the yard.) **3** no (There's a closet in the kitchen.) **4** yes **5** no (There's a mirror / There are two mirrors in the bedroom.) **6** yes

4.07

1 There's a couch in the bathroom.
2 There are four lamps in the living room.
3 There's a bed in the kitchen.
4 There are two TVs on the chair.
5 There's a bookcase in the bedroom.
6 There's a baby in the cabinet.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 40

5 Look, read, and write yes *or* no.

- Students look at the picture, read, and write *yes* or *no*. Elicit correct sentences for "no" answers.

Key: **2** yes **3** no (There's one clock in the bedroom.) **4** no (There's a closet in the bedroom.) **5** yes **6** yes

6 Draw your room and say. Then write.

- Students draw a picture of their bedroom. They talk about their rooms, then complete the sentences.

Key: Students' own answers.

Ending the lesson

- Make true or false sentences using *There's / There are* about the classroom, e.g., *There's a robot in the cabinet.* Students say *Yes* or *No*.

Extra activities: see page TB110 (if time)

Lesson aims Students ask and answer questions about quantity. Students practice counting and learn numbers 11–20.

New language numbers 11–20 | *How many (books) are there?*

Recycled language furnishings and furniture | pets | clothes | numbers 1–10

Materials Two different-colored board markers, one for each team of students (optional)

Warmer

- Play the song from the previous lesson. Students sing along. Teach mimes for the furniture and the other key items in the song (couch, table, closet, ball, lamp, mirror, clock, baby). Play the song again for students to sing and mime.

Presentation

- Practice counting from 1 through 10 with the class forward and in reverse. See if any students know numbers larger than ten already. Ask questions about items in the classroom (with answers of ten or less), e.g., *How many windows are there in our classroom? How many girls are there?*

Student's Book page 51

9 Listen, look, and say.

- Say *Open your books to page 51, please. What's this? (A bookcase.) What's in the bookcase? (Books.)* Say *How many books are there?* Give students time to look at the picture.
- Say *Listen and point*. Play the recording. Students point to the books one by one as they hear the numbers. Then say *Now listen and say*. Play the recording again, pausing for students to listen and repeat. Practice counting from 1 through 20 in chorus several times.

4.08

Boy: How many books are there?
Girl: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. Twenty! There are twenty books.

10 Listen, count, and answer the questions.

- Point to the picture and ask *What can you see? (A bedroom)*. Elicit as many items students know in the room as possible (e.g., planes, clocks, fish, socks, pencils, chair, jackets, lamps, spiders).
- Say *Listen, count, and answer*. Play the first question on the recording, pause and count the fish with the students, then play the answer. Point to the speech bubbles above the picture.
- Then play the rest of the recording, pausing after each question for students to count and answer. They can compare answers in pairs, if necessary, before telling you.

Key: **2** three **3** six **4** nine **5** sixteen

4.09

1 How many fish are there?
2 How many lamps are there?
3 How many clocks are there?
4 How many pencils are there?
5 How many socks are there?

11 Play the game.

- Read the speech bubbles with the class. Ask *How many spiders are there? (Four.)* Make a true sentence about the picture, e.g., *There are seven planes*. Ask *Yes or no? (Yes.)* Say *Play the game*. Students play in pairs, taking turns making a true or false sentence each time.

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 41

7 What's next? Read and write.

- Students complete the number sequences with words from the box.

Key: **2** twelve **3** fifteen **4** twenty

8 Count and write. Then answer the questions.

- Students look at the large picture and count the number of each of the items in the small pictures. They write the numbers in the boxes. Then they read and answer the questions.

Key: **2** There are thirteen fish. **3** There are sixteen cars. **4** There are fifteen shoes. **5** There are ten balls. **6** There are twenty books.

Ending the lesson

- Play *Drawing in the air* (see page xvii) with numbers between **1** and 20. Students can also play in pairs.

Extra activities: see page TB110 (if time)

9 4.08 Listen, look, and say.



10 4.09 Listen, count, and answer the questions.

How many fish are there?

Seventeen!



11 Think Play the game.

There are three spiders.

No!

→ Workbook page 41

Grammar: *How many books are there?*

Grammar fun!

12 4.10 Story Listen and read. Watch.



→ Workbook page 42

Value: Be neat

Lesson aims Students reinforce language with a story. They also discuss the value of being neat.

New language *ring (n), We're in (my bedroom). Let's go in. Walk on me! What a mess! clean up, put, now, neat* (adj)

Recycled language furniture, *Where's my … ? Is it in the … ? Look at this, big, There's my … , Thanks, What does … have?*

Materials Ten slips of paper for each student OR flashcards: bookcase, cabinet, and closet (45, 47, and 54) and flashcards of clothes: 36–44, pictures or flashcards of toys and books/magazines/comic books (optional)

Warmer

- Practice counting from 1 through 20 in chorus. Start counting and point to students at random to say the next number. Practice counting in different patterns, e.g., saying only odd or only even numbers or only multiples of three (students clap instead of saying the other numbers).

Introduction

- Remind students of the story so far, asking why iPal is sad in the last episode (he doesn't have a costume), where the children go (to a party), how iPal gets his costume (the children share their clothes), and what iPal dresses up as (a pirate). Ask students to guess what the children will do with iPal today.

Student's Book page 52

12 Listen and read. Watch

- Say *Open your books to page 52, please.* Point to frame 1 and ask *Where are the children? (In the tree house).* Say *Look. Tina is sad. She can't find her ring.* Teach *ring* by drawing a picture on the board. Point to frame 2 and ask *Are the children big? (No, they're small.)* Encourage students to guess how they find the ring by looking at the other frames.
- Say *Now listen and read.* Play the recording while students listen and follow the story. At the end, ask *Where's Tina's ring? (On iPal's head).* Explain/Elicit that the children become small and they go inside Tina's dollhouse in her bedroom.

Story

- Now students can watch the video. Pause to ask more questions: Frame 1: *Is the ring in the art set? (No.)* Frame 2: *What's big in the picture? (The bookcase.)* Frame 3: *What do the children walk on? (iPal's arms.)* Frame 4: *Is the room OK? (No, it's messy.)* Explain the meaning of *What a mess!* and *Let's clean up.* Frame 5: *Where are the toys? (In the cabinet.) Where are the books? (In the bookcase).* Frame 6: *Is Tina sad? (No, she's happy. / She has her ring.)*
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. They can join in with the rhymes. Encourage students to use gestures and intonation from the story as appropriate.

4.10

Tina: Oh, no! Where's my ring?
Olivia: Is it in the art set?
All: 1, 2, 3, Magic tree.
We're back again.
Look and see.
Come with us.
Come and play
In our magic tree today.
David: Look at this big bookcase.
Tina: There's my doll. We're in my bedroom!
iPal: Let's go in. Walk on me!
Children: Thanks, iPal.
Olivia: What a mess!
David: Let's clean up.
Tina: Let's put the toys in the cabinet.
David: Now it's neat.
Olivia: What does iPal have?
iPal: It's your ring, Tina!
All: 3, 2, 1, that was fun.
Time to go. The magic's done!

Value ***Be neat***

- Point to frame 4 and play the first line of the dialog. Remind students of the meaning of *What a mess!* Say *Look! There are books on the couch.* Elicit more sentences about the room (e.g., *There's a ball on the couch. There's a book and a duck on the table.*) Play the next line of the story *(Let's clean up.).*
- Read the value *Be neat.* Confirm the meaning of *neat* and ask *Is your bedroom/house/desk neat?* Talk about how we can lose things if we aren't neat.
- Divide the class into two groups (Olivia and David). Then play the dialog from frame 4 again. Students repeat the lines for Olivia and David. Encourage them to use the same intonation as on the recording. Rearrange the class into pairs, with one of each character per pair. Students practice the dialog.

Workbook page 42

9 Read and write the letter. Then listen and check.

- Students match the text with the story frames. They write the correct letter in each speech bubble. Play the story again, which is repeated in full on the recording. Students listen and check their answers.

Key: 2 d 3 b 4 a 5 f 6 c

4.11

(*Repeat of story – see above for story script*)

Ending the lesson

- Ask questions about the position, color, and number of the things in the story, e.g., Frame 1: *Where's the art set? (On the table.)* Frame 2: *How many books are there in the bookcase? (Eight.)* Frame 3: *How many windows are there in the dollhouse? (Five.)* Frame 4: *What color's the mirror? (It's yellow.)* Frame 5: *Where's the ball? (It's in the cabinet.)* Frame 6: *What's Tina wearing? (Pink pants and a green and blue T-shirt.)* See which student/pair of students can get the most correct answers.

Extra activities: see pages TB110–TB111 (if time)

Lesson aims Students practice *Let's clean up.* Students also practice saying the sounds /m/ and /n/.

New language *meerkat, newt*

Recycled language furnishings | *What a mess! Let's clean up! have, mouth, nose*

Materials Books, toys, stuffed animals, items of clothing, magazines/comic books, classroom objects, a picture of an anemone

Warmer

- Before class, make the room messy by putting books, stuffed animals, items of clothing, bags and classroom items, etc. on the tables/under chairs/on the floor, etc. When students arrive say *What a mess!* Students repeat. Encourage them to join in with *Let's clean up!* Point to one of the items that's in the wrong place and say, e.g., *Look. There's a book under the chair. Let's put the book in the bookcase.* Repeat with two or three more items. Then call on volunteers to say where items are, suggest where to put them, and clean them up. At the end say *Great! Now it's neat.*

Student's Book page 53

13 Listen and act.

- Say *Open your books to pages 52 and 53, please.* Remind students of the story from the previous lesson. Say *Tina is sad. She can't find her ___ . (ring)* Ask where the children go *(To Tina's bedroom).* Ask *Are they big or small?* (*They're small.*) Remind students of the meaning of *What a mess!* Write *Let's ___ up!* on the board and elicit the missing word (*clean*).
- Tell students they're going to listen to someone else who is looking at a messy room. Say *Now look at page 53. What can you see? (…)* Then say *Who's speaking? Listen and point.* Play the recording. Students listen and point to the person in the photograph they think is speaking (Mom).
- Then say *Now listen and act.* Play the recording again, pausing for students to repeat with the correct pronunciation and intonation.
- Students practice the language in pairs, making a mess with books and other classroom objects on their desk first. One student points to the things and says *What a mess! Let's clean up!* The other student says *OK* and puts the things away. Then they swap roles and repeat.

4.12

Woman: What a mess! Let's clean up!

/m/ /n/

14 Listen and say.

- In this activity, students practice saying the sounds /m/ and /n/.
- Say *Look at activity 14. What can you see?* Teach *meerkat* and *newt.* Review mouth and nose by saying *Point to your nose/mouth.*
- Then say *meerkat – /m/ /m/ /m/ – meerkat.* Students repeat, emphasizing the /m/ sound.
- Say *newt – /n/ /n/ /n/ – newt.* Students repeat, emphasizing the initial sound in the same way.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat, emphasizing the initial /m/ and /n/ sounds.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that begin with the sounds /m/ and /n/. For example, *mom, my, milk, monkey, motorcycle, man, mouse, mice, mirror, name, number, nine, nineteen, now, not, nice.*

4.13

/m/ /n/ Meerkats have mouths. Newts have noses. (x2)

Workbook page 43

10 Look, read, and stick.

- Remind students of the value from the previous lesson. Students look at the pictures and think about which one shows the value. They stick the smiley face sticker in the circle next to the correct picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Students put the sticker next to the first picture.

11 Trace the letters.

- Students trace the letters *M, m, N* and *n* in the sound sentences.

12 Listen and circle the pictures.

- Play the recording. Students circle the pictures that match the sound shown on the left of each row.

Key: **1** mouse, man **2** newt, nose

4.14

1 mouse, mouse **2** name, name **3** man, man
1 newt, newt **2** nose, nose **3** motorcycle, motorcycle

Ending the lesson

- Write the tongue twister *Many anemones see enemy anemones* on the board. Show a picture of an anemone, if possible. Students practice saying it repeatedly, as fast as they can.

Extra activities: see page TB111 (if time)

13 4.12 Talk Time Listen and act.



Animal sounds

14 4.13 Listen and say.

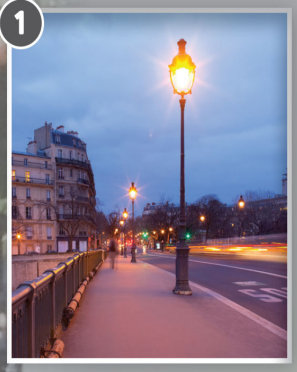


Meerkats have mouths. Newts have noses.

How many are there?



1 Listen and say. 4.15



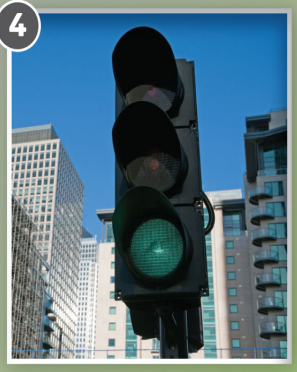
streetlight



bus stop



mailbox



traffic light

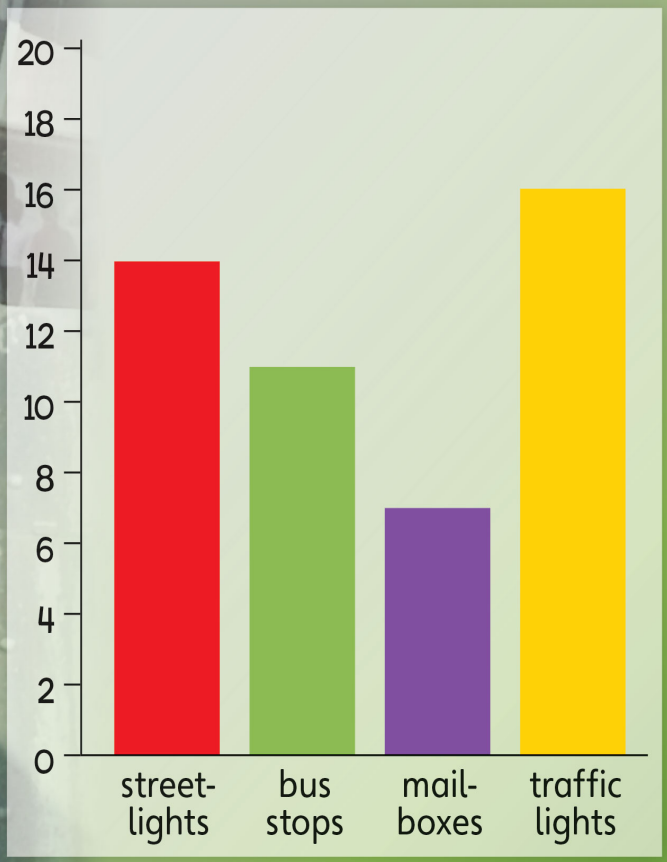
2 CLIL Watch the video.



3 Look and say the number.

How many streetlights are there?

There are fourteen.



Let's collaborate!



→ Workbook page 44

CLIL: Math

Lesson aims Students learn about things on a street. They learn to interpret a bar chart.

New language *streetlight, bus stop, mailbox, traffic light*

Recycled language numbers 1–20 | *How many (streetlights) are there?*

Materials Four board markers (one for each team of students in the Warmer) | Ten large number cards, each with a number between 11 and 20 on it OR a blank piece of paper and a clipboard for each student (optional)

Warmer

- Review numbers 1 through 20 by counting around the class, forward and in reverse.
- Play *Whisper down the line* (see page xxi) with numbers 1–20.

Student's Book page 54

How many are there?

- Say *Open your books to page 54, please.* Ask questions about the photograph, e.g., *What transportation can you see? (…) How many people can you see? (…) Can you see a … ?*
- Ask students how the street looks different from a street in their hometown/city.
- Then point to the photograph and ask the opening question *How many are there?* Review the meaning of the question. Ask about objects, furnishings, and people in the class (there have to be 20 or fewer), e.g., *How many girls are there in our class? How many boys? How many desks are there? How many windows? How many bookcases?*

Student's Book page 55

1 Listen and say.

- Say *Now look at page 55, please.* Use the photographs to present the words for things on the street.
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Students look at the photograph on page 54 again. Ask *Can you see some traffic lights? How many streetlights can you see? Is there a mailbox? What color is it? Where's the bus stop?*

4.15

1 streetlight **2** bus stop **3** mailbox **4** traffic light

2 Watch the video.

- Play the video.
- If you wish, you can also talk about how the things on the street in the photographs in activity 1 are different from the ones in your students' hometown (color, size, shape). Ask students for examples of other things we usually see on a street (e.g., crosswalks, trash cans, benches, road signs, railings, bike racks, parking meters) and talk briefly about what each one is for.

CLIL 04: see page TB119

3 Look and say the number.

- Point to the picture of the bar chart and ask if students have seen a chart like this before. Read the labels on the x axis. Tell them that someone has done a survey, counting the number of each of these things on a street close to their house/school. Read the numbers on the y axis aloud with the students. Read the example speech bubbles and make sure students know how to read the answer on the bar chart.
- Students work in pairs to ask and answer about the rest of the items on the x axis of the chart (bus stops, mailboxes, and traffic lights). They use the speech bubbles to help them.
- Check the activity by choosing pairs to ask and answer about each thing.

Key: bus stops – eleven, mailboxes – seven, traffic lights – sixteen

Guess What!

- Students look at the swirled image and guess what it is. Check by asking *What's this? (A traffic light.)*

Key: It's the traffic light in activity 1.

Workbook page 44

1 Count and write the number.

- Students count the items in each picture and write the answers to the sums in the boxes on the right.

Key: 1 5 2 5 3 8 4 6

Ending the lesson

- Write six to eight addition sums on the board (or dictate them). Students work in pairs and write the answers in their notebooks. Make sure the answers are all 20 or less. Students can also write sums for a partner to work out.

Extra activities: see page TB111 (if time)

Lesson aims Students make a bar chart to record the number of different furniture items in a room. | They can also complete the unit evaluation in the Workbook.

New language *bar chart, library, cafeteria, teachers' room, whiteboard*

Recycled language *classroom, furniture, numbers* | *There is/are (ten desks). How many lights are there?* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Flashcards 45–54, Model sheet 4, Project sheets 4, Worksheets 4, Group and Teacher evaluation sheets, cue cards (optional), sheets of paper, thin cardboard or poster paper, pencils, markers, rulers, colored pencils.

Note Ask permission for students to visit other rooms in the school during this project, and if necessary, arrange for helpers to accompany pairs to the different rooms.

Warmer

- Play *Memory 1 through 10* (see page xix) with flashcards 45–54.

Student's Book page 55 – Let's collaborate!

Introduce the project.

- Display the model sheet and teach the word *bar chart*. Say in L1: We're going to count some furniture in our school and make some bar charts.
- Ask questions about the bar charts in the model, in English and L1: *What rooms can you see? (Classroom, library, cafeteria, teachers' room.) What furniture words can you see in the classroom? (Tables, chairs, lights, whiteboards.) How many chairs are there? (Twenty.)* Teach the new words *library*, *cafeteria*, and *teachers' room*.
- Say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 55. Tell them they are going to do their own survey of the furniture in different rooms in their school.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need. The project monitor also checks that they have everything.
- Students choose a room in the school from the list on the project sheet. Make sure there are an even number of rooms chosen across the class.
- Students then use the worksheet to choose four furniture items they think will be in the room and that they are going to count. Students work together, using English and L1. As they choose, they can guess what furniture they will find in their room and why.
- Students then write the words for their chosen furniture items into the chart on the worksheet.
- Each pair takes their worksheets to their chosen room: Student A asks *How many (bookcases) are there?* Student B counts and says the number and Student A writes it down on the worksheet. Then they swap roles. Students then write the totals of each furniture item in the circle.

Step 2 Create your project.

- Students use the information on the worksheet to create a bar chart showing the number of furniture items they counted. Display the model sheet again.
- Show students how to create the main axis of the bar chart. Teach the words *vertical* and *horizontal* as you draw the lines on the board. Students copy the lines onto a sheet of paper. They then write numbers 2 through 20 (in twos) along the vertical line (y axis), and the furniture words under the horizontal line (x axis). Students work together with one student writing the numbers and the other writing the words.
- **Note:** There may be more than 20 items of a piece of furniture in a room.
- Students then use the totals on their worksheet and draw and color a bar in the chart showing the correct number.

Step 3 Present your project.

- Join pairs with three other pairs who have each researched a different room. Pairs take turns presenting their bar chart and asking and answering questions.
- Pairs stick their bar charts onto thin cardboard or a piece of poster paper to make a group bar chart.
- Students can compare the group bar charts as a class and say what's the same and what's different.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each pair for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 45 – Evaluation

1 Order the letters and write the word.

- Students solve the anagrams and label the pictures.

Key: **2** table **3** clock **4** phone **5** mirror **6** couch

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the item of furniture. They then go to page 93 and write the letters in the puzzle.

Key: closet, letter for the puzzle – t

Extra activities: see page TB111 (if time)

Review Units 3 and 4

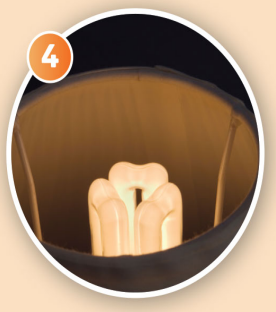
1 Look and say the words.

Number 1. Jeans.

















2 4.16 Listen and say the color.






→ Workbook pages 46–47

Lesson aims Students reinforce the language of Units 3 and 4.

New language *best friend*

Recycled language clothes | furniture and furnishings | numbers | colors | *bedroom* | *How old is he/she? He's/She's (eight).* | *What's he/she wearing? He's/She's wearing (jeans). What are you wearing? I'm wearing (a green T-shirt).* | *My favorite color is (green).* | *There's a (closet). There are (two beds). I have (a computer).* | *How many (cars) are there?* | *Who's this? Her name's (Sue). How old is she? She's (eight).*

Materials Flashcards: 36–54, word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Ask *What can you remember from Units 3 and 4? Let's find out.* Allow students time to look through the units and at any work displayed in class. Encourage them to say what is easy or difficult. Ask *What's your favorite activity?*

Student's Book page 56

1 Look and say the words.

- Say *Open your books to page 56, please.* Students look at the close-up photographs and guess the words. Check the activity by saying the picture number, e.g., *Number 1.* Students say the word: *Jeans.* Alternatively, check the activity by asking *What's number (1)? / What's this? / What are these?* Elicit *It's a (clock). / They're (jeans).*
- If you have time, review more language by asking questions about the photographs, e.g., *Number 1. Are they socks? (No, they aren't.) What color are they? (They're blue.) Are you wearing (jeans)? (Yes, I am. / No, I'm not.)*

Key: **2** clock **3** jacket **4** lamp **5** socks **6** table **7** shoes **8** closet

2 Listen and say the color.

- Say *Let's find out about the people and things in the photographs.* Explain that students will hear two people talking about the photographs. They have to decide which photograph matches each conversation.
- Ask *Can you see a boy?* (Students point to the correct photograph.) Ask *How old is he?* (Students guess.) *What's he wearing? (Jeans, a green T-shirt, green shoes.)* Repeat for the photograph of the girl. Point to the photograph of the toy cars and ask *What are these? (They're cars.) What colors can you see? (Red, black, blue, yellow, white,* etc.*)* Then point to the photograph of the bedroom and ask *Is this a living room? (No, a bedroom.)* Ask *What can you see? (A bed, toys, a computer, a bookcase with books, a closet.)* Say *Listen and say the color.*
- Play the recording, pausing after each mini-dialog. Students listen and guess which photograph is being talked about each time. They say the color of the correct photograph frame.
- Depending on time available, ask students further questions about the photographs: *What's the boy's name? (His name's Alex.) How old is he? (He's eight.) What's his favorite color? (Green.) Is it Alex's computer? (Yes, it is.) What's Alex's favorite toy? (Cars.) What's the girl's name? (Sue.) How old is she? (She's eight.) Is she Alex's sister? (No. She's his best friend.)* Explain the meaning of *best friend.*

Key: Yellow, Red, Blue, Green

4.16

Adult: Hello. What's your name?
Alex: Hello. I'm Alex. I'm eight years old. This is my picture!
Adult: What are you wearing in this picture?
Alex: Jeans … and my green T-shirt. And I'm wearing green shoes. My favorite color is green.
Adult: Is this your bedroom?
Alex: Yes, it is. There are two beds, and there's a closet, and I have a computer.
Adult: Wow! How many cars are there?
Alex: There are lots of cars! They're my favorite toy.
Adult: And who's this?
Alex: She's my best friend. Her name's Sue.
Adult: How old is she?
Alex: She's eight – the same age as me!

Workbook page 46

1 Look and write the word. Then draw Number 8.

- Students look at the pictures and complete the words in the puzzle grid. They work out the answer for number 8 by reading the word spelled in the outlined boxes in the grid. Then they draw the missing item and write the word.

Key: **2** lamp **3** table **4** mirror **5** phone **6** dress **7** pants **8** cabinet

2 Read and circle.

- Students read and circle the correct word each time.

Key: **2** are **3** are **4** dress

Ending the lesson

- Play *Point to (red)* (see page xx) with clothes, furniture, and furnishings in the classroom (e.g., *Point to a blue jacket. / Point to a bookcase. / Point to some black shoes.*)

Extra activities: see page TB111 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 3 and 4.

New language *Miss a turn. Go forward one. Go back one.*

Recycled language clothes | furniture and furnishings | *classroom, bedroom, living room, kitchen* | *Are you wearing (shoes)/(a skirt)? Yes, I am. / No, I'm not.* | *How many (tables) are there in your (classroom)? There are (ten).* | *Look at your bedroom. What a mess! Let's clean up. Let's put the T-shirts and jeans in the closet.* | *Thank you! You're welcome.* | *Oh, no! I don't have a pen. Here you are. You can use this one.*

Materials Flashcards: 36–54 | A coin for each pair of students and buttons or game pieces for playing the game | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Play *What's missing?* (see page xxi) with the flashcards. You can play using the sets for Units 3 and 4 separately or mix five cards from each set together each time to make a mixed selection of items to remember (more challenging).

Student's Book page 57

3 Play the game.

- The aim of this game is to be the first one to reach the *Finish* square (top right of the board). Students play in pairs with a coin and buttons or game pieces.
- Students place their game piece on the square marked *Start* (the green traffic light). They then take turns flipping the coin and moving their game piece along the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space.
- When students land on a square with a picture on it, they ask and answer a question with those pictures and the words given, e.g., *Are you wearing shoes? Yes, I am.* or *How many tables are there in your classroom? (There are ten.)* If students make the question and answer correctly, they stay on the square they've landed on. If they make a mistake, they move back one square.
- When they land on a square with the words *Miss a turn*, their partner has two turns. When they land on a square with the words *Move forward one* or *Move back one*, they move their game piece accordingly. Make sure students understand what these phrases mean before they begin to play.
- Play continues until one student moves to the square marked *Finish* (by flipping the heads side of the coin, when on square 19).

Key: **1** Are you wearing shoes? (Yes, I am. / No, I'm not.) **2** How many tables are there in your classroom? (Students' own answers.) **3** Are you wearing a skirt? (Yes, I am. / No, I'm not.) **5** How many closets are there in your bedroom? (Students' own answers.) **6** Are you wearing socks? (Yes, I am. / No, I'm not.) **7** How many couches are there in your living room? (Students' own answers.) **9** Are you wearing a T-shirt? (Yes, I am. / No, I'm not.) **10** How many chairs are there in your kitchen? (Students' own answers.) **11** Are you wearing pants? (Yes, I am. / No, I'm not.) **13** How many bookcases are there in your classroom? (Students' own answers.) **14** Are you wearing a jacket? (Yes, I am. / No, I'm not.) **15** How many mirrors are there in your bathroom? (Students' own answers.) **17** Are you wearing a dress? (Yes, I am. / No, I'm not.) **18** How many TVs are there in your house? (Students' own answers.) **19** Are you wearing a shirt? (Yes, I am. / No, I'm not.)

Workbook page 47

3 Look, read, and write the answers.

- Students read the questions and write the answers, referring to the pictures.

Key: **2** No, I'm not. **3** I'm wearing a dress and a jacket. **4** There are 19.

4 Listen and check ✓.

- Students listen and check the correct picture in each pair.

Key: **1** picture 1 **2** picture 2

4.17

1 **Big Sister:** What's the matter?
Little Sister: I can't find my favorite purple T-shirt!
Big Sister: Oh! Look at your bedroom. What a mess!
Little Sister: Let's clean up.
Big Sister: OK. Let's put the T-shirts and jeans in the closet.
Little Sister: Thank you!
Big Sister: You're welcome.

2 **Boy:** Can I have a turn, please?
Girl: Of course.
Boy: Oh, no!
Girl: What's the matter?
Boy: I don't have a pen.
Girl: Here you are. You can use this one.
Boy: Thank you!

Ending the lesson

- A volunteer stands at the front of the classroom, with his/her back to the class. The rest of the class takes turns asking about items in the classroom / what their classmates are wearing, e.g., *How many bookcases are there in the classroom? / What's Elena wearing?* This can also be played as a team game, with a representative from one team as the volunteer and only members of the other team asking the questions. Keep score on the board. The volunteer at the front swaps with a different student after answering a certain number of questions (e.g., three).

Extra activities: see page TB111 (if time)

3 Play the game.

Finish

Are you wearing a  ? 17

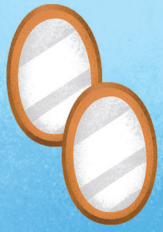
How many  are there in your house? 18

Are you wearing a  ? 19

GO BACK ONE! 20



MISS A TURN! 16

How many  are there in your bathroom? 15

Are you wearing a  ? 14

How many  are there in your classroom? 13

Are you wearing a  ? 9

How many  are there in your kitchen? 10

Are you wearing  ? 11

GO BACK ONE! 12

GO FORWARD ONE! 8

How many  are there in your living room? 7

Are you wearing  ? 6

How many  are there in your bedroom? 5



Are you wearing  ? 1

How many  are there in your classroom? 2

Are you wearing a  ? 3

MISS A TURN! 4

Start


5
Meals
Look!



Unit aims Students learn about meals and food. This includes:

- learning vocabulary for meals and food
- asking about what others like to eat
- talking about what others like / don't like to eat
- offering food
- categorizing food into food groups

Introduction to the unit

- Say *Open your books to pages 58 and 59, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song.
- Ask *What's Unit 5 about?* Encourage students to work out the meaning of *meals*. Then point to the photograph and ask *What can you see? (Boys/Brothers) How many boys are there? (Two.) What do the boys have?* Explain that each boy has a *lunch box*. Ask students *Do you have a lunch box?* If necessary, explain that school children in different countries often take sandwiches to school to eat for lunch. Ask students what they eat at lunchtime / if they eat at home or at school. Ask what kind of food the boys in the photograph have (*sushi/rice*).

Look!

- Show students the video to introduce the topic. Pause after each section (breakfast, lunch, dinner) and ask *When do we eat this type of food?* (*Morning, afternoon, evening*). Elicit the names of any foods students know in the video and write them on the board.
- Elicit other food items that students already know in English or play *Two minutes* (see page xxi) with the heading *Food*. (From *Guess What!* Level 1 students should know: *juice, apple, banana, orange, bread, chicken, egg, water, milk, cheese*). Write any words students come up with on the board. Ask individual students about the foods, e.g., *Do you like (chicken)? (Yes, I do. / No, I don't.)*

Theme see lyrics on TB5



→ Workbook page 48

Lesson aims Students learn vocabulary for food and meals.

New language *potatoes, carrots, rice, peas, sausages, fish, meat, beans, toast, cereal, I'm hungry, lots of, lunch, breakfast, What a funny lunch!*

Recycled language character names | numbers 1–10 | food and drink from *Guess What!* Level 1 | *What do you have? I have (carrots). I like / don't like (fish). What about you? What's that? There's / There are*

Materials Flashcards: 55–64 | Level 1 food and drink flashcards: 66–75, if available | Music (optional)

Warmer

- Use the Level 1 food flashcards: 66–75, if available, to review food and drink vocabulary.
- Play the *Drawing game* (see page xvii) with food from Level 1 (e.g., banana, orange, apple, egg, bread, chicken, cheese). Students can also play the game in pairs. If you don't wish to draw, mime eating one of the items, e.g., peeling and eating a banana and ask *What's this? (It's a banana.)* The student who guesses first does the next mime.

Presentation

- Say *Let's learn more food words.* Hold up each flashcard and say the new word. Students repeat in chorus and individually. Then show the flashcards in random order. Students say the words.
- Stick the flashcards on the board. Point and ask individual students *Do you like (rice)? (Yes, I do. / No, I don't.)* Point to the cereal flashcard. Mime waking up and eating a bowl of cereal and say *I like cereal for breakfast.* Confirm the meaning. Ask students *What do you like for breakfast?* Present *lunch* and *dinner* in the same way.

Student's Book page 60

1 Listen. Who's speaking?

- Say *Open your books to page 60, please.* Ask *Who can you see?* Students say the names of the characters. Ask *Where are the children? (At a café.)* Point to the trays and the clock and say *Look at the food and the clock. Is it time for breakfast, lunch, or dinner? (Lunch.)*
- Say *Let's listen. Who's speaking?* Play the recording. Students listen and point to the characters. Then play again, pausing for students to point to the foods.
- If time, ask about other items in the picture, e.g., *How many tables are there? (Three.) What drinks can you see? (Water, orange juice.) Who has a phone? (The woman.)*

5.01

David: Mmm, I'm hungry! What do you have for lunch, Tina?
Tina: I have fish, white rice, and peas. I like fish and rice. What about you?
David: I have meat and potatoes. I don't like rice. And I have lots of orange carrots. I like carrots.
Tina: What about you Olivia? What do you have?
Olivia: I have sausages and beans. And I have potatoes. Mmm! I'm hungry.
David: What's that, Ben?
Ben: It's toast and cereal.
Olivia: Toast and cereal? For lunch? What a funny lunch! I like toast and cereal for breakfast!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered items in the picture. Then play again. Students listen and say the words.

5.02

1 potatoes **2** carrots **3** rice **4** peas **5** sausages **6** fish **7** meat **8** beans **9** toast **10** cereal

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct items in the picture. Students can also say the correct number.
- If you have time, students can repeat in pairs. One says a sentence, e.g., *I don't like meat,* and the other says the number (e.g., *Seven*) or points to the item.

Key: Students point to the items in the following order: 5, 6, 7, 1, 3, 9, 10, 4, 8, 2.

5.03

I like sausages.
I like fish.
I like meat.
I like potatoes.
I like rice.
I like toast.
I like cereal.
I like peas.
I like beans.
I like carrots.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's next to the counter, looking at the carrots).

Workbook page 48

1 Find and circle. Look and write the word.

- Students circle the words in the word snake and then use them to label the pictures.

Key: **2** peas **3** fish **4** cereal **5** carrots **6** toast

2 Look, read, and write yes or no.

- Students look at the picture, read the sentences, and write *yes* or *no.*

Key: **2** no **3** yes **4** yes **5** no

Ending the lesson

- Students work in pairs. Student A closes his/her book. Student B looks at the picture on Student's Book page 60 and makes a sentence about one of the characters' food, e.g., *She has fish.* Student A says the name (e.g., *Tina*). Then they swap roles.

Extra activities: see page TB111 (if time)

Lesson aims Students practice the food and meals vocabulary. They practice asking what others like to eat.

New language *for (breakfast/lunch/dinner), Yum! shopping list*

Recycled language *food, breakfast, lunch, dinner, Do you like (toast) for (breakfast)? Yes, I do. plants*

Materials Flashcards: 55–64 | A shopping list | Ten sentences on slips of paper, each about one of the key food words in the unit (optional)

Warmer

- Review the food words with the flashcards. Write *dinner, breakfast, lunch* on the board and ask students to put the meals in order (*breakfast, lunch, dinner*). Play *Anagrams* (see page xvi), using some of the food words and the three meal words.

Student's Book page 61

4 Say the chant.

- Say *Open your books to page 61, please.* Point to the first photograph and ask *What's for breakfast? (Toast and cereal.)* Repeat for the other two photographs.
- Say *Listen to the chant.* Play the recording. Students listen and point to the photographs in turn.
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently. You can also divide the class into two groups. One group chants the first two lines of each verse and one chants the second two lines. Then they swap.

5.04

Do you like toast for breakfast?
Do you like cereal, too?
Toast and cereal for breakfast?
Yum! Yes, I do.

Do you like sausages for lunch?
Do you like carrots, too?
Sausages and carrots for lunch?
Yum! Yes, I do.

Do you like fish for dinner?
Do you like potatoes, too?
Fish and potatoes for dinner?
Yum! Yes, I do.

5 Read, look, and say. What's missing?

- Ask students *Do you like grocery shopping? Who goes shopping for food in your family? Do you go shopping for food?* Hold up a shopping list and say *Look. This is my shopping list. It has lots of food on it.* Read some of the items, then mime using the list while walking down an aisle in a supermarket. Elicit the meaning.
- Say *Look at the shopping list.* Students read the shopping list in activity 5. Give them time to work out the meaning of each item. Point to the first item on the list. Then say *Let's look in the shopping bag. Where's the cereal?* Students find it and point. Mime checking the item on the list. Say *What's missing?* Explain that students need to check the rest of the items on the list and find the things that aren't in the bag.
- Check answers by asking, e.g., *Are there any (sausages) in the bag? / Is there any (meat) in the bag? (Yes/No.)*

Key: The missing items are peas, rice, and fish.

Workbook page 49

3 Listen and stick.

- Students will need the Unit 5 stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

5.05

1 I have sausages and peas for lunch.
2 I have fish and rice for dinner.
3 I have cereal and toast for breakfast.
4 I have meat and potatoes for lunch.
5 I have sausages and carrots for dinner.

4 Look and write the words.

- Review the meaning of *plants* and check that students understand the column headings. Students write each word in the box in the correct column.

Key: These foods are plants: cereal, peas, rice, potatoes, carrots
These foods aren't plants: meat, fish, sausages

My picture dictionary → Go to page 89. Check the words you know and trace.

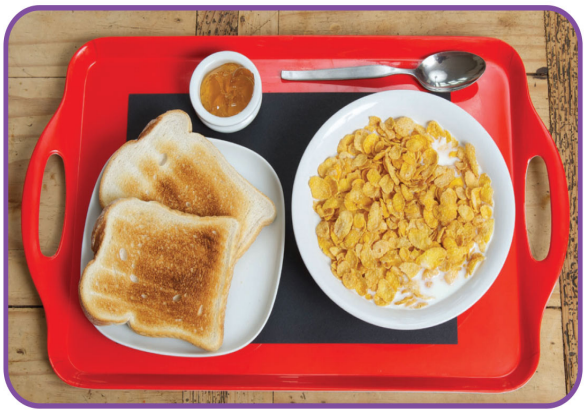
- Students turn to page 89 and check the words they know. They then trace over the word labels for each picture.

Ending the lesson

- Play *Stand up and sit down* (see page xx), using sentences about foods for different meals (e.g., *I like toast for breakfast. I don't like milk for breakfast. I like rice for lunch. I like meat for dinner.*)

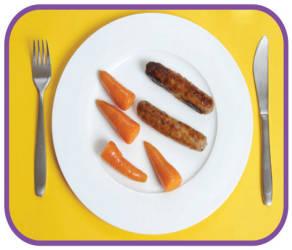
Extra activities: see page TB111 (if time)

4 5.04 Say the chant.



breakfast

Do you like toast for breakfast?
Do you like cereal, too?
Toast and cereal for breakfast?
Yum! Yes, I do.



lunch



dinner

5 Think Read, look, and say. What's missing?



Shopping list

- cereal
- sausages
- meat
- peas
- potatoes
- beans
- rice
- fish

→ Workbook page 49

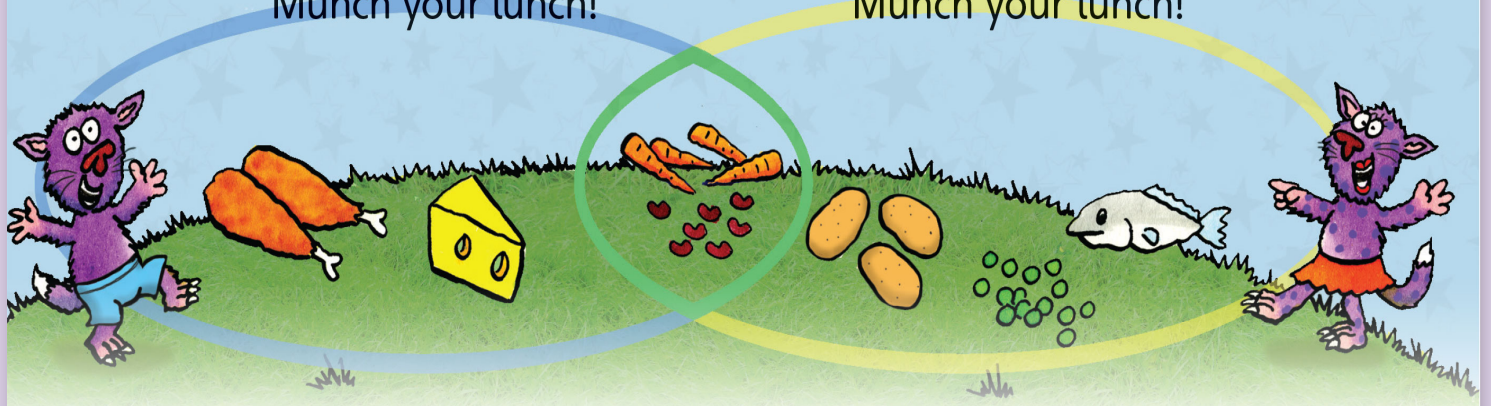
6 5.06 Sing the song.

My friend Sammy likes
 for lunch.
He doesn't like  ,
And he doesn't like  .
He likes  and  ,
And he likes  .

Munch, Sammy.
Munch your lunch!

My friend Sally likes
 for lunch.
She doesn't like  ,
And she doesn't like  .
She likes  and  ,
And  and  .

Munch, Sally.
Munch your lunch!



7 5.07 Listen and say *Sammy* or *Sally*.

8 About Me Ask and answer. Then say.





Grammar fun!

Grammar: *My friend Sammy likes meat for lunch.*

→ Workbook page 50

Lesson aims Students talk about what others like / don't like to eat.

New language *My friend/He/She/Alex likes (meat) for (lunch). My friend/He/She/Alex doesn't like (beans). munch*

Recycled language food, *friend, Do you like (fish)? Yes, I do. / No, I don't. shopping bag, There is/are …*

Materials A shopping bag | Flashcards: 55–64 | A photograph of a friend of yours (optional)

Warmer

- Review the food words using the flashcards and stick them on the board. Show a shopping bag and say *I have my bag. Let's go shopping.* Play *Sentence chain game* (see page xx). Take a flashcard and say *There are (peas) in my shopping bag.* Put the flashcard in your bag. Ask a student to choose another flashcard, add the new item he/she has chosen to the sentence, e.g., *There are peas and sausages in my shopping bag.*, and put the flashcard in the bag. Repeat until there are no flashcards left. You can show the flashcards in the bag as prompts, if necessary.

Presentation

- Draw two large circles on the board (at a height your students can reach). Draw a smiley face at the top of one circle and a sad face at the top of the other. Give a volunteer a flashcard and ask *Do you like (potatoes)?* If the student replies *Yes, I do*, help him/her to put the flashcard in the circle with the smiley face. Ask about different foods, each time encouraging the student to put the flashcard in the correct circle. When there are four flashcards in each circle, ask the student to sit down. Make a sentence about one of the foods in the "like" circle, e.g., *Look! Leo likes sausages.* Make another positive sentence. Invite students to make similar sentences. Then make a negative sentence, e.g., *Look! Leo doesn't like cereal.* Give more example sentences, inviting students to help.

Student's Book page 62

6 Sing the song.

- Say *Open your books to page 62, please.* Point to the monsters and ask *Who's this? (Sammy and Sally.)* (These are the monsters from Student's Book page 40.) Say *Sammy and Sally are friends.* Elicit the meaning of *friend.* Point to the foods at the bottom and ask *What can you see?* Make sentences about what each monster likes (e.g., *Sammy likes meat. Sally likes fish.*).
- Say *Listen and point.* Play the recording. Students listen and point to the food. Point to the foods where the circles overlap and say *What foods do Sammy and Sally like? (Carrots and beans.)* Explain the meaning of *Yum!* and *munch*.
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently. The first time students can hum and join in with any words they know. Then students can sing along.

5.06

My friend Sammy likes meat for lunch.
He doesn't like potatoes,
And he doesn't like peas.
He likes beans and carrots,
And he likes cheese.
Munch, Sammy.
Munch your lunch! (x4)

My friend Sally likes fish for lunch.
She doesn't like cheese,
And she doesn't like meat.
She likes beans and carrots,
And potatoes and peas.
Munch, Sally.
Munch your lunch! (x4)

7 Listen and say Sammy *or* Sally.

- Play the recording, pausing after each sentence. Students listen, look at the picture, and say *Sammy* or *Sally*.

Key: **1** Sammy **2** Sally **3** Sally **4** Sammy **5** Sammy **6** Sally

5.07

1 He doesn't like peas. **2** She likes peas. **3** She doesn't like meat. **4** He doesn't like potatoes. **5** He likes carrots. **6** She likes carrots.

8 Ask and answer. Then say.

- Ask students to draw four pictures of foods. In pairs, Student A shows each of his/her pictures to Student B and asks, e.g., *Do you like beans?* Student B answers *Yes, I do* or *No, I don't*. Then they swap. Make groups of four. Students take turns talking about their partner.

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 50

5 Listen and match. Draw a happy face or a sad face.

- Students listen and draw lines to match each child with the food. They draw a happy or a sad face on each child.

Key: **2** rice, sad **3** beans, sad **4** fish, happy

5.08

1 She likes potatoes.
2 He doesn't like rice.
3 She doesn't like beans.
4 He likes fish.

6 Look, read, and circle the words.

- Students read each sentence, look at the picture, and circle *likes* or *doesn't like*.

Key: **2** doesn't like **3** doesn't like **4** likes

Ending the lesson

- Students cover the song words, leaving the picture of Sammy and Sally and the circles visible. Play a game of *True or false?* (see page xxi), making sentences with *Sally/Sammy likes / doesn't like …* Students can also play in pairs.

Extra activities: see pages TB111–TB112 (if time)

Lesson aims Students ask and answer about what others like to eat.

New language *Is it a boy or a girl? Does he/she like (meat)? Yes, he/she does. No, he/she doesn't.*

Recycled language food, *boy, girl, It's (Tony).*

Materials Flashcards: 55–64

Warmer

- Play the song from the previous lesson. Students sing along. They can act looking happy/hungry for lines with the word *likes* and mime being disgusted for the lines with *doesn't like*.

Presentation

- Hand out five of the flashcards to volunteers. Ask a student with a flashcard to stand up. Tell the class they need to guess whether the student likes or dislikes this food. Ask individuals to guess, e.g., *Does Adriana like (beans)?* Help them reply *Yes, he/she does.* or *No, he/she doesn't.* Keep a tally of guesses on the board. Then ask the student *Do you like (beans)?* He/She answers *Yes, I do.* or *No, I don't.* See if the students guessed correctly. Repeat with different students.

Student's Book page 63

9 Listen, look, and say.

- Say *Open your books to page 63, please. What can you see? (Orange juice, cereal, toast.)* Give students time to look at the picture and think about whether the children like or dislike the foods.
- Say *Listen and point.* Play the recording. Students point to the children. Then say *Now listen and say.* Play the recording again, pausing for students to listen and repeat.

5.09

1 Does he like cereal?
No, he doesn't.
Does she like toast?
No, she doesn't.

2 Does he like toast?
Yes, he does.
Does she like cereal?
Yes, she does.

10 Ask and answer.

- Tell students they are going to play a guessing game using the photographs in activity 10. Point to Tony and ask, e.g., *Does he like potatoes? (Yes, he does.) Does he like sausages? (No, he doesn't.)* Ask two questions about each child in the photographs, one with a positive answer, one negative, in the same way.
- Ask two volunteers to read the example speech bubbles and make sure students understand that the person asking questions can only ask questions that can be answered *Yes* or *No* (after question 1, *Is it a boy or a girl?*). Play an example round of the game, with you choosing one of the children in the photographs and the class asking you questions, if necessary.
- Say *Play the game.* Students play in pairs, taking turns choosing a child in the photographs and asking questions. Circulate and help with language.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 51

7 Look, read, and circle the words. Then answer the questions.

- For the first two items, students look at the pictures, read the questions and answers, and circle the correct words. For the second two items they look, read, and write the correct answer.

Key: Kim **2** peas **4** No, she doesn't. Jim **1** carrots **2** fish **3** Yes, he does. **4** No, he doesn't.

8 Draw and say. Then write and circle.

- Students choose a member of their family to write about. They draw two plates – one with things he/she likes eating for dinner and one with things he/she doesn't like. Then they complete the sentences about the person. They use the model on the left to help them.

Key: Students' own answers.

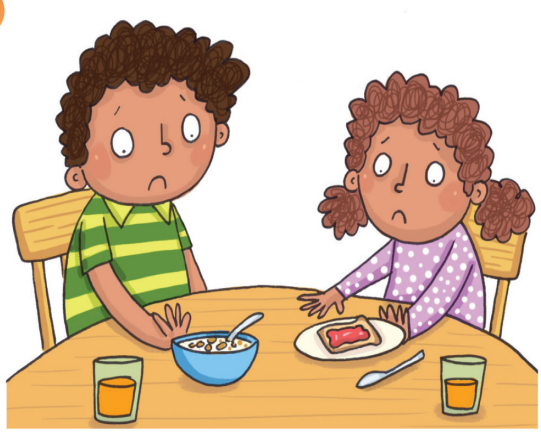
Ending the lesson

- Students work in pairs. Student A points to one of the children in Student's Book activity 10 and asks *Does he/she like (rice)?* Student B answers *Yes, he/she does.* or *No, he/she doesn't.* as quickly as possible. Then they swap. They can also play this as a memory game, with Student A looking at the book (asking, e.g., *Does Pat like bread?*) and Student B answering from memory.

Extra activities: see page TB112 (if time)

9 5.09 Listen, look, and say.

1



2



10 Think Ask and answer.



Tony

Is it a boy or a girl?

It's a boy.

Does he like meat?

Yes, he does.

Does he like carrots?

No, he doesn't.

It's Tony!



Kim



Tom



Pat

→ Workbook page 51

Grammar: *Does he like cereal?*

Grammar fun!

11 5.10 Story Listen and read. Watch.



Value: Eat healthy food

→ Workbook page 52

Lesson aims Students reinforce language with a story. They also discuss the value of eating healthy food.

New language *Hawaii, café, Let's go, chocolate cake, more, That's enough! a lot, eat, healthy food*

Recycled language food, *look, lunch, Yes, please. No, thank you. Oh, dear! I like … , What's the matter? He likes …*

Materials Toy mouse (or mouse flashcard from Unit 2:34) | A bag | A selection of six food flashcards or toy food | A picture of a "food wheel" | Pictures of healthy and unhealthy foods (bananas, juice, oranges, peas, cookies, cake, chips, etc.) (optional)

Warmer

- Show the mouse flashcard/toy mouse and say *This is my pet mouse, Minnie.* Hold up the bag with flashcards/toy food inside and say *This is Minnie's food. Guess what she likes.* Students take turns asking, e.g., *Does Minnie/she like (potatoes)?* If a student guesses correctly, say *Yes, she does!* and give the flashcard/toy food to that student. If a student guesses incorrectly, you score a point. If students guess all the items before you get six points, they win. If you get six points, you win.

Introduction

- Remind students of the previous episode of the story. Say *Tina can't find her … (ring). The children go to (Tina's bedroom). They say, "What a mess! Let's … " (clean up).* Ask if they find Tina's ring (*Yes, iPal does.*). Ask students to guess where the children will go with iPal today.

Student's Book page 64

11 Listen and read. Watch.

- Say *Open your books to page 64, please.* Point to frame 1 and ask *What can the children see? (A plane.)* Point to the banner and explain the meaning of *café.* Ask students what they know about Hawaii and show where it is. Point to frame 2 and ask *Where are the children? (At Café Hawaii.)* Elicit the food they can see. Ask *What food does iPal like?* Ask students to look at the story and guess.
- Say *Now listen and read.* Play the recording while students listen and follow the story. Ask *What does iPal like? (Chocolate cake.)* Check that students know what chocolate cake is.

Story

- Now students can watch the video. Pause to ask questions: Frame 1: *Do the children want breakfast? (No, lunch.)* Frame 2: *Does iPal like fish and potatoes? (No, he doesn't.)* Frame 3: *Does iPal like carrots or peas? (No, he doesn't.)* Frame 4: *Is the chocolate cake small? (No, it's big.)* Frame 5: *Why are the children sad? (iPal is eating a lot of / too much cake.)* Explain the meaning of *more* and *That's enough.* Frame 6: *Is iPal OK? (No.) What's the matter?* Confirm that iPal's feeling sick because he's eaten too much cake. Explain the meaning of *a lot.*
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. They can join in with the rhymes.

5.10

David: Look! Café Hawaii!
Ben: Let's go for lunch!
All: 1, 2, 3, Magic tree. We're back again. Look and see.
Come with us. Come and play
In our magic tree today.

Café attendant: Would you like fish and potatoes?
Olivia: Yes, please!
iPal: No, thank you!

David: What about carrots or peas, iPal?
iPal: No, thank you.

Tina: Oh, dear! What would you like, iPal?
iPal: Cake! I like chocolate cake.

iPal: More cake, please!
Olivia: No, iPal. That's enough!

Ben: What's the matter?
David: He likes chocolate cake – a lot!

All: 3, 2, 1, that was fun. Time to go. The magic's done!

Value ***Eat healthy food***

- Point to frame 5 and play the first line. Remind students of the meaning of *more.* Ask *Is it a good idea? (No.)* Play the next line. Ask students *How many arms does iPal have? (Four.) What does iPal have in his hands? (A lot of cake.)* Ask students what happens next *(iPal feels sick)* and play the dialog for frame 6.
- Read the value *Eat healthy food.* Explain the meaning and ask *Is chocolate cake healthy food? (No, it isn't.)* Talk about how important it is to eat all kinds of food, but only a small amount of unhealthy foods. Ask *What healthy food is there in the story? (Fish, potatoes, carrots, peas, bananas, oranges, apples, beans.)* Elicit examples of unhealthy food *(cake, cookies, ice cream, chips, fries).* If possible, show a picture of a "food wheel" to explain how much of each different kind of food we should eat. Divide the class into two groups (iPal and Olivia). Play the dialog from frame 5 again. Students repeat the lines, then practice the dialog in pairs (iPal and Olivia).

Workbook page 52

9 Look and write the words. Then listen and check.

- Students complete the speech bubbles with words from the box. Play the story again, which is repeated in full on the recording. Students listen and check their answers.

Key: **2** fish **3** peas **4** Cake **5** please **6** likes

5.11

(*Repeat of story – see above for story script*)

Ending the lesson

- Play *Who said it?* (see page xxi).

Extra activities: see page TB112 (if time)

Lesson aims Students practice offering, refusing, and accepting food. Students also practice saying the sounds /s/ and /z/.

New language *seal, sun, zoo* | *Would you like (beans)? What about (carrots)? What would you like?*

Recycled language food | *Yes, please. / No, thank you.* | *zebra*

Materials A selection of healthy and unhealthy breakfast foods / pictures of foods (e.g., oat cereal, sugary cereal, cupcakes, bread, cola, empty milk or juice bottle/carton) | A slip of paper for each student, a box or bag (optional)

Warmer

- Put the unhealthy breakfast foods / pictures on a table at the front of the class (or draw a picture of a glass of cola and a plate with cupcakes on it). Say *Look. This is my breakfast. What do I have for breakfast?* Students say the foods they know. Ask *Is my breakfast healthy? (No, it isn't.)* Ask *What healthy food can I eat for breakfast?* Students make suggestions (e.g., *cereal, milk, juice*). Show the healthy foods as prompts.

Presentation

- Offer one of the foods you've brought to class (or a food flashcard) to a confident student. Ask *Would you like (cereal)?* Encourage the student to reply politely (*Yes, please. / No, thank you.*). If the student says "yes," hand him/her the food. If the student says "no," offer something else, e.g., ask *What about (cupcakes)?* Repeat with different students until you have handed out all the food.

Student's Book page 65

12 Listen and act.

- Say *Open your books to pages 64 and 65, please.* Remind students of the story from the previous lesson. Say *The children are hungry. They go to … (Café Hawaii).* Ask *Which foods does the café have? (fish, potatoes, carrots, peas).* Ask *What does iPal like? (Chocolate cake). Is it healthy? (No.)* Remind students that the children try to get iPal to eat other kinds of food. Ask *What does iPal say? (No, thank you. / More cake.)*
- Tell students they are going to listen to more people offering food. Say *Now look at page 65. What can you see? (A woman, a boy, a school cafeteria, sausages, potatoes, beans).* Then say *Who's speaking? Listen and point.* Play the recording. Students listen and point to the person in the photograph they think is speaking.
- Then say *Now listen and act.* Play the recording again, pausing for students to repeat with the correct pronunciation and intonation.
- Students practice the language in pairs. Student A mimes offering different foods and says *Would you like … ? / What about … ?* Student B accepts or refuses politely. Then they swap roles and repeat.

5.12

Woman: Would you like potatoes?
Boy: Yes, please.

Woman: What about beans?
Boy: No, thank you.

13 Listen and say. /s/ /z/

- In this activity, students practice saying the sounds */s/* and */z/*.
- Say *Look at activity 13. What can you see?* Teach *seal, sun,* and *zoo*.
- Then say *seal – /s/ /s/ /s/ – seal.* Students repeat, emphasizing the /s/ sound.
- Say *zebra – /z/ /z/ /z/ – zebra.* Students repeat, emphasizing the initial sound in the same way.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat, emphasizing the initial /s/ and /z/ sounds.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that begin with the sound /s/ or contain the sound /z/. For example, *see, sit, six, seven, sister, sing, swim, snake, spider, skirt, socks, lazy, lizard.*

5.13

/s/ /z/ A seal in the sun. A zebra in the zoo. (x2)

Workbook page 53

10 Look, read, and stick.

- Remind students of the value from the previous lesson. Students look at the pictures and think about which one shows the value. They stick the smiley face sticker in the circle next to the correct picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Students put the sticker next to the second picture.

11 Trace the letters.

- Students trace the letters *s* and *z* in the sound sentences.

12 Listen and circle s *or* z.

- Play the recording. Students look at the picture, listen, and circle the correct sound each time.

Key: **2** z **3** z **4** s

5.14

1 sock, sock **2** zebra, zebra **3** zoo, zoo **4** sing, sing

Ending the lesson

- Write the tongue twister *Six lazy lizards* on the board. Students practice saying it repeatedly, as fast as they can.

Extra activities: see page TB112 (if time)

12 5.12 Talk Time Listen and act.



Animal sounds

13 5.13 Listen and say.

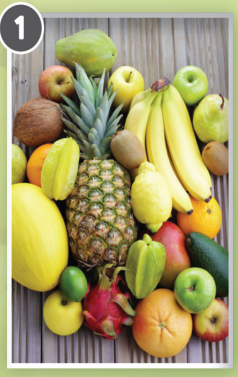
A seal in the sun. A zebra in the zoo.



What kind of food is it?



1 5.15 Listen and say.



fruit



vegetables



meat



grains



dairy

2 CLIL Watch the video.



3 Look and say what kind of food it is.

Number 1. Fish.

Yes.









Let's collaborate!



→ Workbook page 54

CLIL: Science

Lesson aims Students learn about food groups and categorize foods.

New language *fruit, vegetables, grains, dairy, ice cream*

Recycled language food, *What kind of (food) is it? meat, fish, Would you like (an apple)? Yes, please. / No, thank you.*

Materials Flashcards: 55–64 | Food flashcards from Level 1 Unit 6: 66–75 or pictures of known foods | Music

Warmer

- Review language for offering, accepting, and refusing by offering students food flashcards (or real/toy food), e.g., *Would you like (an apple)?* Remind students to reply politely. (*Yes, please. / No, thank you.*)
- Play *Pass the flashcards* (see page xix). When the music stops, students with flashcards turn to the person on their right and offer the food on the card, e.g., *Would you like (toast)?* The person says *Yes, please.* and takes the card or *No, thank you.* and doesn't take it.

Student's Book page 66

What kind of food is it?

- Say *Open your books to page 66, please.* Ask questions about the photograph, e.g., *Where is it? What food can you see? (Oranges.) Can you see a (banana)? Can you see any meat? (No.)*
- Ask students if there is a market like this in their hometown/city.
- Then point to the whole stall in the photograph and ask the opening question *What kind of food is it?* Review the meaning of *What kind … ?* See if students know the food group name already (*fruit*) or the names of any other food groups (e.g., *vegetables*). Ask *How many kinds of fruit can you see?*

Student's Book page 67

1 Listen and say.

- Say *Now look at page 67, please.* Use the photographs to present the words for food groups.
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Students look at the photograph on page 66 again. Ask about the new food groups: *Are there any dairy foods in the photograph? Are there any grains?*

5.15

1 fruit **2** vegetables **3** meat **4** grains **5** dairy

2 Watch the video.

- Play the video.
- If you wish, you can also write the food groups as headings on the board. Show flashcards (from this unit and Level 1 Unit 6, if available) or pictures of foods from each group (mixed up). Ask volunteers to come to the front, choose a card/picture, say which food group it belongs in, and stick it in the correct place on the board. Possible groups: *fruit: apple, banana, orange; vegetables: peas, carrots, beans, potatoes; grains: rice, bread, toast, cereal; meat: chicken, sausages; dairy: milk, cheese, egg.*

CLIL 05: see page TB120

3 Look and say what kind of food it is.

- Students work in pairs. They look at the photographs and say which food group(s) each food belongs in. They use the speech bubbles to help them.
- Check the activity by saying the number of the photograph. Students say, e.g., *fruit and dairy*. Teach *ice cream*.

Key: **2** fruit and dairy **3** meat and grains **4** fruit

Guess What!

- Students look at the swirled image and guess what it is. Check by asking *What's this? (Ice cream.)*

Key: It's ice cream (photograph 2, activity 3).

Workbook page 54

1 Look and write the words in the chart.

- Students look at the pictures and write each food in the correct column of the chart.

Key: fruits and vegetables: peas, carrots; meat and fish: sausages, fish; grains and cereals: rice, bread; dairy: cheese, milk

Ending the lesson

- Play *Hangman* (see page xviii) with the names of the food groups.

Extra activities: see pages TB112–TB113 (if time)

Lesson aims Students make a menu for a new healthy food café. | They can also complete the unit evaluation in the Workbook.

New language *healthy, café, menu, logo* | *We have (all types of healthy food).*

Recycled language food, food types, meals, *yogurt, avocado, pancakes, kebabs, sandwiches* | *This is (the Jungle Café). We have (fruit) for breakfast.* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 5, Project sheets 5, Worksheets 5, Group and Teacher evaluation sheets, cue cards (optional), sheets of paper, pencils, colored pencils, photographs of food (optional), scissors and glue (optional), access to a computer for research (optional), Flashcards 55–64.

Warmer

- Introduce the word *café* and ask students in L1 if they visit cafés and restaurants in their town and which their favorites are.

Student's Book page 67 – Let's collaborate!

Introduce the project.

- Display the model sheet and say *This is my idea for a new café. It's called the Jungle café. Look at the menu: For breakfast we have fruit and yogurt, cereal with milk and banana, or jungle toast, with eggs and avocado. For lunch we have chicken pancakes, fish and jungle vegetable kebabs, or cheese and tomato sandwiches. For dinner we have fish with rice and beans, chicken with vegetables, and jungle meat and pasta.* Make sure students understand the words *yogurt, avocado, pancakes, kebabs, sandwiches*, and *pasta*.
- Ask students questions about your menu. Then draw their attention to the different prices for each dish. Comment in L1 which are the cheapest and most expensive.
- Say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 67. Tell them they are going to make a menu for their own healthy café.

Step 1 Plan your project.

- Divide students into groups of three and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need. The project monitor also checks that they have everything.
- Teach the word *logo*. Students think of a theme and a name for their café, and then draw a logo for it on the worksheet. They can use English and L1 as they discuss ideas.
- Students use the worksheets to choose healthy foods they can use in their café. They choose food from all five food groups and also food that they all like. Students use English and L1, e.g., *Are (bananas) healthy? Do you like (bananas)? Are bananas a fruit or a vegetable?*
- Students work together to think of some meals they can create from the food they have chosen and create meals for breakfast, lunch, and dinner. They can either all think of one dish for breakfast, lunch, and dinner, or each student can think of all the dishes for one meal.
- The project monitor makes sure the worksheets are complete and the materials are stored safely.

Step 2 Create your project.

- Students make their menu on a sheet of paper. They write the name of the café at the top of the menu and draw their logo.
- They then write the names of each meal onto the menu. They work together to discuss and write the names of their chosen dishes, and cut and stick photographs or draw pictures to illustrate each meal.
- Students then decide on a price for each meal. They can discuss how big the meals are and if the ingredients are cheap or expensive (remind them that vegetables are cheaper than meat).

Step 3 Present your project.

- Students then work with another group. Each group shows their menu and talks about their café.
- During the presentation, each group member presents three dishes for one meal. They then take turns answering questions.
- The groups then compare their menus, commenting on the meals and the prices.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 55 – Evaluation

1 Read and write the word.

- Students complete the food words.

Key: **2** (C)arrots **3** (F)ish **4** (P)eas **5** (m)eat **6** (R)ice

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the name of the food. They then go to page 93 and write the letters in the puzzle.

Key: rice, letters for the puzzle – r, e

Extra activities: see page TB113 (if time)

6 Activities





Unit aims Students learn about free-time activities. This includes:

- learning vocabulary for activities
- talking about what they can/can't do
- talking about what they and others like doing
- asking what others like doing
- talking about playing nicely
- learning vocabulary for sports equipment

Introduction to the unit

- Say *Open your books to pages 68 and 69, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song.
- Ask *What's Unit 6 about?* Encourage students to work out the meaning of *activities.* Then point to the photograph and ask *What can you see? How many boys are there? (Two.) How many girls? (Two.) What's the activity?* Teach or elicit *roller-skate.* Ask different students *Can you roller-skate?* Encourage them to reply with short answers *Yes, I can. / No, I can't.* If time, ask more questions about the photograph, e.g., *What are the children wearing? / Which colors can you see?*
- Elicit actions and activities that students already know in English (from *Guess What!* Level 1: *paint, draw, run, jump, sing, climb, swim, ride a bike, play soccer, dance*). Write these words on the board. Ask individual students *Can you (dance)? (Yes, I can. / No, I can't.)* Students ask and answer about the activities in pairs.

Look!

- Play the video to introduce the topic. Elicit the names of any sports or activities they know. Pause the video at different stages and ask questions, e.g., *Can you do this activity? Do you like it? Why/Why not?*
- Play the video again. Play *Pass the ball* (see page xix). Pause the video at different places. Ask the student with the ball a question with *Can you …?*, e.g., *Can you draw? (Yes, I can. / No, I can't.)* Students can also practice asking and answering about activities using *Can you …?* in pairs.

Theme see lyrics on TB5

1 6.01 Listen. Who's speaking?

2 6.02 Listen, point, and say.



3 6.03 Listen and find.

Find Leo

→ Workbook page 56

Lesson aims Students learn vocabulary for activities.

New language *play tennis, play field hockey, play basketball, roller-skate, play baseball, ride a horse, fly a kite, take photographs, Activity Day, Cool! enter, What can you do? I love (baseball). today*

Recycled language character names | numbers 1–8 | Activities from Level 1: *paint, draw, run, jump, sing, climb, swim, ride a bike, play soccer, dance, I can/can't (paint). Can you (paint)? Yes, I can. No, I can't. Look at this. school, Let's (go). Me, too. What's your favorite sport? What about you/me? I have … , Great! Come on.*

Materials Flashcards: 65–72 | Word cards: see Digital Pack (Teacher's Resources) | Level 1 action flashcards: 76–85, if available | Slips of paper, each with an activity from the lesson or an action from Level 1 (Unit 7) written on it (optional)

Warmer

- Use the Level 1 action flashcards: 76–85, if available, to review vocabulary for activities.
- Play *Simon says* (see page xx) with actions and activities from Level 1 (e.g., *Simon says "Ride a bike."*) (Students mime riding a bike.) Volunteers can also give the instructions.

Presentation

- Say *Let's learn more words for activities.* Hold up each flashcard and say the new word. Students repeat in chorus and individually. Then show the flashcards in random order. Students say the words.
- Stick the flashcards on the board. Make a positive and a negative sentence about two of the activities with *can* (e.g., *I can play basketball. I can't play field hockey.*) Write the sentences on the board.
- Ask *What can you do?* Elicit sentences from different students (e.g., *I can ride a bike.*) Students tell each other which things they can and can't do in pairs.

Student's Book page 70

1 Listen. Who's speaking?

- Say *Open your books to page 70, please.* Ask *Who can you see?* Students say the names of the characters. Ask *Where are the children? (At school.)* Point to the poster and say *Look! A poster. What's it for?* Explain/Elicit that the poster is for an Activity Day. Check that students understand *day* and *today*.
- Say *Let's listen. Who's speaking?* Play the recording. Students listen and point to the characters. Then play again, pausing for students to point to the activities on the poster as they hear the characters mention them.

6.01

Olivia: Look at this! A school Activity Day! Cool!
Ben: Let's enter. I can play tennis, and I can play field hockey.
Olivia: Me, too. And I can play basketball. Basketball is my favorite sport.
Ben: What about you, Tina? What can you do?
Tina: Roller-skate! I can roller-skate. And I can play baseball. I love baseball.
David: What about me? I can ride a horse. And, um – I can fly a kite! I have a fantastic kite.
Olivia: Yes! Great! And I can take photographs.
Ben: Look – it's today! Come on. Let's go!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered activities on the poster as they hear them mentioned. Then play again. Students listen and say the words.

6.02

1 play tennis **2** play field hockey **3** play basketball **4** roller-skate **5** play baseball **6** ride a horse **7** fly a kite **8** take photographs

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct activity. Students can also say the correct number.
- If you have time, students can repeat in pairs. One says a sentence, e.g., *I can take photographs*, and the other says the number (e.g., *Eight*) or points to the picture of the activity.

Key: Students point to the activities in the following order: 6, 8, 5, 3, 1, 7, 2, 4.

6.03

I can ride a horse.
I can take photographs.
I can play baseball.
I can play basketball.
I can play tennis.
I can fly a kite.
I can play field hockey.
I can roller-skate.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's in Ben's bag).

Workbook page 56

1 Look, match, and write.

- Students match the activities with the equipment by drawing lines. Then they complete the phrases on the right.

Key: **2** a horse **3** c kite **4** b baseball

2 Look and write the words.

- Students look at the pictures and complete the dialogs with the words in the box.

Key: **1** play **2** ride, fly **3** roller-skate, take

Ending the lesson

- Play *Does it match?* (see page xvii) with the Unit 6 flashcards and word cards.

Extra activities: see page TB113 (if time)

Lesson aims Students practice the activities vocabulary. They practice talking about what they can/can't do.

New language *Good idea!*

Recycled language actions and activities | *I can/can't (play tennis). Let's (play tennis).* | letters a–e | numbers 1–5

Materials Flashcards: 65–72 | Word cards: see Digital Pack (Teacher's Resources) | A piece of blank paper for each student (optional)

Warmer

- Review the activities with the flashcards.
- Play *Mime and match* (see page xix), using the flashcards and word cards. When the student with the matching word card stands up, encourage him/her to make a sentence with *can* or *can't* about the activity (e.g., *I can't roller-skate*).

Student's Book page 71

4 Say the chant.

- Say *Open your books to page 71, please.* Point to the larger photograph and say *I can play … (tennis).* Repeat for the other photographs. Make sure students understand the meaning of the checks and ✗s next to the photographs.
- Say *Listen to the chant.* Play the recording. Students listen and point to the photographs in turn. Explain the meaning of *Good idea!* and practice saying it with the whole class.
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently. Students can also mime the different activities as they chant.

6.04

I can play tennis.
I can't play field hockey.
Let's play tennis!
Good idea!

I can fly a kite.
I can't ride a horse.
Let's fly a kite!
Good idea!

I can play basketball.
I can't play baseball.
Let's play basketball!
Good idea!

I can take photographs.
I can't roller-skate.
Let's take photographs!
Good idea!

5 Match and say.

- Write letters *a* through *e* on the board and practice pronunciation of the letter names.
- Point to the first sentence in the list in activity 5 and ask a volunteer to read it aloud. Ask *Which picture? (e).* Say *Match and say.* Students read and match the rest of the sentences in pairs.
- Check answers by saying the number of the sentence, e.g., *Two.* Students say, e.g, *c I can take photographs.*

Key: **2** c I can take photographs. **3** a I can ride a horse. **4** b I can play tennis. **5** d I can play field hockey.

6 Point and tell your friend.

- Students work in pairs. They take turns pointing to one of the pictures in activity 5 (a–e) and saying whether they can or can't do it. Circulate and check pronunciation of *can/can't.*

Key: Students' own answers.

Workbook page 57

3 Listen and stick.

- Students will need the Unit 6 stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position (the things the boy can do on the left and the things he can't do on the right).

6.05

1 I can roller-skate.
2 I can't play field hockey.
3 I can take photographs.
4 I can't ride a horse.
5 I can fly a kite.
6 I can't play basketball.

4 Look and write the words.

- Check that students understand the meaning of the pictures in the two columns (the left-hand column is for activities that require a ball, the right-hand column is for activities that don't require a ball). Students write the activities from the box in the correct columns.

Key: ball: play tennis, play baseball; no ball: ride a horse, roller-skate, take photographs

My picture dictionary → Go to page 90. Check the words you know and trace.

- Students turn to page 90 and check the words they know. They then trace over the word labels for each picture.

Ending the lesson

- Suggest activities with *Let's …* (e.g., *Let's roller-skate!*). Students all say *Good idea!* and mime doing the activity. When they get the idea, volunteers can come to the front to make the suggestions. Use the flashcards as prompts, if necessary.

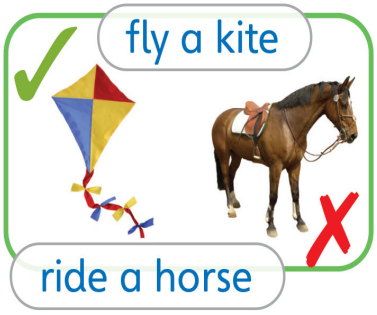
Extra activities: see page TB113 (if time)

4 6.04 Say the chant.



I can play tennis.
I can't play field hockey.
Let's play tennis.
Good idea!







5 About Me Match and say.

1 I can roller-skate.
2 I can take photographs.
3 I can ride a horse.
4 I can play tennis.
5 I can play field hockey.

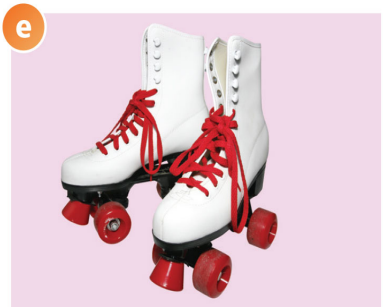
1, e. I can roller-skate.

a 

b 

c 

d 

e 

6 About Me Point and tell your friend.

Picture b. I can play tennis.

Picture e. I can't roller-skate.

→ Workbook page 57

7 6.06 Listen, look, and say.

1 I like playing basketball, I don't like swimming.



2 I like swimming. I don't like playing basketball.



8 6.07 Listen and say the name.



Ann



Pam



Jack



Bill



Alex



Grace

9 About Me Things you like. Think and say.

I like painting.

He likes painting.

Grammar fun!

Grammar: *I like playing basketball.*

→ Workbook page 58

Lesson aims Students talk about what they and others like / don't like doing.

New language *I like / don't like (playing basketball). He/She likes / doesn't like (painting).*

Recycled language activities | family | *This is (me/my family). That's (my cousin). Who's this? Is it your (mom)? dog*

Materials Flashcards: 65–72 | Level 1 action flashcards: 76–85, if available

Warmer

- Review the activities using the flashcards. Review actions from *Guess What!* Level 1 with flashcards, if available, or using mime prompts.
- Students play a version of *Mirror game* (see page xix) in pairs. They stand facing each other. Student A says, e.g., *Let's roller-skate*. Student B says *Good idea!* Then they both mime the activity, trying to do exactly the same actions at the same time, as if they were looking in a mirror. The game continues, with Student B suggesting an activity to mime.

Presentation

- Stick the activity flashcards on the board in a row. Point to one of the flashcards and say, e.g., *I like playing tennis*. Make a check next to the flashcard. Point to the next flashcard and say, e.g., *I don't like flying a kite*. Put an ✗ next to the flashcard. Repeat the sentences. Check that students understand the meaning. Make sentences about the rest of the flashcards.
- Invite students to make similar positive and negative sentences about different activities by asking, e.g., *What about dancing, Elena? (I like dancing.)*

Student's Book page 72

7 Listen, look, and say.

- Say *Open your books to page 72, please*. Point to activity 7 and ask *Which activities can you see? (Basketball, swimming.)*
- Say *Listen and point*. Play the recording. Students point to the children. Then say *Now listen and say*. Play the recording again, pausing for students to listen and repeat.

6.06

Boy: I like playing basketball. I don't like swimming.
Girl: I like swimming. I don't like playing basketball.

8 Listen and say the name.

- Say *Look at activity 8. This is a family. Let's read the names*. Point to each photograph and ask *What's his/her name?* Help students practice pronunciation of the names. Explain that they are going to listen to the boy (Alex) talking about the photographs. Review family words (*mom, dad, sister, brother, cousin, grandma, grandpa*).
- Say *Listen and say the name*. Play the recording, pausing after each sentence. Students listen, look at the photographs, and say the correct name each time.

Key: Alex, Grace, Pam, Ann, Bill, Jack

6.07

Alex: Look at my photographs. This is my family.
Girl: OK.
Alex: This is me. I like painting pictures. What's my name?
Girl: And who's this?
Alex: That's my cousin. She likes riding a horse. What's her name?
Girl: And who's this? Is it your mom?
Alex: Yes! She likes playing tennis.
Girl: Oh, yes. What's her name?
Girl: And who's this? Is it your grandma?
Alex: Yes, it is. She likes taking photographs. What's her name?
Alex: And this is my uncle. He likes singing.
Girl: What's his name?
Girl: And this is your dog!
Alex: Yes! He likes playing soccer. What's his name?

9 Things you like. Think and say.

- Students work in pairs. They take turns talking about things they like/dislike doing (e.g., *I like singing. I don't like playing soccer.)*.
- Make groups of four. Students take turns talking about the person they worked with in the pairwork, e.g., *Gabriel likes singing. He doesn't like playing soccer.* They use the speech bubbles to help them.

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 58

5 Look at the chart. Circle the words and write.

- Students read, refer to the chart, and circle *like* or *don't like* in each speech bubble. Then they use the chart to complete the sentences below in the third person.

Key: **2** don't like **3** don't like **4** don't like **6** likes **7** likes **8** likes

Ending the lesson

- Make a sentence with *likes/doesn't like* about one of the photographs in Student's Book activity 8 (e.g., *She likes taking photographs.*). Students say the name (e.g., *Ann*). If time, they can play the same game in pairs.

Extra activities: see page TB113 (if time)

Lesson aims Students ask and answer about what others like doing.

New language *Do you like (flying a kite)? Does he/she like (flying a kite)?*

Recycled language activities | *Yes, I do. No, I don't. Yes, he/she does. No, he/she doesn't. I like (flying a kite). He/She likes (flying a kite).*

Materials Flashcards: 65–72

Warmer

- Play *True or false?* (see page xxi), making sentences with *he/she likes +ing* about students in the class. Volunteers can lead the game by making sentences about their friends.

Presentation

- Hand out five of the flashcards to volunteers. Ask a student with a flashcard to stand up. Tell the class they need to guess whether the student likes or dislikes this activity. Ask individuals to guess, e.g., *Does Dominika like (playing basketball)?* Help them reply *Yes, he/she does.* or *No, he/she doesn't.* Keep a tally of guesses on the board. Then ask the student *Do you like (playing basketball)?* He/She answers *Yes, I do.* or *No, I don't.* See if the students guessed correctly. Repeat with different students.

Student's Book page 73

10 Sing the song.

- Say *Open your books to page 73, please.* Point to the large picture in activity 10 and ask *What activities can you see? (playing tennis, riding a horse, riding a bike, flying a kite, roller-skating, playing soccer).* Say *Listen and point.* Point to each of the people in the large picture (e.g., the boy riding a horse) and ask *Does he like (riding a horse)? (No, he doesn't.)*
- Say *Listen and point.* Play the recording. Students listen and point to the small pictures.
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently.

6.08

Do you like flying a kite?
No, I don't. No, I don't.
Do you like riding a bike?
Yes, I do. Yes, I do.
I like riding a bike.

Does he like flying a kite?
No, he doesn't. No, he doesn't.
Does he like riding a bike?
Yes, he does. Yes, he does.
He likes riding a bike.

Do you like playing tennis?
No, I don't. No, I don't.
Do you like playing soccer?
Yes, I do. Yes, I do.
I like playing soccer.

Does she like playing tennis?
No, she doesn't. No, she doesn't.
Does she like playing soccer?
Yes, she does. Yes, she does.
She likes playing soccer.

11 Listen and say the number.

- Say *Look at the pictures. Find the children in the big picture.* Give students time to match the small pictures (1 to 6) with children in the picture in activity 11. Elicit a sentence for each picture, to make sure students understand which activity each person is doing and whether he/she likes it or not (e.g., *Number 4. She doesn't like playing tennis.)*
- Say *Listen and say the number.* Play the recording, pausing for students to find the picture and answer after each short dialog.

Key: 6, 5, 3, 2, 4, 1

6.09

Boy: Do you like roller-skating?
Girl: Yes, I do.

Girl: Do you like riding a horse?
Boy: No, I don't.

Boy: Do you like playing soccer?
Girl: Yes, I do.

Girl: Do you like riding a bike?
Boy: Yes, I do.

Boy: Do you like playing tennis?
Girl: No, I don't.

Girl: Do you like flying a kite?
Boy: No, I don't.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 59

6 Look, read, and circle the answers.

- Students look at the pictures, read the speech bubbles, and circle the correct answer each time.

Key: **2** No, I don't. **3** Yes, he does. **4** No, she doesn't.

7 Complete the chart. Ask and answer.

- Students work in groups of three. They complete the chart by writing two more activities at the top of columns 3 and 4 and the names of the two other students in their group on the numbered lines in rows 3 and 4. They complete the Me row by circling "yes" for activities they like and "no" for activities they don't like. Then they ask the other two students in their group questions with *Do you like … ?* to find out their answers.

Key: Students' own answers.

Ending the lesson

- Students work in pairs. They look at the picture in Student's Book activity 10 and ask and answer about the different activities shown (e.g., *Do you like riding a bike? Yes, I do. / No, I don't.)*

Extra activities: see page TB113 (if time)

10 6.08 Sing the song.

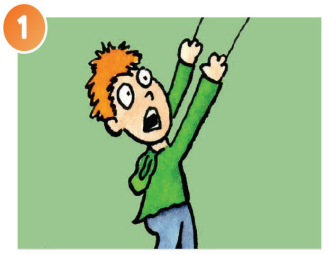
Do you like  ?
No, I don't. No, I don't.
Do you like  ?
Yes, I do. Yes, I do.
I like  !

Does he like  ?
No, he doesn't. No, he doesn't.
Does he like  ?
Yes, he does. Yes, he does.
He likes  !

Do you like  ?
No, I don't. No, I don't.
Do you like  ?
Yes, I do. Yes, I do.
I like  !

Does she like  ?
No, she doesn't. No, she doesn't.
Does she like  ?
Yes, she does. Yes, she does.
She likes  !

11 6.09 Think Listen and say the number.

1 

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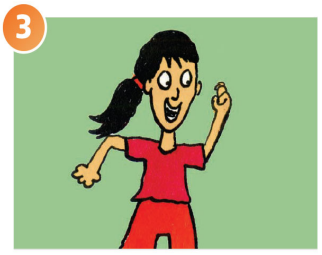
3 

4 

5 

6 

→ Workbook page 59

Grammar: *Do you like flying a kite?*

Grammar fun!

12 6.10 Story Listen and read. Watch.



Value: Play nicely

→ Workbook page 60

Lesson aims Students reinforce language with a story. They also discuss the value of playing nicely.

New language *Are you OK? team, That's not fair! play nicely, Watch me, throw, like this, Good job.*

Recycled language activities, *It's a … , favorite, Let's play, Put on (these shirts). I'm sorry. That's OK. ball, Thanks*

Materials A selection of balls used to play different sports (e.g., basketball, soccer, tennis, baseball, rugby, Ping-Pong, field hockey, volleyball) OR four board markers – one for each team of students (optional)

Warmer

- Play the song from the previous lesson. Students join in and mime doing the different activities.

Introduction

- Remind students of the previous episode of the story. Ask *Do the children go out for breakfast? (No, lunch.) What's the name of the café? (Café Hawaii.) What's iPal's favorite food? (Chocolate cake.) Does iPal eat a little bit of cake? (No, a lot.) Is that healthy? (No.) Is he OK? (No. He's sick.)* Ask students to guess which sport the children will play with iPal today.

Student's Book page 74

12 Listen and read. Watch.

- Say *Open your books to page 74, please.* Point to frame 1 and ask *Who can you see? What does Olivia have on her neck? (A camera.) Does Olivia have a soccer ball? (No, she has a basketball.)* Point to the basketball players in frame 2 and say *Look. There's a red team and a blue team.* Check that students know the meaning of *team.* Ask *Do you like basketball? What's your favorite team?*
- Point to frame 3 and ask *What's iPal wearing? (A red shirt).* Say *Look at Olivia. Is she happy? Why not? What happens?* Encourage students to guess by looking at the other frames.
- Say *Now listen and read.* Play the recording while students listen and follow the story. At the end, ask *Who's the winner? (The red team.) Is Olivia happy? (Yes, she is.)*

Story

- Now students can watch the video. Pause to ask questions: Frame 1: *Who does the ball hit?* (use gesture to convey the meaning) *(David.)* Frame 2: *What's the name of the basketball team? (The All Stars.)* Frame 3: *Are iPal's arms and legs short? (No, they're long.) Is it OK? (No, it isn't.)* Frame 4: *What does iPal say? (I'm sorry.)* Frame 5: *Can Olivia play basketball? (Yes, she can.)* Explain the meaning of *Watch me* and *throw.* Frame 6: *What does iPal say? (Good job!)* Explain the meaning of *Good job!*
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. They can join in with the rhymes. Encourage students to use gestures and intonation from the story.

6.10

Olivia: It's a basketball!
Tina: Are you OK, David?
All: 1, 2, 3, Magic tree.
We're back again. Look and see.
Come with us. Come and play
In our magic tree today.

David: The *All Stars* are my favorite team!
iPal: Let's play! Put on these shirts!

Players: That's not fair!
Olivia: Play nicely, iPal.

iPal: I'm sorry.
Player: That's OK.

Olivia: Watch me! Throw the ball like this.
Player: Yes!

iPal: Good job, Olivia!
Olivia: Thanks, iPal.
All: 3, 2, 1, that was fun.
Time to go. The magic's done!

Value ***Play nicely***

- Point to frame 3 and play the first line. Explain the meaning of *That's not fair.* Ask why it isn't fair (iPal is using magic to help him reach the basket). *Is it a good idea? (No.)* Play the next line. Explain the meaning of *Play nicely.* Ask students what happens next (iPal says, "I'm sorry.") and play the dialog for frame 4.
- Read the value *Play nicely.* Talk about how important it is to play by the rules when we play sports or games with other people. Ask for another example of playing nicely in the story (iPal says "Good job!" to Olivia). Elicit examples of when students have played nicely at school or at home.
- Divide the class into two groups (basketball player and Olivia). Then play the dialog from frame 3 again. Students repeat the lines. Rearrange the class into pairs (basketball player and Olivia). Students practice the dialog.

Workbook page 60

8 Read and number. Then listen and check.

- Students number the pictures to show the order of events. Play the recording for students to check.

Key: a 6 b 4 c 2 d 5 e 3 f 1

6.11

(Repeat of story – see above for story script)

Ending the lesson

- Play *The last word* (see page xx) with the following lines from the story: *Are you … ? (OK) The All Stars are my favorite … (team). Put on these … (shirts). That's not … (fair). I'm … (sorry). Watch … ! (me) Good … ! (job).*

Extra activities: see page TB113 (if time)

Lesson aims Students practice playing nicely. Students also practice saying the sound /k/ and learn that the sound can be represented by two different letters.

New language *camel, kangaroo*

Recycled language activities, *camera, kite, That's not fair! Play nicely.*

Materials Flashcards of words spelled with the letter *c* or *k*: *car, bike, helicopter, tractor, cat, skirt, socks, bookcase, cabinet, clock, carrots, basketball, field hockey, roller-skate* | A board marker for each team of ten students (optional)

Warmer

- Ask different students *What's your favorite sport?* and *What's your favorite team?* If students completed the Home–school link task for the previous lesson, ask them to show the pictures/photographs they brought to class. Ask about the teams' uniforms, e.g., *What color are your team's shirts? Do you have a team shirt?*

Student's Book page 75

13 Listen and act.

- Say *Open your books to pages 74 and 75, please.* Remind students of the story from the previous lesson. Ask *What sport do the children play? (Basketball.) Can iPal play basketball? (No, he can't. His arms and legs are long. / It's not fair.)* Ask *What does Olivia say to iPal? (Play nicely.)*
- Tell students they're going to listen to some other people asking their friends to play nicely. Say *Now look at page 75. What sport is it? (Soccer.)* Ask *How many boys are there? (Four.)* Then say *Who's speaking? Listen and point.* Play the recording. Students listen and point to the person in the photograph they think is speaking.
- Then say *Now listen and act.* Play the recording again, pausing for students to repeat with the correct pronunciation and intonation.
- Students practice the language in groups of three. They decide what sport/game they're playing. One student mimes playing the wrong way / not following the rules. The other two say *That's not fair!* and *Play nicely.* Encourage the first student to then say *I'm sorry.* Then they swap roles and repeat.

6.12

Ed: That's not fair! **Charlie:** I'm sorry.
Alex: Play nicely.

14 Listen and say. /k/

- In this activity, students practice saying the sound /k/ and learn to recognize the two spellings ("c" and "k").
- Say *Look at activity 14. What can you see? (a camera, a kite).* Teach *camel* and *kangaroo.* Point out that the sound /k/ can be represented with the letters *c* and *k.*
- Then say *camel – /k/ /k/ /k/ – camel.* Students repeat, emphasizing the /k/ sound.
- Say *kangaroo – /k/ /k/ /k/ – kangaroo.* Students repeat, emphasizing the sound /k/ in the same way.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat, emphasizing the initial /k/ sounds.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that begin with the sound /k/ (spelled with either *c* or *k*). For example, *computer, cousin, climb, car, carrots, kitchen.* You may wish to point out that when the sound /k/ is in the middle or at the end of the word, it is usually represented with the letter *k* (e.g., *snake, like, bike, milk, book, look, take*) and that the letter *c* does not always make the sound /k/ (e.g., *cheese, cereal*).

6.13

/k/ /k/ A camel with a camera. A kangaroo with a kite. (x2)

Workbook page 61

9 Look, unscramble, and stick.

- Remind students of the value. They read the caption, solve the anagram, and write the word in the blank. Then students look at the pictures and think about which one shows the value. They stick the smiley face sticker in the circle next to the correct picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Missing word: play; Students put the sticker next to the second picture.

10 Trace the letters.

- Students trace the letters *c* and *k* in the sound sentences.

11 Listen and number the pictures.

- Students listen to the words on the recording and number the pictures in the order they are mentioned.

Key: **a** 2 **b** 3 **c** 5 **d** 4 **e** 1 **f** 6

6.14

1 car, car **2** kite, kite **3** cat, cat **4** kangaroo, kangaroo **5** kitchen, kitchen **6** camera, camera

Ending the lesson

- Prepare a selection of flashcards of words from Level 2 that are spelled with *c*, *k*, or both. Show one of the flashcards (e.g., tractor). Students think about the spelling and say *C*, *K*, or *Both* (e.g., for *tractor*, they say *C*). Ask a volunteer to spell the word aloud and write it on the board to check.

Extra activities: see page TB113 (if time)

13 6.12 Talk Time Listen and act.



Animal sounds

14 6.13 Listen and say.

A camel with
a camera.
A kangaroo
with a kite.





What equipment do we need?

1 6.15 Listen and say.



rackets sticks bats balls

2 CLIL Watch the video.

3 Look and say *racket*, *stick*, *bat*, or *ball*.

Number 1. Ball. Yes!



Guess What!

Let's collaborate!



→ Workbook page 62

Lesson aims Students learn vocabulary for sports equipment.

New language *What equipment do we need? racket, stick, bat*

Recycled language activities, *ball, camera, hat, shoes, kite, I have a (camera). I like (taking photographs).*

Materials Flashcards: 65–72 and flashcards of activities that require equipment from Level 1 Unit 7 (e.g., paint, climb, swim, ride a bike, play soccer, dance) | Music | Equipment for activities students can name in English (e.g., a camera, roller skates, a basketball, a bicycle helmet, a swimming cap, dancing shoes, a kite/string)

Warmer

- Show an item used in one of the activities students have learned about in the unit so far, e.g., a camera. Say *Look. I have a … (camera.) I like … (taking photographs.)* Repeat with other items. Tell students that all these items are *equipment* – things we need to do different activities. Write the words on the board.
- Then hand the items to students around the class. Play some music. Students pass the items around. When the music stops, students with the items stand up and say *I have a (cap). I like (swimming).*

Student's Book page 76

What equipment do we need?

- Say *Open your books to page 76, please.* Ask questions about the photograph, e.g., *Where are they? What sport is it? (…) How many children can you see? (…) Can you see a (ball)? Is it big or small?*
- Ask students if they can play baseball/field hockey.
- Then point to the field hockey stick/baseball bat in the photograph and ask the opening question *What equipment do we need?* Review the meaning of *need.* See if students know any words for sports equipment already.

Student's Book page 77

1 Listen and say.

- Say *Now look at page 77, please.* Use the photographs to present the words for *equipment* (and review *ball*).
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Students look at the photograph on page 76 again. Ask about the new equipment: *Can you see a bat? Are there any sticks in the photograph? How many sticks are there?*

6.15

1 rackets **2** sticks **3** bats **4** balls

2 Watch the video.

- Play the video.
- If you don't have the video, ask students to think about their gym classes at school. Ask *What sports do you play? What equipment do you use?* Students think about what they wear and use for different sports in pairs. They write the name of each sport and a sentence about what they need, e.g., *soccer – We need soccer boots, shirts, and a ball.* Circulate and provide new language as necessary.
- Ask pairs to read their sentences and write them on the board. Ask students about sports and activities they do outside school. Ask *What equipment do you need?*

CLIL 06: see page TB120

3 Look and say racket, stick, bat, *or* ball.

- Students work in pairs. They look at the photographs and say what kind(s) of equipment are used in each sport. They use the speech bubbles to help them.
- Check the activity by saying the number of the photograph. Students say *racket/stick/bat*, and/or *ball.*

Key: **2** stick, ball **3** racket, ball **4** ball

Guess What!

- Students look at the swirled image and guess what it is. Check by asking *What's this? (A bat.)*

Key: It's a bat (photograph 3, activity 1).

Workbook page 62

1 Look and match the pictures.

- Students draw lines to match each sport with the kinds of equipment needed.

Key: **2** tennis – racket – ball, **3** baseball – bat – ball, **4** field hockey – stick – ball

2 Look at Activity 1 and write the words.

- Students look at the pictures in activity 1 and complete the sentences.

Key: **2** racket, ball **3** bat, ball **4** stick, ball

Ending the lesson

- Show an activity flashcard (from this unit or from Level 1 Unit 7). Ask *What equipment do we need?* Students say the words. Stick the flashcard on the board and write the equipment words around it (or invite students to write the words). Repeat for different flashcards to review as much of the vocabulary from the lesson as possible.

Extra activities: see page TB114 (if time)

Lesson aims Students make an instruction leaflet for a game. | They can also complete the unit evaluation in the Workbook.

New language *instruction leaflet, cricket, rugby, Ping-Pong, volleyball, team, player, stumps, throw, hit, catch, kick*

Recycled language activities, actions, sports equipment | *There are (two teams). You need (a bat). You hit (the ball). You can't (kick the ball).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 6, Project sheets 6, Worksheets 6, Group and Teacher evaluation sheets, cue cards, sheets of paper, pencils or pens, scissors and glue, access to a computer for research and downloading photographs of sports and equipment, Flashcards and Word cards Level 1, Unit 7 (extra activities)

Warmer

- Use flashcards and other pictures to review sports and to teach the new words *cricket, rugby, Ping-Pong,* and *volleyball.* Then say *How do we play these sports? Let's find out!*

Student's Book page 77 – Let's collaborate!

Introduce the project.

- Display the model sheet and say *Let's find out how we play cricket.* Teach the new words *team, player, stumps, throw,* and *throw and hit the ball* as you read the information.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 77. Tell them they are going to make an instruction leaflet about a game.

Step 1 Plan your project.

- Divide students into groups of three and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything.
- Students choose a game from the list on the project sheet, or another game if preferred. Make sure all the games are chosen across the class. Students switch between English and L1 as they discuss their choices, e.g., *Where do people play rugby? Do you like Ping-Pong? Let's find out about field hockey.*
- Students research their chosen game online and use the questionnaire on the worksheet to make notes. Students can also download photographs to use later in their leaflet.
- Students take turns asking the questions, finding the information online, reading the information out, making notes on the worksheet, and downloading the photographs. They also discuss any information they find in English and L1: *I think you need a ball for rugby. (Yes, you do, but you don't need a stick.) Can you run with the ball in rugby? (Yes, you can.) Can you kick the ball? (Yes, you can.)*
- **Note:** When students are researching online, show them that they can use different websites if they can't find all the information.

Step 2 Create your project.

- Students fold a sheet of paper in half to make a four-page leaflet. They then work together, taking turns sticking photographs and writing sentences onto the pages, using the model for reference.
- Students decide together how they will present the project – who will read the instructions and who will act them out. The project monitor can note this down on the project notes.

Step 3 Present your project.

- Students present their project to the class or to other groups. Student 1 shows and reads the instruction leaflet to the class, while Students 2 and 3 act out the game.
- Students then take turns answering questions, before reading the instructions again, this time encouraging other students in the class to mime the game with them. Encourage students to maintain eye contact with each other when they are asking and answering questions.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 63 – Evaluation

1 Look and write the activity.

- Students look at the pictures and complete the words.

Key: **2** (p)lay (b)asketball **3** (r)ide a (h)orse **4** (p)lay (t)ennis **5** (p)lay (f)ield (h)ockey **6** (p)lay (b)aseball

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the name of the activity. They then go to page 93 and write the letters in the puzzle.

Key: ride a horse, letters for the puzzle – d, a, e

Extra activities: see page TB114 (if time)

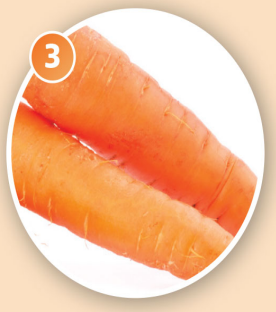
Review Units 5 and 6

1 Look and say the words.

Number 1. Fly a kite.

















2 6.16 Listen and say the color.


Sue


Dan






→ Workbook pages 64–65

Lesson aims Students reinforce the language of Units 5 and 6.

Recycled language meals and food | activities | *He/She likes (cereal). He/She doesn't like (sausages). Does (Sam) like (fish)? Yes, he/she does. / No, he/she doesn't. I like (playing tennis). I don't like (playing field hockey). He/She likes (riding a horse). Do you like (playing baseball)? Do you like (meat and potatoes) for (dinner)? Yes, I do. / No, I don't. What do you like doing?*

Materials Flashcards: 55–72 | Music

Warmer

- Ask *What can you remember from Units 5 and 6? Let's find out.* Allow students time to look through the units and at any work displayed in class. Encourage them to say what is easy or difficult. Ask *What's your favorite activity?*

Student's Book page 78

1 Look and say the words.

- Say *Open your books to page 78, please.* Students look at the close-up photographs and guess the words/phrases. Check the activity by saying the picture number, e.g., *Number* 1. Students say *Kite/Fly a kite.* Alternatively, check the activity by asking *What's number (1)? / What's this? / What are these?* Elicit *It's (a kite).*
- If you have time, review more language by asking questions related to the photographs, e.g., *Number* 1. *Do you like flying a kite? (Yes, I do. / No, I don't.) What color are carrots? (They're orange.)*

Key: **2** peas **3** carrots **4** ride a horse **5** rice **6** take photographs/camera **7** sausages **8** play tennis/racket

2 Listen and say the color.

- Say *Let's find out about the people in the photographs. What does the girl like? What does the boy like?* Explain that students will hear the children talking about the things in the photographs. They have to decide which photograph matches each conversation.
- Ask *What's the boy's name? (Dan.) What's the girl's name? (Sue.)* Point to the photographs in the bottom row and ask *What food/activity can you see?* Then say *Listen and say the color.*
- Play the recording, pausing after each mini-dialog. Students listen and guess which photograph is being talked about each time. They say the color of the correct photograph frame.
- Depending on time available, ask students further questions about the children: *Does Sue like playing tennis? (No, she doesn't. She likes roller-skating.) Does she like fish, rice, and carrots? (Yes, she does.) Does Dan like meat and potatoes? (No, he doesn't. He likes sausages and beans.) Does Dan like playing field hockey? (Yes, he does.)*

Key: Blue, Yellow, Red, Green

6.16

Adult: Hi! What's your name?
Sue: Hi! I'm Sue.
Adult: Do you like playing tennis?
Sue: No, I don't. I like roller-skating.

Adult: Hi! What's your name?
Dan: Hi! My name's Dan.
Adult: What do you like doing?
Dan: I like playing field hockey.

Adult: Do you like meat and potatoes for dinner, Sue?
Sue: No, I don't. I like fish, rice, and carrots.

Adult: Hello, Dan. What do you like for dinner, Dan?
Dan: I like sausages and beans.

Workbook page 64

1 Write and draw.

- Students use the alphabet code at the top of the activity to work out the letters. They write the words and draw pictures.

Key: **2** fly a kite **3** sausages **4** play basketball **5** cereal **6** roller-skate

2 Read and match.

- Students match the sentence/question halves by drawing lines.

Key: **2** f **3** e **4** a **5** b **6** c

Ending the lesson

- Play *Pass the flashcards* (see page xix) with a selection of flashcards from Units 5 and 6. When the music stops, students have to ask a classmate a question using the food/activity on the card (e.g., *Do you like roller-skating? / Do you like cereal for breakfast?*). You can check that the rest of the class is listening by asking *Does (Thomas) like roller-skating? (Yes, he does. / No, he doesn't.)*

Extra activities: see page TB114 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 5 and 6.

Recycled language meals and food | activities | *Do you like (playing basketball)? Yes, I do. No, I don't. Does he/she like (sausages)? Yes, he/she does. No, he/she doesn't. Would you like some (cereal)? Yes, please. / No, thanks. Me, too. That's not fair! Play nicely. I'm sorry. That's OK.*

Materials Flashcards: 55–72 | A coin for each pair of students and buttons or game pieces for playing the game (optional)

Warmer

- Play *One that doesn't belong* (see page xix) with flashcards from Units 5 and 6, e.g., potatoes, fish, carrots, peas (fish – the rest are vegetables); play tennis, play baseball, play basketball, take photographs (take photographs – the rest are ball sports); cereal, rice, roller-skate, ride a horse (cereal – the rest start with the sound /r/); play basketball, play field hockey, ride a horse, play tennis (ride a horse – you need more than one person to do the other activities).

Student's Book page 79

3 Play the game.

- The aim of this game is to be the first one to get to the star at the *Finish*. Students play in pairs with a coin and buttons or game pieces. Elicit the food or activity on each of the picture squares before students begin the game.
- Students place their button or game piece on the green arrow marked *Start*. They then take turns flipping the coin and moving their game piece along the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space.
- On each square of the game board, students make a question with the words given and the food or activity pictured. For example, square 1: *Does he like sausages?* and square 2 *Do you like playing basketball?* They use the happy and sad faces as prompts to answer the questions about other people (i.e., for a happy face they answer *Yes, he/she does.* and for a sad face they answer *No, he/she doesn't.*).
- If students make a question and answer correctly, they stay on the square they have landed on. If they make a mistake, they move back one square.
- Play continues until one student moves to the star marked *Finish*.

Key: **1** Does he like sausages? (No, he doesn't.) **2** Do you like playing basketball? (Students' own answers.) **3** Does she like rice? (Yes, she does.) **4** Do you like taking photographs? (Students' own answers.) **5** Does he like carrots? (No, he doesn't.) **6** Do you like flying a kite? (Students' own answers.) **7** Does she like meat? (Yes, she does.) **8** Do you like playing tennis? (Students' own answers.) **9** Does he like potatoes? (No, he doesn't.) **10** Do you like playing field hockey? (Students' own answers.) **11** Does she like peas? (No, she doesn't.) **12** Do you like roller-skating? (Students' own answers.) **13** Does he like cereal? (Yes, he does.) **14** Do you like playing baseball? (Students' own answers.) **15** Does she like fish? (No, she doesn't.) **16** Do you like riding a horse? (Students' own answers.) **17** Does he like toast? (Yes, he does.) **18** Do you like beans? (Students' own answers.)

Workbook page 65

3 Look, read, and write the words.

- Students look at the pictures and complete the questions and answers with words from the box.

Key: **2** fish, does **3** rice, doesn't **4** roller-skating, don't

4 Listen and check ✓.

- Students listen and check the correct picture in each pair.

Key: **1** picture 2 **2** picture 2

6.17

1 **Girl:** Do you like cereal?
Boy: Yes, I do.
Girl: Me, too. Would you like some?
Boy: No, thank you. Let's clean up.
Girl: OK. Put the cereal in the cabinet.
Boy: OK.
Girl: Thank you.

2 **Boy:** I like flying a kite.
Girl: Me, too. Can I have a turn?
Boy: No, May.
Girl: That's not fair!
Mom: Play nicely!
Boy: I'm sorry.
Girl: That's OK.

Ending the lesson

- Write the following phrases in a column on the left of the board: *1 Would you like some toast? 2 I like roller-skating. 3 I'm sorry. 4 Can I have a turn?* Write the following responses in a column on the right: *a That's OK. b Yes, of course. c No, thanks. d Me, too.* Students match the phrases (they can work in pairs). Check answers (1 c, 2 d, 3 a, 4 b). Then give students time to practice the exchanges in pairs (Student A: *Would you like some toast?* Student B: *No, thanks.* etc.).
- Finish the class by saying phrases to students at random, encouraging them to reply as quickly as possible (erase the board to make it more challenging).

Extra activities: see page TB114 (if time)

3 Play the game.



7 In town

Unit aims Students learn about places in town. This includes:

- learning vocabulary for places in town
- describing where a place is
- asking where a place is
- talking about road safety
- learning vocabulary for public buildings
- drawing a map of their town

Background information The photograph shows the town square (Place du Chapitre) in Nimes, France.

Introduction to the unit

- Say *Open your books to pages 80 and 81, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song.
- Ask *What's Unit 7 about?* Encourage students to work out the meaning of *town*. Then point to the photograph and ask *What can you see?* Elicit, e.g., *building, house, apartment, window, balcony,* and the colors of the decorations. Ask *Where is this place?* Students guess which country the photograph was taken in. Tell students it's a picture of Nimes, in France, and show them where it is on a map.

Look!

- Play the video to introduce the topic. Pause after each scene and ask questions, e.g., *Where are they? What are they doing? Do we have this place in our town?*
- Play the video again without pausing. Write the word *town* on the board and ask students *What is there in our town?* Students say places in town that they already know in English (e.g., *café, park, school*). Write these on the board and add places that are similar in L1 (e.g., *hospital, movie theater, supermarket*). Ask *What's the name of this school/the hospital? What's the name of a café/movie theater/supermarket in town?*

Theme see lyrics on TB5


Guess What!
Theme
8

1 7.01 Listen. Who's speaking?

2 7.02 Listen, point, and say.



3 7.03 Listen and find.

→ Workbook page 65

Lesson aims Students learn vocabulary for places in town.

New language *park, movie theater, clothing store, café, toy store, bookstore, supermarket, street, school, playground, store, Action! Welcome, down the street, lots of, outside, them all, There's a movie on about (robots). place, everyone*

Recycled language character names | numbers 1–10 | *This is … , I'm on … , There's/There are … , Can you see … ? small, I love … , robot, my favorite, I like (playing tennis). We like (our town). great, Good job!*

Materials Flashcards: 73–82 | A map or photographs of students' hometown | Ten slips of paper for each student or pair of students (optional)

Warmer

- Show a map/photographs of the students' hometown and ask *What's the name of this place?* Teach *place*. If students don't recognize the town, point to the map and say, e.g., *This is* (name) *Street*. Ask *Where's our school?* Students say the name of the street/area.

Presentation

- Say *Let's learn more words for places in a town*. Hold up each flashcard and say the new word. Students repeat in chorus and individually. Then show the flashcards in random order. Students say the words.

Student's Book page 82

1 Listen. Who's speaking?

- Say *Open your books to page 82, please*. Ask *What's this? (A town.) Where's Ben? Is he at the supermarket? (No, the café.) Point to David.* (Students point.) Ask *Can you see Tina and Olivia? Where are they? (At school. / On the playground.)* Ask *What does Olivia have? (A camera. / A phone.)* Say *She's making a video*.
- If time, ask about other details, e.g., *How many cars are there? (Seven.) What's in the toy store window? (A teddy bear, a ball, a tractor.) Can you see someone flying a kite?* (Students point.)
- Say *Let's listen. Who's speaking?* Play the recording. Students listen and point to the characters. Then play again, pausing for students to point to the places.

7.01

Olivia: OK, Tina. Action!
Tina: Welcome to our town. This is our school. I'm on our playground.
David: Look down the street. There are lots of places along the street.
Ben: Yes. I'm outside the café. Can you see it? I like going to the café for lunch. And over there, there's a big supermarket. There are lots of cars outside the supermarket.
David: And there are three small stores. Can you see them all? There's a toy store, a bookstore, and a clothing store.
Tina: And there's a big movie theater. I love movies. There's a movie on about robots.
Ben: And there's a park. The park is my favorite place. I like playing tennis at the park.
All: We like our town.
Olivia: OK, great! Good job, everyone!

2 Listen, point, and say.

- Say *Now listen, point, and say*. Play the recording. Students listen and point to the numbered places in the picture. Then play again. Students listen and say the words.

7.02

1 park **2** movie theater **3** clothing store **4** café **5** toy store **6** bookstore **7** supermarket **8** street **9** school **10** playground

3 Listen and find.

- Say *Now listen and find*. Play the recording, pausing for students to find and point to the correct place. Students can also say the correct number. If you have time, students can repeat in pairs. One says a place and the other says the number or points to the picture.

Key: Students point to the places in the following order: 8, 1, 5, 7, 2, 4, 9, 6, 10, 3.

7.03

There's a street.
There's a park.
There's a toy store.
There's a supermarket.
There's a movie theater.
There's a café.
There's a school.
There's a bookstore.
There's a playground.
There's a clothing store.

Find Leo.

- Say *Now find Leo*. Students search for Leo in the picture (he's above the school gate).

Workbook page 66

1 Look at the picture and write the letter.

- Students look at the picture and write the letters next to the correct words.

Key: **2** d **3** a **4** f **5** b **6** c

2 Look at Activity 1 and write yes or no.

- Students look at the picture in activity 1 and write *yes* or *no*.

Key: **2** yes **3** no **4** yes **5** no **6** yes

Ending the lesson

- Ask *What's your favorite place/store/street in* (name of town)? Volunteers answer. If appropriate, ask further questions, e.g., *Can you ride your bike in* (name) *Park? What do you eat in* (name) *Café? What stores are there on* (name) *street?*
- Students can also ask and answer *What's your favorite place?* in pairs.

Extra activities: see page TB114 (if time)

Lesson aims Students practice the town vocabulary. They practice talking about where people are.

New language *Come with me, look around, My (cousin)'s on the (playground).*

Recycled language places in town, *girl, boy, man, woman, sister, brother, mom, dad, cousin, aunt, uncle, grandma, grandpa, It's my (sister). Where's your (dad)? He's/She's in the (café). There's/There are …*

Materials Flashcards: 73–82 | Word cards: see Digital Pack (Teacher's Resources) | Flashcards of family from Level 1: 37–45, if available

Warmer

- Review places in town with the flashcards. Stick the flashcards on the board. Ask students for an example of some/all of the places in their town, e.g., *What's the name of a (park) in* (name of students' hometown)*?*
- Play *Memory pairs* (see page xix), using the flashcards and word cards.

Student's Book page 83

4 Say the chant.

- Say *Open your books to page 83, please.* Point to the photograph of the girl and ask *Where's the girl? (In a café).* Repeat for the other photographs. Review the family words in the captions or use flashcards from *Guess What!* Level 1.
- Say *Listen to the chant.* Play the recording. Students listen and point to the photographs in turn. Explain the meaning of *Come with me and look around* and practice saying it with the whole class.
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently.

7.04

Come with me and look around.
Who's in the café in the town?
It's my sister! She's in the café.
She's in the café in the town!

Come with me and look around.
Who's in the toy store in the town?
It's my brother! He's in the toy store.
He's in the toy store in the town!

Come with me and look around.
Who's in the bookstore in the town?
It's my mom! She's in the bookstore.
She's in the bookstore in the town!

Come with me and look around.
Who's in the movie theater in the town?
It's my dad! He's in the movie theater.
He's in the movie theater in the town!

5 Match and say.

- If necessary, write letters *a* through *e* on the board and practice pronunciation of the letter names. Practice the family words (*aunt, uncle,* etc.) using flashcards from *Guess What!* Level 1 or by saying, e.g., *Point to the grandma.*
- Point to the first sentence in activity 5 and ask a volunteer to read it aloud. Ask *Which picture? (c).* Say *Match and say.* Students read and match the rest of the sentences in pairs.
- Check answers by saying the number of the sentence, e.g., *Two.* Students say, e.g., *d My aunt's in the clothing store.*

Key: 2 d 3 e 4 b 5 a

6 Think of a place. Say and guess.

- Students work in pairs. They take turns making a sentence about a place in town. Give some more examples, if necessary, e.g., *I can drink tea here. (Café) I can get a jacket here. (Clothing store)* Circulate and help with language.

Key: Students' own answers.

Workbook page 67

3 Listen and stick.

- Students will need the Unit 7 stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

7.05

1 **Man:** Where's your mom?
Boy: She's in the clothing store.
2 **Man:** Where's your brother?
Boy: He's in the movie theater.
3 **Man:** Where's your dad?
Boy: He's in the supermarket.
4 **Man:** Where's your cousin?
Boy: She's at the park.
5 **Man:** Where's your sister?
Boy: She's in the toy store.

4 Look and write.

- Students look at the items and write the name of the place where they would usually see them.

Key: 2 café 3 street 4 school

My picture dictionary → Go to page 91. Check the words you know and trace.

- Students turn to page 91 and check the words they know. They then trace over the word labels for each picture.

Ending the lesson

- Students look at the photographs and pictures on Student's Book page 83. Say the name of a family member (e.g., *Grandma*). Students make a sentence (e.g., *She's in the supermarket.*) They can repeat the activity in pairs.

Extra activities: see page TB114 (if time)

4 7.04 Say the chant.



Come with me and look around.
Who's in the café in the town?
It's my sister! She's in the café.
She's in the café in the town.



sister



brother



mom

dad

5 Match and say.

1, c. My cousin's on the playground.



a



b

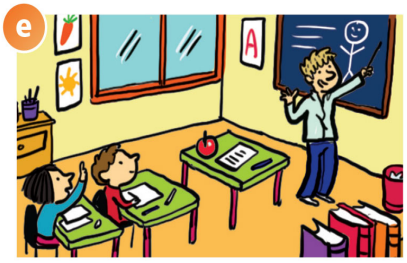
1 My cousin's on the playground.
2 My aunt's in the clothing store.
3 My uncle's in the school.
4 My grandma's in the supermarket.
5 My grandpa's at the park.



c



d



e

6 Think Think of a place. Say and guess.

There's a desk and green chairs.

It's a school.

→ Workbook page 67

7 7.06 Sing the song.



Come and visit my town,
My friendly little town.
It's nice to be in my town,
My little town.

There's a toy store and
a clothing store.
There's a bookstore
and a movie theater.
There's a café, and
there's a supermarket.
In my little town.

And the toy store is behind the
clothing store.
And the bookstore is in front of
the clothing store.
And the clothing store is between
the bookstore and the toy store!
In my little town.

And the movie theater is next to the café.
And the café is next to the supermarket.
And the café is between the supermarket
and the movie theater.

Come and visit my town …



8 7.07 Look, listen, and find the mistakes.

The movie theater is next to the supermarket.

No, it isn't. The movie theater is next to the café.

Grammar fun!

Grammar: *The toy store is behind the clothing store.* → Workbook page 68

Lesson aims Students describe where places are in a town.

New language *Come and visit (my town). friendly, little, It's nice to be in (my town). The (movie theater) is next to/in front of/behind the (café). The (café) is between the (movie theater) and the (supermarket).*

Recycled language places in town, *In my town, There's a … , No, it isn't.*

Materials Flashcards: 73–82 | Three soft toys (e.g., a mouse, a dog, and a frog) or toy vehicles (e.g., a car, a tractor, and a bus)

Warmer

- Play the chant from the previous lesson. Students join in. Write the names of two girls and two boys from your class on the board. Students say the chant, using these names instead of the family words, e.g., *Who's in the café in the town? It's (Diana)! She's in the café in the town.*

Presentation

- Hold up each soft toy and ask *What's this? (It's a (mouse).)* Put one toy on a table where everyone can see it. Say *The (mouse) is on the table.* Put a second toy next to it and say, e.g., *The frog is next to the mouse.* Explain *next to*, using gesture and L1. Students repeat the sentence. Present *in front of* and *behind* by changing the position of the toys and making sentences (e.g., *The frog is behind the mouse. / The mouse is in front of the frog.*) Students repeat. Add the third toy and present *between* (e.g., *The frog is between the mouse and the dog.*). Move the toys and practice the sentences until students are familiar with the prepositions.

Student's Book page 84

7 Sing the song.

- Say *Open your books to page 84, please.* Point to the picture of the town and say *It's a town. Is it big? (No, it's small.)* Say *It's a little town.* Present *little.* Then ask *What places can you see? (A movie theater, a café,* etc.*).* Say *Look. The movie theater is next to the café.* (Point to the buildings.) Do the same with the rest of the places in the song.
- Say *Listen and point.* Play the recording. Students listen and point to the places. Explain the meaning of *Come and visit, It's nice to be in my town,* and *friendly.*
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently. The first time students can hum to the tune and join in with any words they know. Then students can sing along.

7.06

Come and visit my town, my friendly little town.
It's nice to be in my town, my little town.

There's a toy store and a clothing store.
There's a bookstore and a movie theater.
There's a café, and there's a supermarket,
In my little town.

And the toy store is behind the clothing store.
And the bookstore is in front of the clothing store.
And the clothing store is between the bookstore and the toy store,
In my little town.

And the movie theater is next to the café.
And the café is next to the supermarket.
And the café is between the supermarket and the movie theater.
Come and visit my town.

Come and visit my town, my friendly little town.
It's nice to be in my town, my little town, my little town.

8 Look, listen, and find the mistakes.

- Play the recording, pausing after each sentence. Students listen, look at the picture in activity 7 and correct the sentences.

Key: **2** No, it isn't. The clothing store is in front of the toy store. **3** No, it isn't. The café is between the movie theater and the supermarket. **4** No, it isn't. The toy store is behind the clothing store.

7.07

1 The movie theater is next to the supermarket.
2 The clothing store is in front of the bookstore.
3 The café is between the movie theater and the toy store.
4 The toy store is behind the movie theater.

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 68

5 Look, read, and match.

- Students match the prepositions with the pictures by drawing lines.

Key: **2** c **3** b **4** a

6 Look, read, and circle the words.

- Students look at the pictures and circle the correct preposition each time.

Key: **2** between **3** in front of **4** behind

7 Draw and say. Then write.

- Students draw a picture of their school and a nearby building/place. They compare their pictures in pairs and talk about where the school is, using the speech bubble to help. Circulate and check. Students then write a sentence describing where the school is.

Key: Students' own answers.

Ending the lesson

- Play *Guess Where?* (see page xviii) with a flashcard or toy.

Extra activities: see page TB114 (if time)

Lesson aims Students learn to ask where a place is.

New language *Is there a (playground) next to/behind/in front of the (school)? Is there a (café) between the (movie theater) and the (supermarket)? Yes, there is. / No, there isn't.*

Recycled language places in town, *No, it isn't. The (movie theater) is next to/in front of/behind the (café). The (café) is between the (movie theater) and the (supermarket).*

Materials Flashcards: 73–82 | Two pieces of blank paper per student (optional)

Warmer

- Review prepositions from the previous lesson by asking about where students are sitting in class, e.g., *Is Rafael next to Paulo? (Yes, he is. / No, he isn't.) Is Larissa in front of Igor? (Yes, she is. / No, she isn't.)* Then play *Correct my mistakes* (see page xvii), making false sentences about where students and items are, e.g., *Julia is between Thais and Leonardo. (No, she isn't. She's between Thais and Olira.)* or *The TV is next to the window. (No, it isn't. It's next to the door.)*

Presentation

- Draw a horizontal line on the board and say *This is a street.* Stick four or five flashcards of places along the line (e.g., clothing store, bookstore, café, supermarket). Stick three or four more flashcards behind the places, (e.g., park, school, movie theater), making sure the positions of the second group of flashcards show *behind/in front of*. Point to the flashcards and ask questions about where things are, e.g., *Is there a park behind the bookstore?* Help students to answer *Yes, there is. / No, there isn't.*

Student's Book page 85

9 Listen, look, and say.

- Say *Open your books to page 85, please.* Point to the map of the town and ask *Where's the (bookstore)?* Students point and say, e.g., *It's between the café and the toy store.* Students practice talking about where things are in pairs in the same way.
- Say *Listen and look.* Play the recording. Students point to the map as they listen. Then say *Now listen and say.* Play the recording again, pausing for students to listen and repeat.

7.08

Boy: Is there a playground behind the school?
Girl: Yes, there is.
Boy: Is there a café next to the movie theater?
Girl: No, there isn't.

10 Listen and say yes *or* no.

- Say *Look at the map. Listen and say "yes" or "no."* Play the recording, pausing for students to look at the picture and answer after each question.

Key: **1** Yes, there is. **2** Yes, there is. **3** No, there isn't. **4** No, there isn't. **5** Yes, there is. **6** No, there isn't.

7.09

1 Is there a park behind the movie theater?
2 Is there a bookstore between the café and the toy store?
3 Is there a café in front of the park?
4 Is there a toy store next to the clothing store?
5 Is there a clothing store in front of the school?
6 Is there a bookstore next to the school?

11 Play the game.

- Students work in pairs. Student A looks at the Student's Book page and Student B has his/her book closed. Student A asks a question or makes a sentence about the map, using the speech bubbles to help. Student B tries to remember the map and answers. Then they swap roles. They can make the game competitive by scoring a point for each correct answer.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 69

8 Look, read, and check ✓.

- Students look at the picture, read the questions, and check the correct answer each time.

Key: **2** Yes, there is. **3** No, there isn't. **4** Yes, there is.

9 Complete the questions and the answers.

- Students complete the questions and answers.

Key: **2** Is there, there isn't **3** Is there, there is **4** Is there, there is

Ending the lesson

- Ask questions about the position of places in students' hometown, e.g., *Is there a playground behind our school? (Yes, there is. / No, there isn't.)* or items in the classroom (e.g., *Is there a chair next to my table?*). If time, students can repeat the activity in pairs.

Extra activities: see page TB114 (if time)

9 7.08 Listen, look, and say.

Is there a playground behind the school?

Yes, there is.

Is there a café next to the movie theater?

No, there isn't.



10 7.09 Listen and say *yes* or *no*.

11 Think Play the game.

Is there a café in front of the supermarket?



Yes, there is.

The movie theater is next to the school.

No, it isn't. The movie theater is next to the supermarket.

→ Workbook page 69

Grammar: *Is there a playground behind the school?*

Grammar fun!

12 7.10 Story Listen and read. Watch.



→ Workbook page 70

Value: Be safe

Lesson aims Students reinforce language with a story. They also discuss the value of road safety.

New language *tickets, They're from … , Be careful! Look left and right. It's safe now. Let's cross. It's closed today. Come with me. It's a movie about (robots). Be safe.*

Recycled language places in town, *cousin, Where's the (movie theater)? It's (next to) the (supermarket). Let's go. I like (going to the movies.)*

Materials Strips of thin black and white cardboard (to make a crosswalk) (optional)

Warmer

- Play the Unit 7 song. Students join in. They can act/mime showing people around while they sing.

Introduction

- Remind students of the previous episode of the story. Ask *What sport do the children play? (Basketball.) Does iPal play nicely? (No. / He has long arms and legs.) What does he say? (I'm sorry.) Who has the trophy? (Olivia.)* Ask students to guess where in town the children will visit today.

Student's Book page 86

12 Listen and read. Watch.

- Say *Open your books to page 86, please.* Point to frames 1 and 2 and ask *Which place do the children visit? (The movie theater.)* Point to frame 1 and say *I need tickets for the movie theater.* Students repeat *tickets*. Ask *What do we see at the movie theater?* Say the titles of some movies. Present *movie*. Point to frame 2 and ask *Are the children in the bus? (No. They're walking / on the street.)* Point to frame 5 and ask *Are the children in the movie theater? (No, they aren't.)* Say *Look. The movie theater is closed.* Explain the meaning of *closed*. Ask *Do the children see a movie?* Encourage students to guess by looking at the end of the story.
- Say *Now listen and read.* Play the recording while students listen and follow. At the end, point to frame 6 and ask *Where are the children? (At a movie theater, but in a car. The car is iPal.)* Explain/Elicit that this is a drive-in theater.

Story

- Now students can watch the video. Pause to ask questions: Frame 1: *Who are the tickets from? (Tina's cousin.) What's her name? (Anna.)* Frame 2: *Where's Anna?* (Students point.) *Where's the movie theater? (Next to the supermarket.)* Frame 3: *Is the man in the car happy? (No, he isn't.) Where's iPal? (On the street. / In front of the car.)* Frame 4: *Are the children OK now? (Yes, they are.)* Frame 5: *Why are the children sad? (The movie theater is closed.)* Frame 6: *What's the movie about? (Robots.)*
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. They can join in with the rhymes. Encourage students to use gestures and intonation from the story.

7.10

David: Movie tickets!

Tina: They're from my cousin, Anna!

All: 1, 2, 3, Magic tree.
We're back again. Look and see.
Come with us. Come and play
In our magic tree today.

iPal: Where's the movie theater?

Anna: It's next to the supermarket.

iPal: Let's go!

Anna: No, iPal! Be careful!

Olivia: Look left and right.

David: It's safe now. Let's cross.

Anna: Oh, no! It's closed today!

iPal: Come with me!

David: It's a movie about robots!

Tina: I like going to the movies.

All: 3, 2, 1, that was fun. Time to go. The magic's done!

Value ***Be safe***

- Point to frame 3 and ask *Where are the children? (At a crosswalk.)* Ask *What color's the man (in the traffic light)? (Red). Is it OK to cross? (No, it isn't.)* Play the recording for frame 3. Explain the meaning of *Be careful.* Point to frame 4 and ask *What color is the man? (Green.) Is it OK to cross? (Yes, it is.)* Play the first line of the recording for frame 4. Explain the meaning of *left* and *right*. Play the next line. Explain *It's safe now* and *Let's cross.*
- Read the value *Be safe*. Say how important it is to cross the road at the right place (e.g., at a crosswalk) and to wait for lights to change and/or cars to stop. Ask students which way they need to look before they cross (left, then right, if they live in a country where people drive on the right). Explain that in the U.K., people look right, then left, because the cars travel on the left.
- Divide the class into two groups (Olivia and David). Play the dialog from frame 4 again. Students repeat the lines. Rearrange the class into pairs (Olivia and David) to practice the dialog.

Workbook page 70

10 Read and write the letter. Then listen and check.

- Students match the text with the story frames. Play the story again, which is repeated in full on the recording. Students listen and check their answers.

Key: 2 f 3 a 4 e 5 d 6 b

7.11

(*Repeat of story – see above for story script*)

Ending the lesson

- Describe one of the frames from Student's Book page 86 and ask students to say the number, e.g., *The movie theater is closed. (5) It's safe to cross the street. (4) The children are in the tree house. (1) iPal isn't safe. (3) The children are in a car. (6) There's a supermarket next to the movie theater. (2)*

Extra activities: see page TB115 (if time)

Lesson aims Students practice crossing the road safely. Students will also practice saying words with the letters *qu* and *x*.

New language *quick, queen bee, ox, X-ray*

Recycled language places in town, *Look left and right / right and left. It's safe now. Let's cross.*

Materials Picture of the queen of England | Flashcards: 73–82, word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Students stand up. Tell them to imagine they're on a street (*We're on the street.*). Say *Let's go to school. Let's walk.* Students walk on the spot. Say *Stop! Let's cross the street. We're at the crosswalk. Push the button.* Mime pushing the button on a traffic light. Students copy. Say *Look right and left / left and right.* Mime looking for cars. Students copy. Say *It's safe now. Let's cross.* Students walk on the spot as if crossing the street. Repeat the same instructions, encouraging students to join in with the actions and the language.

Student's Book page 87

13 Listen and act.

- Say *Open your books to pages 86 and 87, please.* Remind students of the story from the previous lesson. Ask *Where do the children go? (To the movie theater.) Can iPal cross the street? (No, he can't. He isn't safe.).* Say *Anna says, "Be careful" and Olivia says, "Look … " (left and right). David says, "It's safe now. Let's … " (cross).*
- Tell students they're going to listen to someone else being safe. Say *Now look at page 87. Who can you see? (Some children, a man with a stop sign.)* Ask *Is it safe? Can they cross the street? (Yes, they can.)* If you wish, explain that a person who helps children cross the road when they are on their way to/from school is called a *crossing guard* (because they take care of people wanting to use the crosswalk). Then say *Listen and point.* Play the recording. Students listen and point.
- Then say *Now listen and act.* Play the recording again, pausing for students to repeat with the correct pronunciation and intonation.
- Students practice the language in pairs. They mime waiting at a crosswalk and looking right and left / left and right. Then they say *It's safe now. Let's cross.* and mime walking across the road.

7.12

Boy: It's safe now. Let's cross.

14 Listen and say.

/kw/ /ks/ /eks/

- In this activity, students practice saying words with the letters *qu* and *x*.
- Say *Look at activity 14. What can you see?* Teach *queen bee, ox,* and *X-ray.* Use a picture of the queen of England to present *queen*, if possible. Explain that the bee is *quick*. Point out that the letter *q* is always followed by the letter *u* in English, and together they make the sound /kw/. Explain that the letter *x* usually represents the sound /ks/ (e.g., *ox, fox, box*) but that it represents the letter name "x" /eks/ in *X-ray.*
- Then say *quick – /kw/ /kw/ /kw/ – quick.* Students repeat.
- Say *ox – /ks/ /ks/ /ks/ – ox.* Students repeat, emphasizing the sound /ks/ at the end of the word.
- Say *X-ray – /eks/ /eks/ /eks/ – X-ray.* Students repeat, using the letter name this time.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that have the letter *x*. For example, *Excuse me, fox, next to.*

7.13

/kwʌ/ /ks/ A quick queen bee. An ox with an X-ray. (x2)

Workbook page 71

11 Look, unscramble, and stick.

- Remind students of the value. They read the caption, solve the anagram, and write the word in the blank. Then students look at the pictures and think about which one shows the value. They stick the smiley face sticker in the circle next to the correct picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Missing word: safe; Students put the sticker next to the first picture.

12 Trace the letters.

- Students trace the letters *qu, x,* and *X* in the sound sentences.

13 Listen and write qu *or* x.

- Point to the picture of the man running and teach *quick*.
- Play the recording. Students complete the words with the letters *qu* or the letter *x*.

Key: **2** si(x) **3** o(x) **4** qu(ick)

7.14

1 queen bee, queen bee **2** six, six **3** ox, ox **4** quick, quick

Ending the lesson

- Play *Tic-tac-toe* (see page xxi) with nine words containing the letters *qu* and *x* (e.g., *queen, six, fox, excuse me, ox, question, quick, X-ray, quiet*). Write the words on the board, let students memorize them, and then cover each word with a piece of thin cardboard with a number between 1 and 9 on it or make nine word cards that can be turned over in the squares of the tic-tac-toe grid.

Extra activities: see page TB115 (if time)

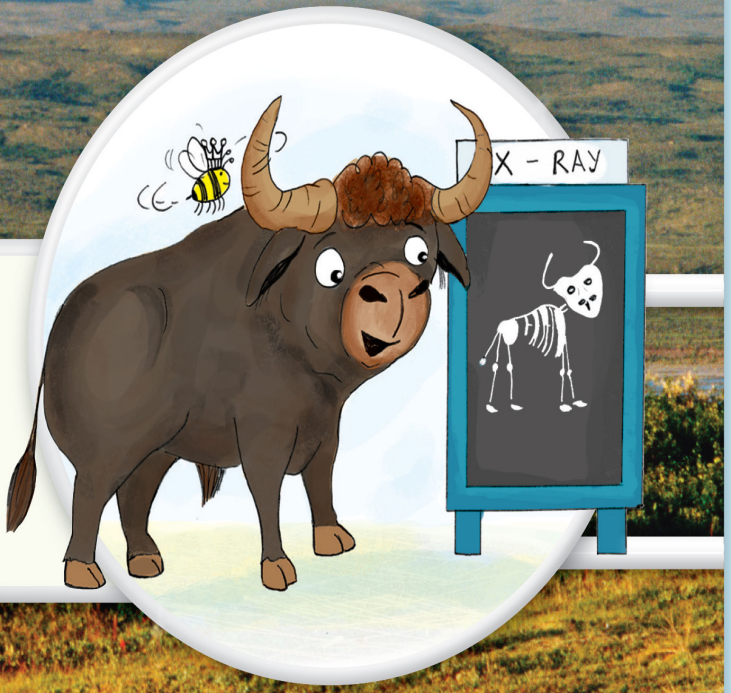
13 7.12 Talk Time Listen and act.



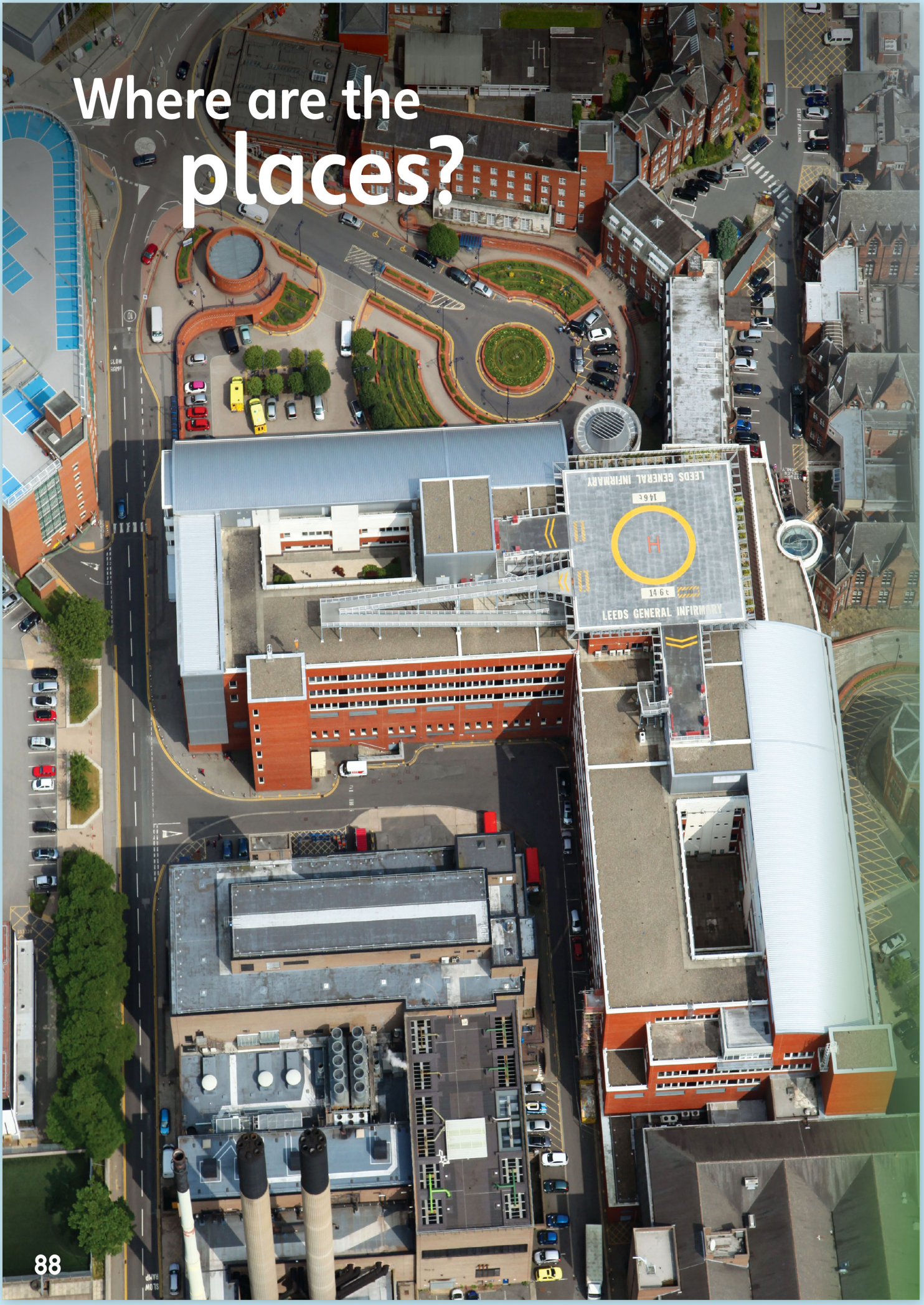
Animal sounds

14 7.13 Listen and say.

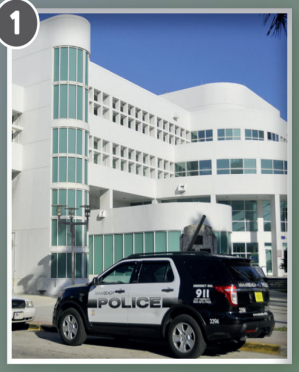
A quick queen bee. An ox with an X-ray.



Where are the places?



1 7.15 Listen and say.



police station



fire station



hospital

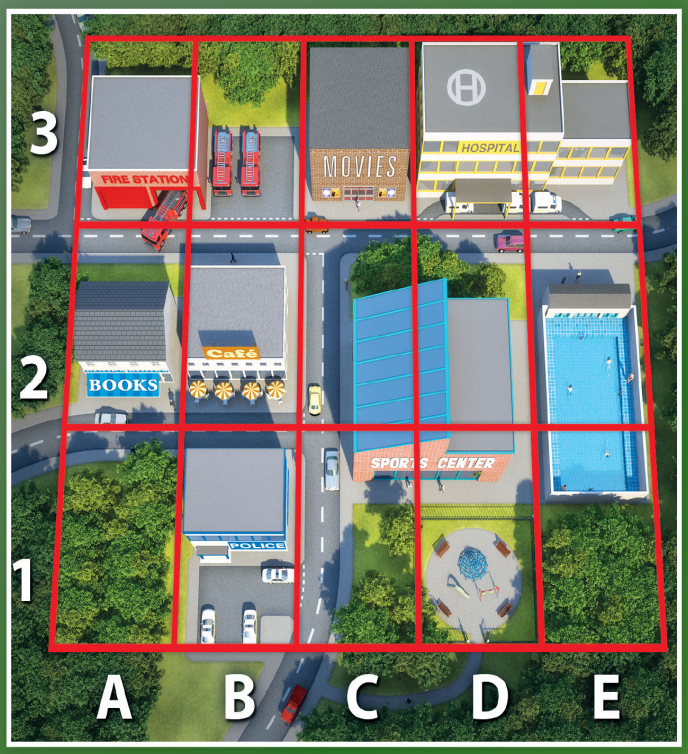


sports center

2 CLIL Watch the video.

3 Look and say the letter and number.

A, 3. Fire station. Yes!



Guess What!



Let's collaborate!



→ Workbook page 72

CLIL: Geography

Lesson aims Students learn vocabulary for public buildings in town.

New language *police station, fire station, hospital, sports center*

Recycled language places in town, *town, Where are … ?*

Materials Flashcards: 73–82 | A board marker for each team of students (if possible, each a different color) OR a piece of paper for each student with two blank grids of 15 squares, with letters A through E along the bottom and 1 through 3 on the left side (similar to the one on Student's Book page 89) (optional)

Warmer

- Review places in town using the flashcards. Play *Bluff* (see page xvi) with the flashcards. First stick a flashcard on the board, e.g., the clothing store flashcard. Say *There's a clothing store in my town*. Draw a square next to the clothing store with a question mark in it (as if it was a mystery building). Say *What's next to the clothing store?* Each of the students with a flashcard makes a sentence, either using the place on their flashcard if they are telling the truth or using a different place if they are the "bluffer" (e.g., *The toy store is next to the clothing store.*). The rest of the class guesses who is bluffing.

Student's Book page 88

Where are the places?

- Say *Open your books to page 88, please*. Ask questions about the photograph, e.g., *What's this? (A town.) What can you see? (Houses, a hospital, trees, a car park,* etc.*) Can you see some cars? Can you see a factory? Is there a park?*
- Then ask the opening question *Where are the places?* Review the meaning of *places*.

Student's Book page 89

1 Listen and say.

- Say *Now look at page 89, please*. Use the photographs to present the places.
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Students look at the photograph on page 88 again. Ask about the new places: *Can you see the fire station? Is there a sports center in the photograph? Where's the police station? Is the hospital next to a school?*

7.15

1 police station **2** fire station **3** hospital **4** sports center

2 Watch the video.

- Play the video.
- If you wish, you can also ask students to think about their town. Ask, e.g., *Is there a (hospital)? What's the name of the hospital? Where's the sports center? What sports can you play there?* Ask students if they have ever visited any of these places or if anyone in their family works there.

CLIL 07: see page TB121

3 Look and say the letter and number.

- Say the coordinates of one of the places on the grid (e.g., *2, A*). Students say the place (e.g., *Bookstore*). Repeat with different places until students get the idea. Then say a place (e.g., *Fire station*). Students say the coordinates (e.g., *A, 3*).
- Students then play the same game in pairs. Student A says the coordinates of one of the pictures, and Student B says the place. Then they swap over.

Guess What!

- Students look at the swirled image and guess what it is. Check by asking *What's this? (A fire station.)*

Key: It's a fire station (photograph 2, activity 1).

Workbook page 72

1 Look, read, and circle the word.

- Students read the sentences and circle the correct option.

Key: **2** movie theater **3** café **4** park

2 Look at Activity 1 and answer the questions.

- Students read the questions and find the items on the grid in activity 1.

Key: **2** A2 **3** D/E3 **4** C/D1, C/D2

Ending the lesson

- Mime an action from one of the places in the lesson (e.g., putting out a fire with a fire hose). Ask *What place is it?* Students say, e.g., *Fire station*. Students can also play in pairs or small groups.

Extra activities: see page TB115 (if time)

Lesson aims Students draw a map of their ideal town. | They can also complete the unit evaluation in the Workbook.

New language *map, ideal, street*

Recycled language places in town, *eco-friendly* | *This is (the center of our town). There is (a movie theater). There are (lots of parks). Where is (the movie theater)?* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Flashcards: 73–82, Model sheet 7, Project sheets 7, Worksheets 7, Group and Teacher evaluation sheets, cue cards (optional), large sheets of thin cardboard, pencils and rulers, colored pencils

Warmer

- Play *Memory 1 through 10* (see page xix) with the flashcards.

Student's Book page 89 – Let's collaborate!

Introduce the project.

- Ask questions about the town you are in, e.g., *Is there a (movie theater) in our town? Where is it? What's next to the movie theater? Would you like a (toy store) in our town?* Then ask *Do you like our town? What is good about it?* Students share things they like.
- Display the model sheet and say *This is a map of my ideal town. It's a small town. There are lots of parks and green spaces. There is a school and a sports center. You can do lots of activities at the sports center. There are lots of stores. There is a movie theater. People can watch movies in the evening. And there's a hospital and a fire station, too.*
- Draw students' attention to the map grid. Say some grid references for students to name the buildings inside the square, e.g., *F2 (The clothing store.)*.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 89. Tell them they are going to create a map for their own ideal town.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need. The project monitor can also check that they have everything.
- Students choose and check buildings and amenities for an ideal town, using the list on the project sheet or adding their own ideas. They also consider how to make their town eco-friendly: *Are there lots of parks and green spaces? Do people ride bikes or use public transportation instead of cars? Are there lots of bike racks and bus stops? Is it easy to shop at thrift stores?*
- Students then draw a sketch of their map onto the grid on the worksheet.
- The project monitor then makes sure the map sketch contains all the buildings they agreed on.

Step 2 Create your project.

- Students use a ruler to draw a big version of the grid from the worksheet onto a large piece of thin cardboard. They label the grid with numbers 1 through 3 along the vertical edge and letters A through F along the horizontal edge, as on the model sheet.
- Students draw a larger scale, neat version of the map they sketched on their worksheet onto the grid on the thin cardboard. First, they draw the streets, houses and apartment buildings, parks and gardens, and street furniture such as traffic lights and bus stops. Students draw pictures of their other buildings. Then color and label them.
- Students can use English and L1 as they work together, e.g., *You do this half of the map. What goes in D3? I'll draw the movie theater. Let's draw another bus stop here*, etc.
- Students then plan how they are going to talk about their map, and write a script.

Step 3 Present your project.

- Students work with one other pair, taking turns presenting their map. They then compare their maps and ask and answer questions.
- Students give feedback on each other's maps. They say if they are easy to use and if they can find all the different buildings.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each pair for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 73 – Evaluation

1 Look and write the word.

- Students label the pictures.

Key: **2** school **3** movie theater **4** park **5** toy store **6** café

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

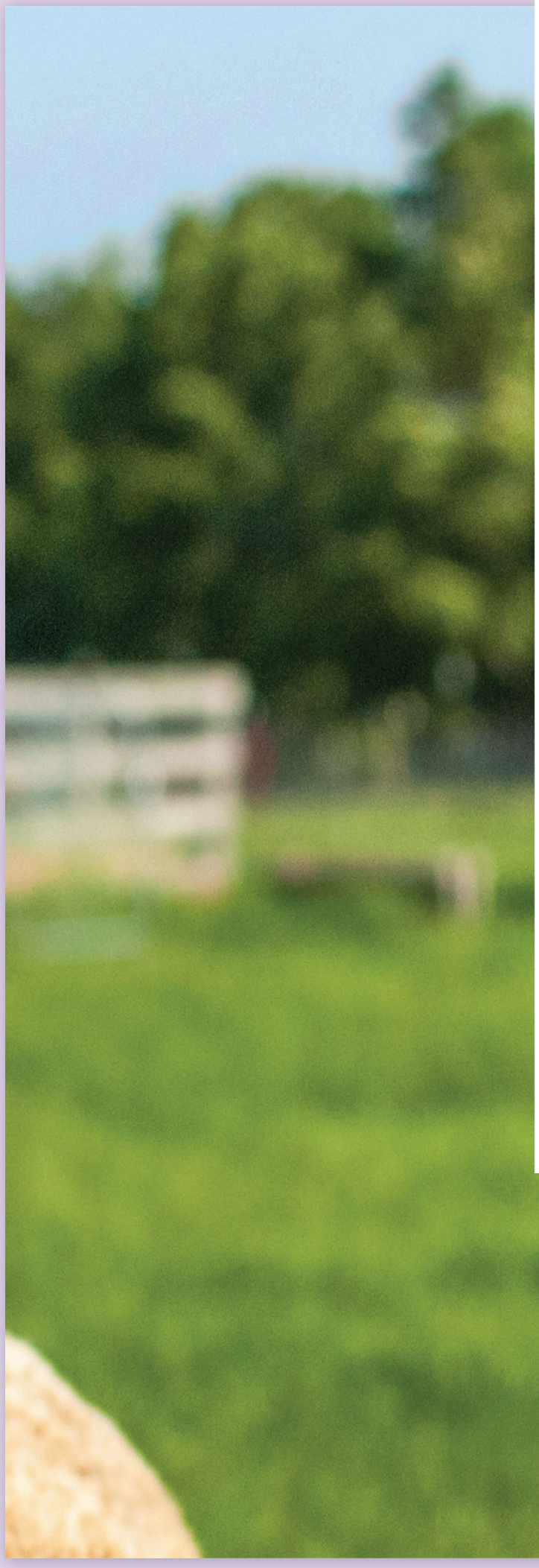
3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the name of the place. They then go to page 93 and write the letters in the puzzle.

Key: supermarket (picture 2), letters for the puzzle – u, e

Extra activities: see page TB115 (if time)


8
On the farm
Look!



Unit aims Students learn about animals and places on a farm. This includes:

- learning vocabulary for farm animals and places on a farm
- describing what an animal is doing
- asking what an animal is doing
- inviting someone to a party
- learning about what farmers do

Background information The photograph shows a young golden alpaca on a farm.

Introduction to the unit

- Say *Open your books to pages 90 and 91, please*. Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song.
- Ask *What's Unit 8 about?* Encourage students to work out the meaning of *On the farm*. Then point to the photograph and ask *What can you see?* Elicit *an animal* and present *alpaca*. Ask *Is the alpaca a pet? Is it in a yard? (No.)* Confirm the meaning of *farm*.

Look!

- Play the video to introduce the topic. Elicit the names of any animals students know. Ask *How many different animals did you see?* Play the video again for students to check. (There are eight: cows, horses, goats, dog, sheep, donkey, duck, chicken).
- Write the word *farm* on the board and ask students if they have ever visited a farm or if they know anyone who lives on a farm. Ask what kind of products we get from farms (e.g., *wheat*, *rice*, *meat*, *eggs*, *milk*, *apples*).
- Ask *What is there on a farm?* Students suggest names of animals and places on the farm. Tell students they are going to learn the names in English in this unit.
- Alternatively, hand out paper and ask students to draw a picture of a farm. They can then compare their pictures in pairs or small groups (e.g., *I have a farmer in my picture. There's a red tractor.*) and ask you for any additional new vocabulary for the buildings, animals, or equipment they drew.

Theme see lyrics on TB5



→ Workbook page 74

Lesson aims Students learn vocabulary for animals and places on the farm.

New language *field, barn, horse, donkey, sheep, goat, cow, duck, pond, over there*

Recycled language character names, numbers 1–9, colors, *Welcome, Can you see it / the (gray donkey)? It's/She's in the (field). next to, I have (three sheep). There's a (black goat). There are (two ducks in the pond). What's your favorite (animal)? big, old, look, They have (babies). baby*

Materials Flashcards: 83–91

Warmer

- Play *Two minutes* (see page xxi) with the category heading *Animals*. Students may write *zebra, elephant, giraffe, crocodile, hippo, monkey, snake, bird, spider, lion, fish, mouse, dog, cat, frog, horse*, and some of the animals from the sound sentences (e.g., *rabbit, fox, camel*). Review the alphabet by asking students to spell some/all of the animal words aloud when you write them on the board.

Presentation

- Say *Let's learn more words for animals and places on a farm.* Hold up each flashcard and say the new word. Students repeat in chorus and individually. Then show the flashcards in random order. Students say the words.

Student's Book page 92

1 Listen. Who's speaking?

- Say *Open your books to page 92, please.* Ask *What's this? (A farm.) Where's the farmer? (Next to the pond.) Can you see the sheep? Where are they? (In the field.) How many chickens are there? (Five.) What color's the horse? (Brown.) Can you see the children? Who's next to the barn? (Ben.) Who's next to the field? (Olivia.)* Say *The children are visiting the farm. They're looking at the animals.* Present *gray*, using the picture of the donkey.
- If time, ask about other details, e.g., *Can you see a café?* (Students point.) *What's in the store window? (A sheep, a tractor.) Can you see a woman?* (Students point.) *Is she wearing a skirt? (No, pants/jeans.)*
- Say *Let's listen. Who's speaking?* Play the recording. Students listen and point to the characters. Then play again, pausing for students to point to the places as they hear the characters mention them.

8.01

Farmer: Hello! Welcome to my farm!
Look! Can you see the gray donkey?
Olivia: Um – oh, yes. Over there. It's in the field. Next to the sheep.
Farmer: Yes. I have three sheep. And there's a black goat, too. Can you see it?
Olivia: Oh, yes.
David: What's your favorite animal?
Farmer: My big old horse, Bess. She's in the barn.
David: Oh, yes. She *is* big! And there's a black and white cow in the barn, too.
Tina: And look! There are two ducks in the pond. They have babies!
Olivia: Ahhh!
Tina: One baby *really* likes Leo!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered animals and places in the picture as they hear them mentioned. Then play again. Students listen and say the words.

8.02

1 field **2** barn **3** horse **4** donkey **5** sheep **6** goat **7** cow **8** duck 9 pond

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct place. Students can also say the correct number.
- If you have time, students can repeat in pairs. One says an animal or place on the farm, and the other says the number or points to the picture.

Key: Students point to the animals and places in the following order: 2, 7, 3, 8, **1**, 4, 6, 5, 9.

8.03

Can you see the barn?
Can you see the cow?
Can you see the horse?
Can you see the ducks?
Can you see the field?
Can you see the donkey?
Can you see the goat?
Can you see the sheep?
Can you see the pond?

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's on the grass close to the pond, on the right).

Workbook page 74

1 Look, read, and circle the word.

- Students look at the pictures and circle the correct word each time.

Key: **2** goat **3** barn **4** donkey **5** pond **6** duck

2 Follow the animal words.

- Students begin at *Start* and draw arrows connecting all the animal words.
- Students then label the pictures, rearranging and using the letters from the anagrams each time.

Key: Students draw lines between the following words: cow, goat, duck, sheep, donkey, cat, horse.

Ending the lesson

- Play *Guess What?* (see page xviii), describing animals and places in the picture on Student's Book page 92, e.g., *It's big and gray. (Donkey.) There's a cow and a horse in this place. (Barn.)*

Extra activities: see page TB115 (if time)

Lesson aims Students practice the farm vocabulary. They practice talking about where animals are on the farm.

New language *Where are the (goats)? They're (in the field).*

Recycled language farm animals and places, *Where's the (donkey)? It's in the (barn). What's your favorite animal? It's a (sheep). swim, fly, water, ride, wool, house, fish*

Materials Flashcards: 83–91 | Word cards: see Digital Pack (Teacher's Resources), a board marker for each team of students (each team has nine or fewer students) (optional)

Warmer

- Review the farm vocabulary with the flashcards. Then play *Act and guess* (see page xvi) with the farm animal flashcards (students can mime and make animal noises).

Student's Book page 93

4 Say the chant.

- Say *Open your books to page 93, please.* Point to the photographs of the animals and ask in turn *What's this? / What are these? (It's a donkey/cow. / They're goats/ ducks.)* Ask *Where's the donkey? (In the barn.) Where are the goats? (In the field.)*
- Say *Listen to the chant.* Play the recording. Students listen and point to the photographs in turn. Remind them of the meaning of *on the farm*.
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary until students are chanting confidently.

8.04

Where's the donkey?
It's in the barn.
It's in the barn on the farm!

Where are the goats?
They're in the field.
They're in the field on the farm!

Where's the cow?
It's in the barn.
It's in the barn on the farm!

Where are the ducks?
They're in the pond.
They're in the pond on the farm!

5 Read and follow. Then ask and answer.

- Choose two volunteers to read the example speech bubbles. Show students how to follow the tracks from the question to the photograph of the field. They work individually to follow the rest of the tracks and work out where each animal is. Then they work in pairs to ask and answer. Circulate and make sure students are using *It's/ They're* as appropriate in their answers.
- Check answers by asking a volunteer to read the next question and choose someone to answer. That person answers, then reads the next question and chooses a different classmate to answer.

Key: **2** They're in the pond. **3** They're in the field. **4** It's in the barn.

6 Ask and answer.

- Students work in pairs. They take turns asking the question *What's your favorite animal?* Remind students that they can choose from the animals they talked about at the beginning of the first lesson of the unit or a different animal. Circulate and provide new vocabulary, as necessary.

Key: Students' own answers.

Workbook page 75

3 Listen and stick.

- Students will need the Unit 8 stickers from the back of the Workbook.
- Play the recording. Students listen and stick the stickers into the correct position.

8.05

1 Where's the donkey?
It's in front of the barn.

2 Where are the ducks?
They're in the pond.

3 Where are the donkeys?
They're behind the barn.

4 Where are the sheep?
They're next to the barn.

5 Where's the horse?
It's in the field.

4 Read and write the word.

- Students read the definitions and write the animal or place.

Key: **2** duck **3** horse **4** sheep **5** barn **6** pond

My picture dictionary → Go to page 92. Check the words you know and trace.

- Students turn to page 92 and check the words they know. They then trace over the word labels for each picture.

Ending the lesson

- Students look at the picture on Student's Book page 92. Ask, e.g., *Where's the donkey? (It's in the field.) Where are the ducks? (They're in the pond.)* Students can repeat the activity in pairs.

Extra activities: see page TB115 (if time)

4 8.04 Say the chant.


donkey

Where's the donkey?
It's in the barn.
It's in the barn.
On the farm.

Where are the goats?
They're in the field.
They're in the field.
On the farm.


cow


goats


ducks

5 Read and follow. Then ask and answer.

Where's the cow? It's in the field.

1 Where's the cow?

2 Where are the ducks?

3 Where are the sheep?

4 Where's the horse?

a


b


c


6 About Me Ask and answer.

What's your favorite animal? It's a sheep.

→ Workbook page 75

7 8.06 Sing the song.

Field and pond, house and barn,
Look at the animals on the farm …

What's the  doing?
It's swimming. It's swimming.
It's swimming.
What's the  doing?
It's swimming in the  .

Field and pond …

What's the  doing?
It's running. It's running. It's running.
What's the  doing?
It's running in the  .

Field and pond …

What's the  doing?
It's sleeping. It's sleeping.
It's sleeping.
What's the  doing?
It's sleeping in the  .

Field and pond …

What's the  doing?
It's eating. It's eating. It's eating.
What's the  doing?
It's eating in the  .

Field and pond …

8 8.07 Listen and answer the questions.

What's the duck doing? It's swimming.

















Grammar fun!

Grammar: *What's the duck doing?*

→ Workbook page 76

Lesson aims Students talk about what animals are doing.

New language *What's the (horse) doing? It's (running), swimming, sleeping, eating, sleep, eat*

Recycled language farm animals and places, *Look at … on the farm, run, swim, jump, dance*

Materials A slip of paper for each student, a box or bag | Slips of paper with verbs/activities written on them (from this lesson and from Unit 6) (optional)

Warmer

- Play the chant. Students join in. Divide the class into two groups, boys and girls. One group chants the questions, the other the answers. They all join in with the phrase *On the farm*. Swap the groups and repeat.

Presentation

- Mime swimming and ask *What am I doing?* Explain the question if necessary. Students reply *Swim*. Make a present progressive sentence, e.g., *I'm swimming. Swimming*. Repeat with running, jumping, and dancing.
- Present *eating* and *sleeping* using mime.

Student's Book page 94

7 Sing the song.

- Say *Open your books to page 94, please*. Point to the small pictures of the animals and places in the song and ask *What's this?* Students say *It's a (horse/field)*.
- Say *Listen and point*. Play the recording. Students listen and point to the photographs of the animals and places. Mime each of the actions (running, swimming, sleeping, eating) as students listen.
- Then say *Now sing the song*. Play the recording a few times, until students are singing confidently. The first time students can hum to the tune and join in with any words they know. Then students can sing along, following the song text and singing the words for the animals and places shown in the photographs. They can also mime the different actions as they sing.
- Students can sing along to the version of the song with the words or to the karaoke version.

8.06

Field and pond, house and barn,
Look at the animals on the farm.
Field and pond, house and barn,
Look at the animals.

What's the duck doing?
It's swimming. It's swimming. It's swimming.
What's the duck doing? It's swimming in the pond.

Field and pond …

What's the horse doing?
It's running. It's running. It's running.
What's the horse doing? It's running in the field.

Field and pond …

What's the cat doing?
It's sleeping. It's sleeping. It's sleeping
What's the cat doing? It's sleeping in the house.

Field and pond …

What's the cow doing?
It's eating. It's eating. It's eating.
What's the cow doing? It's eating in the barn.

Field and pond, house and barn,
Look at the animals on the farm.
Field and pond, house and barn,
Look at the animals. Look at the animals on the farm.

8 Listen and answer the questions.

- Say *Listen and answer the questions*. Play the first item on the recording and point to the example speech bubbles. Students look at the rest of the photographs and discuss what each animal is doing in pairs.
- Play the recording, pausing after each question. Students listen, look at the photographs, and answer.

Key: **2** It's sleeping. **3** It's eating. **4** It's jumping. **5** It's running. **6** It's eating. **7** It's sleeping. **8** It's running.

8.07

1 What's the duck doing?
2 What's the sheep doing?
3 What's the cow doing?
4 What's the frog doing?
5 What's the horse doing?
6 What's the hen doing?
7 What's the cat doing?
8 What's the goat doing?

Grammar fun!

- Play the *Grammar fun!* (Sandcastles game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 76

5 Look, read, and check ✓.

- Students look at the pictures and check the correct sentences.

Key: **2** The horse is running. **3** The duck is flying.

6 Look, read, and answer the questions.

- Students look at the pictures, then read and answer.

Key: **2** It's swimming. **3** It's sleeping. **4** It's running/jumping.

7 Draw your favorite farm animal. Then write.

- Students draw a picture of their favorite farm animal doing one of the actions from the lesson. They complete the sentences.

Key: Students' own answers.

Ending the lesson

- Play *Act it out* (see page xvi).

Extra activities: see page TB115 (if time)

Lesson aims Students practice asking what animals are doing.

New language *Is the (cat) (sleeping)?*

Recycled language farm animals, actions, *Yes, it is. / No, it isn't.*

Materials Slips of paper with actions on them from this unit, Unit 6, and Level 1 (e.g., *run, jump, swim, eat, sleep, paint, draw, climb, ride a bike/horse, play soccer/tennis/basketball/ field hockey, dance, take photographs, fly a kite, roller-skate*) OR farm animal flashcards (sheep, donkey, horse, cow, goat, duck) (optional)

Warmer

- Play *Simon says* (see page xx) with the actions from the previous lesson (e.g., *Simon says "Swim"*). Review the present progressive by describing what students are doing, e.g., *Good job! You're swimming. / Oh, no! You're jumping.*

Presentation

- Say *Open your books to page 94, please.* Point to the first photograph in activity 8 and ask *Is the duck flying?* Explain the meaning of the question if necessary. Encourage students to reply *No, it isn't.* Repeat with more questions to practice positive and negative answers.

Student's Book page 95

9 Listen, look, and say.

- Say *Open your books to page 95, please.* Point to picture 1 and ask about what the different animals are doing, e.g., *Look at picture 1. What's the cat doing?* Students point and say, e.g., *It's sleeping.* Students can practice in pairs in the same way if time.
- Say *Listen, look, and say.* Play the recording. Students point to the animals in the pictures as they listen. Then say *Now listen and say.* Play the recording again, pausing for students to listen and repeat.

8.08

1 Is the cat sleeping?
Yes, it is.

Is the mouse sleeping?
No, it isn't. It's eating.

Is the duck swimming?
No, it isn't. It's flying.

Is the dog running?
Yes, it is.

Is the cow sleeping?
No, it isn't. It's running.

Is the horse jumping?
Yes, it is.

10 Play the game.

- Read the example speech bubbles with the class. Check that they understand what they need to do. They work in pairs. Student A chooses a picture. Student B asks questions about what the different animals are doing and guesses which picture Student A has chosen. Then they swap.

Key: Students' own answers.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 77

8 Listen and check ✓ or put an ✗.

- Students look at the pictures and name the animals they can see. Students then listen and put a check if the answer is correct or an ✗ if the answer is incorrect.

Key: 2 ✗ 3 ✗ 4 ✓

8.09

1 Is the horse eating?
Yes, it is.

2 Is the cow sleeping?
No, it isn't.

3 Is the goat eating?
No, it isn't.

4 Is the sheep sleeping?
Yes, it is.

9 Look, read, and circle the word.

- Students read the questions and answers, and circle the correct word each time.

Key: **2** running **3** jumping **4** flying **5** eating **6** swimming

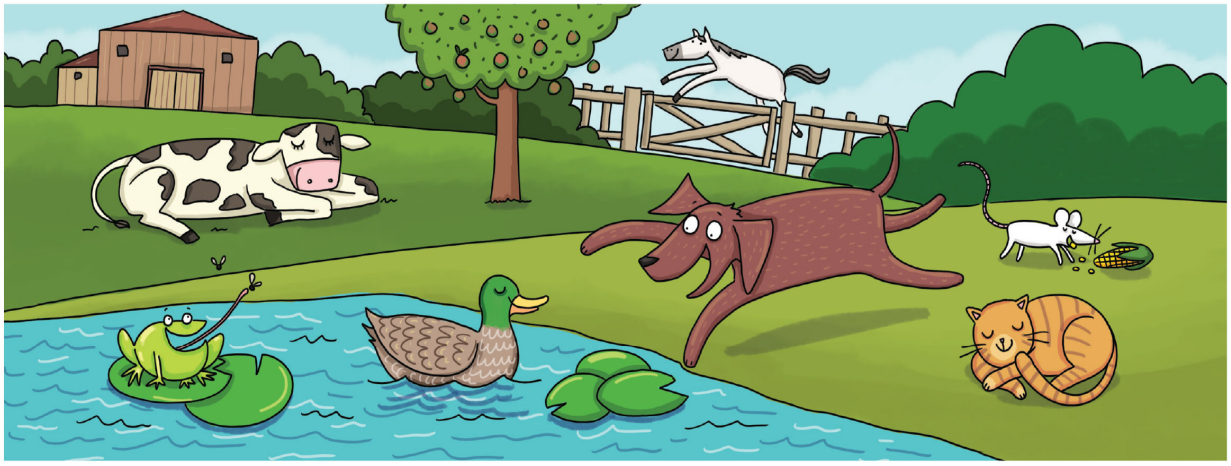
Ending the lesson

- Ask questions about the pictures on Student's Book page 95, activity 9, choosing students at random. For example, *Maxim, Picture 2, Is the frog jumping? (Yes, it is.)* Alternatively you could play a team game, asking each team in turn a question about one of the pictures. Students on each team can confer before they give you their answer. Keep score on the board.

Extra activities: see pages TB115–TB116 (if time)

9 8.08 Listen, look, and say.

1 Is the cat sleeping? Yes, it is.



2 Is the duck swimming? No, it isn't. It's flying.



10 Think Play the game.



→ Workbook page 77

Grammar: *Is the cat sleeping?*

Grammar fun!

11 8.10 Story

Listen and read. Watch.



Value: Love your home

→ Workbook page 78

Lesson aims Students reinforce language with a story. They also discuss the value of loving their home.

New language *message, Would you like to come to a party? Hold on, We're flying, It's so nice to see you. What's Ben doing? He's dancing. take care of*

Recycled language farm animals and places, *Let's find (him). Yes, please. Welcome to … , Goodbye!*

Materials Flashcards: 83–91 | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Play *Mime and match* (see page xix) with the farm animal flashcards and word cards. Tell the students who are miming that they can also make the animal sounds, if necessary. When students guess correctly, check by asking, e.g., *What's the duck doing? (It's swimming.)*

Introduction

- Remind students of the previous episode of the story. Ask *Which place in town do the children visit? Is it a toy store? (No, a movie theater.) Do they go by bus? (No, they walk.) Is iPal safe on the street? (No, he isn't.)* Remind them that the children have to teach iPal to use the crosswalk and to look left and right before he crosses the road. Ask students to guess where the children will go with iPal today.

Student's Book page 96

11 Listen and read. Watch.

- Say *Open your books to page 96, please.* Point to frame 3 and ask *What are they doing? (Flying.)* Point to frame 4 and ask *What's this place? (iPal's home.) Who are the people? (iPal's family.)* Point to frame 5 and say *Look. They're having a party.* Check that students know the word *party*.
- Point to frame 6 and say *This is the end of the party.* Explain that the children are getting party favors (bags with little presents, usually given out at the end of parties in the United States). Ask *Is iPal going home with the children?* Encourage students to guess by looking at the picture and the words in the speech bubbles.
- Say *Now listen and read.* Play the recording, while students listen and follow. At the end, point to frame 6 and ask *Does iPal go home with the children? (No, he doesn't. He stays with his family.)*

Story

- Now students can watch the video. Pause to ask questions: Frame 1: *What does Olivia have? (A message for iPal.)* Explain the meaning of *message*. Frame 2: *Are the children happy? (Yes, they are.) Why?* Students explain that iPal has invited them to a party. Frame 3: *Are they walking to the party? (No, they're flying (in iPal).)* Frame 4: Point to the banner in the picture and ask students what *Welcome home, iPal* means. Explain the meaning of *It's so nice to see you.* Frame 5: *Who's dancing? (Ben, iPal, and his family.)* Frame 6: *What does iPal say? (Goodbye. Thanks.)* Explain the meaning of *Thanks for taking care of me.*
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. They can join in with the rhymes. Encourage students to use gestures and intonation from the story.

8.10

Olivia: It's a message for iPal.
Tina: Let's find him!

All: 1, 2, 3, Magic tree.
We're back again. Look and see.
Come with us. Come and play
In our magic tree today.

iPal: Would you like to come to a party?
Ben: Yes, please!

iPal: Hold on!
All: We're flying!

iPal's dad: Welcome to the party!
iPal's mom: It's so nice to see you!

Olivia: What's Ben doing?
David: He's … dancing!

Children: Goodbye, iPal!
iPal: Goodbye! Thanks for taking care of me!

All: 3, 2, 1, that was fun.
Time to go. The magic's done!

Value ***Love your home***

- Point to frame 4 and ask *Is iPal happy? (Yes, he is.)* Point out that his dad is waving, and his mom has her arms out to welcome him and the children. Play the line *It's so nice to see you.* Remind students of the meaning. Students repeat the line.
- Read the value *Love your home.* Talk about how good it is to come home when you have been away somewhere. Ask students if they have ever been away on vacation or staying with relatives and how they felt when they came home. What did their parents/caregivers say or do? Did they have a special meal or a party? Ask students what they like best about their home.

Workbook page 78

10 Look and write the words. Then listen and check.

- Students complete the speech bubbles with words from the box. Play the story again, which is repeated in full on the recording. Students listen and check their answers.

Key: **2** party **3** flying **4** Welcome **5** dancing **6** Goodbye

8.11

(Repeat of story – see above for story script)

Ending the lesson

- Play *Who said it?* (see page xxi) with lines from the story, e.g., *Let's find him. (Tina) Would you like to come to a party? (iPal) Yes, please. (Ben) Hold on! (iPal) It's so nice to see you. (iPal's mom) What's Ben doing? (Olivia) Thanks for taking care of me. (iPal)*

Extra activities: see page TB116 (if time)

Lesson aims Students practice making, accepting, and refusing invitations. Students also practice saying words with the sound /w/.

New language *wolf, whale, wheel, I'd love to.*

Recycled language farm animals and places, *Would you like to come to my party? Yes, please. No, thank you. white, water*

Materials Flashcards: 83–91 | Music, a ball (optional)

Warmer

- Play *Stand in order* (see page xx) with the farm flashcards.

Student's Book page 97

12 Listen and act.

- Say *Open your books to pages 96 and 97, please.* Remind students of the story from the previous lesson. Ask *Do the children go to the stores? (No, to a party.) Do they fly in a plane? (No, in iPal.) Where do they visit? (iPal's home.) Do they meet iPal's friends? (No, his family.) Does iPal go home with the children? (No, he doesn't. / He's with his family.)* Say *iPal asks the children to the party. He says, "Would you … to come to a party?" (like).* Remind students that Ben replies *Yes, please.*
- Tell students they are going to listen to someone else making an invitation. Say *Now look at page 97. Who can you see? (Two girls.)* Point to the girl with the invitation and ask *What does she have?* Explain/Elicit that it's a party invitation. Ask students if/when they've received an invitation to a party. Then say *Listen and point.* Play the recording. Students listen and point. Explain the meaning of *I'd love to.*
- Then say *Now listen and act.* Play the recording again, pausing for students to repeat with the correct pronunciation and intonation. Ask students what to say if they can't accept an invitation (*No, thanks.*).
- Students practice the language in pairs. They mime handing over an invitation and accepting it.

8.12

Girl 1: Would you like to come to my party?
Girl 2: Yes, please! I'd love to. Thanks.

13 Listen and say. /w/ /wh/

- In this activity, students practice saying words with the sound /w/.
- Say *Look at activity 13. What can you see?* Review *water* and teach *wolf, whale,* and *wheel.* Point out that the letter *w* is often followed by the letter *h* in English, but it still makes the sound /w/.
- Say *wolf – /w/ /w/ /w/ – wolf.* Students repeat, emphasizing the sound /w/.
- Say *whale – /wh/ /wh/ /wh/ – whale.* Students repeat, emphasizing the sound in the same way.
- Say *Listen and say.* Play the sound sentences on the recording. Students listen and repeat.
- Students can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask students to think of any other words they know that have the sound /w/. For example, *what, window, wood, where, wash, woman, wearing, wool.* If necessary, explain that although the word *who* is written with the letter *w* the first sound is /h/, not /w/.

8.13

/w/ /w/ A wolf in the water. A white whale with a wheel. (x2)

Workbook page 79

11 Look, unscramble, and stick.

- Remind students of the value. They read the caption, solve the anagram, and write the word in the blank. Then students look at the pictures and think about which one shows the value. They stick the smiley face sticker in the circle next to the correct picture.
- Students then select a smiley sticker from the back of the book and stick it next to the value.

Key: Missing word: home; Students put the sticker next to the second picture.

12 Trace the letters.

- Students trace the letters *w* and *wh* in the sound sentences.

13 Listen and put a check ✓ next to w *or* wh.

- Play the recording. Students listen to the words and check the ones with the letter(s) *w* or *wh*.

Key: **2** wh **3** wh **4** w

8.14

1 water, water **2** where, where **3** wheel, wheel
4 wolf, wolf

Ending the lesson

- Play *Sound pairs* (see page xx) with the sounds /w/ and /v/ (e.g., *vulture, wolf, white, very, window, vegetables, wool, van).* When students hear the /w/ sound, they wave.

Extra activities: see page TB116 (if time)

12 8.12 Talk Time Listen and act.



Animal sounds

13 8.13 Listen and say.

A wolf in
the water.
A white whale
with a wheel.



→ Workbook page 79

Functional language: *Would you like to come to my party?*
Pronunciation: *w, wh*


What do
farmers do?

1 8.15 Listen and say.



plant seeds



turn soil



water plants



harvest plants

2 CLIL Watch the video.

3 Look and say.

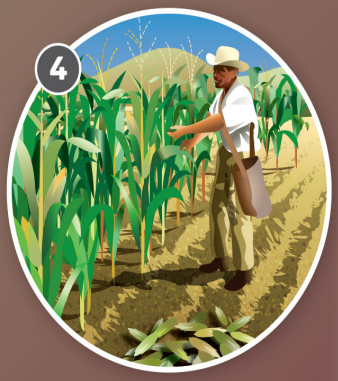
Number 1. He turns soil.

Yes!









Guess What!

Let's collaborate!



→ Workbook page 80

CLIL: Science

Lesson aims Students learn vocabulary for things that farmers do.

New language *What do farmers do? plant seeds, turn (the) soil, water plants, harvest plants, A farmer/ He/She (plants seeds / turns the soil / waters plants / harvests plants / feeds the chickens / milks the cows / drives a tractor / rides a horse)*

Recycled language farm animals and places, *take care of, animals, food, water*

Materials Flashcards: 83–91

Warmer

- Review the farm words with the flashcards. Play *Reading race* (see page xx). Example sentences: *A duck can swim and fly. A barn is a house for animals.*

Student's Book page 98

What do farmers do?

- Say *Open your books to page 98, please.* Ask questions about the photograph, e.g., *What can you see? (A farm/fields/trees/a tractor.) Can you see animals? (No, birds.) What are the birds doing? (Flying. / Following the tractor.) What's the farmer doing?* Students guess in their first language.
- Then ask the opening question *What do farmers do?* Explain the meaning of the question. Students may be able to suggest *take care of plants/animals, feed animals* in English.

Student's Book page 99

1 Listen and say.

- Say *Now look at page 99, please.* Use the photographs to present the things farmers do.
- Say *Listen and say.* Play the recording. Students listen and repeat the phrases.
- Students look at the photograph on page 98 again. Ask *What's this farmer doing? (Turning the soil.)* Talk briefly about why farmers need to turn the soil (to bury the remains of old crops, to bring nutrients to the surface for the seeds, and to put air into the soil).

8.15

1 plant seeds **2** turn soil **3** water plants **4** harvest plants

2 Watch the video.

- Play the video.
- If you wish, you can also ask students to think about the farms close to their hometown / in their region. Ask, e.g., *What do farmers do in* (students' region)*? Do they have plants or animals? Do they plant seeds? When do they harvest plants?* Ask students what kind of work they usually see farmers doing (maybe they harvest fruit or feed animals). If you wish, teach names for the different kinds of farms in the region (e.g., *fruit farm, pig farm, chicken farm, cattle farm, wheat farm*).

CLIL 08: see page TB121

3 Look and say.

- Students work in pairs. They look at the photographs and say what the farmer does in each one. They use the speech bubbles to help them. Point out that they need to add an "s" to the verb because they are talking about the farmer.
- Check the activity by saying the number of the photograph. Students make a sentence, e.g., *He plants seeds.*

Key: **2** He plants seeds. **3** He waters plants. **4** He harvests plants.

Guess What!

- Students look at the swirled image and guess what it is. Check by asking *What does the farmer do? (He plants seeds. / Plant seeds.)*

Key: *He plants seeds (photograph 2, activity 3).*

Workbook page 80

1 Look and number the pictures.

- Students look at the photographs and number them in the correct order.

Key: a 4 b 2 c 3

2 Look at Activity 1 and write the letter.

- Students read the sentences. They look at the photographs in activity 1 again and write the letter.

Key: 2 d 3 c 4 a

Ending the lesson

- Ask students to stand up. Say *Let's play farmers! Drive your tractor.* Mime driving a tractor. Students copy. Continue with different jobs a farmer does (students can also suggest jobs and do mimes, as they get the idea), e.g., *Plant seeds.* (Mime sowing seeds by hand.) *Drive your tractor. Harvest fruit.* (Mime picking fruit from a tree.) *Drive your tractor. Milk the cows.* (Mime milking by hand.) *Drive your tractor. Feed the chickens. Drive your tractor. Go home. Open the door. Sit down!*

Extra activities: see page TB116 (if time)

Lesson aims Students make a storyboard for a documentary about life on a farm. | They can also complete the evaluation in the Workbook.

New language *storyboard*

Recycled language activities on a farm, farm animals | *This is (Joe). He takes care of (animals). He grows (fruit) on his farm.* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 8, Project sheets 8, Worksheets 8, Group and Teacher evaluation sheets, cue cards (optional), poster paper, pens or pencils, scissors and glue, and access to a computer for research and downloading photographs of farmers, farm animals, and crops from around the world

Warmer

- Ask *What do farmers do?* Elicit answers from Lesson 7 (*plant seeds, turn soil, water plants, harvest plants*) as well as other expressions: *take care of animals, grow fruits and vegetables, drive a tractor.*

Student's Book page 99 – Let's collaborate!

Introduce the project.

- Display the model sheet and say *Look at my storyboard!* Then read the description.
- If necessary, explain the meaning of *storyboard*.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 99. Tell them they are going to make their own storyboard about life on a small farm in a different country.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- In their pairs, students collect and check the materials they need. The project monitor can check that they have everything.
- Each pair chooses a country for the farm on their storyboard. Make sure there is a wide variety of countries across the class. Students then research online and find a photograph to represent a farmer from that country and give him or her a name.
- Students research the animals and crops that live and are grown in their country and make notes on their project worksheet. They also download photographs to illustrate their storyboard.
- **Note:** Students take turns suggesting ideas and researching online. Students can use English or L1, e.g., *What animals live in (Colombia)? What vegetables grow in Colombia?* Encourage students to think about why farmers in countries with different climates grow crops that suit the climate (it's more sustainable: you don't need artificial heating or cooling, or too much additional water if there isn't enough rain).
- The project monitor checks that the charts are complete and that the photographs are stored safely.

Step 2 Create your project.

- Students arrange the photographs they have chosen into a logical order, referring back to the model sheet. Students then stick the photographs onto the poster.
- Students then write sentences under each photograph, using the information from their research. They work together (e.g., one student can stick the photographs and the other can write the sentences). Then they swap roles.
- Students practice reading the sentences aloud and think of actions related to life on the farm that they can mime.

Step 3 Present your project.

- Students present their storyboard to the class. They take turns, with one presenting the storyboard, while the other mimes the actions on the farm as if they are in the documentary. Then they swap roles.
- Allow time at the end of the presentation for students to ask and answer questions.
- Students then compare the different farms and comment on the similarities and differences. Encourage them to say why they are different in different parts of the world.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB123 or *Teacher's Resources*) to each pair for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB124 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 81 – Evaluation

1 Write the words and find.

- Students label the pictures. Then they circle the words in the word search puzzle.

Key: **2** donkey **3** field **4** pond **5** sheep **6** barn

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

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Students circle the picture that doesn't belong and write the name of the animal. They then go to page 93 and write the letters in the puzzle.

Key: goat, letters for the puzzle – g, t

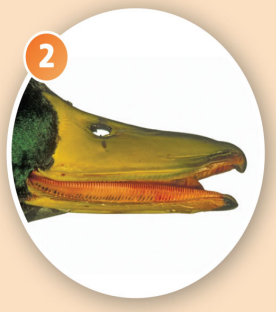
Extra activities: see page TB116 (if time)

Review Units 7 and 8

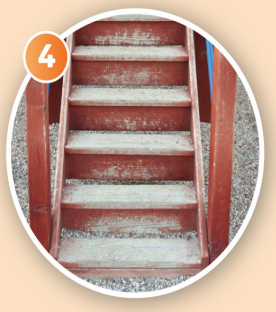
1 Look and say the words.

Number 1. Café.

















2 8.16 Listen and say the name.


Grace


Kento


Lola


Dan

→ Workbook pages 82–83

Lesson aims Students reinforce the language of Units 7 and 8.

New language *hay*

Recycled language places in town, farm animals and places, *farm, next to, in front of, behind, between, The (school) is (next to) the (movie theater). Is there a (toy store) (behind) the (school)? Yes, there is. / No, there isn't. What's he/she doing? He's/She's (drinking). I'm (jumping). sleeping, flying, eating, running, riding, feeding the goat*

Materials Flashcards: 73–91 | Pictures of vocabulary items from Level 2 (e.g., from the Internet, magazines, or catalogs) cut up into pieces to make simple jigsaws (one puzzle piece for each student) OR a slip of paper for each student and a box or bag (optional)

Warmer

- Ask *What can you remember from Units 7 and 8? Let's find out.* Allow students time to look through the units and at any work displayed in class. Encourage them to say what is easy or difficult. Ask *What's your favorite activity?*

Student's Book page 100

1 Look and say the words.

- Say *Open your books to page 100, please.* Students look at the close-up photographs and guess the animals/places. Check the activity by saying the picture number, e.g., *Number* 1. Students say the word: *Café.* Alternatively, check the activity by asking *What's number (1)? / What's this (place/animal)?* Elicit *It's a (café).*
- If you have time, review more language by asking questions related to the photographs, e.g., *Number 1. What's the name of a café in our town?* (Students' own answers.) *Where is it?* (e.g., *It's next to the movie theater.) Is there a bookstore behind the supermarket? (Yes, there is. / No, there isn't.) Can ducks swim? (Yes, they can.)*

Key: **2** duck **3** pond **4** playground **5** cow **6** bookstore **7** sheep **8** movie theater

2 Listen and say the name.

- Say *Look at the children in the photographs.* Point to each photograph and ask *What's his/her name? Where is he/she? What's he/she doing?* Explain that students will hear the children talking and that they have to choose the correct photograph each time.
- Say *Listen and say the name.*
- Play the recording, pausing after each section. Students listen and guess which person is speaking. Explain the meaning of *hay* if necessary.
- Depending on time available, ask students further questions about the children, e.g., *Where's the hay? (In the field, next to the barn.) What's Grace drinking? (She's drinking orange juice.) What's Kento's favorite animal? (A donkey.)*

Key: Dan, Lola, Grace, Kento

8.16

Dan: This is me on the farm. I'm feeding the goat.
Lola: I'm on the farm. I'm jumping on the hay. The hay is in the field next to the barn.
Grace: This is me in a café. I'm drinking juice. I like orange juice. Do you like juice?
Kento: I'm on the farm. I'm riding my favorite animal. It's a donkey! Can you ride a donkey?

Workbook page 82

1 Look and write the word. Then draw Number 11.

- Students look at the pictures and complete the words in the puzzle grid. They work out the answer for number 11 by reading the word spelled by the shaded letters in the grid. Then they draw the missing item and write the word.

Key: **2** clothing store **3** barn **4** toy store **5** goat **6** horse **7** bookstore **8** duck 9 pond **10** donkey **11** playground

Ending the lesson

- Play *Last one standing* (see page xviii), making sentences from Units 1 through 8, e.g., *My family has a white car. I don't have a pet cat. I'm wearing shoes. There's a closet in my bedroom. I like cereal for breakfast. I don't like playing tennis. There isn't a playground next to my house. I like donkeys.*

Extra activities: see page TB116 (if time)

Lesson aims Students play a game and continue reinforcing the language of Units 7 and 8.

New language *Stop! Wait for the green light.*

Recycled language places in town, farm animals and places, *Is there a (supermarket) next to the (playground)? Yes, there is. / No, there isn't. What's between the (bookstore) and the (café)? What's the (duck) doing? It's (eat)ing. Is he/she (sleep)ing? Yes, he/she is. / No, he/she isn't. What's he/she doing? He's/She's (runn)ing. Look left and right. It's safe now. Let's cross/go. Would you like to (take photographs at the park with me)? I'd love to.*

Materials Flashcards: 73–91 | A classroom object / item of food / small toy wrapped in layers of paper (to play *Pass the present*), music, a timer or bell (optional)

Warmer

- Play *Pass the present* (see page xx). When the music stops, ask students a variety of questions from *Guess What!* Level 2, e.g., *How do you spell your name? Do you like computer games? Is a baby young or old? Are you wearing pants? How many cabinets are there in the classroom? Do you like toast for breakfast? Do you like playing field hockey? Is there a toy store in our town?*

Student's Book page 101

3 Ask and answer.

- This is an observation game. The aim is to answer corrrectly as many of the questions below the picture as possible.
- Say *Look at the picture. What's this place? (A park.) What can you see? (A pond, a playground, a goat,* etc.*) Where's the (café)? It's next to the (toy store).* Point to different people and animals in the picture and ask *What's he/she/it doing? (She's dancing.) Is he/she/it (sleep)ing? (Yes, he/she/it is. / No, he/she/it isn't.)*
- Students play in pairs. They read the questions and write answers in a numbered list in their notebooks. Circulate and check comprehension of the questions.
- Pairs swap answers with another pair. Elicit answers to the questions. Invite volunteers to point to the parts of the picture that helped with the answer. Elicit correct sentences for the "no" answers.
- Students check the other pairs' answers and give them a score out of ten. The partners with the highest score are the winners. **Note:** Alternatively, this can be played as a memory game. Ask students to look at the picture and remember where people and things are and what the people and animals are doing. Set a timer for two minutes or ring a bell when the time is up. Say *Now cover the picture.* Students cover the picture, e.g., with a book, but with the questions below showing. They answer the questions individually and swap their list of answers with a partner. Check answers as before. The student with the highest score in the pair wins.

Key: **1** No, there isn't. **2** A toy store. **3** Yes, there is. **4** It's eating. **5** No, it isn't. (It's swimming.) **6** It's eating (an apple). **7** No, she isn't. (She's eating a burger.) **8** He's jumping. **9** No, she isn't. (She's running.) **10** He's sleeping.

Workbook page 83

2 Look, read, and write the answers.

- Students look at the pictures and answer the questions.

Key: **2** No, there isn't. **3** Yes, it is. **4** It's sleeping/sitting.

3 Listen and check ✓.

- Students listen and check the correct picture in each pair. Confirm the meaning of *Stop!* and *Wait for the green light.* if necessary.

Key: **1** picture 1 **2** picture 1

8.17

1 **Boy:** Would you like to come to my house?
Girl: Yes, please. I'd love to.
Boy: OK. Let's go.
Girl: Stop, Sam!
Boy: What's the matter?
Girl: Wait for the green light. Look left and right.
Boy: It's safe now.
Girl: Let's cross.

2 **Girl:** Do you like taking photographs?
Boy: Yes, I do. Would you like to take photographs at the park with me?
Girl: I'd love to. Let's go. Oh, no!
Boy: What's the matter?
Girl: I don't have my camera.
Boy: Here you are. You can use my camera.
Girl: Thanks.

Ending the lesson

- Students close their books. Make sentences about the picture on Student's Book page 101 (e.g., *There's a toy store in the park. (true) Four children are dancing in the picture. (false) There's a cow in the field. (false) The goat is black. (false) A man is sleeping. (true)*). Students wave or give a thumbs-up if the sentence is true or do nothing / give a thumbs-down if the sentence is false. Elicit correct sentences for the false sentences. Alternatively, play this as a team game. Make a true or false sentence for each team. Students confer with their teammates and give their answer. Keep score on the board.

Extra activities: see page TB116 (if time)

3 Ask and answer.



1 Is there a supermarket next to the playground?
2 What is between the bookstore and the café?
3 Is there a pond at the park?
4 What is the duck doing?
5 Is the dog sleeping?
6 What is the donkey doing?
7 Is she eating cereal? —
8 What's he doing? —
9 Is she swimming? —
10 What's he doing? —



Songs and chants

Hello again! (page 4)



Guess What!
Come and see.
Guess What!
Come and play.
Guess What!
What can we learn today?

Guess What!
Come and see.
Guess What!
Come and play.
Guess What!
It's time to learn today!

Guess What!

Hello again! (page 7)



This is my sister.
Her name's Olivia.
How old is she?
She's eight.

This is my brother.
His name's David.
How old is he?
He's seven.

This is my friend.
Her name's Tina.
How old is she?
She's seven.

This is my friend.
His name's Ben.
How old is he?
He's eight.

Hello again! (page 8)



A, B, C, D, E, F, G
A, B, C, D, E, F, G
Happy, happy, look and see
We can sing our ABCs.

H, I, J, K, L, M, N, O, P
H, I, J, K, L, M, N, O, P

Happy, happy, look and see
We can sing our ABCs.

Q, R, S, T, U, V

Q, R, S, T, U, V
Happy, happy, look and see
We can sing our ABCs.

W, X, Y, and Z.
W, X, Y, and Z.
Happy, happy, look and see
We can sing our ABC.

Unit 1 (page 17)



This is my car,
It's a big, red car.
This is my car,
And it goes like this.
Vroom! Vroom!
Vroom! Vroom!

This is my bike,
It's a big, pink bike.
This is my bike,
And it goes like this.
Ding! Ding!
Ding! Ding!
Ding! Ding!

This is my train,
It's a big green train.
This is my train,
And it goes like this.
Toot! Toot!
Toot! Toot!
Toot! Toot!

This is my boat,
It's a big, blue boat.
This is my boat,
And it goes like this.
Honk! Honk!
Honk! Honk!
Honk! Honk!

Unit 1 (page 18)



I have a truck,
You have a train.
He has a motorcycle,
And she has a plane.

Let's play together.
Let's share our toys.
Let's play together.
All the girls and boys.

I have a teddy bear,
You have a doll.
He has a robot,
And she has a ball.

Let's play together.
Let's share our toys.
Let's play together.
All the girls and boys.

I have a helicopter,
You have a kite.
He has a tractor,
And she has a bike.

Let's play together.
Let's share our toys.
Let's play together.
All the girls and boys.

Unit 2 (page 27)



One frog, two frogs,
Big and small.
Come on now, let's count them all.
One, two, three.
Three green frogs.

One dog, two dogs,
Big and small.
Come on now, let's count them all.
One, two, three, four.
Four brown dogs.

One fish, two fish,
Big and small.
Come on now, let's count them all.
One, two, three, four, five.
Five orange fish.

One mouse, two mice,
Big and small.
Come on now, let's count them all.
One, two, three, four, five, six, seven!
Seven white mice!

Unit 2 (page 29)



I'm at the pet store.
I'm at the pet store.
Can you guess which pets are my favorites?

Is it small? No, it isn't.
Is it big? Yes, it is.
Is it beautiful? No, it isn't.
Is it ugly? Yes, it is.
It's big and ugly.
Let me guess
Let me guess – Oh yes.
It's a fish!
It's a fish!

I'm at the pet store.
I'm at the pet store.
Can you guess which pets are my favorites?

Are they old? No, they aren't.
Are they young? Yes, they are.
Are they sad? No, they aren't.
Are they happy? Yes, they are.
They're young and happy.
Let me guess
Let me guess – Oh yes!
They're dogs!
They're dogs!

Unit 3 (page 39)

3.04

Here's your jacket,
Your favorite red jacket.
Put on your jacket,
Let's go out and play.

Here are your shoes,
Your favorite purple shoes.
Put on your shoes,
Let's go out and play.

Here's your T-shirt,
Your favorite green T-shirt.
Put on your T-shirt,
Let's go out and play.

Unit 3 (page 40)

3.06

What are you wearing?
What are you wearing?
What are you wearing today?
What are you wearing?
What are you wearing?
What are you wearing today?

I'm wearing red pants,
And a green skirt
I'm wearing a blue jacket
And a yellow T-shirt.
I look great today!

What are you wearing?
What are you wearing?
are you wearing today?
What are you wearing?
What are you wearing?
are you wearing today?

I'm wearing an orange skirt
And a purple sock.
I'm wearing blue shoes
And a green dress.
I look great today!

What are you wearing?
What are you wearing?
are you wearing today?
What are you wearing?
What are you wearing?
are you wearing today?

Unit 4 (page 49)

4.04

Is the lamp on the table?
Yes, it is. Yes, it is.
The lamp's on the table.

Are the books in the bookcase?
Yes, they are. Yes, they are.
The books are in the bookcase.

Is the clock on the table?
Yes, it is. Yes, it is.
The clock's on the table.

Are the clothes in the closet?
Yes, they are. Yes, they are.
The clothes are in the closet.

Unit 4 (page 50)

4.06

It's moving day, it's moving day
And everything's wrong on moving day.
It's moving day, it's moving day
And everything's wrong on moving day.

There's a couch in the bathroom.
There's a table in the hallway.
There's a closet in the kitchen.
And I can't find my ball today.

It's moving day, it's moving day
And everything's wrong on moving day.
It's moving day, it's moving day
And everything's wrong on moving day.

There are four lamps in the yard
There are two mirrors on my bed.
There are three clocks on the couch.
And where is baby Fred?!

It's moving day, it's moving day
And everything's wrong on moving day.
It's moving day, it's moving day
And everything's wrong on moving day.

Unit 5 (page 61)

5.04

Do you like toast for breakfast?
Do you like cereal, too?
Toast and cereal for breakfast?
Yum! Yes, I do.

Do you like sausages for lunch?
Do you like carrots, too?
Sausages and carrots for lunch?
Yum! Yes, I do.

Do you like fish for dinner?
Do you like potatoes, too?
Fish and potatoes for dinner?
Yum! Yes, I do.

Unit 5 (page 62)

5.06

My friend Sammy likes meat for lunch.
He doesn't like potatoes
And he doesn't like peas.
He likes beans and carrots.
And he likes cheese.

Munch, Sammy.
Munch your lunch!
Munch your lunch!
Munch your lunch!
Munch your lunch!

My friend Sally likes fish for lunch.
She doesn't like cheese.
And she doesn't like meat.
She likes beans and carrots.
And potatoes and peas.

Munch, Sally.
Munch your lunch!
Munch your lunch!
Munch your lunch!
Munch your lunch!

Unit 6 (page 71)

6.04

I can play tennis.
I can't play field hockey.
Let's play tennis!
Good idea!

I can play basketball.
I can't play baseball.
Let's play basketball!
Good idea.

I can fly a kite.
I can't ride a horse.
Let's fly a kite!
Good idea!

I can take photographs.
I can't roller-skate.
Let's take photographs.
Good idea!

Unit 6 (page 73)

6.08

Do you like flying a kite?
No, I don't. No, I don't.
Do you like riding a bike?
Yes, I do. Yes, I do.
I like riding a bike.

Does he like flying a kite?
No, he doesn't. No, he doesn't.
Does he like riding a bike?
Yes, he does. Yes, he does.
He likes riding a bike.

Do you like playing tennis?
No, I don't. No, I don't.
Do you like playing soccer?
Yes, I do. Yes, I do.
I like playing soccer.

Does she like playing tennis?
No, she doesn't. No, she doesn't.
Does she like playing soccer?
Yes, she does. Yes, she does.
She likes playing soccer.

Unit 7 (page 83)

7.04

Come with me and look around.
Who's in the café in the town?
It's my sister! She's in the café.
She's in the café in the town!

Come with me and look around.
Who's in the toy store in the town?
It's my brother! He's in the toy store.
He's in the toy store in the town!

Come with me and look around.
Who's in the bookstore in the town?
It's my mom! She's in the bookstore.
She's in the bookstore in the town!

Come with me and look around.
Who's in the movie theater in the town?
It's my dad! He's in the movie theater.
He's in the movie theater in the town!

Unit 7 (page 84)

7.06

Come and visit my town,
My friendly little town.
It's nice to be in my town,
My little town.

There's a toy store and a clothing store.
There's a bookstore and a movie theater.
There's a café and there's a supermarket.
In my little town.

And the toy store is behind the clothing store.
And the bookstore is in front of the clothing store.
And the clothing store is between the bookstore and the toy store!
In my little town.

And the movie theater is next to the café.
And the café is next to the supermarket.
And the café is between the supermarket and the movie theater.
Come and visit my town.

Come and visit my town,
My friendly little town.
It's nice to be in my town,
My little town.
My little town.

Unit 8 (page 93)

8.04

Where's the donkey?
It's in the barn.
It's in the barn on the farm!

Where are the goats?
They're in the field.
They're in the field on the farm!

Where's the cow?
It's in the barn.
It's in the barn on the farm!

Where are the ducks?
They're in the pond.
They're in the pond on the farm!

Unit 8 (page 94)

8.06

Field and pond, house and barn,
Look at the animals on the farm.
Field and pond, house and barn,
Look at the animals.

What's the duck doing?
It's swimming. It's swimming. It's swimming
What's the duck doing?
It's swimming in the pond.

Field and pond, house and barn,
Look at the animals on the farm.
Field and pond, house and barn,
Look at the animals.

What's the horse doing?
It's running. It's running. It's running.
What's the horse doing?
It's running in the field.

Field and pond, house and barn,
Look at the animals on the farm.
Field and pond, house and barn,
Look at the animals.

What's the cat doing?
It's sleeping. It's sleeping. It's sleeping.
What's the cat doing?
It's sleeping in the house.

Field and pond, house and barn,
Look at the animals on the farm.
Field and pond, house and barn,
Look at the animals.

What's the cow doing?
It's eating. It's eating. It's eating.
What's the cow doing?
It's eating in the barn.

Field and pond, house and barn,
Look at the animals on the farm.
Field and pond, house and barn,
Look at the animals.
Look at the animals on the farm.

Extra activities

Hello again! Page TB6

- **Reinforcement activity:** Play *Meet and greet* (see page xix).
- **Extension activity:** Write some or all of the following prompts on the board: *I'm …* (name and age). *My favorite color is … I like …* (food). *I can … .* Students copy and complete the sentences. Circulate and help with language. When students have finished writing, tell them to change places and sit next to someone they don't know very well. Students work in pairs. They exchange information by asking and answering questions. Elicit the questions they need and write them on the board: *What's your name? How old are you? What's your favorite color? Do you like apples? Can you swim?*

Hello again! TB7

- **Reinforcement activity:** Play *Count and collect* (see page xvii). Review names of classroom objects before beginning the game (*book*, *pencil*, *pencil case*, *eraser*, *pen*).
- **Extension activity:** Review members of the family. Students draw a picture of their family (mom, dad, brothers or sisters, aunts, uncles and cousins). They show their picture to a partner and introduce each person, giving as much information as they can, e.g., *This is my uncle. His name's Teo.*
- **Home-school link:** Students find a photograph of a friend (not in their English class) or sibling. They show it to a partner and say, e.g., *This is my sister. Her name's Ursula. She's ten.* Provide help with numbers above ten as necessary.

Hello again! TB8

- **Reinforcement activity:** Play *Bingo* (see page xvi) with letters of the alphabet.
- **Extension activity:** Draw a simple family tree on the board (parents and siblings or cousins) or show a photograph of your family. Say *This is my family. Listen and write their names.* Point and say, e.g., *This is my mom. Her name's Christine. How do you spell Christine? It's C-H-R-I-S-T-I-N-E.*
- **Home-school link:** Students make a list of the names of their close family – mom, dad and siblings, or cousins. They exchange information in pairs (without showing each other their lists), e.g., Student A: *My mom's name is Ximena.* Student B: *How do you spell Ximena? Student A: It's X-I-M-E-N-A.*

Hello again! TB9

- **Reinforcement activity:** Play *What's in the bag?* (see page xxi) with classroom objects or small toys (sometimes with just one object in the bag and sometimes more than one).
- **Extension activity:** Students work in pairs. They move around the classroom and take turns asking each other about furniture/items, e.g., *What's this? It's a window. What are these? They're books.* Circulate and check/help with language.

Hello again! TB10

- **Reinforcement activity:** Students look at the story in the Student's Book. Mime an action from one of the frames (e.g., climbing the ladder to get to the tree house in frame 1). Students say the number of the frame and the name of the character(s) (e.g., *1, Tina*). Other possible mimes: carrying a ball (1, Ben), looking surprised but happy (3, Ben), kneeling down painting (4, Ben, David), calming someone down (5, Olivia), looking very worried/scared (5, Ben), pointing to a picture on the wall (6, David). When students have the idea, they can play this game in pairs.
- **Extension activity:** Students work in groups of four or five. Give each group a game to play together (e.g., dominoes, ludo, happy families, snakes and ladders). Students play together. Encourage them to say the numbers/colors/family members in their game in English, as appropriate, and to take turns (help students say *It's my/your turn*).
- **Home-school link:** Students think of games they usually play together with their friends. They write a list of games and bring it to the next class. Which game can be played by the most people at the same time? Which games can only be played with other people (not alone)?

Hello again! TB11

- **Reinforcement activity:** Play *Listen and do* (see page xviii) with r and l words. Students run on the spot (like the rabbit) when they hear words which start with the sound /r/ and pretend to be asleep (like the lion) when they hear words which start with the sound /l/.
- **Extension activity:** Students play *Me too!* (see page xviii).

Hello again! TB12

- **Reinforcement activity:** Students practice talking about the photographs on Student's Book pages 12 and 13 in pairs. Student A points to a photograph and asks *What's this?* Student B replies, e.g., *It's a drawing.* Students can continue the conversation with more questions, e.g., *Do you like it? What color is it? Can you draw?*
- **Extension activity:** Students make a kind of art from the lesson (not a sculpture – see Project in the next lesson), e.g., a painting, drawing, or (if cameras are available) a photograph. They choose which kind of art to make and the topic. Alternatively, provide a still life of objects (e.g., a kite and a ball on a chair, or some fruit in a bowl) for students to represent using their chosen kind of art. They complete their artwork in class or at home. Circulate and ask questions about what they are making. Display the artwork in a future lesson, as if in a gallery, in different sections with signs (photography, painting, drawing, collage).

Hello again! TB13

- **Reinforcement activity:** Play *Me too!* (see page xviii) with the information in the Venn diagrams. Put students in groups. Tell them to take turns reading sentences and the rest of the group say *Me too!* if the same information applies to them.
- **Extension activity:** Display students Venn diagrams around the room. Use them to play a guessing game. Describe one of the students using the information recorded on their diagram, e.g., *This person likes blue but he doesn't like yellow. He like snakes but he doesn't like spiders.* Students look at the diagrams and guess. *It's Jorge!*

Unit 1 TB16

- **Reinforcement activity:** Play *Does it match?* (see page xvii) with the transportation flashcards and word cards.
- **Extension activity:** Students work in pairs. They look at the picture on Student's Book page 16. Student A makes a true or false sentence about the picture, e.g., *I can see a black truck.* Student B says *Yes/No, it's blue.* Then they swap roles.

Unit 1 TB17

- **Reinforcement activity:** Play *Pass the flashcards* (see page xix). When the music stops, students with a flashcard show their picture and say, e.g., *This is my train. It's long and red. (It goes Toot, Toot!).*
- **Extension activity:** Move students to a large space, if possible. Explain that you are all going to travel on the same method of transportation. Say *Look, listen and copy me. This is my bus. It's a big, red bus.* Mime being the driver and invite students to mime lining up and getting on the bus. Say *Let's go!* Students mime moving up and down as the bus moves along. Then say *Let's change!* Students get off the bus. Repeat for train, boat, plane and helicopter. Once students have the idea, they can play the game in groups, taking turns to be the "driver."
- **Home-school link:** Students talk about the pictures of their/their family's vehicles (see notes for page 16), e.g., *This is my family's car. It's big and blue./This is my bike. It's purple and yellow.*

Unit 1 TB18

- **Reinforcement activity:** Play *Who has it?* (see page xxi) with the transportation flashcards and/or the toy flashcards from Level 1.
- **Extension activity:** Give each student a blank piece of paper. Ask them to draw one of the vehicles or toys from the lesson on it and color it a known color (or two colors). Set a time limit for the drawing and coloring. Divide the class into two. Half the class stand up with their notebooks and a pen and walk around writing sentences about what the other students have, e.g., *Marta has a yellow boat. Yoris has a green robot.* Tell them they have only five minutes to write and they have to write as many sentences as they can. When the time is up, the students swap over, so that the other half of the class write sentences. After another five minutes, see who has written the most correct sentences. He/She is the winner.

Unit 1 TB19

- **Reinforcement activity:** Draw a stick man on the board. Stick three or four flashcards on the board near the man (methods of transportation and/or classroom objects, toys and food from Level 1 (if available). Draw a stick woman on the other side of the board. Stick three or four flashcards near the woman. Ask questions about the man, e.g., *Does he have a truck?* Students reply *Yes, he does./No, he doesn't.* Repeat for the woman. Students do the activity again in pairs. Circulate and check language.
- **Extension activity:** Play *Questions tic-tac-toe* (see page xx) with the transportation flashcards. Students ask *Does he/she have a … ?* or use the names of students in the class, e.g., *Does Cristina have a car?*

Unit 1 TB20

- **Reinforcement activity:** Divide the class into groups of three or four. Give each group a toy. One student in the group plays with the toy. The others take turns throwing a dice. Whoever gets a six says *Can I have a turn, please?* to the first student. He/She replies *Yes, of course* and hands over the toy. This student then joins the rest of the group taking turns throwing the dice. The next student who gets a six has the chance to say *Can I have a turn, please?* The game continues in this way. Encourage students to say the numbers on the dice in English.
- **Extension activity:** Put slips of paper or card with "yes" or "no" written on them in a bag or box. Make sure there are enough for students to have one each. If possible, ask students to sit in a circle. Put a toy, game or floor-sized jigsaw puzzle in the center of the circle. Give the bag to the first student. He/She pulls out a slip of paper. If the paper has "yes" on it, that student goes into the middle of the circle and starts playing with the

game. The slip of paper goes back in the bag and it is passed on. If the paper says "no" he/she passes the bag to the next student in the circle. The student in the center continues playing until another student gets a "yes" slip from the bag. This student then comes to the center of the circle and asks *Can I have a turn, please?* The student who is playing stops and says *Yes, of course*, returning to his/her place in the circle.

Unit 1 TB21

- **Reinforcement activity:** Play *Listen and do* (see page xviii) with the following words: *go, get, help, green, how, head, great, hair, grandma, give, helicopter*. Students face you and wave as if saying "hello" for the /h/ words and wave then turn away from you as if saying "goodbye" for the /g/ words.
- **Extension activity:** Move your class to an empty classroom or clear a space at one end of your classroom. Stick pictures of flowers and trees on one wall or in one corner. Point and say *This is the yard*. Stick pictures of windows and a door on another wall/corner. Point and say/elicit. *This is the house*. Students wait in a group. Say a word beginning with the sound /h/ or /g/. Students run to the correct wall/corner of the room. Repeat with another word (if it has the same sound as the last word, they stay where they are).

Unit 1 TB22

- **Reinforcement activity:** Play *Traffic lights* (see page xxi) giving instructions such as *Run, Jump, Sing, Swim, Play soccer, Play a computer game, Dance, Paint, Ride a bike, Climb*. Students mime as appropriate until you show a red traffic light.
- **Extension activity:** Set up a large water tray or provide small water trays for each group of four or five students. Show students an object or give an object to each group and ask them to guess if it will float or sink (teach the words *float* and *sink*). Call a volunteer to put the object in the water tray and see what happens. Encourage students to say *Yes, it floats* or *No, it doesn't float*. Students could write the results in a simple table, with the objects numbered 1 to 6 and a check if it floats or an X if it sinks. Possible objects: a toy boat, a paper boat, a piece of wood, a cardboard tube, a toy car, a plastic yogurt pot.

Unit 1 TB23

- **Reinforcement activity:** Play *Mime and match* (see page xix) with the transportation flashcards and word cards.
- **Extension activity:** Discuss in L1 why eco-friendly choices are important (to take care of our planet). Students can suggest other things they can do to use transportation in a more eco-friendly way (e.g., walk or ride a bike to school).

Unit 2 TB26

- **Reinforcement activity:** Students work in pairs. They both look at the picture on Student's Book page 26. Student A acts being one of the people or pets in the picture (e.g., holding a dog lead). Their partner guesses, points to the person or animal on the page and says the word (e.g., *Girl!*). Then they swap roles.
- **Extension activity:** Students play *Guess What?* (see page xviii) in pairs. They use the picture on Student's Book page 26. Make sure they know the words *pet* and *person* before they begin.
- **Home-school link:** Students draw a picture or take a photograph of their pet or the pet of a member of their family. They write the kind of animal and its name. If no one in their family has a pet, they can draw the pet they would like to have. In the next lesson, students show their pictures in small groups or to the whole class and say, e.g., *This is Carlos. He's my cat.* Help students to express themselves if the pet is owned by a different member of the family (e.g., *He's my grandma's cat.*).

Unit 2 TB27

- **Reinforcement activity:** Say *Listen and write*. Say a word from the lesson. Students have to write the plural form, e.g., *child (children)*. Include: *mouse (mice), baby (babies), boy (boys), girl (girls), child (children), woman (women), fish (fish), man (men), frog (frogs)*.
- **Extension activity:** Teach students the following rhyme (or sing it to the tune of *Ten green bottles*):

Five green frogs,
Sitting on a log.
Five green frogs,
Sitting on a log.
One jumps into the pool,
Where it's nice and cool.
Then there are four
green frogs
Sitting on a log!
Four green frogs …

The number of frogs decreases in each verse until there are no frogs left (*Then there are no green and yellow frogs! Glug, glug, glug!*).

Unit 2 TB28

- **Reinforcement activity:** Choose a volunteer and say *Find something small*. The student finds and names something small – either of their own belongings, or in the classroom near them and puts in on your desk, e.g., an eraser. Repeat with other students and the adjectives *big, beautiful, ugly* and *old* until you have about eight items on your desk. Ask students to name the items, (e.g., *It's an eraser. It's small. It's a book. It's beautiful*, etc.). Then say *Close your eyes*. Take an item away and say *Now open your eyes. What's missing?* Students look at the items on your desk and try to remember the missing one. Repeat the activity a few times.
- **Extension activity:** Give each student a blank piece of paper. Ask them to draw one of the pets from the unit (or another known animal, e.g., a snake or a spider) and color it a known color (or two colors). Tell students to draw their animal to show whether it is big or small/ beautiful or ugly/happy or sad. Set a time limit for the drawing and coloring.
- Students work in pairs. Student A shows his/her picture and Student B makes two or three sentences about it, e.g., *It's a dog. It's big. It's happy. It's black and white*. Student A helps if necessary. Then they swap roles. Say

Change! Students change partners (taking their pictures with them) and repeat the activity. Do this several times.

Unit 2 TB29

- **Reinforcement activity:** Draw or stick the following pictures on the board: an ugly spider or snake, two or more beautiful animals (e.g., birds, fish), some elephants or other big animals, two or more small animals (e.g., mice/frogs), a happy child/some happy children, a sad person, an old person/group of old people, a baby/some babies.
- Use homemade word cards of the eight adjectives (*big, small, happy, sad, old, young, ugly, beautiful*) to play a version of *Does it match?* (see page xvii). Call eight students to the front instead of four. Ask questions with the words on the word cards, e.g., *Are they big?* not *Does it match?* Make sure students guess the describing words, not the animals names (e.g., *Young!* not *Babies!*).
- **Extension activity:** Draw three or four large circles and three or four rectangles (to be animal enclosures and tanks) on the board and say *Look! This is our pet store.* Ask students *Which animals are in our pet store?* Draw animals in each of the enclosures/tanks, according to students' suggestions, e.g., if a student says *Spiders*! ask more yes/no questions and draw what students decide, e.g., *OK. We have spiders. Juan Manuel, how many spiders? (Three.) Nieves, are they big? (Yes, they are.) Alba, are they ugly? (Yes, they are.) Iñigo, are they sad? (No, they aren't.)*

Unit 2 TB30

- **Reinforcement activity:** Students work in pairs. Student A puts five or six of his/her possessions on the desk, e.g., an eraser, a pen, a pencil, a book, a bag. He/She says what there is to Student A, e.g., *I have an eraser, a pen* … then Student A closes his/her eyes. Student B removes one of the items. Student A then opens his/her eyes and looks sad. Student B asks *Can I help?* Student B says *Yes, please. I can't find my* (the name of the object Student B removed). Student B "finds" it and gives it back. Student A says *Thank you!* Encourage Student B to reply *You're welcome!* Demonstrate the game with a volunteer first.
- **Extension activity:** Students work in groups to make a poster with the title *Be helpful!* Each group things of a way to be helpful at school (provide ideas, if necessary, e.g., *Share your things./Remember your books./Listen to the teacher./Help your friends./Clean up the classroom./ Don't shout out.*) They draw pictures to show their idea and write a caption (provide new language, as necessary). Display the posters around the class.
- **Home-school link:** Ask students to think of things they can do to be helpful at home. They make a list, with the help of their parents/carers. Elicit examples in the next class (e.g., cleaning their bedroom, making their bed, helping in the yard, playing with their younger brother/ sister, helping to make breakfast).

Unit 2 TB31

- **Reinforcement activity:** Play *Sound bingo* (see page xx) with the students writing words beginning with the sound /f/ in their bingo grid.
- **Extension activity:** Divide the class into two groups. Name them *Frogs* and *Vultures*. Tell the students to listen carefully. If they hear the sound for their group (/f/ for frogs and /v/ for vultures) they have to mime being the animal. If they don't hear it they do nothing. Say a list of words with the two sounds (they don't have to be words students know). Students respond by doing actions, in their groups. Possible words: *van, Friday, fat, viper, fast, foot, vote, visit, from, first, vow*.

Unit 2 TB32

- **Reinforcement activity:** Stick pictures of different kinds of animal food, forms of water and shelter animals might use on the board. Write the three headings water, shelter, food on the board. Invite volunteers to come to the board, choose a picture and put it under the correct heading, saying, e.g., *This is shelter.*
- **Extension activity:** Tell students to think of an animal they can name in English. They draw water, food and shelter for that animal (without drawing the animal). Students work in pairs. Student A shows his/her pictures, points and say *This is food, This is water, This is shelter.* Student B guesses the animal, e.g., *(Is it a) rabbit?* Then they swap roles.

Unit 2 TB33

- **Reinforcement activity:** Play *Categories* (see page xvii) with the pet and people flashcards (and the headings *pets* and *people*). You could also play the game with the pet flashcards and pictures of wild animals (or flashcards from Level 1, Unit 8, 83–91), using the headings *pets* and *wild animals*.
- **Extension activity:** Describe animals for students to guess, using as much language from the unit as you can, for example, *This animal is a pet and a wild animal. It's small. It's ugly. It's green. It can jump. Its food is insects. Its shelter is water. (Frog.) This is a wild animal. It's big. It's beautiful. Its food is trees. It's black and white. It has a long, black tail. (Zebra.)* Students can repeat the activity in pairs.

Review Units 1 and 2 TB34

- **Reinforcement activity:** Make teams for a spelling game. Students play in teams of no more than five. Stick a selection of six to eight flashcards from the first three units on the board. Say *How do you spell these words? Write the words.* Students work together in their teams to write the words on a piece of paper. Make sure they keep their books closed. Set a time limit for the writing if you wish (e.g., two minutes). Teams swap their papers. Elicit the spellings by asking, e.g., *How do you spell train?* Students spell out the word letter by letter. Stick the word card on the board for confirmation or write the word. Teams get a point for each correct word. The team with the most correct spellings is the winner.

- **Extension activity:** Ask students questions from the Welcome unit to Unit 2, e.g., *How do you spell your name? Does your dad have a motorcycle? What's this/ What are these? Is it a (mouse)? Are they (boys)? Is it (big)? Are they (happy)?* Then play *Test the teacher* (see page xx), with students asking you these questions.

Review Units 1 and 2 TB35

- **Reinforcement activity:** Play *Stand in order* (see page xx) with flashcards from the first three units.
- **Extension activity:** Students work in pairs. They both look at the game board on Student's Book page 35. Student A describes one of the things, people or animals on the board, e.g., *They're green and blue. They're on land. They aren't animals.* Student B says the color and number of the square and the name of the item (e.g., *Red, two – cars*). Student A says *Yes* or *No*. They can also keep score.

Unit 3 TB36

- **Reinforcement activity:** Play *Anagrams* (see page xvi) with the clothes words.
- **Extension activity:** Play *Reading race* (see page xx) with the clothes flashcards.
- **Home-school link:** Students draw a picture of themselves wearing their favorite outfit. They label the items of clothing and/or write sentences, e.g., *These are my favorite pants. They're brown. I like this T-shirt. It's yellow and green.*

Unit 3 TB37

- **Reinforcement activity:** Students work in groups of three (A, B and C). Student A describes Student B's clothes, but making mistakes with the colors, e.g., *His pants are black. His T-shirt is green. His shoes are purple.* Student C corrects the mistakes, e.g., *His pants aren't black. They're blue. His T-shirt isn't green. It's red and blue. His shoes aren't purple. They're black.* Then they swap roles (e.g., Student B describes Student C's clothes and Student A corrects).
- **Extension activity:** Hand out clothes catalogs/ magazines. Students find a picture they like, cut it out and stick it on a piece of paper. They talk about their pictures in pairs or write sentences describing the clothes, e.g., *Her skirt is green. It's long. Her jacket is brown.* Provide new vocabulary as necessary (e.g., *boots, top, shorts*).

Unit 3 TB38

- **Reinforcement activity:** Play *Pass the ball* (see page xix). When the music stops, choose a volunteer to ask the student with the ball *What are you wearing today?* The student describes what he/she is wearing in as much detail as he/she can (e.g., *I'm wearing a blue skirt and a purple and white T-shirt. I have a picture of a cat on the T-shirt. I'm wearing white socks. They're short. I'm wearing black shoes.*). Prompt with questions about color, length etc., if necessary.
- **Extension activity:** Show the flashcards and the homemade cards and ask *What's this?/What are these?* for each one. Then put the cards face down in three piles – one pile for T-shirts, jackets and dresses, one pile for skirts and pants, one pile for shoes and socks. Call a volunteer to the front. Say *Take three cards.* Show him/ her how to take a card from each pile. He/She sticks the cards on the board. Ask *What are you wearing today?* The student imagines he/she is wearing the cards on the board and says, e.g., *I'm wearing an orange T-shirt, purple pants and yellow socks.* Encourage him/her to say *I look great today!* Repeat with different volunteers.

Unit 3 TB39

- **Reinforcement activity:** Students work in pairs. They look at the picture on Student's Book page 38. Student A imagines he/she is one of the people in the picture. Student B has to guess who by asking yes/no questions about clothes, e.g., *Are you wearing a green skirt? (No, I'm not.) Are you wearing a white T-shirt? (No, I'm not). Are you wearing shoes? (No, I'm not). You're Ben!*
- **Extension activity:** Play a version of *Blindfold game* (see page xvi). The blindfolded student has to guess the name of the student he/she stops, as well as an item of clothing he/she is wearing (by asking, e.g., *Are you wearing black shoes?*).

Unit 3 TB40

- **Reinforcement activity:** Play *Match the pictures and words* (page xviii) with the clothes flashcards and word cards.
- **Extension activity:** Students draw a picture of themselves wearing a fancy dress costume. They write about what they are wearing in the picture (e.g., *I'm wearing a big hat, brown pants and a white shirt. I have a horse.*) and write about who they are (e.g., *I'm a cowboy*). Supply new language as necessary.
- **Home-school link**: Ask students to find a photograph of themselves or someone else in their family wearing a fancy dress costume. They write a description or talk about the costume in the next class.

Unit 3 TB41

- **Reinforcement activity:** Play *Listen and do* (see page xviii). Ask students to jump when they hear the sound /ʤ/. Example words: *just, giraffe, Gina, yes, young, grandma, jacket, jeans, great.*
- **Extension activity:** Prepare a selection of clothes (jackets, hats, skirts, boots) which make up fancy dress costumes (e.g., a pirate hat which goes with some pirate pants or a toy parrot, a fairy skirt with a matching top and hat, cowboy pants and a matching jacket). Hand out the items of clothing to different children around the class (one item each, not a complete costume). Call a student who has one item of clothing to the front. He/She shows the item, puts it on and says, e.g., *I'm wearing a hat.* He/She looks around the class for another item to add to the costume. When he/she sees an item he/she wants, he/she says, e.g., *I don't have a pink skirt.* The student with the correct item offers to share it, saying *Here you are. You can use this one.*

He/She brings the item to the front. The first student says *Thank you* and puts it on. Repeat with another student who has some clothes, until all the costumes are complete.

Unit 3 TB42

- **Reinforcement activity:** Play *Find something (red/plastic)* (see page xviii), using materials from the lesson and from Level 1 (wood/plastic/metal/glass). Students point to or pick up items and clothes in the classroom.
- **Extension activity:** Students look at their own clothes and think about what they are made from. They check the labels inside if necessary. Teach new materials (e.g., *nylon, acrylic*) as necessary. Students write a sentence about each item, e.g., *I'm wearing a cotton shirt. I'm wearing nylon pants. They're made of nylon. I'm wearing leather shoes.*

Unit 3 TB43

- **Reinforcement activity:** Play a game of *Simon says* (see page xx), giving instructions with the clothes and material words (e.g., *Put on your jacket. Touch your T-shirt. Touch something made of wool.*)
- **Extension activity:** Encourage students to think about reducing waste by reusing and upcycling old clothes instead of throwing them away, e.g., we can make an old pair of jeans into a pair of shorts or an old shirt into cleaning cloths.

Unit 4 TB48

- **Reinforcement activity:** Play *Act and guess* (see page xvi). You/the students mime using one of the furnishing items (e.g., switching on a lamp, looking in a mirror, opening a closet and taking out an item of clothing on a hanger).
- **Extension activity:** Give students two minutes to look at and remember the picture on Student's Book page 48. Books closed. Divide the class into two or more teams. Ask questions to each team in turn, e.g., *Who's under the bed? (Tina) Where's Leo? (Under the couch) What color is the book on the table? (It's red.) What's on the bookcase? (The phone.) What's in the closet? (A red jacket.) Who has a video camera? (Ben.) Where's the TV? (On the cabinet.) What color is Tina's T-shirt? (Green.) Where's David? (In the cabinet.) What color is the mirror? (It's blue.)* Keep score on the board. The team with the most correct answers wins. Alternatively, students can play a similar game in pairs.
- **Home-school link:** Students draw a picture of their house/flat or bring a photograph to the next class. They show their pictures and talk about the different rooms in the house in pairs/small groups (e.g., *My house has a living room, a kitchen, a bathroom and three bedrooms. It has a yard. It doesn't have a balcony.*)

Unit 4 TB49

- **Reinforcement activity:** Play *Where's the (lamp)?* (see page xxi).
- **Extension activity:** Play a version of *Describe and draw* (see page xvii). Draw a simple bedroom on the board with a bed, table, cabinet (with one door open), closet (with one door open), chair and bookcase. Students copy the picture. Then tell students to choose five things and draw them in/on or under the furniture in the room. They can choose items from the unit (*phone, TV*, etc.) and/or other items they know in English (e.g., *book, pencil case, teddy bear, robot*). Note that when they describe what's in their picture to their partner, students need to say, e.g., *I have a teddy bear. It's on the bed.*

Unit 4 TB50

- **Reinforcement activity:** Choose a volunteer. He/She stands at the front and puts on a blindfold. Make true/false sentences about the position/color/number of items in the classroom, e.g., *There's a black lamp on the bookcase./There are five books on my table*. The blindfolded student has to remember and say *Yes* or *No*. When the student gets an answer wrong, he/she takes off the blindfold and swaps with a different volunteer. When students get the idea, the rest of the class can make the true/false sentences.
- **Extension activity:** Put six to eight objects (both singular and plural) in a bag. These can be items of clothing, pieces of food, toys, classroom objects or flashcards from Units 1 to 3. Take each thing out and show it to the class, making a sentence with *There's/There are*, e.g., *There's a ball in my bag. There are three pens in my bag.* Give students time to look at the items and then put them back in the bag. The students have to remember what's in the bag (you can also ask them the color/number), e.g., *There's an orange ball in your bag.* You can make this game competitive – students score a point when they guess correctly, you get a point if they make a wrong guess.

Unit 4 TB51

- **Reinforcement activity:** Play *Circle it!* (see page xvii) with numbers between 1 and 20.
- **Extension activity:** Students work in pairs. Each student writes a list of ten numbers between 1 and 20. Student A then dictates his/her numbers for Student B to write (in figures, not words). They check to see how many Student B has written correctly. Then Student B dictates his/her numbers.

Unit 4 TB52

- **Reinforcement activity:** Play *Alphabetical order* (page xvi) with the furnishing words.
- **Extension activity:** Stick the flashcards for closet, cabinet and bookcase on the board, at a height your students can reach, but with plenty of space around each one. Have a selection of 8 to 10 flashcards or pictures ready of toys (e.g., teddy bear, doll, computer game, camera) and clothes (e.g., T-shirt, jacket, pants, skirt) and several pictures of books, comics and magazines.

- Show the flashcards and elicit the words. Teach *comic/magazine*, if necessary. Stick the words in a large group at the bottom of the board. Say *Look at these things. What a mess! Let's clean up.* Take one of the clothes flashcards and say, e.g., *Let's put the skirt in the closet.* Move the flashcard next to the closet. Invite volunteers to come forward one by one, choose a flashcard, move it and make a similar sentence, deciding whether to put the flashcard in the closet, cabinet or bookcase.

Unit 4 TB53

- **Reinforcement activity:** Move your class into a large empty room. Make three or four teams and give them names, e.g., colors. Stick the flashcards of closet, cabinet and bookcase on three different walls of the room. Put a pile of real items in the center of the room (clothes, toys, books, magazines, etc.). Teams stand in lines at one side of the space, with one student at the front of each, ready to play. Say *What a mess! Let's clean up*! Encourage students to join in.

  Give instructions to each team in turn, e.g., *Green team. Let's put a T-shirt in the closet.* The student at the front of the named team finds the item in the pile, picks it up and puts it in the correct place in the room (e.g., next to the wall with the closet flashcard). He/She repeats your sentence *Let's put …* at the same time. He/She gets a point for putting the correct item in the correct place. Continue in this way until all the items have been cleaned up. The team with the most points wins.
- Extension activity: Play *Sound pairs* (see page xx), using words with the sounds /j/, /ʤ/, /m/ and /n/ (e.g., *yak, yellow, juice, giraffe, mom, monkey, nine, nice*).

Unit 4 TB54

- **Reinforcement activity:** Play *Stand in order* (see page xx) with ten number cards, each with a number from 11 to 20 on it (in figures). Say the numbers (together with the rest of the class) in ascending order from 11. Students with cards stand in order. Then mix the cards up and hand them to ten different students. Repeat, this time starting at 20 and saying the numbers in descending order. Students with cards stand in order. You can also call students with cards to stand forward, or hold up their card, e.g., *13, 15, and 17.*
- **Extension activity:** Draw a simple table on the board, with four columns, headed *streetlights, bus stops, mailboxes, traffic lights*. Students copy the table on a blank piece of paper. Give each student a clipboard, if possible. Take students out on a walk around their local area. They count how many of each item of street furniture they see and make a mark in the correct column of their table. When you return to class, elicit a total for each item (ask, e.g., *How many streetlights are there?*) and write them on the board for students to check. Students will use this information to make a bar chart in the next lesson.
- **Home-school link:** Students draw a picture or take a photograph of the street outside their house. They write the name of their street and label any items of street furniture. They talk about their pictures and write sentences in the next class, e.g., *There are three streetlights. There isn't a post box. There's a bus stop. It's green and white.* Help with new language as necessary.

Unit 4 TB55

- **Reinforcement activity:** Play *Bingo* (see page xvi), with numbers between 1 and 20 (students write the numbers as figures).
- **Extension activity:** Students can do counting surveys of other items around them to display in a bar chart. For example, they could count the street furniture (bus stops, traffic lights, letter boxes, and street lights) in the street where they live or outside the school.

Review Units 3 and 4 TB56

- **Reinforcement activity:** Play *Tic-tac-toe* (see page xxi) with flashcards of word cards from Units 3 and 4.
- **Extension activity:** Play *Follow my instructions* (see page xviii) using the furniture and furnishings from Unit 4, as well as clothes from Unit 3 (e.g., *Put your jacket on the bookcase.*).

Review Units 3 and 4 TB57

- **Reinforcement activity:** Play *Memory pairs* (see page xix) with a selection of flashcards and word cards from Units 3 and 4.
- **Extension activity:** Play *True or false?* (see page xxi), making sentences about what is in the classroom/school and what students are wearing, e.g., *There's a closet in the classroom. Fran is wearing a brown jacket.* Students can repeat the game in pairs or small groups.

Unit 5 TB60

- **Reinforcement activity:** Play *Class survey* (see page xvii) using the food flashcards.
- **Extension activity:** Play *Pass the flashcards* (see page xix). When the music stops, students with food flashcards say whether they like or dislike the item (e.g., *I don't like sausages.*).

Unit 5 TB61

- **Reinforcement activity:** Ask students *What do you like for breakfast? What do you like for lunch? What do you like for dinner?* They write a sentence about each meal, e.g., *I like milk and cookies for breakfast. I like meat and rice for lunch. I like fish and bread for dinner.* Circulate and help with new language.
- **Extension activity:** Play *Reading race* (see page xx). Use sentences including food and meals, e.g., *I like carrots for lunch. I don't like cereal for breakfast.*

Unit 5 TB62

- **Reinforcement activity:** Draw a picture of a friend of yours on the board or show a photograph. Talk about what the friend is wearing in the photograph and his/her likes and dislikes, e.g., *This is Cristina. She's wearing a green skirt. She likes One Direction. She likes cereal for breakfast. She doesn't like meat.* Students describe a friend of theirs in the same way, in pairs.

- **Extension activity:** Using the information from the pairwork in Student's Book Activity 8, students draw a Venn diagram (two overlapping circles) showing how their own food tastes overlap with those of their friend. On the left they draw a picture of themselves inside a circle, with pictures of the foods only they like. On the right they draw a picture of their friend, with a circle which overlaps with the first circle. In the left part of the circle the draw the foods only their friend likes. In the central space, where the circles overlap, they draw food both they and their friend like. Below the diagram they write sentences, e.g., *I like potatoes. José Luís doesn't like potatoes. I like peas. José Luís doesn't like peas. He likes meat. I don't like meat. We both like rice and beans.*

Unit 5 TB63

- **Reinforcement activity:** Students work in pairs. They take turns asking questions about members of their family's likes and dislikes, e.g., *Does your brother like meat? Does your dad like peas?*
- **Extension activity:** Hand out the unit flashcards at random. Students with flashcards stand up, show them to the class and say whether they like or dislike the food, e.g., *I don't like sausages.* Tell the students with flashcards to show a "thumbs up" if they said they like the food and thumbs down if they said they don't like it. Give students two minutes to look at the flashcards and remember who likes which food. Then the students with flashcards put their hands down.

  Ask the class about one of the students with a flashcard, e.g., *Does Nina like sausages?* Students say, *Yes, she does* or *No, she doesn't.* The student with the flashcard confirms by saying *That's right. I don't like sausages* and gives the flashcard back to you or says *No. That's wrong,* and keeps the flashcard.

  When students have the idea, repeat, but this time students with flashcards hide their cards after they have spoken about them. Volunteers can try to say where all the cards are and whether the students like or dislike the foods by making sentences, e.g., *Nina doesn't like sausages. Renata likes bread.* etc. You can make the game competitive by giving a point for each correct sentence or guess.

Unit 5 TB64

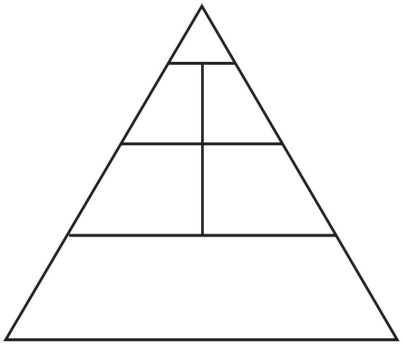
- **Reinforcement activity:** Stick pictures of healthy and unhealthy foods on the board. Elicit the words. Label any new items (e.g., *cookies, chips*). Draw a table with two columns on the board, the first column headed *healthy* and the second *unhealthy*. Students copy the table in their notebooks. Then they work in pairs to decide which foods are healthy and which are unhealthy and write the names of the foods in their table. Elicit answers and move the pictures on the board into the two groups.
- **Extension activity:** Draw two large plates on the board, one with the heading *healthy food* and one with the heading *unhealthy food*. Students copy the plates in their notebooks. Tell them the plates need to be large enough to write four or five words inside. Dictate a series of eight to ten foods, around half healthy and half unhealthy, e.g., *oranges, apples, cake, cereal, hamburger, peas, cola, carrots*. Students write each word on the correct plate (in pencil). They compare answers in pairs. Elicit the words in their groups and write them on the board for students to check their answers and spelling.

Unit 5 TB65

- **Reinforcement activity:** Play *Listen and do* (see page xviii). If students hear a word with the sound /z/ they lie down or sit with their heads on their desks, being *lazy*. If they hear a word with the sound /s/ they *stand* up. Possible words: *snake, seven, zoo, zip, swim, Zorro, see, sun, zap, swim*.
- **Extension activity:** Play *Messages* (see page xix) with students writing offers on the slips of paper (e.g., *Would you like (sausages) for breakfast?*).

Unit 5 TB66

- **Reinforcement activity:** If possible, move your class to a larger space. Give out food flashcards from Levels 1 and 2 and / or pictures of food at random, so that each student in the class has a picture or a flashcard (some foods can be repeated). Write the five food groups: *fruit, vegetables, meat and fish, dairy, grains and cereal* on the board. Students look at their card and work out which food group they belong in. Tell students to find other members of the same food group and then all stand together. Circulate and help. When students are in their five groups, give instructions to each group in turn, e.g., *Fruit, touch your head! Meat and fish, jump!*
- **Extension activity:** Draw a food pyramid on the board, as shown below:



  Number the sections I to 6, from top to bottom. Write the food groups dairy, grains and cereals, sugars, meat, fruit, vegetables on the board. Explain the meaning of sugars and ask students which part of the pyramid shows sugar and why (number I – the top section, because we need less food with sugar than any other kind of food). Students guess which numbered sections represent the other food groups (make sure they understand how the diagram works – the largest section at the bottom shows the kind of food we need to eat lots of). Discuss with the class and number the sections on the board, then label them with the group names. Students can copy the diagram in their notebooks.

  Key: 1 sugars, 2 dairy, 3 meat, 4 fruit, 5 vegetables, 6 grains and cereals

Unit 5 TB67

- **Reinforcement activity:** Play *Categories* (see page xvii) with the food flashcards and extra pictures of foods from the different groups. The category headings will be the names of the food groups.
- **Extension activity:** Play *Can I have?* (see page xvii), with students project menus. Display the menus on the board. Students work in their project groups. Say *Can I have* (dish)? The first group to point to the correct menu wins a point. Continue with other dishes.

Unit 6 TB70

- **Reinforcement activity:** Play *Act and guess* (see page xvi) using the activity flashcards.
- **Extension activity:** Play *Action treasure hunt* (see page xvi) with the new activities from the lesson and, if appropriate, actions from *Guess What!* Level 1 (*paint, draw, run, jump, sing, climb, swim, ride a bike, play soccer, dance*).
- **Home-school link:** Students write a list of four or five people in their family in a column in their notebooks (e.g., *my dad, my mom, my brother, my cousin*). They write an activity the person can do next to each name. In the next class, help students make sentences about each person, e.g., *My mom can ride a horse. My dad can play soccer.*

Unit 6 TB71

- **Reinforcement activity:** Play *Last one standing* (see page xviii), making sentences with *I can/can't …* Students who agree (i.e., they can or can't do the same thing as you) stay standing. Those who don't agree sit down. Ask the students who are sitting down and standing up *Can you (roller-skate)? (Yes, I can./No, I can't.)* to check they have responded in the correct way.
- **Extension activity:** Give each student a piece of paper and tell them to draw a line down the center to divide it into two sections. In the left section, students draw a picture of the equipment they need to do their favorite activity/an activity they are good at. They write a caption with *I can …* (e.g., *I can play basketball.*). In the right section, students draw equipment for an activity they can't do. They write a caption with *I can't …* (e.g., *I can't ride a horse*). They compare their pictures in pairs. If you wish, encourage students to respond to their partner's pictures by saying *Me, too* or *Me, neither.*

Unit 6 TB72

- **Reinforcement activity:** Students work in pairs. Student A Students describes a member of their family to a partner, talking about what the person likes to eat and what he/she likes doing. Student B draws pictures of the food and the equipment needed to do the activities the person likes. Then they swap over.
- **Extension activity:** Play a version of *Who has it?* (see page xxi). Students with flashcards make a sentence with I like/don't like and the activity on the card (e.g., I like taking photographs.) The rest of the class have to remember who has which flashcard and whether they like the activity or not. You/the students guess by saying, e.g., *Alessandra likes taking photographs.*

Unit 6 TB73

- **Reinforcement activity:** Students play *Find a partner* (see page xvii). They start by writing a sentence about something they like doing (e.g., *I like roller-skating*). They find a partner by asking around the class *Do you like roller-skating?* When they have found a partner they stand together. Check by eliciting sentences from one of the students in the pair, e.g., *I like roller-skating and Ruslan likes roller-skating, too.*
- **Extension activity:** Students work in pairs. In secret, they write four sentences about what they think their partner likes/doesn't like doing, e.g., *Carolina likes playing tennis. She likes taking photographs. She doesn't like playing field hockey. She doesn't like dancing.* Then they take turns asking each other questions to find out if they have written the correct information, e.g., *Do you like playing tennis? Do you like taking photographs?* They check sentences which are correct and put an X next to sentences which are incorrect. Then they compare. Find out who knows their partner best – did any students get four checks? Elicit example sentences and interesting information from volunteers about their partner.

Unit 6 TB74

- **Reinforcement activity:** Students work in pairs or small groups. Show a series of balls used for different sports (e.g., a basketball ball, a soccer, a tennis ball, a baseball ball, a rugby ball, a Ping-Pong ball, a field hockey ball, a volleyball ball), for each ball say, e.g., *This is ball number 1.* Students guess the name of the sport the ball is used for. They confer in their pairs/groups and write the answer down but don't say it. You could write the name of the sports on the board in random order for students to choose from. At the end of the game, elicit the sport for each ball. Students check their answer. See if any pairs/groups guessed all the sports correctly.
- **Extension activity:** Play *Whisper down the line* (see page xxi) with the activity words and/or phrases from the story. Make sure students play nicely and say *That's not fair!* or *Play nicely.* during the game, when appropriate. Encourage the losing teams to say *Good job!* to the winners at the end.

Unit 6 TB75

- **Reinforcement activity:** Play *Sound bingo* (see page xx). Students write four words with the sound /k/ (spelled either with a "c", a "k" or both letters together). Read a list of words spelled with "c" and "k", but mix in some words in which these letters make a different sound, (e.g., *cheese, cereal, know*).
- **Extension activity:** Play *Whisper down the line* (see page xxi) with words with the letters "c" and "k", e.g., *kitchen, snake, climb, field hockey, truck, jacket, socks, bookcase, rice, kite.*

Unit 6 TB76

- **Reinforcement activity:** Describe a sport or activity, e.g., *It's a team sport. You need a ball. You don't need sticks or a bat. There are eleven players in team. You can't touch the ball. (soccer)* Students guess the sport. You can make the game competitive by making teams and giving four points if a team guess after the first clue, three points if they guess after the second clue, and so on.
- **Extension activity:** Students play *Me too!* (see page xviii) in pairs. Tell them to include sentences about activities they like/dislike doing (e.g., *I like playing field hockey. I don't like roller-skating*.). After they have found out what they have in common, call on volunteers to tell you about their partner, e.g., *Melinda likes playing field hockey. Me, too!*
- **Home-school link:** Students draw pictures or make a list of the sports equipment they/their family have at home. They compare in pairs or small groups in the next lesson. Provide new vocabulary, as necessary.

Unit 6 TB77

- **Reinforcement activity:** Play *Pass the actions* (see page xix) with the activity word cards and word cards from Level 1 Unit 7.
- **Extension activity:** Play the *Two minutes* game (see page xxi) with the activities from the unit and from Level 1.

Review Units 5 and 6 TB78

- **Reinforcement activity:** Play *Memory 1 through 10* (see page xix) with a selection of flashcards from Units 5 and 6.
- **Extension activity:** Play *Class survey* (see page xvii) with the activities flashcards from Unit 6. You can either carry out a survey of the class, with you asking the questions (e.g., *Do you like playing baseball?*) or students can work in groups and do their own survey of their friends, using a table to record the answers. After the survey, ask questions about the results, e.g., *How many children like playing baseball? What's our favorite activity?*

Review Units 5 and 6 TB79

- **Reinforcement activity:** Play *Categories* (see page xvii) with flashcards or word cards from Units 1 to 6.
- **Extension activity:** Students work in pairs with someone they don't usually work with. They write four sentences they guess are true about what their partner likes/doesn't like to eat/doing (e.g., *Ainhoa likes fish. She doesn't like peas. Ainhoa likes playing basketball. She doesn't like playing tennis*.) Then they ask their partner questions to find out whether they guessed correctly, e.g., *Do you like fish/playing basketball, Ainhoa?* They check the sentences which were true. Circulate and ask students to feed back (e.g., *Ainhoa doesn't like fish. She doesn't like peas*.)

Unit 7 TB82

- **Reinforcement activity:** Play *What's missing?* (see page xxi) using the flashcards.
- **Extension activity:** Play *Alphabetical order* (see page xvi) with the town words. Students may need to work in pairs, as they need to look at the second letter in some of the words to be able to put them in order correctly (e.g., *school, street, supermarket*).

Unit 7 TB83

- **Reinforcement activity:** Students play *I can see* (see page xviii) in pairs, using the large picture on Student's Book page 82.
- **Extension activity:** Play *Anagrams* (see page xvi) with the town words.
- **Home-school link:** Students choose a person in their family. They draw a picture of that person in their favorite place in town. They compare pictures in the next lesson and say, e.g., *This is my brother. He's in the movie theater.*

Unit 7 TB84

- **Reinforcement activity:** Draw a horizontal line on the board to represent a street. Check four or five flashcards of places along the line (e.g., clothing store, bookstore, café, supermarket). Stick three or four more flashcards behind the places, (e.g., park, school, movie theater), making sure the positions of the second group of flashcards show *behind/in front of*. Point to the flashcards and elicit sentences about where things are, e.g., *The clothing store is next to the bookstore. The café is between the bookstore and the supermarket. The park is behind the supermarket.* Then make false sentences (e.g., *The school is next to the clothing store*). Students correct you (e.g., *No, it isn't. The school is in front of the park*.)
- **Extension activity:** Students work in pairs. Student A makes a sentence about the position of two or three places in their hometown, e.g., *The ABC movie theater is between the café and the supermarket*. Student B says *True* or *False*. He/She corrects the false sentences. Then they swap roles.

Unit 7 TB85

- **Reinforcement activity:** Students work in pairs. Student A looks at the picture on Student's Book page 82. Student B keeps his/her book closed. Student A asks a question with *Is there … ?* e.g., *Is there a café next to the supermarket?* Student B tries to remember and answers *Yes, there is/No, there isn't*. Then they swap roles. They can make the game competitive by keeping score.
- **Extension activity:** Give each student two pieces of blank paper. Draw a simple pictorial map on the board, in the same style as the map on Student's Book page 85 (a street at the bottom of the map with two other streets behind this main street). Draw places on the map. Students copy the basic map, but add places where they wish. Circulate and help/check. Students work in pairs to play *Describe and draw* (see page xvii) with their pictures. They ask questions to help in the drawing phase, e.g., *Is there a playground behind the school? Is there a bookstore? Where is it?*

Unit 7 TB86

- **Reinforcement activity:** Move your class to a large space (e.g., an empty classroom). Stick flashcards of five or six places in town on the walls on opposite sides of the room (e.g., three on one wall, two on the opposite wall). If possible, stick some black and white stripes made of cardboard on the floor (or draw stripes) to make a crosswalk from one side of the room to the other.
- Students stand at one end of the space, next to each other or in one or more rows, so that everyone can walk around easily. Give instructions, e.g., *Let's go to the supermarket. Stop! Let's go to the crosswalk. Stop! Press the button. Wait for the green man! The man is green. Is it safe? Look right and left. It's safe now! Let's cross. … Let's go to the movie theater. Get the tickets…* . Students move around, following your instructions/miming as if they were walking around an imaginary town. Get them to cross from side to side of the room, using the crosswalk each time.
- **Extension activity:** Students draw two pictures of a typical light from a crosswalk in their country – one showing the light when they have to wait (e.g., a red light/a person standing still) and one showing the light when they can walk (e.g., a green light/a person walking). They write captions: for the first light *Be careful!/You need to wait*, and for the second light *It's safe now./Let's cross*. You can make a class display of the pictures, with the title *Be safe!*

Unit 7 TB87

- **Reinforcement activity:** Teach students the tongue twisters *A quick kiss* and *Six boxes*. Students practice saying them in pairs, as fast as they can.
- Extension activity: Play *Match the pictures and words* (see page xviii) with the unit flashcards and word cards.

Unit 7 TB88

- **Reinforcement activity:** Play *Circle it!* (see page xvii) with the flashcards and pictures of a police station, fire station, sports center and hospital (if available).
- **Extension activity:** Give each student a piece of paper with two grids of 15 squares, lettered A to E along the bottom and 1 to 3 along the left-hand side (like the grid on Student's Book page 89). Write a list of places from the unit on the board. Students work in pairs. They decide where to put the places on the board in their grid, and write the name of the place or draw a picture in each square, e.g., in A1 they draw an X to represent the hospital.

  Students then work in groups of four (two pairs together). They take turns saying where they put the places on the map, e.g., First pair of students: *We have the school in B7*. Second pair of students: *We have the school in C3*. Each pair uses the second (blank) grid to draw the positions of the other pairs' buildings/places. Circulate and help/check. See if any of the pairs' buildings are in the same place.

Unit 7 TB89

- **Reinforcement activity:** Play *Questions tic-tac-toe* (see page xx), encouraging students to ask different kinds of question from the unit (e.g., *Where's the toy store?/Is there a toy store?/Is there a toy store behind the school?*)
- **Extension activity:** Students make a video about their hometown, similar to the one the characters were making on Student's Book page 82. Assign places to each pair/group of students (e.g., the hospital, the police station, the park, a café). They think about where their place is (which street it is in and what is next to/behind/in front of it) and any interesting fact they would like to say. Circulate and help with language. Tell students to imagine they are introducing the place to a tourist and write a short script, e.g., *This is the park. It's in King Street. It's next to the station. I love roller-skating here with my friends*. Encourage them to memorize the script, taking turns to say the lines.

  Film the pairs/groups in turn, if possible standing in front of or holding a picture/photograph of their place. You could show the resulting "tour" of the students' hometown to the students' parents/another class at your school.

Unit 8 TB92

- **Reinforcement activity:** Play *Drawing game* (see page xvii), with the animals and places from the lesson.
- **Extension activity:** Play *Bingo* (see page xvi) with the farm words.

Unit 8 TB93

- **Reinforcement activity:** Play *Reading race* (see page xx) with the farm word cards.
- **Extension activity:** Students play a memory game using the picture on Student's Book page 92. They work in pairs. Student A looks at the picture and asks, e.g., *Where's Ben?* Student B has his/her book closed and tries to remember (e.g., *He's next to the barn.*) Then they swap roles. They can also ask about numbers (e.g., *How many ducks are there?*) and colors (e.g., *What color is the cow?*). They can make the game competitive by scoring a point for each correct answer.

Unit 8 TB94

- **Reinforcement activity:** Play *True or false?* (see page xxi) with the photographs in Student's Book page 94 Activity 8 (e.g., *The goat is sleeping. (false) The duck is swimming. (true)*). Students can repeat the game in pairs.
- **Extension activity:** Play *Action treasure hunt* (see page xvi) with verbs from the lesson and activities from Unit 6. Encourage students to describe what others are doing using the present continuous, e.g., *He's sleeping.*

Unit 8 TB95

- **Reinforcement activity:** Call six volunteers to the front of the class. Hand each volunteer a slip of paper with an action on it (e.g., *run*). Use actions from this unit (*run, jump, swim, eat, sleep*) and from Level 1 and Unit 6:

paint, draw, climb, ride a bike/horse, play soccer/tennis/ basketball/ field hockey, dance, take photographs, fly a kite, roller-skate). The volunteers all mime their actions at the same time. Ask the rest of the class questions about what they are doing, e.g., *Is Emma running? (Yes, she is./No, she isn't.)* Repeat with six different volunteers and new actions.

- **Extension activity:** Call six volunteers to the front of the class and give each one a farm animal flashcard. The volunteers look at the cards but don't show the rest of the class. If possible, tape the flashcards to the volunteers' backs. Then tell each volunteer to mime doing an action their animal might do, e.g., if they have donkey, they mime running. The rest of the class guess the animal and the action for each student by asking, e.g., *Is the donkey running?* When they guess correctly the volunteer turns to show the flashcard and says *Yes, it is.*

Unit 8 TB96

- **Reinforcement activity:** Ask students to look through all the episodes of the story in the book. They work in pairs to choose their favorite episode and their favorite picture from that story. They practice saying the dialog for their favorite picture and try to memorize it. Ask volunteer pairs to perform their dialog for the class.
- **Extension activity:** Ask students to draw a picture of their home. It can be the outside of their home or their favorite room inside. They can write two or three sentences about what they like best about their home, e.g., *I love my home. This is my favorite room. It's the kitchen.*

Unit 8 TB97

- **Reinforcement activity:** Play *Sound bingo* (see page xx). Students write four words with starting with *w* or *wh*.
- **Extension activity:** Play *Pass the ball* (see page xix). When the music stops, the student with the ball has to invite the person next to him/her to a party (*Would you like to come to a party?*) The student replies *Yes, please/ thanks. I'd love to.*

Unit 8 TB98

- **Reinforcement activity:** Play *The last word* (see page xx) with sentences about what farmers do, e.g., *A farmer drives a … (tractor). A farmer turns the … (soil). A farmer plants … (seeds). A farmer waters … (plants). A farmer harvests … (plants). A farmer feeds the … (chickens/ animals). A farmer milks the … (cows). A farmer rides a … (horse).* Students can play the same game in pairs, with one student looking at the sentences on Workbook page 80 and the other with his/her book closed.
- **Extension activity:** Tell students to imagine they are farmers. Write the following questions on the board for them to copy and answer:

1 *What's your name?*	*Farmer* _____
2 *How old are you?*	*I'm* _____
3 *Where is your farm?*	*My farm is* _____
4 *What animals or plants do you have?*	*I have* _____
5 *What do you like doing on the farm?*	*I like* _____*ing* _____

Unit 8 TB99

- **Reinforcement activity:** Play *One that doesn't belong* (see page xix), with groups of flashcards from the course (suggestions: *cow, baby, horse, sheep (baby – It isn't a farm animal.), boat, motorcycle, bus, car (boat – Boats are on water, not the street.), pants, shoes, jacket, skirt (skirt – Men don't wear skirts.), clothing store, movie theater, barn, supermarket (barn – It isn't in town.), potatoes, carrots, beans, fish (fish – It isn't a vegetable./ Farmers don't grow it.), dog, cat, cow, mouse (sheep – It isn't a pet/It's big.)*)
- **Extension activity:** Students think more about sustainability in food production. Find some photographs of fruit and vegetables (or meat products) that are sold in local supermarkets. Bring these to class and ask students to sort them into foods that farmers grow in their country or those that come from other countries. Ask students to think about why choosing local food and produce is better for the environment, e.g., it doesn't need to be transported long distances in planes, tankers, or trucks, which use a lot of fuel and pollute the atmosphere.

Review Units 7 and 8 TB100

- **Reinforcement activity:** Play *Jigsaw matching* (see page xviii) with pictures of items from all units of *Guess What!* Level 2.
- **Extension activity:** Play *Messages* (see page xix). Tell students to write a factual question (e.g., *Is there a café next to the movie theater? Do you like cows? What are you wearing? How many table are there in the classroom?*) or an invitation/request (e.g., *Would you like to come to a party? Would you like some juice?*)

Review Units 7 and 8 TB101

- **Reinforcement activity:** Play *Stand up and sit down* (see page xx), making sentences from Units 1 to 8 or *Sound pairs* (see page xx), revising sounds from Units 1 to 8.
- **Extension activity:** *End of course quiz.* In groups, students make up questions for another group or the rest of the class to answer. Encourage them to use different question kinds from all units of *Guess What!* Level 2.

Level 2 CLIL video scripts

Introduction

Before the video

- Use the opening question on the first CLIL page in the Student's Book and activity 1 on the second page to discuss what students already know about the topic and teach new key CLIL vocabulary.
- Ask students to guess what the video is going to be about.

During the video

- Play the whole video in the first instance. Students watch to see if they've guessed correctly what some or all of the video is going to be about.
- Congratulate any students who guessed the content of the video correctly.
- Then play the video again, this time encouraging students to interact with the video more fully, using one of the following techniques:
  - Pause the video to ask questions or elicit new vocabulary.
  - Show the video with the sound off, pausing for students to guess what the presenter is saying.
  - Use homemade flashcards of the CLIL vocabulary shown in the audio and ask students to put them in order.
  - Write questions on the board for students to answer while they are watching.

After the video

- Check students' answers to any questions you have asked.
- Then use activity 3 in the Student's Book for students to reinforce understanding of the CLIL question. The Project provides an opportunity for students to produce their ideas about the CLIL topic in words and pictures. There is further practice provided in the Workbook.

Hello again!

Unit Topic: Hello again!

Topic: Art – kinds of art

Question: What kind of art is it?

Learning objective: Children should:
- be able to identify 4 different kinds of art
- understand that we can use different techniques in art work

CLIL 00

Hi. Welcome to *Guess What!*
Today we're asking,
What kind of art is it?
Let's find out.

drawing

This kind of art is called drawing.
People draw with pencils.
People draw with colored pencils,
and people draw with pens, too.

painting

Look at this kind of art. It's called painting.
Painting is fun! Artists paint with different kinds of paints.
Painters paint on wood,
and painters paint on windows, too.
Look! Face painting!

photography

Photography is a kind of art, too.
People take photographs with a camera.
Some photographs are black and white.
Look at this photographer.
Look at her photograph.
Now, look at this photographer.
Look at his photograph.
Some photographs are in color.
Look at this photographer.
Look at his photograph.
Now, look at this photographer.
Look at his photograph.

sculpture

This kind of art is called sculpture. Look at these two animal sculptures!
We can make sculptures from a lot of different materials.
Look at this sculpture. The material is wood.
And the material of this sculpture is metal.
Look at this sculpture. It's a sand sculpture,
and this is an ice sculpture.

What do you know?

What kind of art is it?
It's a painting.
It's a drawing.
It's a sculpture.

Good job!

See you next time on *Guess What!* Bye!

Unit 1

Unit Topic: Transportation

Topic: Science – kinds of transportation

Question: Where is the transportation?

Learning objective: Children should:

- be able to identify 3 places transportation goes
- understand that transportation moves on land, on water, and in the air

CLIL 01

Hi again. Welcome back to *Guess What!*
Today we're asking,
Where's the transportation?
Let's find out.

on land

These kinds of transportation are on land.
Look at the bus,
the long train,
the bicycles,
and the trucks and cars.
Look at all the different kinds of transportation on land.
Can you see the motorcycles and cars?

on water

These kinds of transportation are on water.
Look at the big ship in the ocean,
the small boats on the canal,
and the boats on the river.
And look! This boat is like a bus on water! It's called a ferry.

in the air

These kinds of transportation are in the air.
Look at this helicopter. It's in the air.
This helicopter is in the air, too. It's above the trees.
Look at this plane. It's big. Now, it's in the air.
And look at this plane. It's small. It's on water!
Now it's in the air.

What do you know?

Where's the transportation?
It's on water.
It's on land.
It's in the air.

Good job!

See you next time on *Guess What!* Bye!

Unit 2

Unit Topic: Pets

Topic: Science – needs of animals

Question: What do animals need?

Learning objective: Children should:

- be able to identify 3 basic needs of living things - animals
- understand that animals need water, food, and shelter as basic needs

CLIL 02

Hi again. Welcome back to *Guess What!*
Today we're asking,
What do animals need?
Let's find out.

water

All animals need water.
Look at these zebras. They all have water.
The cow has water, too.
Look at these small birds. They need water.
The cats need water, too.

food

All animals need food.
Look at the elephant. It has food.
Look at the monkey. It has food, too.
Look at the sheep. It needs food.
Look at the small birds. They need food, too.

shelter

All animals need shelter.
Big animals need shelter. Look at the lion. It has shelter.
And the sheep have shelter, too.
Small animals need shelter. Look! The frog has shelter.
The rabbits need shelter, too.

What do you know?

What do animals need?
They need water.
They need food.
They need shelter.

Good job!

See you next time on *Guess What!* Bye!

Unit 3

Unit Topic: Clothes

Topic: Science – kinds of materials for clothes

Question: What are clothes made of?

Learning objective: Children should:

- be able to identify 4 different kinds of materials for clothes
- understand that we can use different materials for making clothes

CLIL 03

Hi again. Welcome back to *Guess What!*
Today we're asking,
What are clothes made of?
Let's find out.

cotton

Some clothes are made of cotton.
Cotton is a plant.
Look at the men! They're making cotton fabric for clothes.
Look. This baby is wearing a cotton dress.
And the boy and the girl are wearing cotton pants and T-shirts.

silk

Some clothes are made of silk.
Silkworms make silk.
The woman is making silk fabric for clothes.
Silk is beautiful. Look. The men are wearing silk pants and shirts.
And this man is wearing a silk jacket.

wool

Some clothes are made of wool.
Wool is from animals, like sheep.
Look at this woman. She's making a wool sweater.
We wear clothes made of wool in cold places.
This woman is wearing a sweater. It's made of wool.
And this woman is wearing socks. They're made of wool, too.

leather

Some clothes are made of leather.
Leather is from animals, like cows.
Look! The machine is painting the leather.
And this woman is cutting the leather for a jacket.
Look! This boy is wearing a leather jacket,
and this woman is wearing leather shoes.

What do you know?

What are clothes made of?

wool.
leather.
cotton.

Good job!

See you next time on *Guess What!* Bye!

Unit 4

Unit Topic: Rooms

Topic: Math – counting and interpreting data on a bar chart

Question: How many are there?

Learning objective: Children should:

- be able to use the math symbols + and - then add and subtract numbers between 0 and 20
- understand that + means add and - means minus

CLIL 04

Hi again. Welcome back to *Guess What!*
Today we're asking,
How many are there?
Let's find out.

This is a bar chart.

streetlights

There are many kinds of streetlights.
Some streetlights are modern,
and some streetlights are not modern.
Lots of streetlights. How many are there?
Fourteen.
Look how we show the number of streetlights in a bar chart!
Fourteen streetlights.

bus stops

There are many kinds of bus stops. Look at these bus stops!
These bus stops are in Asia,
and these bus stops are in Europe.
Lots of bus stops. How many are there?
Eleven.
Look how we show the number of bus stops in a bar chart!
Eleven bus stops.

mailboxes

Look at these mailboxes! They are all different.
This mailbox is white,
and these mailboxes are gray.
These mailboxes are big, and they're red and yellow.
Lots of mailboxes. How many are there?
Seven.
Look how we show the number of mailboxes in a bar chart!
Seven mailboxes.

traffic lights

There are many kinds of traffic lights.
These traffic lights have three colors – green, orange, and red.
This traffic light has four lights.
Look! This traffic light is for bikes.
Lots of traffic lights. How many are there?
Sixteen.
Look how we show the number of traffic lights in a bar chart!
Sixteen traffic lights.

What do you know?

How many are there?
Fourteen streetlights.
Eleven bus stops.
Seven mailboxes.
Sixteen traffic lights.

Good job!

See you next time on *Guess What!* Bye!

Unit 5

Unit Topic: Meals

Topic: Science – food groups

Question: What kind of food is it?

Learning objective: Children should:

- be able to identify 4 different food groups and classify examples of food into those groups
- understand that food is classified into different groups

CLIL 05

Hi again. Welcome back to *Guess What!*
Today we're asking,
What kind of food is it?
Let's find out.

fruit

Fruit is a kind of food.
Apples, oranges, and bananas are fruit. They're healthy food.
We can eat fruit for breakfast, lunch, and dinner!

vegetables

Vegetables are a kind of food.
Beans are vegetables,
and carrots and peas are vegetables, too.
Look at this family! They like vegetables for dinner.

meat

Meat is a kind of food.
Chicken is a kind of meat.
Beef is a kind of meat, too.
We can eat meat for breakfast, lunch, or dinner.

grains

Grains are a kind of food.
Bread is made from grains. Look at all the different kinds of bread.
Look at the girls! Their cereal is made from grains.
We can eat cereal and toast for breakfast. Toast is made from grains.

dairy

Dairy is a kind of food, too.
Dairy food is made from milk.
Look! Cheese is made from milk.
We all need some dairy food. It's healthy.
Fruit, vegetables, grains, dairy, and meat are all kinds of food we eat.

What do you know?

What kind of food is it?
fruit
dairy
grains

Good job!

See you next time on *Guess What!* Bye!

Unit 6

Unit Topic: Activities

Topic: Physical education – sports equipment

Question: What equipment do we need?

Learning objective: Children should:

- be able to identify 4 kinds of equipment used when playing different sports
- understand that there are different kinds of sports equipment we need

CLIL 06

Hi again. Welcome back to *Guess What!*
Today we're asking,
What equipment do we need?
Let's find out.

a ball

We need a ball for playing some sports. We need a ball for playing basketball.
We need a ball for playing soccer, too.

a racket and a ball

We need a racket and a ball for playing tennis.

a stick and a ball

We need a stick and a ball for playing field hockey and for playing golf.
We need a stick and a ball for playing this sport on horses. It's called polo.

a bat and a ball

We need a bat and a ball for playing baseball, and for playing softball.
We need a bat and a ball for playing cricket, too.

We don't need equipment for some sports.
We don't need equipment for swimming,
and we don't need equipment for running!

What do you know?

What equipment do we need?
We need a bat.
We need a ball.
We need a racket.

Good job!

See you next time on *Guess What!* Bye!

Unit 7

Unit Topic: In town

Topic: Geography – reading basic map references

Question: Where are the places?

Learning objective: Children should:

- be able to read a basic grid reference and identify places/building on it
- understand that a grid reference is used to read where places/buildings are on a map

CLIL 07

Hi again. Welcome back to *Guess What!*
Today we're asking,
Where are the places?
Let's find out.

fire station

These are fire stations.
This fire station is in North America. Look at the fire truck.
This fire station is in Europe. Look! The two fire trucks are next to each other.
This fire station is in South America. The fire trucks are in front of the fire station.
And look at the long ladder!
Look how we find the fire station on the map! It's in square B4.

hospital

These are hospitals.
This hospital is in Europe. It's between two buildings.
Can you see the word *hospital* on the wall?
This hospital is in Europe, too. It's very beautiful.
This hospital is in Australia. It's very big. Look! There's an ambulance!
Look how we find the hospital on the map! It's in square C1.

sports center

These are sports centers.
This sports center is round.
This sports center is round, too.
Look at this sports center. It's red and yellow!
Look how we find the sports center on the map! It's in square D5.

police station

These are police stations.
This police station is very big. It's in North America.
And look! There's a police car.
This police station is in North America, too. It's small.
This police station is very big. It's in Asia. Can you see the word *police*?
Look how we find the police station on the map! It's in square E3.

What do you know?

Where are the places?
The police station is in E3.
The hospital is in C1.
The sports center is in D5.
The fire station is in B4.

Good job!

See you next time on *Guess What!* Bye!

Unit 8

Unit Topic: On the farm

Topic: Science – farming process for growing crops

Question: What do farmers do?

Learning objective: Children should:

- be able to explain the steps in the process of growing food on a farm
- understand a farmer's role in the process of growing food

CLIL 08

Hi again. Welcome back to *Guess What!*
Today we're asking,
What do farmers do?
Let's find out.

turn soil

These farmers are turning the soil in their fields.
This farmer has an animal to help him.
This farmer has a machine to help him.
This farmer doesn't have an animal or a machine to help him. He's turning the soil by hand.

plant seeds

These farmers are planting seeds.
Some farmers plant seeds by hand. This farmer is a man, and this farmer is a woman.
Some farmers have machines to plant their seeds.

water plants

The seeds are now small plants. Farmers need to water the plants.
Some farmers water the plants by hand.
Some farmers have machines to water their plants. This is a small machine,
and this is a big machine.

harvest plants

These farmers are harvesting their plants.
This farmer is harvesting her rice plants by hand.
This farmer is harvesting the fruit from his coffee plant by hand.
This farmer has a very big machine to harvest his grain.

What do you know?

What do farmers do?
They plant seeds.
They water plants.
They harvest plants.

Good job!

Bye!

Let's collaborate! Level 2 Cambridge Life Competencies Chart

Unit	CAMBRIDGE LIFE COMPETENCIES
0	**Critical Thinking:** using a Venn diagram to analyze similarities and differences between themselves and others **Social Responsibilities:** recognizing and valuing similarities and differences between people **Digital Literacy:** searching for photographs online to illustrate what they like
1	**Creative Thinking:** designing an eco-friendly method of transportation **Social Responsibilities:** exploring sustainable solutions to environmental issues **Digital Literacy:** researching ideas for an eco-friendly method of transportation online
2	**Social Responsibilities:** caring for animals and thinking about their needs **Learning to Learn:** using a checklist to find relevant information and organizing it for a video **Digital Literacy:** searching for photographs of pets online; making a short video
3	**Creative Thinking:** creating a collage of clothes suitable for different types of weather **Critical Thinking:** categorizing clothes and materials suitable for different types of weather **Learning to Learn:** using a chart to organize ideas about clothes, materials, and weather
4	**Critical Thinking:** collecting data about furniture items and making comparisons **Creative Thinking:** drawing and coloring a bar chart to demonstrate the data they've collected **Learning to Learn:** using a guide to plan ahead and learn how to collect data for a bar chart
5	**Creative Thinking:** making a menu for a healthy food café **Critical Thinking:** categorizing foods into different food groups **Social Responsibilities:** making healthy food choices for a balanced diet
6	**Creative Thinking:** acting out a game or sport to help others understand the rules **Learning to Learn:** completing a chart to prepare a description of a game for a leaflet **Digital Literacy:** searching for information about sports using different websites and finding photographs online
7	**Creative Thinking:** designing a town and drawing a map **Learning to Learn:** learning about maps and grid referencing; planning how to talk about a map and writing a script **Social Responsibilities:** thinking about how to make a town eco-friendly
8	**Creative Thinking:** making a storyboard for a documentary about life on a farm **Social Responsibilities:** learning about farming in different countries **Digital Literacy:** searching for information about farming and photographs of farmers online
All Units	**Communication:** using appropriate language (can include some L1) at different stages of the project; communicating clearly and confidently during the final presentation of their work **Collaboration:** working effectively with others including supporting and encouraging them where necessary; appropriately sharing roles and tasks within the group

Let's collaborate!

Our group: _____ Unit: _____

How did we do?

In your group, think about your project. Check (✓) the boxes.

Step 1 Plan	☺	😐	☹
Our group listens.			
Our group understands.			

Step 2 Create	☺	😐	☹
Our group joins in.			
Our group works well together.			

Step 3 Present	☺	😐	☹
Our group presents the project well.			
Our group is happy with our project.			

We think our project is:



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Let's collaborate!

Teacher's Evaluation Form

Name(s): _____

Level: _____ Unit: _____ Date: _____

Group or individual performance grades:
4 = Exceeds expectations; 3 = Very good; 2 = Satisfactory, 1 = Needs improvement.

Step 1 Plan

Grade	Area / Outcomes
	Use of information and resources
	Planning and organization

Step 2 Create

Grade	Area / Outcomes
	Collaboration
	Creativity

Step 3 Present

Grade	Area / Outcomes
	Presentation skills
	Final product

Cambridge Life Competencies

Students showed (✓) / did not show (✗) evidence of the following competencies during this project.

✓ / ✗	Competency (refer to the Cambridge Life Competencies Chart)
Comments:	

Overall grade: _____

General comments:	Area(s) of improvement:

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Key: U = Unit.

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