UPDATED EDITION

Guess What!

Teacher's Book 3

with Digital Pack

American English

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CAMBRIDGE

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Language summary

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Welcome			4
Vocabulary	Lucas, Max, Lily, Tom, Anna		6
Grammar	Review of questions • Months of the year • When's your birthday? It's in (December).		7–8
Skills	Reading • Do you have an email pen pal?		9
Story value	Work together		10
Talk time	Asking for permission	**Say it!** *a / ai* • snakes, tails	11
CLIL: Art	What can you see in a landscape painting?		12–13
1 In the yard			14
Vocabulary	tree, leaf, caterpillar, rabbit, butterfly, flower, grass, turtle, guinea pig, snail		16
Grammar	(His) pet is (big). • (Our) pet is (orange). • What's that? It's a (snake). • What are those? They're (leaves).		17–18
Skills	Listening • What can you see at the zoo?		19
Story value	Respect and listen to others		20
Talk time	Asking to borrow something	**Say it!** *ee / ea* • chimpanzees, eat	21
CLIL: Science	What types of habitats are there?		22–23
2 At school			24
Vocabulary	reception, cafeteria, library, classroom, science lab, gym, art room, music room, playground, sports field		26
Grammar	Where are (they)? (They)'re (on the sports field). • What are (you) doing? (We)'re (playing baseball).		27–28
Skills	Reading • What places can you find in your school?		29
Story value	Keep your environment clean		30
Talk time	Offering help	**Say it!** *i / igh* • tigers, night	31
CLIL: Science	What materials can we recycle?		32–33
Review	Units 1 and 2		34–35
3 School days			36
Vocabulary	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday		38
Grammar	Do we have (science) on (Tuesday)? Yes, we do. / No, we don't. • What (club) does she have (after school)? She has (swimming club) (after school).		39–40
Skills	Listening • Do you have a favorite day of the week?		41
Story value	Be resourceful		42
Talk time	Asking if places are open	**Say it!** *oa / ow* • goats, snow	43
CLIL: Science	Which animals are nocturnal?		44–45
4 My day			46
Vocabulary	get up, get dressed, have breakfast, brush my teeth, go to school, have lunch, go home, have dinner, take a shower, go to bed		48
Grammar	I (have dinner) at (seven thirty). • What time do you (get up)? I (get up) at (seven o'clock). So do I. / I don't.		49–50
Skills	Reading • Do you have a healthy lifestyle?		51
Story value	Exercise		52
Talk time	Asking the time	**Say it!** *ue / ew / oo* • blue, chew, food	53
CLIL: Math	What time is it around the world?		54–55
Review	Units 3 and 4		56–57

			Page
5 Home time			58
Vocabulary	drink juice, eat a sandwich, do the dishes, play on the computer, read a book, watch TV, do homework, listen to music, make a cake, wash the car		60
Grammar	He (doesn't like) (reading books). • Does he (enjoy) (doing the dishes)? Yes, he does. / No, he doesn't.		61–62
Skills	Listening • Are you helpful at home?		63
Story value	Show forgiveness		64
Talk time	Suggesting food to make	**Say it!** *th* • panthers, three	65
CLIL: Geography	Where do people live?		66–67
6 Hobbies			68
Vocabulary	play the piano, play the guitar, play the recorder, make models, make movies, do karate, do gymnastics, play Ping-Pong, play badminton, play volleyball		70
Grammar	She (does karate) (on Sundays). • Does she (do gymnastics) (in the evening)? Yes, she does. / No, she doesn't.		71–72
Skills	Reading • What sports do you like?		73
Story value	Try new things		74
Talk time	Encouraging others to try things	**Say it!** *sh* • sharks, fish	75
CLIL: Music	What type of musical instrument is it?		76–77
Review	Units 5 and 6		78–79
7 At the market			80
Vocabulary	lemons, limes, watermelons, coconuts, grapes, mangoes, pineapples, pears, tomatoes, onions		82
Grammar	There (are lots of) (grapes). • There (are some) (tomatoes). • There (aren't any) (limes). • Are there any (pears)? Yes, there are. / No, there aren't.		83–84
Skills	Listening • Do you like smoothies?		85
Story value	Reuse old things		86
Talk time	Making choices	**Say it!** *ch* • chipmunks, pouches	87
CLIL: Science	What parts of plants can we eat?		88–89
8 At the beach			90
Vocabulary	sun, burger, fries, sunglasses, swimsuit, shorts, towel, shell, ocean, sand		92
Grammar	Which (towel) is (theirs)? The (purple) one. • Whose (jacket) is this? It's (mine). • Whose (shoes) are these? They're (Sally's).		93–94
Skills	Reading • What do you like doing on vacation?		95
Story value	Appreciate your family and friends		96
Talk time	Deciding how to travel	**Say it!** *ph / f* • dolphins, fish	97
CLIL: Math	Are sea animals symmetrical?		98–99
Review	Units 7 and 8		100–101
Chants			102–103

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 3, students follow the humorous adventures of Tom, Lily, Lucas, Anna, and Max, the soccer-playing dog, as they take part in a mystery treasure hunt.

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, in 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 that 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. The varied activities in *Guess What!* provide plenty of opportunities for students to practice all four skills, and there is a specially formulated skills page in every unit. In *Guess What!* Level 3, the motivating skills topics include visiting a bug house at the zoo, doing a health questionnaire, and making a fruit smoothie.

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 for the time, or asking permission to do something. Then with the innovative *Say it!* feature, students enjoy learning about real animals at the same time as practicing their pronunciation. 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 3 include keeping the environment clean, reusing old things, and appreciating family and friends.

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 offer 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*.

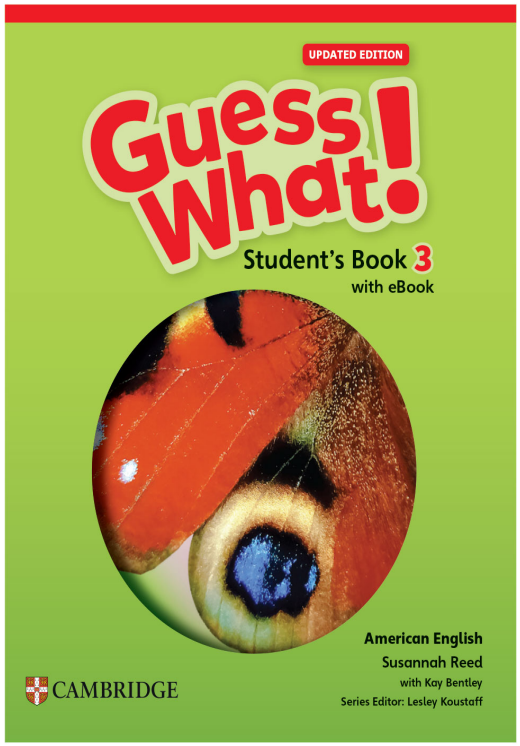
Evaluation

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 **Cambridge English: Young Learners (YLE tests)**. *Guess What!* Level 3 completes coverage of the Starters syllabus.

Guess What! Level 3 components

Student's Book with eBook



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

- A Welcome Unit which introduces *Guess What!* characters and reviews key language from previous years of learning English, as well as introducing some new language.
- 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.

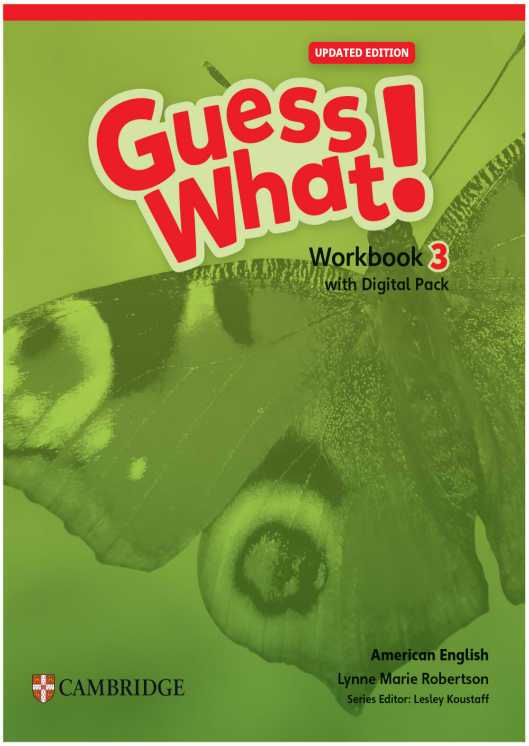
Each unit opens with an eye-catching photographic spread and engaging introductory *Look!* video, followed by eight easy-to-use, single-lesson pages, which contain:

- Engaging topics and presentation contexts.
- Progression from presentation to practice in each lesson.
- A wide variety of activities, including humorous contextual dialogs, songs, chants, games and communicative activities, functional dialogs and role play, pronunciation activities, listening activities, and reading texts.
- Two *Grammar fun!* animated games.
- An exciting story adventure with animated video.
- A Skills page which covers reading, writing, speaking, and listening.
- 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



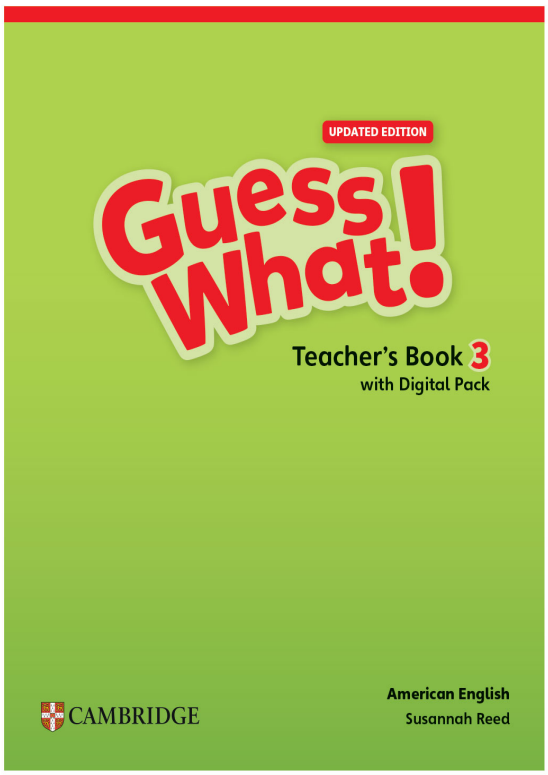
The 96-page full-color Workbook provides further consolidation of all the language and topics presented in the Student's Book. It can be used at home or in class and contains:

- 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 both at word and sentence level, with extended writing practice on the Skills page.
- 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, 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 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 3 and 4. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 3, 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 75 flashcards to accompany *Guess What!* Level 3. 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 3 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.

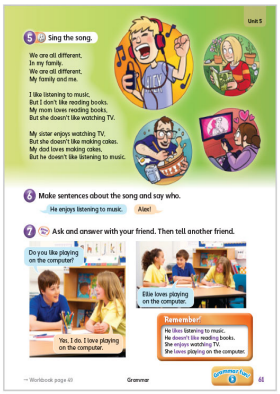
Lesson 1
Presentation and practice of vocabulary

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 will listen and repeat the vocabulary as well as reading the vocabulary labels on the page. Students then use the new vocabulary in guessing games and activities, which also recycle language from previous units.

- The flashcards and word cards can also be used to present and review new words in a variety of games.
- The Workbook provides further practice in puzzles and reading activities. Students are also directed to the picture dictionary at the end of this lesson.
- There is an additional vocabulary worksheet available in the Teacher's Resources.

Note: The Welcome Unit Lesson 1 introduces the new character names rather than a vocabulary set. New vocabulary (months of the year) is presented in Lesson 3, so students also complete the picture dictionary activity in the Workbook at that point.

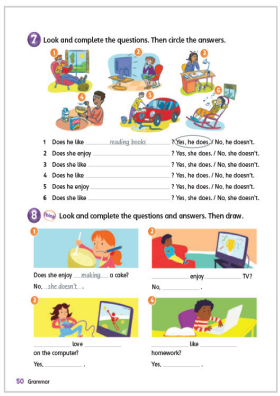
Lesson 2
Presentation and practice of grammar 1



The first new grammar point of the unit is presented in a lively song, which also reuses the unit vocabulary. 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 the new grammar point is summarized at the bottom of the page in the *Remember!* box alongside the link to a *Grammar fun!* animation.

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

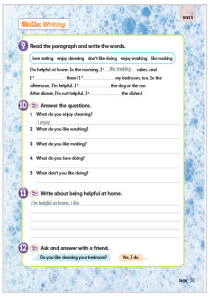
Lesson 3
Presentation and practice of grammar 2



The second new grammar point is presented in a short dialog illustrated by photographs of children using English in real and engaging contexts. Students progress from this context to active production, and can then consolidate the grammar using a motivating chant. Students are supported through their learning with example speech bubbles on the page and the new grammar point is summarized at the bottom of the page in the *Remember!* box alongside the link to a second *Grammar fun!* animation.

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

Lesson 4
Skills



Students consolidate and extend the language of the unit with a motivating skills topic chosen to appeal to children of this age. Alternate units offer a task-based reading or listening activity, followed by questions designed to stimulate discussion and speaking practice using language students are familiar with.

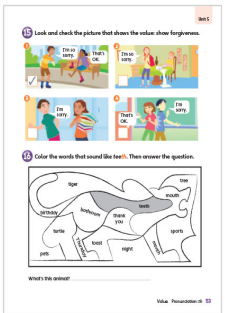
- The Workbook provides further reading and speaking practice, before leading into an extended writing activity.

Lesson 5
Story and value

Students consolidate and extend their learning further with a dynamic cartoon-strip 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.

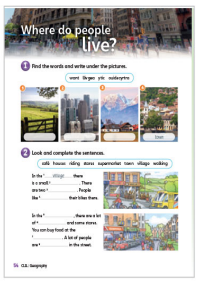
- The Workbook provides story sequencing and comprehension activities as well as a values activity.

Lesson 6
Talk Time and Say it!



Students practice and customize a functional dialog, first introduced in the story and then applied in this lesson to real world contexts. By choosing words to substitute in the functional dialog, students 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 true sentence about an animal.

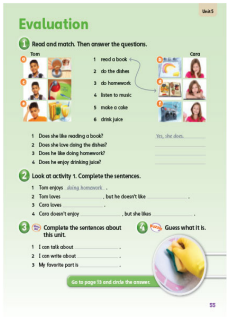
Lesson 7
CLIL (Content and Language Integrated Learning)



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 TB115–119.

- The Workbook provides further activities exploring the CLIL topic.

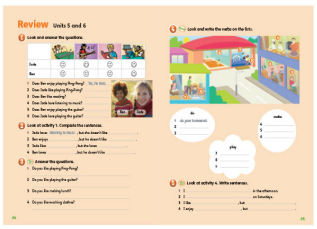
Lesson 8
Let's collaborate! project and unit evaluation



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 collage, bug book, school plan, blog, survey, schedule, bulletin board, salad stand, and brochure.

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 real-life topics, such as special school days, a summer camp, hobbies, and vacations. Varied activities include word puzzles, task-based listening, reading and speaking tasks, and 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 the 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 the correct option. After three seconds, the answer is revealed on the video.

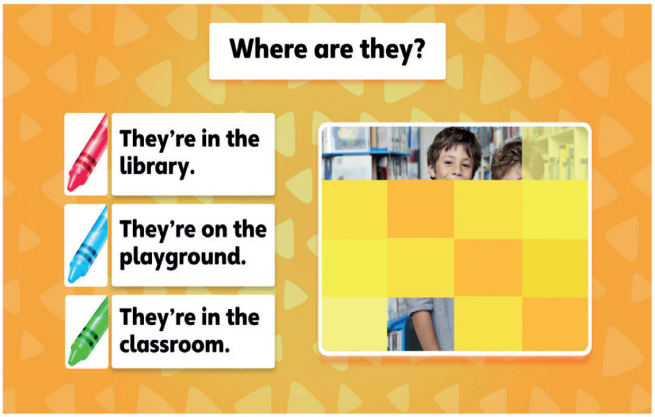
Monitor how well students perform in the practice stage of the video. If some of them are having difficulty, you can repeat the video at a later stage after further review of the language, such as after completing the exercises in the Workbook. You can also review the language by playing the game again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

The two *Grammar fun!* games in Level 3 are:

The "Memory" game

Students will need a red crayon, a blue crayon, and a green crayon. A picture will appear on the screen for a few seconds. Students look at the picture and remember as much as they can. The picture will disappear and students will hear and read a question about 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 answer is revealed.

The "Slow reveal picture" game

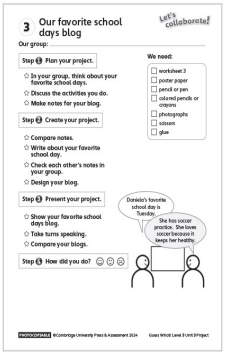


Students will need a red crayon, a blue crayon, and a green crayon. They will hear and read a question and some answer options. A picture clue will gradually be revealed. Students hold up their red, blue, or green crayon as soon as they think they know the answer. Once the picture is completely uncovered, the correct answer is revealed.

You may want to turn the video 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.

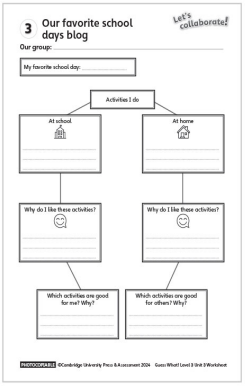
Let's collaborate! projects

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.



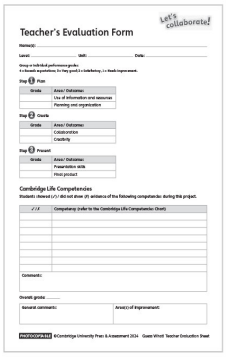
Plan: At this stage, the students should work together and think about *how* they are going to do the project and *what* they need to do it. There are steps for how collaborative planning should take place and a materials list box is included on the project sheet.

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 TB121 and TB122 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 Cambridge Life Competencies Framework (see page TB120). 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, health, 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 group work is suggested for most projects in Level 3. 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 elementary school subjects across the curriculum. The subjects chosen for Levels 3 and 4 are the popular CLIL subjects of art, geography, math, physical education, science, history, and music. With the CLIL pages, teachers can develop students' understanding of age-related subject concepts while also developing their English language skills.

In order to integrate content and language meaningfully, each CLIL subject is supported with a short, dynamic video. Students can therefore watch and listen to highly contextualized, supportive CLIL input chosen from the real world outside the classroom. This innovative 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 new and different about CLIL in *Guess What!* is that students build on their knowledge of subject concepts presented in the Student's Books and videos for Levels 1 and 2. Students also build on their subject knowledge as they work through Levels 3 and 4. Many of these subject concepts match what young learners study in their L1 curriculum. An example is the subject of geography:

- Level 1: Students identify continents from a basic, colorful world map.
- Level 2: Students locate places in a town using a simple grid.
- Level 3: Students find out about different habitats from around the world.
- Level 4: Students explore extreme weather conditions around the world.

The development of subject concepts across all levels of *Guess What!* ensures students deepen their knowledge of both geography content and English language. The CLIL topic is related to the theme of each unit in the Student's Book which is further developed in the the *Let's collaborate!* projects.

Teachers can help students 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 on 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 3 Unit 1 *What types of animals are nocturnal?* ask:

1 *Can you see these animals in the morning?* (revisiting *morning* from earlier in this unit)
2 *Can you see a bird or a fish?* (recognizing and identifying vocabulary presented in previous levels)
3 *What animals can we see at night?* (establishing if students know this concept)

Finding out what students already know about subject-specific vocabulary at the beginning 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.

Word-level support

New vocabulary presented in the CLIL sections needs to be revisited 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 in L1, e.g.,

- Unit 8: *starfish* and *octopus*

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, fill-in-the-blank sentences (using *is/isn't*, *are/aren't*), or substitution charts, so students feel confident when speaking.

You will need to provide students with plenty of support for CLIL; they may need less support by the time they are using Level 4.

Schedule fit

There are 80 lesson plans provided in the teaching notes of *Guess What!* Level 3. These consist of eight lessons in each of the nine teaching units, and eight review lessons. Each teaching unit has one vocabulary lesson, two grammar lessons, one story lesson, one skills 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 to these different needs, along with the many ideas for Extra activities in each unit (pages TB102–114) and in the Games bank (pages xvi–xix).

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–xix) for preparatory vocabulary work.		✓
Evaluation	Use the Evaluation at the end of the unit in the Workbook. Use ideas from the Extra activities (pages TB102–114) 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.

Action treasure hunt

Write and hide instructions on slips of paper: *Play the guitar. Make a movie. Count to twenty*, etc. Hide these around the classroom. Students take turns finding a slip of paper and doing or miming the action on it. Alternatively, students can find an action and use it to make a question to ask another student, e.g., *Does Luis like (playing the guitar)?*

Act it out

Students think of an activity or a word they know in English (e.g., *paint a picture* or *zebra*). They write this down on a slip of paper 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, and acting it out for the class to guess: *What's he/she doing?*

Anagrams

Write anagrams of target vocabulary on the board, e.g., for Unit 5 page 66: *decronutyis* (*countryside*). Students work in pairs to solve the anagrams. When they have solved each one, they raise their hands, say a word, and spell it out correctly. This can also be played as a team game.

Bingo

Use this game to review any vocabulary set. Use flashcards to review vocabulary. Students then choose four of these words and write them down. Say sentences using each of the words, e.g., for food in Unit 5: *I like eating toast for breakfast.* Students who have written the word *toast* cross it out. The first student to cross out all four of their words calls out *Bingo!*

Bluff

Invite three students to the front of the class. Give each one a flashcard or picture and ask them to keep them secret from the class. The three 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 three students then say a sentence that might or might not correspond with the flashcard or picture they are holding. 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 ... ?

Use a matching set of flashcards and word cards. This activity works best with vocabulary sets of nouns that students would want to borrow, buy, or use (e.g., fruit and vegetables in Unit 7). Attach the flashcards to the board or display them on a table. Put the word cards in a pile face down on a table at the front of the class. Ask two students to the front. One takes a card and uses the word on it to ask *Can I have (an onion)?* The other student then collects the onion flashcard and hands it over, saying *Yes, of course. Here you are.* You can make this activity more challenging by removing some of the flashcards, so sometimes the student searching has to reply: *No, I'm sorry. I don't have an onion.*

Categories

Use flashcards or word cards from different vocabulary sets. 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 cards 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 listens and says which word is the one that doesn't belong.

Class survey

Class surveys can be used to compare a range of students' experiences, e.g., in Unit 5 finding out who is most helpful at home. Divide the students into groups of five. Students draw a chart with six columns and five rows on a piece of paper. They write the names of the other students in their group along the top of the chart, and the jobs at home down the side of the chart. Students then ask and answer in their groups, e.g., *Do you clean your bedroom?* They record each person's answers with check marks or Xs. Students then look at the completed chart to see who has the most check marks and therefore is the most helpful student in their group. They then compare this student with the most helpful students in the other groups in order to find the most helpful students in the class.

Correct my mistakes

This game can be played with photographs or other pictures, with texts, or with students and items in your class. Make false sentences for students to correct, e.g., if there are four people in a picture, say *There are three people in the picture.* Nominate individual students to correct the sentences.

Describe and guess

Play this game with flashcards, pictures, or small objects. Display them on the board or elsewhere in the classroom. Ask two students to come to the front of the class. Then describe one of the pictures, e.g., the paintings on Welcome Unit page 13: *This is a beautiful painting. There's a mountain and a river.* Students try to find and point to the correct painting first. This can also be played as a team game, with a representative from each team coming to the front of the class to guess.

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. Now point to the first word card and students read aloud 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 flashcards.

Drawing game

Choose a vocabulary item students know. Draw a picture 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 or 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 write down activities or things they like, do, or can do. Then they have to find someone who likes the same things, e.g., students write down *I like playing tennis* and then find other students who like playing tennis by asking *Do you like playing tennis?* Students can then report their findings to the class: *Ana likes playing tennis and so do I.*

Find someone who …

This is a matching activity which also reviews questions. In advance, write some instructions on slips of paper, e.g., to review basic questions: *Find someone who has two sisters. Find someone who can ride a bike.* You will need enough slips of paper to have one per student in the class. Students read the instruction on their slip of paper and write down the question they need to ask to find it out. Students then have to find someone in the class who answers the question as requested on their instruction slip (e.g., *Yes, I do* or *No, I don't*). This game can be played with students mingling as a class, or just allow one or two students at a time to stand up and ask other students at their desks.

Find something (red)

Give students simple color instructions: *Find something (red).* Students have to look around the class finding all the items they can that are of that color. This can also be played as a team game. If they know the words, students list the objects they have found: *A red pencil, a red bag,* etc.

Find the owner

Ask some students to give you one or two of their possessions to put into a bag, e.g., an eraser, two pens. Before putting them into the bag, students make sentences about their possessions, e.g., *These pens are mine.* Students then take turns taking an object out of the bag and trying to remember who it belongs to, e.g., *This eraser is his/hers.* This can also be played as a team game with points for each possession remembered correctly.

Fruit salad

Give each student a fruit name to remember (*banana, apple, pear,* etc.) Make sure that each fruit name is used more than once. Call out a fruit word: *Bananas!* All students given the word *banana* stand up and change seats (slowly and without running).

Guess What! / Guess Who!

This is a simple description game. Describe a word, a picture, or a person for others to guess what/who it is, e.g., for Unit 1 page 16: *It's a pet. It's small. It's white.* (*It's a rabbit!*)

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 (rabbit)?* Students have to guess by asking questions*: Is it (under the table)?*

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 child with a pink bag.* 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.

Last one standing

Start the game with all students standing. Make a sentence, practicing a target structure, e.g., with *like*: *I like reading books.* Students who agree with you stay standing. Those who don't agree sit down. Ask a standing student *Do you like reading books?* (*Yes, I do.*) Then ask a sitting student, to elicit *No, I don't.* Repeat with different sentences using *I like* and *I don't like*. The last student left standing wins.

Listen for the sound

Say a mixture of words that do or don't have target sounds in them, e.g., for /eɪ/: *birthday, present, treasure, play, cake.* Students listen and raise their hands or stand up when they hear an /eɪ/ word.

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.

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 to remember where each flashcard is. Divide the students into two teams. Then say a word or a sentence about one of the cards, e.g., for activities at home in Unit 5, say *She likes making cakes*. The teams take turns guessing the correct flashcard number. Turn the flashcard over and ask the other team questions to check, e.g., for Unit 5, ask *Does he/she like making cakes?* (*Yes, he/she does. / No, he/she doesn't.*) If the flashcard is correct, the guessing team keeps it; if it isn't correct, 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.

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 instruction, a request, or an invitation, e.g., for Unit 6 page 75, students write messages inviting other students to do an activity with them: *Do you want to (play volleyball) with me?* Students then take turns drawing out a message and passing the message to another student by reading the instruction, request, or invitation. The chosen student responds or performs the instruction and then chooses the next message.

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 word card to secretly read and then mime the word written on his/her card. Ask the class an appropriate question, e.g., for activities in Unit 5 *What's he/she doing?* The student with the matching picture flashcard stands up, shows the picture and answers *He's/She's (eating a sandwich)*. Check that the answer is correct, and then repeat with other students. This activity can also be done the other way around, with students with the picture cards miming and those with the word cards standing up and answering the question.

One that doesn't belong

Choose and write (or show pictures of) four words – three from the same category, and one that is different (e.g., for Unit 1 page 22, three animals from one habitat, and one from another). Students have to look at the words and say which is the one that doesn't belong. When they can, encourage students to say why the item chosen is the one that doesn't belong, e.g., *Polar bears don't live in the rain forest.* This can also be played as a pronunciation activity, with students identifying the sound that doesn't belong.

Pass the ball

Students pass a soft ball or another object carefully around the class. Say *Stop!* Using the target structure, ask a question or make a sentence about the student who is holding the ball, e.g., *How old is he? Does he have a pet?* Students answer or guess the answer.

Pass the flashcards/objects

Use any set of flashcards or objects. Distribute these to students in the class. Play some music and ask students to pass the flashcards around the class. Then pause the music. Students with flashcards or objects take turns making a sentence about the card or object they are holding, according to your instructions, e.g., for Unit 6 page 75, they say *I can/can't (do gymnastics)*. Alternatively use word cards. Students mime the words on the card for the class to guess.

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., *I have dinner with my family at seven o'clock* for the flashcard *have dinner*. 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, set, 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 the topic of the enormous sandwich in Unit 5 page 65: *I'm making a sandwich and I need bread and chicken.* Ask a student to continue, repeating your sentence and adding an ingredient of their own: *I'm making a sandwich and I need bread, chicken, and cheese.* The game continues until someone forgets an ingredient or can't think of one to add.

Simon says

This is an instructions game. Students listen and follow instructions, but only if you say *Simon says*, e.g., if you say *Pick up a book*, students should do nothing, but if you say *Simon says "Pick up a book,"* students must find a book and pick it up. Students can also give the instructions.

Sound pairs

Write pairs of sound words on the board in a jumbled order, e.g., *plane* and *snake*, *tree* and *monkey*, *tiger* and *fight*, *goat* and *robot*. 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. Distribute these to students in the class and then ask these students to come to the front. Say words from the flashcards, or make sentences with them, in a random order (or if playing this game with daily routines in Unit 4, in the order in which you do the activities in your day). Students with the flashcards have to arrange themselves in the correct order.

Test the teacher

Students can work in groups or teams, preparing a set of questions to ask you. The questions can be about themselves, about the coursebook, or general knowledge questions. The groups or teams then take turns asking you the questions. 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.

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 Xs and the Os. Each team takes 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 X or O in the square. If they make a mistake, the other team scores the an X or O. The first team to get three Xs or Os in a row is the winner.

Times semaphore

Say times for students to make using their arms, e.g., one pointing down and one to the left for *It's three thirty*. Then ask students to the front of the class. Whisper or show them a slip of paper with a time written on it, e.g., *It's eight thirty*, for them to show in "semaphore" for the rest of the class to guess.

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 guess which ones are true or false, e.g., for Unit 5 page 66, *You see tractors in a city.* (*False.*) Students can also take turns making the sentences. They can then correct the false sentences to make them all true ones.

What's in the bag?

Put objects in a bag for a student to feel (e.g., classroom objects). The student guesses what the object is without looking.

What's missing?

Attach flashcards or word cards to the board. 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?* If you are using activity word cards or flashcards, students can mime the activity as well as saying it aloud.

What time is it, Mr. Wolf?

This a traditional playground game. You will need space for students to move about. One student is the wolf and stands at the front of the class, facing the wall. The other students (or a small group of them) tiptoe up to them, asking *What time is it, Mr. Wolf?* The wolf turns around and says a time: *It's two o'clock.* This continues until the wolf turns around and says *It's dinnertime!* The wolf then attempts to catch one of the students as if for his/her dinner. The caught student then takes the turn of being the wolf.

Whisper

Whisper an instruction or an action for a student to mime for the rest of the class. Students can guess either by stating what they think the instruction was, e.g., *You're reading a book*, or by asking questions, e.g., *Are you reading a book?*

Yes/No game

Think of an item, an animal, or a person. Students have to guess who you are thinking of by asking *yes* or *no* questions only. They try to guess using as few questions as possible, or you can set a maximum limit of questions. They can also play this in pairs.

Welcome

Unit aims Students review and learn to talk about themselves and their interests. This includes:

- their names, ages, and when their birthday is
- their families, favorite activities, and pets
- art and landscape painting

Background information The photograph shows a girl in a Chinese classroom learning with a world globe.

Introduction to the unit

- Greet the class and introduce any new students: *Hello. My name's (Mrs. Jones). What's your name? This is (Lara).* Students can also make a name badge or sticker to wear. Distribute or make sure each child has a Student's Book.
- Say *Open your books to pages 4 and 5, please.* Read the title of the unit and say *Welcome to Guess What! Level 3.* Ask students to guess what the unit is about. Accept and help with any ideas and make suggestions yourself, e.g., *New friends, being at home, being at school, numbers, colors, pets, family.*
- Ask *What can you see in the photograph?* (*I can see a classroom, a girl, a globe, a window,* etc.) Then ask *What is the girl looking at?* (*A globe of the world.*) *What country is this classroom in?* Tell them it may be in China, and show them where this country is on a world map or globe.
- Ask *Do you like learning languages?* (*Yes/No.*) *Would you like to learn Chinese?* (*Yes/No.*)

Look!

- Show students the video to introduce the topic and check their ideas. Pause the video at different intervals and ask questions. *Where are the children? (At school/home / In the park.) How do they feel? (Happy.) Who are they with? (Friends/Family.) What sports are they playing? (Soccer, basketball.) What pets can you see? (Cats, dogs, rabbits.)*
- Play the video again. At the end, say *Welcome!* Ask students how they feel. Do they feel the same as the children in the video?

1 0.01 Listen and point.

2 0.02 Listen, point, and repeat.

1. Lucas
2. Max
3. Lily
4. Tom
5. Anna

3 0.03 Listen and say the names.

4 Think Describe and guess who.

She's four years old. Anna!

→ Workbook page 4

Lesson aims Students are introduced to new course characters. They review giving basic information about themselves.

New language *Lucas, Lily, Tom, Anna, Max* (character names)

Recycled language *My/His/Her name's (Lucas). This is my (dog). How old are you / is he/she? I'm/He's/She's (four). What's your favorite (color)? My favorite (color) is (yellow). I like (swimming/art). Do you like (sports)?*

Materials Flashcards 1–5

Warmer

- Write a list of simple sentences on the board, e.g., *I'm ten years old. I have two sisters. I have a cat. I don't have a dog. My favorite color is blue. I like sports.*
- Read each sentence aloud. Any students who agree with the sentence stand up. Students who are sitting down say what's different about themselves, e.g., *I'm nine years old.*

Student's Book page 6

1 Listen and point.

- Say *Open your books to page 6, please.* Ask questions about the characters: *How many children can you see? (Four.) How old are they? What animal do they have? (A dog.) Who likes roller-skating?* (Students point to Lily.) *Who likes art?* (Students point to Tom.)
- Then ask *What are their names?* Stick the five character flashcards up on the board. Write the five names on a different part of the board: *Max, Lily, Tom, Lucas,* and *Anna.* Say the names aloud and ask students to guess which name is whose.
- Say *Listen and point.* Play the recording. Students listen and point to the different characters as they hear them talking on the recording. Check by pointing to each character and asking *What's his/her name?*
- Play the recording again, pausing to ask more questions: *How old is (Anna)? What is (Lucas's) favorite color? What is (Lily's) favorite sport? Does Tom like (art)? Who likes soccer?* Explain that Lucas is new to the neighborhood and is meeting new friends.

0.01

Lucas: Max! Come here! Sorry!
Lily: That's OK. Do you live here?
Lucas: Yes, I do. My name's Lucas. This is my dog. His name's Max.
Lily: Hi, Lucas. I'm Lily, and this is my friend, Tom.
Tom: Hello!
Anna: I'm Anna! I'm Tom's sister. I'm four. How old are you?
Lucas: I'm nine. What about you two?
Tom: I'm eleven, and Lily's ten.
Anna: My favorite color is yellow! And Tom's is green.
Tom: Yes, Anna.
Anna: What's your favorite color, Lucas?
Lucas: Red – and Max likes orange! Do you like sports?
Lily: I do. My favorite sport is roller-skating. What's your favorite sport?
Lucas: I like swimming and tennis. And Max likes soccer! Do you like soccer, Tom?
Tom: Hmm. It's OK. But I like art. Let's play soccer with Max!
Lucas: Great!

2 Listen, point, and repeat.

- Say *Now listen, point, and repeat.* Play the recording. Students listen and repeat the names while pointing to the correct characters in the picture. Then play again. Students repeat while reading the names in the vocabulary list.

0.02: see Student's Book page 6

3 Listen and say the names.

- Students look at the picture again. Say *Now listen and say the names.* Play the recording, pausing for students to say the correct character name each time.

Key: 1 Lucas 2 Anna 3 Max 4 Lily 5 Tom

0.03

1 His favorite color is red.
2 She's four years old.
3 He likes soccer.
4 Her favorite sport is roller-skating.
5 He likes art.

4 Describe and guess who.

- Make sentences for students to guess who.

Workbook page 4

1 Look and write the names.

- Students write the characters' names next to the numbers.

Key: 1 Lucas 2 Max 3 Lily 4 Tom 5 Anna

2 Look at activity 1. Read and write true or false.

- Students read the sentences about the characters in activity 1 and write if they are true or false.

Key: 1 true 2 false 3 true 4 false 5 true

My picture dictionary → Go to page 84: Find and write the new words.

- Students turn to the picture dictionary on page 84. They write the character names under the pictures.

Key: Anna Lily Lucas Max Tom

Ending the lesson

- Make sentences similar to those in Student's Book activity 4 about students in the class. Students guess who it is.

Extra activities: see page TB102 (if time)

Lesson aims Students review asking and answering basic questions about themselves.

Recycled language *What's your name? My name's (Lily). How old are you? I'm (ten years old). What's your favorite color? My favorite color's (yellow). Do you like (sports)? Yes, I do. / No, I don't. Do you have a (pet)? Yes, I do. / No, I don't. Can you (draw a picture of me)? Yes, I can.*

Materials A photograph of each student for WB activity 4 (optional) | Slips of paper for the *Find someone who …* activity (optional)

Warmer

- Make true and false sentences about yourself, e.g., *I'm ten years old. I like speaking English.* Base your sentences on things that students either know or could guess about you. Students listen and say *True* or *False*.

Presentation

- Say a sentence: *My favorite color's red.* Students who agree stand up. Ask one of these students *What's your favorite color?* (*It's red.*) Repeat with other sentences, e.g., *I like animals, I have a pet, I can swim,* to ask and review the questions and answers: *Do you like (animals)? Yes, I do. / No, I don't. Do you have a (pet)? Yes, I do. / No, I don't. Can you (swim)? Yes, I can. / No, I can't.* Each time, ask the students who are standing up to give affirmative answers and the students who are sitting down to give negative answers.

Student's Book page 7

5 Sing the song.

- Say *Open your books to page 7, please.* Talk about the picture: *Who's this?* (*It's a girl.*) *What's she doing?* (*She's writing in a notebook.*) Then say *What does she like doing? Listen and find out.*
- Play the recording. Students listen for what the girl says she likes doing in the song (*asking questions*). If necessary, explain that she is writing questions in her notebook to ask people she meets. Then ask *What questions does she like asking?* Students find and say the questions in the song.
- Then say *Sing the song.* Play the recording again as often as necessary until students are singing confidently.
- Students can sing along to the version of the song with words or to the karaoke version of the song.

0.04: see Student's Book page 7

6 Match the questions to the answers.

- Read the list of example answers aloud with the class and check comprehension. Then say *Look at the song again. What is question 1?* Nominate a student to find and say the first question in the song: *What's your name?* Then say *Find the answer.* Nominate a different student to find the correct answer on the list (*e – My name's Lily.*).
- Students then take turns finding the other questions in the song and matching them to the correct answers. They can also do this activity in pairs.

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

7 Ask and answer with a friend.

- Say *What about you? Ask and answer with a friend.* In pairs, students ask similar questions to find out about their partner. They use the example dialog in the speech bubbles to help them, as well as the questions and answers from activities 5 and 6. Students can write the questions down first, or just ask and answer, according to the level of your class.

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 5

3 Read and match.

- Students match the questions to the correct answers.

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

4 Answer the questions. Then draw your picture.

- Students answer the questions about themselves.
- Students draw a picture or stick a photograph of themselves in the space provided.

Key: Answers will vary, for example: 1 My name's (Paola). 2 I'm (nine). 3 Yes, I have. 4 My favorite color's (green). 5 Yes, I do. 6 Yes, I can.

Ending the lesson

- Students take turns asking you questions. They can use additional questions they know how to ask in English as well as the ones from the lesson (though monitor this carefully to avoid rude questions). You can either answer all the questions truthfully or give a mixture of true and false answers for students to guess which are which.

Extra activities: see page TB102 (if time)

5 Sing the song.

Questions, questions,
I like asking questions.
What's your name?
How old are you?
What's your favorite color?

Questions, questions,
I like asking questions.
Do you like sports?
Do you have a pet?
Can you draw a picture of me?

Questions, questions,
I like asking questions.

6 Match the questions to the answers.

1 What's your name?
2 How old are you?
3 What's your favorite color?
4 Do you like sports?
5 Do you have a pet?
6 Can you draw a picture of me?

a Yes, I do. I have a dog.
b I'm ten years old.
c Yes, I do. My favorite sports are swimming and tennis.
d Yes, I can. I like art.
e My name's Lily.
f My favorite color is yellow.

7 About Me Ask and answer with a friend.

What's your favorite color?

My favorite color is blue.

→ Workbook page 5

Grammar fun!

8 0.05 Listen and repeat.

9 0.06 Listen and say the next month.

January, February, March ... April!

10 About Me Ask and answer with a friend.

When's your birthday? It's in June.

Remember!

When's your birthday?
It's in December.

11 0.07 Go to page 102. Listen and repeat the chant.

Grammar fun!

Lesson aims Students ask and answer about when their birthday is.

New language *January, February, March, April, May, June, July, August, September, October, November, December | When's your birthday? It's in (June).*

Recycled language *What's (your name)? How old (are you)? Do you like (sports)? Do you have (a cat)? Can you (ride a bike)?*

Materials Calendar | Word cards: see Digital Pack (Teacher's Resources) | Calendar chart or poster-sized paper or cardboard (optional)

Warmer

- Write the following question phrases on the board: *What's … ? How old … ? Do you like … ? Do you have … ? Can you … ?* Divide students into groups or teams. Set a time limit. Each group or team has to come up with one correct question for each word phrase to ask someone in another group or team.

Presentation

- Show students the calendar and ask *What's this?* Elicit *It's a calendar.* Ask students *What months do you know?* Students name any months they know in English. Then ask *What month is it now?* Turn to the correct month on the calendar and say this month in English for students to repeat. Write the name of the month on the board.

Student's Book page 8

8 Listen and repeat.

- Say *Open your books to page 8, please. Look at the calendar and listen.* Play the recording. Students listen and point to the months of the year in order. Then say *Now listen and repeat.* Play the recording again. Students repeat the names of the months, following the rhythm of the recording. Repeat without the recording until students are chanting the months in order confidently.
- Point out that the months are written with a capital letter.

0.05: see Student's Book page 8

9 Listen and say the next month.

- Say *Now listen. Which month is next? Say the month.* Play the recording, pausing after each sequence. Students say the month that comes next.
- Students can repeat the activity in pairs, taking turns.

Key: **1** April **2** July **3** October **4** December

0.06

1 January, February, March …
2 April, May, June …
3 July, August, September …
4 October, November …

10 Ask and answer with a friend.

- Say *Look at the calendar in activity 8 again. Who can you see? (Two girls.) What special day is it? (A birthday.)* Then ask a student *When's your birthday?* Encourage him/her to answer *It's in (June).* Say the question and answer again for students to repeat in chorus and individually.
- Students then ask and answer in pairs.

11 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.

0.07: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (Memory 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 Write the months in order. Then answer the question. Use the letters in the boxes to complete the answer.

- Students write the names of the months in order on the calendar page, using the letters to help them.
- Students look at the letters in boxes. They use these to answer the question.

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

6 Answer the questions.

- Students answer the questions for themselves.

My picture dictionary → Go to page 84: Find and write the new words.

- Students turn to the picture dictionary on page 84. They complete the months of the year.

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

Ending the lesson

- Distribute the word cards with the months of the year to twelve students in the class. These students stand up and read the name of the month on their card. They then come to the front of the class and stand in the correct order. Then ask *Which month is it now?* The student with the correct month card holds it up. Ask *Whose birthdays are this month?* Students with birthdays raise their hands.

Extra activities: see page TB102 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of reading and speaking, with extended writing in the Workbook.

New language *email pen pal*

Recycled language *My name's (Juan). I'm (ten) years old. My birthday is in (June). I live (in a house). I have / I don't have (two sisters). I like (animals/ basketball/field hockey/fishing). My favorite (sport) is (baseball).*

Materials Calendar | Word cards: see Digital Pack (Teacher's Resources) | A soft ball

Warmer

- Review sports and activities students know from *Guess What!* Levels 1 and 2, using mime. Then ask a student to choose a month-of-the-year word card and read it aloud, e.g., *December*. All students who have birthdays in December go to the front of the class. The rest of the class then say activities for them to mime, e.g., *Play basketball*. Repeat with other cards being chosen and children with different birthdays coming to the front of the class.

Student's Book page 9

Do you have an email pen pal?

- Say *Open your books to page 9, please.* Check that students understand the phrase *email pen pal*. (A pen pal you send emails to instead of letters.) Then read the opening question: *Do you have an email pen pal?* Students who have an email pen pal (or a pen pal) raise their hands. Ask and encourage other students to ask questions to these students about their pen pals: *What's his/her name? How old is he/she? Does he/she like (sports)?*
- If no students have pen pals, ask *Would you like an email pen pal?* Tell them they will learn more about pen pals in this lesson.

12 Read and listen.

- Students look at the photograph of Juan. Ask *What can you guess about Juan? How old is he? What's his favorite sport?* Students try to guess.
- Say *Let's find out!* Play the recording. Students listen and follow Juan's email on the page. Then ask the same questions for students to answer and see if their guesses were right.

0.08: see Student's Book page 9

13 Read again and answer the questions.

- Read the questions aloud with the class and check comprehension. Students then answer the questions by reading Juan's email in activity 12 again.
- Check the activity by asking pairs of students to read a question and say the answer.

Key: **1** He's ten (years old). **2** It's in March. **3** He has one brother. **4** Yes, he does. **5** Yes, he does.

14 Ask and answer with a friend.

- Say *What about you?* Ask individual students the questions. Students then ask each other in pairs or groups.

Workbook page 7

7 Read the email. Circle the answers to the questions.

- Students read the email text from Jill. They then read the questions below the text and find and circle the correct answers in the text. Encourage them to number the circles they draw with the number of the correct question.

Key: **1** eleven **2** April **3** one brother and one sister **4** a pet rabbit **5** basketball

8 Look at activity 7. Answer the questions for you.

- Students answer the same questions about themselves, using the answers given in activity 7 as a model.

Key: Answers will vary, for example: **1** I'm ten years old. **2** My birthday is in September. **3** Yes, I have. I have two sisters. **4** No, I don't. **5** My favorite sport is soccer.

9 Write an email to a pen pal.

- Students write their own email to a pen pal, using the answers they gave in activity 8, and following the text in activity 7 as a model.

10 Ask and answer with a friend.

- Students ask and answer about themselves with a friend, using the questions from the page and the example speech bubbles to help them. If students are doing this activity at home, they can ask and answer with a family member.

Ending the lesson

- Play a game of *Pass the ball* (see page xviii).

Extra activities: see page TB102 (if time)

Skills: *Reading and speaking*

Let's start! **Do you have an email pen pal?**

12 Read and listen. 0.08

Hi. My name's Juan. I'm ten years old. My birthday is in March.

I live in a small house with my family. I have two sisters and a brother. I don't have any pets, but I like animals.

I like basketball and field hockey, but my favorite sport is baseball. I like fishing, too.

What about you?

Email me back.

Juan

13 Read again and answer the questions.

1 How old is Juan?
2 When's his birthday?
3 How many brothers does he have?
4 Does he like animals?
5 Does he like sports?

14 About Me Ask and answer with a friend.

How old are you?
Do you have any brothers or sisters?
Do you have a pet?
What's your favorite sport?

Writing

Workbook page 7: Write an email to a pen pal.

15 0.09 Story **Read and listen. Watch.**

Value: Work together

→ Workbook page 8

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

New language *Can we (do this treasure hunt), please? Yes, of course!*

Recycled language *Happy birthday* | *What's this? It's a (cell phone).* | *Let's (do the treasure hunt together)! Good idea.* | *together*

Materials Classroom objects or small toys (e.g., car, computer game, teddy bear, book, art set), and a bag | Small objects or flashcards for a treasure hunt (optional)

Warmer

- Use the toys or classroom objects to review vocabulary. Then select one secretly, put it in the bag, and give it to a student, saying *Happy birthday. Here's a present.* Students have to guess what the present is: *It's a (book)!* Repeat with other students being given a "present."

Presentation

- Ask questions to see how much students can remember about the course characters: *How old is (Lily)? What's Max's favorite sport?* (Students can refer back to the characters on Student's Book page 6 if necessary.) Tell students they are going to listen to a story about the characters.

Student's Book page 10

15 Read and listen. Watch.

- Say *Open your books to page 10, please.* Ask *Who can you see?* Students name the characters. Then encourage students to guess what happens from looking at the story frames. Ask *What special day is it today? (A/Lily's birthday.) Does she have birthday presents? (Yes, she does.) What birthday present does she have? (A cell phone.) Is she happy? (Yes, she is.)*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, check that they understand the gist of it by asking *What do the children want to do? (A treasure hunt.)*

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 1: *Is it Tom's birthday? (No, it isn't.)* Frame 3: *What's the present? (A cell phone.)* Frame 4: *How many things are in the treasure hunt? (Seven.)* Frame 5: *Do the children want to do the treasure hunt? (Yes, they do.)* Frame 6: *Who is this man? (Lily's dad.) Does he like the idea of the treasure hunt? (Yes, he does.)*
- Say *Look at frame 2 again.* Ask *Who is the cell phone from? (We don't know.)* Ask students to guess who it might be from, and explain that the mystery will be solved over the course of the story in the book.
- Students can watch the story again for pleasure, or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into four groups. Each group repeats the lines for one character (Tom, Lily, Lucas, Lily's dad).

0.09: see Student's Book page 10

Value ***Work together***

- Students look at frame 5 again. Ask *Do all the children want to do the treasure hunt? (Yes, they do.) How do we know?* Read the speech bubbles between Lily and Tom again, and emphasize that they want to do the treasure hunt together.
- Encourage students to think of times they work together with their friends (e.g., in games, doing activities in their English class, helping friends solve problems) and of the advantages of working together. Accept any ideas, helping students express them in English as far as possible: *Working together is fun. Work is easier with more people. People can help each other. It's good to help your friends.*
- Students practice the exchange between Lily and Tom that emphasizes the value of working together: *Let's do the treasure hunt together! Good idea.*

Workbook page 8

11 Read and number in order.

- Students number the story frames in the correct order.

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

12 Look at activity 11. Write yes *or* no.

- Students read the sentences about the story and decide whether they are true or false. They refer back to the frames in activity 11 to help them. They then write *yes* next to the true sentences and *no* next to the false ones.

Key: 1 no 2 yes 3 no 4 no 5 yes

Ending the lesson

- Groups of students can act out the story. You can play the recording for them to repeat or mime to, or they can say the lines from memory.

Extra activities: see page TB102 (if time)

Lesson aims Students learn and practice the function of asking for permission. Students also practice saying the sound /eɪ/.

New language *No, I'm sorry, you can't.* | */eɪ/ – snake, trail*

Recycled language *school, playground, café, supermarket, movie theater, park, toy store, bookstore, clothing store,* | *fly this kite, do this treasure hunt, go to the movies, play outside, go to the sports center* | *Can I/we play outside, please? Yes, of course.* | *snake, tail*

Warmer

- Ask *What places do we have in our town?* Elicit words that students may know from previous years of studying English. (Note that students who have studied *Guess What!* Level 2 will know *school, playground, street, café, supermarket, toy store, bookstore, clothing store, movie theater, park, police station, fire station, hospital* and *sports center.*) Write any places they suggest on the board.
- Make a sentence about something you can do in one of these places, using activities students know in English, e.g., *I want to play soccer. I want to watch a movie. I want to see my friends.* Students raise their hands if they know a good place you can go from the choices on the board, and say, e.g., *Go to the park!*

Presentation

- Remind students of the story from the previous lesson. Ask *What do the children want to do?* (*A treasure hunt.*) *Can they do the treasure hunt?* (*Yes, they can.*) *Who do they ask?* (*Lily's dad.*) *What do they say?* Elicit the question and answer: *Can we do this treasure hunt, please? Yes, of course.* (Students can refer back to the story on Student's Book page 10 if necessary.) Students repeat the question and answer, in chorus and individually.

Student's Book page 11

16 Listen and repeat. Then act.

- Say *Open your books to page 11, please.* Tell students they are going to listen to more children asking for permission. Play the recording, pausing after each dialog to ask *What does he want to do?* (*Play outside.*) *Who does he ask?* (*His dad.*) *Is the answer Yes or No?* (*Yes.*) *What do they want to do?* (*Go to the sports center.*) *Who do they ask?* (*Their mom.*) *Is the answer Yes or No?* (*No.*)
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation. Make sure students realize they use *Can I … ?* to ask for permission for themselves only, and *Can we … ?* to ask permission for themselves and other people.
- Students act out similar dialogs in pairs, choosing activities from the word box to ask for permission to do. Read through the word box first to check comprehension. Check the activity by asking pairs of students to act out their dialogs.

0.10: see Student's Book page 11

17 Listen and repeat. /eɪ/

- In this activity, students practice saying the /eɪ/ sound.
- Say *Look at the photograph in activity 17. What animal is it?* (*It's a snake.*)
- Then say *Sn<u>a</u>ke* – /eɪ / /eɪ/ /eɪ/ – *sn<u>a</u>ke*. Students repeat, emphasizing the /eɪ/ sound.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice.
- Encourage students to think of other words that contain the sound /eɪ/, e.g., *name, birthday, May, email, say, play*. Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they studied *Guess What!* Levels 1 and 2 include: *game, paint, plane, train, baby, baseball, roller skate, table, take.*)

0.11: see Student's Book page 11

Workbook page 9

13 Read and check the sentences that show the value: work together.

- Remind students of the value from the story: work together.
- Students check the sentences that suggest people are working together on something.

Key: Students should check sentences 1, 2, and 5.

14 Circle the words that sound like snake.

- Elicit the words, reviewing or teaching any as necessary. Students circle the boxes that contain words with the /eɪ/ sound in them, to complete the snake. Encourage students to sound out the different words on the page as they do this activity.

Key: snake, train, game, paint, cake, tail

Ending the lesson

- Whisper a permission request to a student, e.g., *Can I go to the movies, please?* The student asks the class for permission for you, using your name: *Can (Mrs. Taylor) go to the movies, please?* Students decide the answer they want to give: *Yes, of course* or *No, I'm sorry, she can't.* Students can then take turns whispering requests for other students to ask. Alternatively, if you want students to practice reading, use written permission requests instead of whispered ones.

Extra activities: see pages TB102–TB103 (if time)

16 0.10 Talk Time **Listen and repeat. Then act.**

fly this kite do this treasure hunt go to the movie theater
play outside go to the sports center

Say it!

17 0.11 **Listen and repeat.**

Snakes make trails with their tails.

What can you see in a landscape painting?

1 Listen and repeat.

river

ocean

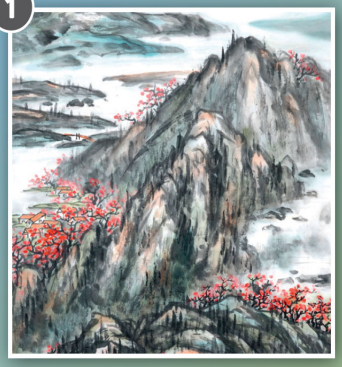
waterfall

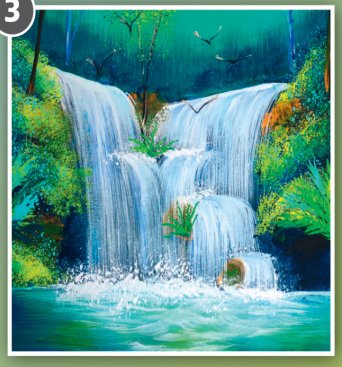
forest

mountain

2 CLIL Watch the video.

3 What can you see in the landscape paintings?





4 What would you like to paint in a landscape painting?

Guess What!

Chinese artists paint landscapes on rice paper and silk.

Let's collaborate!

→ Workbook page 10

CLIL: Art

Lesson aims Students think and talk about the different things you can see or paint in a landscape painting.

New language *river, ocean, waterfall, forest, mountain, landscape painting* | *What types of painting do you know?*

Recycled language *What can you see?*

Materials A collection of art postcards or pictures of art downloaded from the Internet – include different genres of art (e.g., portraits, landscapes, still life, a history painting, and abstract) and ideally a landscape painting by Van Gogh

Warmer

- Ask different students about their likes and hobbies: *Do you like sports? Do you like animals?* Then ask *What do I like?* Show the postcards or pictures you have brought, so students guess *You like art.* Ask *What types of painting do you know?* Use your pictures to elicit different types of painting (e.g., *landscape, portraits, history paintings, still life, abstract*). Ask students to indicate their favorite types.

Student's Book page 12

What can you see in a landscape painting?

- Say *Open your books to page 12, please.* Ask *What can you see in the photograph?* Students say any words they already know (*tree, ocean, plants, the sky, a painting*). Then ask *What type of painting is this?* Elicit *It's a landscape painting.* Ask *What can you see in a landscape painting?*

Student's Book page 13

1 Listen and repeat.

- Say *Now look at page 13, please.* Ask *What else can we see in a landscape painting?* Use the photographs to elicit the new words *river, ocean, waterfall, forest,* and *mountain.*
- Say *Listen and repeat.* Play the recording. Students listen and repeat the words.
- Ask *Which of these things can you see on page 12? Can you see the ocean?* (*Yes, we can.*) *Can you see a river?* (*No, we can't.*) Students say the different landscape features they can see in the photograph (*The ocean/forest/mountain*).

0.12 : see Student's Book page 13

2 Watch the video.

- Play the video.
- If you don't have the video, use your postcards and pictures again. Ask students *Which of these paintings are landscape paintings?* Students choose the landscape paintings only and say which ones are their favorites.

CLIL 00 : see page TB115

3 What you can see in the landscape paintings?

- Students look at the four landscape paintings and say what features they can see in each one.
- Ask students *Which is your favorite painting?* Encourage them to say why if they can (*I like the colors. It's a pretty painting. It's an exciting painting.*).
- Use the paintings on the page to encourage students to appreciate different effects the artists have achieved using different colors. Say *Look at picture 1. What color is the mountain?* (*Gray/Orange.*) *What color are the trees?* (*Red.*) *Look at picture 4. What color is the sky?* (*It's orange.*) *What color is the ocean?* (*It's black/green.*) Point out how the contrast of colors makes the painting more exciting.
- If you have postcards by artists such as Cézanne or Van Gogh, you can also compare their style of broader brush strokes with more detailed pictures such as pictures 2 and 3, etc.

Key: Answers will vary, for example: **1** Mountains / Trees / A forest. **2** A river / Trees **3** A waterfall / A river / A forest **4** The ocean

4 What would you like to paint in a landscape painting?

- Students say what they would like to paint in a landscape painting of their own. Students can either just describe what they'd like to draw or they can sketch their landscape out to show the class.
- Students can then read the Guess What! for the page.

Workbook page 10

1 Look and match.

- Students look at each painting and draw lines to match items in the pictures to the words.

Key: **1st picture:** forest, mountain, plants, river, waterfall **2nd picture:** birds, boat, ocean

2 Draw two landscapes.

- Students read the descriptions and draw two simple landscape pictures to match. Note that if students do this activity in class, they could do it as a fill-in-the-blank activity. Student A reads a description for Student B to draw.

Key: **1** Students should draw a river with a boat and three ducks on it and some trees behind. **2** Students should draw four tall trees with some plants between them and an animal in the forest.

Ending the lesson

- Play the *Drawing game* (see page xvii). Choose any vocabulary items students already know and you can draw.
- **For the next lesson:** Ask students to find pictures of paintings by a famous landscape artist. These can be postcards or pictures downloaded from the Internet.

Extra activities: see page TB103 (if time)

Lesson aims Students will make a "People we know" collage. | They can also complete the unit evaluation in the Workbook.

New language *collage*; jobs

Recycled language family members, actions, pets | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Welcome Model sheet, Welcome Project sheets, Welcome Worksheets, Group and Teacher evaluation sheets, cue cards (optional), poster paper, pencils, colored pencils or crayons, photographs of people students interview, photographs of things people talk about (such as sports, animals, or hobbies), scissors, glue, computer for photograph research (optional)

Warmer

- Ask *What is a collage?* Explain that it is when we use photographs to display a message or idea. Elicit ideas for photographs they could use to make a collage about people they know. Write them on the board.

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

Introduce the project.

- Have students look at the project flyer on page 13. Ask *What people do you know?*
- Point to the project title and photographs. Ask *What people can you see in these photographs? What information can you ask them in an interview?* List ideas (hobbies, pets, home, family, etc.). Then say *Now it's your turn. Let's collaborate.* Tell them they are going to make a "People we know" collage.

Step 1 Plan your project.

- Divide students into project groups of four and distribute the project sheets. Have groups agree on a person to interview from the list in the box, or think of someone else. Make sure students within each group choose a different person from each other.
- Hand out a worksheet to each student. Tell groups to think about and agree on five questions to ask. When they choose their questions, groups write them on the worksheet and practice asking and answering them. If necessary, show students the model sheet to help them think of questions.
- Students use their worksheets to interview their person and write their answers. Remind students to take a photograph of their interviewee. If possible, have students share their interview notes in groups and discuss photographs they can use. Students can search online for photographs or sketch ideas for pictures of the things their interviewee talked about.

Step 2 Create your project.

- Encourage students to use their worksheet questions and answers and the model sheet when creating their own collage. Hand out poster paper to each group. Allow students time to discuss different decorations or background colors they can use.
- Make sure students have assigned one section of their collage to each of the people that were interviewed in their group. Students then cut out and place or draw their photographs on the collage. Allow them time to agree on what photographs look best before they draw them or stick them to the paper.
- Draw groups' attention to the example sentences on the model sheet. Students work together in their groups to write simple sentences to describe their collages. Remind them to use their interview notes and encourage them to check and correct each other's sections.

Step 3 Present your project.

- Have groups display their collages around the classroom.
- Make sure every student presents their section of the collage. Point to and read aloud the examples in the speech bubbles. If you have a large class or are running out of time, pair groups so that they present their collages to each other.
- Encourage the groups that are listening to ask questions to get more information about the people on the collage. Is there any information missing? What else would they like to know?

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources)* for each group and award students an overall grade.

Workbook page 11 – Evaluation

1 Do the word puzzle.

- Students write the characters' names in the word puzzle.

Key: Down: **1** Tom **2** Lily **4** Anna
Across: **3** Max **5** Lucas

2 Find and write the questions. Then answer.

- Students order the words to make questions. They then answer them about themselves.

Key: **1** How old are you? **2** When's your birthday? **3** Can you swim? **4** What's your favorite color? **5** Do you have a brother? Answers to the questions will vary.

3 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in the Welcome Unit.

Key Answers will vary, for example: **1** I can talk about months in the year. **2** I can write about myself and my family. **3** My favorite part is the song.

4 Guess who it is.

- Students guess the word from the picture. They then circle the correct answer on Workbook page 93.

Key: Anna

Extra activities: see page TB103 (if time)

1 In the yard

Unit aims Students learn to talk about things we can see in nature. This includes:

- identifying animals, insects, and plants they can see outside
- talking about pets and who they belong to
- talking about their favorite bugs
- learning about different habitats

Background information The photograph shows a Monarch butterfly caterpillar crawling over a leaf.

Introduction to the unit

- Say *Open your books to pages 14 and 15, please.* Read the title of the unit and ask students to look at the photograph. Then ask *What is Unit 1 about?* Students guess. Congratulate students who guess correctly.
- Ask *What can you see in the photograph?* Teach or elicit *It's a caterpillar* and follow up with additional questions: *What color is it?* (*Green, yellow, and black.*) *What is it climbing?* (*A flower.*) *What color is the flower?* (*It's red.*)
- Ask students *Can you see caterpillars in your yard / local park?* (*Yes/No.*) Ask *What else can you see?* Ask students to close their eyes and imagine they are in an outside space, e.g., the park, on the playground, or by a pond. Students think of the animals they could see there. Elicit a list of animals (e.g., *bird, spider, snake, fish, frog, mouse*), teaching additional vocabulary as required.

Look!

- Show students the video to expand on the topic. If students know the names of the different activities or animals, have them call them out as they see them. Pause at different stages to ask questions. *What are they doing? What color is the butterfly?* etc.
- Play the video again. Students check if the animals they see are the same as those on the board. Encourage students to tell you what they know about each animal.

1 1.01 Listen and point.

2 1.02 Listen, point, and repeat.

1. tree
2. leaf
3. caterpillar
4. rabbit
5. butterfly
6. flower
7. grass
8. turtle
9. guinea pig
10. snail

3 1.03 Listen and say the words.

4 Think Describe and guess what.

It's a plant. It's green. Grass!

→ Workbook page 12

Lesson aims Students learn and talk about animals, plants, and insects they can see outside.

New language *tree, leaf, caterpillar, rabbit, butterfly, flower, grass, turtle, guinea pig, snail | It begins with (T).*

Recycled language the alphabet | *It's (very) big/small. | It's (green). | It's a/an (butterfly/insect). | Is it a (rabbit)? | I have a (guinea pig). | Do you have any pets? | My/Your …*

Materials Flashcards: 6–15 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Review the alphabet. Then spell out individual students' names. Students stand up when they hear their name.

Presentation

- Hold up each flashcard and say the new word. Students repeat in chorus and individually.
- Say *What's this? It begins with S.* Show the flashcard of the snail very quickly and then hold it with the picture facing away. Students say *It's a snail.* Confirm *Yes! A snail begins with S.*

Student's Book page 16

1 Listen and point.

- Say *Open your books to page 16, please. Who can you see? Where are they? What are they doing?*
- Play the recording. Students listen and point to the different nature items the characters name.

1.01

Anna: Can we play "Guess What"?
Lily: Good idea, Anna. I'll start. It's very big. It begins with T.
Lucas: Is it a tree?
Lily: Yes! Your turn.
Lucas: It's small and green.
Tom: Hmm. A leaf?
Lucas: Yes!
Tom: My turn. It's black and white. It begins with C.
Anna: Caterpillar! My turn. It's a pet, and it's white.
Lucas: Is it a rabbit?
Anna: Yes.
Lucas: OK. It's blue, and it begins with B.
Lily: It's a blue butterfly!
Anna: It's beautiful!
Lily: The butterfly is on it, and it's pink.
Tom: A flower! Hmm. It's green, and it's under us.
Lucas: Grass!
Tom: Oh! Look at your turtle!
Lucas: Oh, no, Max! Come here. I have a guinea pig, too!
Lily: Look! Your guinea pig has a friend. It's a snail.
Lucas: Do you have any pets?
Lily: No, I don't.
Anna: Whose turn is it now?

2 Listen, point, and repeat.

- Students listen, repeat the words and point to the picture.

1.02: see Student's Book page 16

3 Listen and say the words.

- Students listen and say the correct words.

Key: **1** rabbit **2** leaf **3** guinea pig **4** grass **5** butterfly **6** caterpillar **7** turtle **8** flower **9** snail **10** tree

1.03

1 It's a pet. It's white.
2 It's from a tree. It's small and green.
3 It's a pet. It's brown and white.
4 It's a plant. It's green.
5 It's an insect. It's blue. It has wings.
6 It's an insect. It's black and white.
7 It's a pet. It's brown.
8 It's a plant. It's pink.
9 It's yellow and brown. It has a shell.
10 It's big. It has green leaves and purple flowers.

4 Describe and guess what.

- Students make more sentences about the items in the picture for the class or a partner to guess.

Workbook page 12

1 Look and guess. Then find and write the words.

- Students guess the words and label the pictures.

Key: **1** caterpillar **2** butterfly **3** grass **4** turtle **5** snail **6** guinea pig **7** flower **8** tree **9** rabbit **10** leaf

2 Write the words from activity 1 on the lists.

- Students write the words from activity 1 into the correct categories – animals and plants.

Key: Animals: caterpillar, butterfly, turtle, snail, guinea pig, rabbit Plants: grass, flower, tree, leaf

My picture dictionary → Go to page 85: Find and write the new words.

- Students turn to the picture dictionary on page 85. They write the new vocabulary under the correct pictures.

Key: butterfly, caterpillar, flower, grass, guinea pig, leaf, rabbit, snail, turtle, tree

Ending the lesson

- Play a game of *Guess What!* (see page xvii) using items in the classroom.

Extra activities: see page TB103 (if time)

Lesson aims Students talk about pets and who they belong to.

New language *Our/Their (pet) is/isn't (big).*

Recycled language nature in the yard | *cat, fish, dog, bird, horse* | *My/Your/His/Her* | *are/aren't* | *Where is/are … ?* | *Can you see … ?*

Materials Flashcards: 6–15 | Students' classroom items and a bag (optional) | Students' photographs of their pets (optional)

Warmer

- Use the flashcards to review the vocabulary for nature in the yard from the previous lesson. Then put the flashcards in different locations around the room (on the board, on a desk, under a chair, etc.) Ask *Where's the (rabbit)?* Students look and answer (*It's under the chair.*) You can also nominate individual students to bring you each flashcard as it is found.

Presentation

- Review the pronouns *my, your, his,* and *her.* Use one of the pet flashcards from the previous lesson, e.g., the rabbit, and say *Guess my pet. It's small. It's white. It isn't a guinea pig.* Students guess *Is your pet a rabbit?* Repeat the activity, giving a different flashcard to a boy and a girl in the class, asking *Guess his/her pet.*
- Then ask a student to come to the front of the class. Show this student a different pet flashcard and say to the class *Guess our pet.* Indicate that *our* refers to both yourself and the student standing with you. The student describes the pet on the flashcard and the class asks *Is your pet a (turtle)?*
- Repeat by giving a different pet flashcard to a pair of students and asking students to *Guess their pet,* using questions: *Is their pet a (guinea pig)?*

Student's Book page 17

5 Sing the song.

- Say *Open your books to page 17, please.* Talk about the pictures: *Who can you see?* (*A boy and a girl and their dad.*) *Do they have any pets?* (*Yes, they do.*) Then point to the open cage and say *Oh, no! Where are their pets?* Tell students they're going to find out in the song.
- Say *Listen and point.* Play the recording. Students listen and follow the song text in their books. They should also try to guess who is singing each line.
- Ask more questions to check understanding: *What color is her pet?* (*It's white.*) *What color is his pet?* (*It's gray.*) *Are their pets big?* (*No, they're small.*) Then ask *Where's her pet? Can you find it?* Students point to the guinea pig under the cage. Repeat with the boy's rabbit.
- Play the recording again, pausing after each pair of lines to ensure students realize who is singing each time. (The boy and girl are singing about themselves and therefore use *my, your,* and *our.* The dad is singing about his children and therefore uses *his, her,* and *their.*)
- Then say *Sing the song.* Play the recording again, until students are singing confidently. You can also divide the class into three groups, with each group singing the part of the girl, the boy, or their dad.
- Students can sing along to the version of the song with words, or to the karaoke version of the song.

1.04: see Student's Book page 17

6 Read and match. Then say the animal.

- Review or teach the pet words *cat, fish, dog,* and *bird.*
- Students read the children's speech bubbles and match them to the correct photograph of their pet. Check the activity by asking *Look at (number 1). What's (his) pet?* (*It's a dog.*) *What color is his pet?* (*His pet is black.*)

Key: **1** c dog **2** b fish **3** d bird **4** a cat

7 Look at the photographs. Ask and answer with a friend.

- Say *Look at number 1 again. Is his pet a cat?* (*No, it isn't.*) *Is it a dog?* (*Yes, it is.*) Students can then continue the same activity in pairs, using the speech bubbles on the page as a model. They can also do this as a memory game, with one student closing the book while the other asks the questions.

Grammar fun!

- Play the *Grammar fun!* (Memory 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 13

3 Look and circle the words.

- Students circle the correct pronoun in the speech bubbles, according to the child or children they refer to.

Key: **1** Your **2** Their **3** His **4** My **5** Our

4 Look and complete the sentences. Then color the animals.

- Students read and complete the sentences to match each picture correctly. They then color the pet in each picture in the correct color. You may need to review or teach the word *horse* before students do this activity.

Key: **1** Her, small **2** His, big **3** Our, small **4** Her, big
Students should color the bird yellow, the horse gray, the turtle brown, and the cat orange.

Ending the lesson

- Play an animal mime game. Pairs of students ask *What are our pets?* and both mime the same animal for the rest of the class to guess. Check by asking *What are their pets?* (*They're horses.*)

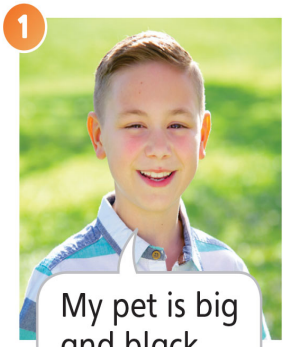
Extra activities: see page TB103 (if time)

5 1.04 Sing the song.

My pet is white.
Your pet is gray.
Our pets aren't big,
They're small.
Where are our pets?
Can you see our pets?

Her pet is white.
His pet is gray.
Their pets aren't big,
They're small.
Where are their pets?
Can you see their pets?

6 Read and match. Then say the animal.

1

My pet is big and black.

2

Her pet is small and orange.

3

Our pet is small and yellow.

4

Their pet is gray and beautiful.

a

b

c

d

7 Look at the photographs. Ask and answer with a friend.

Number 3. Is their pet a bird?

Yes, it is.

Remember!

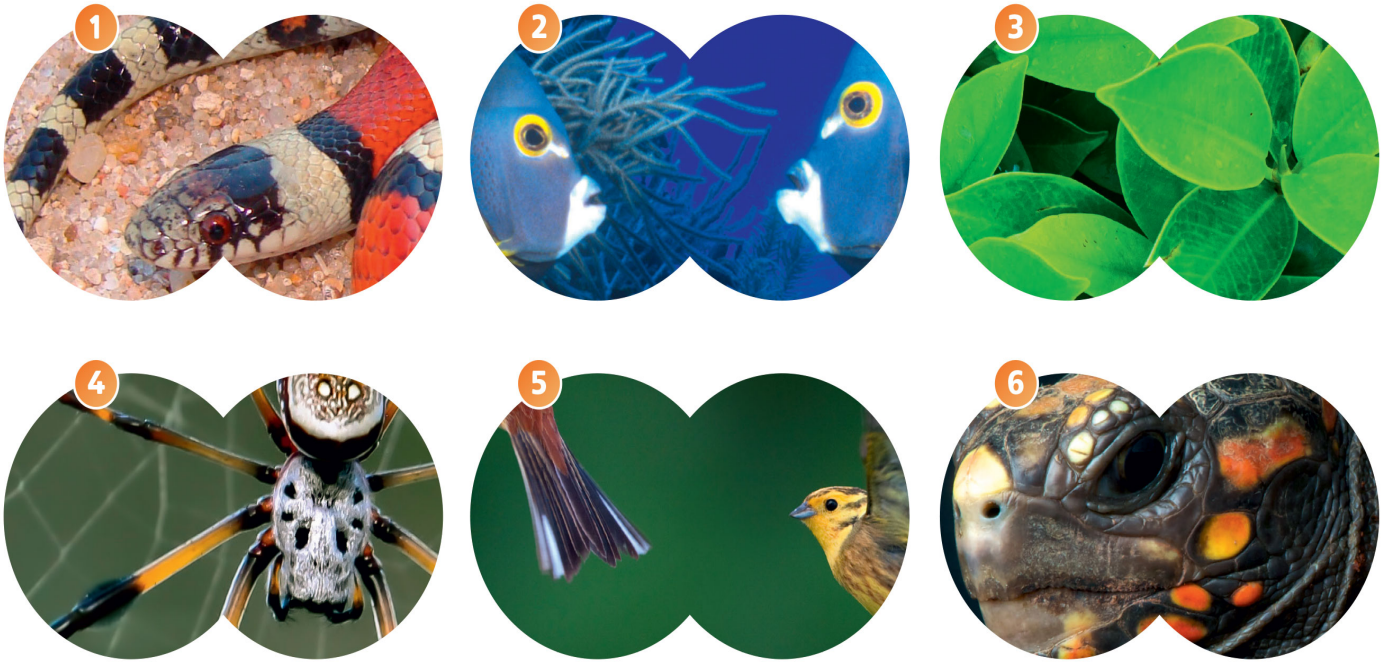
His pet is big.
Our pet is orange.

Grammar fun!

→ Workbook page 13

8 1.05 Listen and repeat.

9 1.06 Listen and say the numbers.



10 Look at the photographs. Ask and answer with a friend.

11 1.07 Go to page 102. Listen and repeat the chant.

Remember!

What's that?
It's a snake.
What are those?
They're leaves.

Lesson aims Students ask and answer about single and plural objects in the distance.

New language *What's that? / What are those? It's a (snail). / They're (butterflies).*

Recycled language nature in the yard | *What's this? / What are these?*

Materials A bag and some small objects (optional) | Pictures of animals stuck onto cardboard and cut into jigsaw pieces (optional)

Warmer

- Students can sing the song from the previous lesson again. Depending on the level of the class, you could write the sentences from the song on the board in a scrambled order first. Students tell you the correct order of the sentences before singing the song.

Presentation

- Pick up a student's pencil and ask *What's this?* (*It's a pencil.*) Then gesture to the student and say *Is it his pencil?* (*Yes, it is.*) Then pick up two books and ask *What are these?* (*They're books.*) Gesture to different students from those you have taken the books from and ask *Are they their books?* (*No, they aren't.*) Repeat with different students' possessions.
- Then point to an item that is too far away from you to touch. Ask *What's that?* Students follow the point of your finger and answer *It's a (desk).* Ask *Is it my desk?* (*Yes, it is.*) Repeat with some plural items: *What are those?* (*They're books.*) *Are they our books?* (*Yes, they are.*)
- Repeat the procedure a few times, picking up items or pointing to them, so that students can see the difference between *this*, *that*, *these*, and *those*.

Student's Book page 18

8 Listen and repeat.

- Say *Open your books to page 18, please.* Ask *Where are the children?* (*They're outside / in the yard / in a park.*) *What are they doing?* (*They're looking at nature.*) *What can they see?* (*A snail and butterflies.*) Make sure students realize that the children are using binoculars to look at items far away from them.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.

1.05: see Student's Book page 18

9 Listen and say the numbers.

- Students look at the close-up photographs and guess the other things that the children see through their binoculars: *What's number 1?* (*I think it's a snake.*)
- Say *Now listen and say the numbers.* Play the recording, pausing after each question and answer. Students find and say the number of the photograph described.
- Check by asking *What's that?* or *What are those?*

Key: 6, 5, 1, 3, 2, 4

1.06

What's that? It's a turtle.
What are those? They're birds.
What's that? It's a snake.
What are those? They're leaves.
What are those? They're fish.
What's that? It's a spider.

10 Look at the photographs. Ask and answer with a friend.

- Students ask and answer about the photographs in pairs, using *What's that?* and *What are those?* They can use the Remember! box as a model to help.

11 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.

1.07: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 Look and circle the questions and answers.

- Students read and circle the correct questions and answers to match the pictures.

Key:

1	What's that?	a	It's a snail.
2	What are those?	b	They're flowers.
3	What are those?	c	They're turtles.
4	What's that?	d	It's a bird.
5	What's that?	e	It's a leaf.

6 Look and write the questions and answers.

- Students write correct questions and answers under the pictures, using *What's that?* or *What are those?* They use the words in the word box to help them answer the questions.

Key: 1 What are those? They're butterflies. 2 What's that? It's a spider. 3 What's that? It's a caterpillar. 4 What are those? They're trees.

Ending the lesson

- Students test each other's knowledge of classroom vocabulary by holding up or pointing to items and asking *What's this/that? / What are these/those?* This can also be played as a game, with each correctly guessed item winning a point.

Extra activities: see pages TB103–TB104 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of listening and speaking, with extended writing in the Workbook.

New language *zoo, ant*

Recycled language *snail, butterfly, caterpillar | What can you see at the zoo? | These are (my favorite bugs). | Do you like (them)? Yes, I do. / No, I don't. | They're (small). | They have (wings).*

Materials Photographs of wild animals and paper for leaflets (optional)

Warmer

- Elicit words for some animals that students know from previous years of studying English and write them on the board. (Students who have studied *Guess What!* Levels 1 and 2 will know *lizard, giraffe, monkey, elephant, zebra, snake, hippo, lion, spider, crocodile, mouse, frog, donkey, sheep, goat, cow,* and *duck*.) Then call out animal words for students to mime.

Student's Book page 19

What can you see at the zoo?

- Say *Open your books to page 19, please.* Ask the opening question: *What can you see at the zoo?* Students think of a zoo and say the animals you can see there. They can choose animals they have already named or you can help them with additional vocabulary.

12 Listen and match.

- Students look at the House of bugs leaflet. Ask *What can you see in a "house of bugs"?* Students name the insects they can see in the photographs and think of other things they may see in a bug house in a zoo.
- Point to the photographs. Say *These children are at the House of bugs. Which animals are they looking at? Listen and match the dialogs and faces to the bugs.*
- Play the recording. Students listen and match. They point to or say the name of each bug being described.

Key: **1** d (snails) **2** a (ants) **3** c (butterfly) **4** b (caterpillars)

1.08: see Student's Book page 19

1 Lucy: Wow! What a great place! Look, Sara!
Sara: Cool! Look at these! They have shells, and they're brown. I like them. Do you like them, Lucy?
Lucy: Ugh! No, I don't.

2 Ryan: My name's Ryan. And these are my favorite insects. They're so small!
Jake: But look at the big leaves they have!
Ryan: Yes. Big leaves and small black insects!

3 Sara: Look at that! It's beautiful. It's very big, and it has wings.
Ryan: What color is it?
Sara: It's black and orange. It's over there on the flower.
Ryan: Oh, yes. I can see it.

4 Jake: Look at these. They're black and white.
Lucy: They're long with lots of legs.
Jake: Yes, they are!
Lucy: Do you like them, Jake?
Jake: Yes, I do.

13 Listen again and say true *or* false.

- Read the sentences about the children and encourage them to guess or try to remember if they're true or false. Then say *Now let's listen and check! True or false?* Play the recording again, pausing after each dialog for students to decide if the sentences are true or false.
- When students give you the answers, check by asking, e.g., *1 False – Does Lucy like snails?* (*No, she doesn't.*)

Key: **1** false **2** true **3** false **4** false

1.09: see Student's Book page 19

14 Ask and answer with a friend.

- Ask individual students the questions to elicit some example answers: *What is your favorite bug?* (*It's a spider.*) *What color is it?* (*It's black.*) *What bugs can you see outside?* (*I can see snails, spiders, and ants in my yard.*)
- Students ask each other in pairs or groups. They can then report back to the class.

Workbook page 15

7 Read the paragraph and write the words.

- Students complete the text with words from the word box.

Key: **1** small **2** white **3** tree **4** leaves **5** butterflies

8 Answer the questions.

- Students think about their favorite bug and answer the questions. Teach additional words for bugs as appropriate.

Key: Answers will vary, for example: **1** My favorite bug is a butterfly. **2** It's black, white, and red. **3** It's beautiful. **4** You can see it on a flower.

9 Write about your favorite bug.

- Students write a paragraph about their favorite bug, based on the answers they wrote in activity 8, and using the text in activity 7 as a model.

10 Ask and answer with a friend.

- Students ask and answer about their favorite animal.

Ending the lesson

- Do a drawing dictation. Describe an animal or bug for students to draw, e.g., *Draw a butterfly. It's big. It has blue and yellow wings and a black body. It's beautiful.*

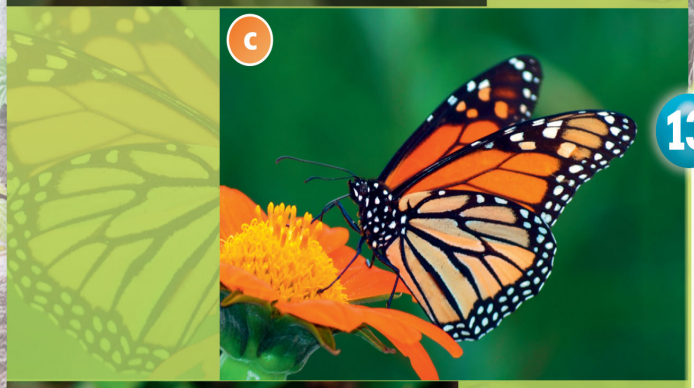
Extra activities: see page TB104 (if time)

Skills: *Listening and speaking*

Let's start! What can you see at the zoo?

12 1.08 Listen and match.

House of bugs



1 Lucy

2 Ryan

3 Sara

4 Jake

13 1.09 **Listen again and say *true* or *false*.**

1 Lucy likes snails.
2 Ryan likes ants.
3 Sara doesn't like the butterfly.
4 Jake doesn't like caterpillars.

14 About Me **Ask and answer with a friend.**

What is your favorite bug?
What color is it?
What bugs can you see outside?

Writing

Workbook page 15: Write about your favorite bug.

15 1.10 story Read and listen. Watch.

 Value: Respect and listen to others

→ Workbook page 16

Lesson aims Students reinforce language with a story. They also discuss the value of respecting and listening to others.

New language *tiger, message* | *Can we borrow it, please?* | *Not now.*

Recycled language *What's that? It's a (message).* | *Are those (ears and a tail)?* | *Is this your (tiger)? Yes, it is.* | *Yes, you can.*

Materials Flashcards: 6–15 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards and word cards to play *Does it match?* (see page xvii).

Introduction

- Remind students of the story so far: *What is Lily's birthday present? (A cell phone.) What do the children want to do? (A treasure hunt.) How many things are in the treasure hunt? (Seven.)* Tell students that in this episode of the story the characters are going to start the treasure hunt.

Student's Book page 20

15 Read and listen. Watch.

- Say *Open your books to page 20, please.* Ask questions about frame 1: *Where are the children today? (In the park.) What are they doing? (They're playing soccer.) What does Lily have? (Her cell phone.)* Ask students to guess the first treasure hunt item the characters find.
- Say *Let's find out! Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, check that they understand the gist of it, by asking *What do the children look for in the story? (A toy tiger.) Do they find it? (Yes, they do.)* Make sure students realize that the cell phone screen is used to show the treasure hunt item they are looking for in the story.

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 2: *What's this? (It's a message.) What is the treasure hunt item? (A toy tiger.)* Frame 3: *Does Anna want to help? (Yes, she does.)* Frame 4: *What can they see behind the tree? (Ears and a tail.)* Frame 5: *Is it the tiger? (No, it's a cat.)* Frame 6: *What does Anna have? (A toy tiger.)* Frame 7: *Is Anna happy to help? (Yes, she is.)*
- Students can watch the story again for pleasure, or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into four groups. Each group repeats the lines for one character (Lucas, Tom, Lily, and Anna).

1.10: see Student's Book page 20

Value ***Respect and listen to others***

- Students look at frame 3 again. Ask *What does Anna ask? (Can I help?) What does Tom say? (Not now, Anna.)* Ask *Is Tom listening to Anna? (No, he isn't.)* Ask the same questions for frame 5. Encourage students to think about why Tom isn't listening to Anna. (*She's young, she's his sister, he doesn't want her to play with them*, etc.) Then look at frame 6 again and ask *What does Anna have? (A toy tiger.) Can she help with the treasure hunt? (Yes, she can.)* Students then look at Tom's line in frame 7 (*Sorry, Anna. Thank you.*). Encourage students to think about why Tom is saying sorry (he realizes he should have listened to Anna earlier in the story as she was able to help all the time). The story suggests that we should respect other people's suggestions and opinions even when they are younger than us.
- Students look back at frame 3 and think of another way that Tom could reply to Anna instead of saying *Not now*. Write appropriate suggestions on the board: *Yes, you can. / Yes, of course. / OK, thank you.* Students can then practice this exchange in pairs, one being Anna (*Can I help?*) and the other being a more respectful Tom (*Yes, of course.*).

Workbook page 16

11 Read and match.

- Students match the speech bubbles in the frames with the text below.

Key: **a** 3 **b** 1 **c** 4 **d** 2

12 Look at activity 11. Answer the questions.

- Students answer the questions, referring back to the story frames in activity 11.

Key: **1** Ears and a tail. **2** A cat. **3** A tiger. **4** They can borrow it / use it for the treasure hunt. **5** Tom.

Ending the lesson

- Play a game of *Correct my mistakes* (see page xvii), making false sentences about the story, e.g., *Max doesn't like soccer. The children find a toy lion.*

Extra activities: see page TB104 (if time)

Lesson aims Students learn and practice the function of asking to borrow things. Students also practice saying the sound /iː/.

New language *Can I borrow your (camera), please?* | /iː/ – *chimpanzee, eat*

Recycled language *computer game, toy car, eraser, camera, book, sleep, tree* | *Yes, you can. / No, I'm sorry, you can't.*

Materials Classroom objects or small toys

Warmer

- Play a game of *Guess where!* again (see page xvii), using classroom objects or small toys.

Presentation

- Remind students of the story from the previous lesson. Ask *What do the children find?* (*A toy tiger.*) *Who has the tiger?* (*Anna.*) *What do they ask Anna?* (*Can we borrow it, please?*)
- Make sure students understand what *borrow* means (using other people's things and then giving them back).

Student's Book page 21

16 Listen and repeat. Then act.

- Say *Open your books to page 21, please.* Ask *Where are these children?* (*In a living room and at school.*) *What do they want to borrow?* Students guess. (*A camera and a book.*)
- Play the recording, pausing after each dialog to confirm *What does she/he want to borrow?* (*A camera. / A book.*) *Can she/he borrow it?* (*Yes, she can. / No, he can't.*)
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, choosing different items from the word box to ask to borrow each time. Read through the word box first to check comprehension. Check the activity by asking pairs of students to act out their dialogs.

1.11: see Student's Book page 21

17 Listen and repeat. /iː/

- In this activity, students practice saying the /iː/ sound.
- Say *Look at the photograph in activity 17. What animal is it?* (*It's a chimpanzee.*)
- Then say *Chimpanz**ee*** – /iː/ /iː/ /iː/ – *chimpanz**ee***. Students repeat, emphasizing the /iː/ sound at the end of *chimpanzee*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice.
- Encourage students to think of other words which contain the sound /iː/, e.g., *three, see, read, green, me, we, please*. Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they studied *Guess What!* Levels 1 and 2 include: *feet, street, sheep, bee, cheese, teacher, seal, meat, jeans, donkey, monkey, baby, happy, ugly, between*.)

1.12: see Student's Book page 21

Workbook page 17

13 Look and write the questions and answers. Then check the picture that shows the value: respect and listen to others.

- Remind students of the value from the story: respect and listen to others.
- Students find and write the missing answers in the blank speech bubbles in each picture, choosing from the text in the box. They then choose the picture that shows an older child listening to and showing respect for a younger one.

Key: **1** Can I help? Not now. **2** Can I help? Yes, you can. Thank you.

Students should check picture 2.

14 Write the words with the same sound in the lists.

- Elicit the words in the word box, reviewing or teaching any as necessary. Students categorize the words into those with /eɪ/ or /iː/ sounds. They write the /eɪ/ words into the cake outline and the /iː/ words into the tree outline. Encourage students to sound out the different words on the page as they do this activity.

Key: **1** cake: paint, make, tail, train, snake **2** tree: leaf, jeans, sleep, eat, chimpanzee

Ending the lesson

- Students make up and perform their own functional dialogs, asking to borrow real possessions they have at school (or any small toys you have brought to class).

Extra activities: see page TB104 (if time)

16 1.11 Talk Time Listen and repeat. Then act.

computer game toy car eraser camera book

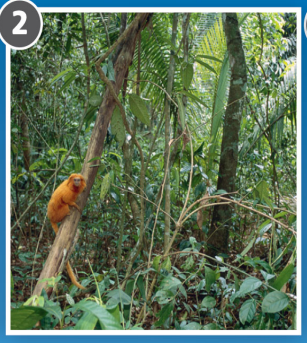
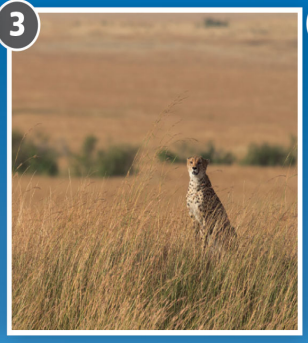
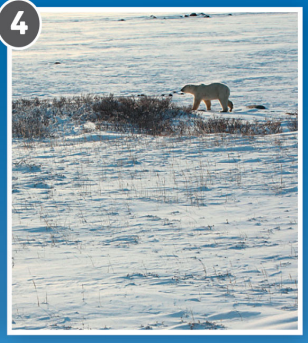
Say it!

17 1.12 Listen and repeat.

Chimpanzees eat and sleep in trees.

What types of habitats are there?

1 Listen and repeat.

desert | rain forest | grassland | tundra

2 CLIL Watch the video.

3 Match the habitats with the groups of animals.

1
monkey
crocodile
snake

2
lion
giraffe
snake

desert
grassland
rainforest
tundra

3
spider
snake
camel

4
goat
sheep
bear

4 What type of habitat would you like to visit?

Guess What!
Deserts can be hot and cold. Antarctica is a desert.

Let's collaborate!

→ Workbook page 18

CLIL: Science

Lesson aims Students think and talk about the different types of habitats in the world.

New language *camel, habitat, desert, rain forest, grassland, tundra* | *What types of habitats are there?*

Recycled language *monkey, crocodile, snake, lion, giraffe, spider, bird, goat, sheep, bear* | *What can you see (in the pictures)?*

Materials A world map or globe | Bricks, logs, and plastic bottles for a bug hotel (optional)

Warmer

- Describe some animals students know and where they live for students to guess: *This animal is brown. It has a long tail. It lives in a tree.* (*It's a monkey.*) *This animal is small. It can swim. It lives in a river or the ocean.* (*It's a fish.*) At the end of the game, ask *Which animals live in trees/rivers/mountains?* Students name the animals from the game. Tell students they are going to learn more about where animals live in this lesson.

Student's Book page 22

What types of habitats are there?

- Say *Open your books to page 22, please.* Look at the photograph and ask *What animal is this?* Elicit or teach the new word *camel*. Then ask *Where do camels live?* Point to the desert in the background of the photograph and elicit or teach *The desert.* Confirm by saying *The desert is the camel's habitat.* Make sure students realize that *habitat* means the area where certain animals or plants live.
- Ask the opening question: *What types of habitats are there?* Encourage and praise students for any words they know (e.g., *forest, mountain, river,* or *ocean* from the previous unit).
- Ask students *Is this photograph in your country?* (*Yes, I think so / No, it isn't.*) Encourage students to say why or why not. (*There isn't a desert in our country. Camels don't live in our country.*) Students can then guess which country the photograph is from. Accept any answers and then tell students *It's in Abu Dhabi* and show them Abu Dhabi on your map or globe.

Student's Book page 23

1 Listen and repeat.

- Say *Now look at page 23, please.* Ask *What types of habitats are there?* Use the photographs to elicit *desert, rain forest, grassland,* and *tundra.*
- Say *Listen and repeat.* Play the recording. Students listen and repeat the words.
- Ask *Which habitats do we have in our country?* Students name the different types of habitats in their country.

1.13: see Student's Book page 23

2 Watch the video.

- Play the video.
- If you don't have the video, give definitions of the different habitats on the Student's Book page for students to guess: *This is a very hot place. You can't see plants here. Camels live here.* (*Desert.*) *This is a very big forest. It is hot, and you can see lots of trees. Monkeys and birds live here* (*Rain forest.*) *There aren't lots of trees here, but there is a lot of grass. Lions live here.* (*Grassland.*) *This is a very cold place. You can't see trees here. Polar bears live here.* (*Tundra.*)

CLIL 01: see page TB116

3 Match the habitats with the groups of animals.

- Students read the names of the groups of animals and match them to the correct habitat. They can then think of additional animals they can add to each habitat list.

Key: **1** rain forest **2** grassland **3** desert **4** tundra

4 What type of habitat would you like to visit?

- Students say a habitat they would like to visit, e.g., *I'd like to visit the tundra. I like cold weather, and I'd like to see a polar bear.*
- Students can then read the Guess What! for the page.

Workbook page 18

1 Write the names of the habitats. Then circle the two correct sentences.

- Students label the pictures with the correct habitats. They then read the definitions and circle the correct sentences.

Key: **1** rain forest It's a hot place. There are lots of trees and leaves. **2** tundra It's a cold place. Bears live here. **3** grassland It's a hot place. There is a lot of grass. **4** desert There is little water. Snakes and spiders live here.

2 Draw and write about a habitat in your country.

- Students draw a type of habitat that can be found somewhere in their own country. They then complete the sentences with appropriate words.

Ending the lesson

- Make sentences about the different habitats for students to say if they are true or false, e.g., *Camels live in the desert.*

Extra activities: see page TB104 (if time)

Lesson aims Students will make a bug book. They can also complete the unit evaluation in the Workbook.

New language *abdomen, antennae, honey bee, flowers, fly, garden, head, pollen, plants, thorax, wings*

Recycled language animals, colors, parts of the body, habitats, actions | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 1, Project sheets 1, Worksheets 1, Group and Teacher evaluation sheets, cue cards (optional), sheets of paper, pencils or pens, colored pencils or crayons, photographs of bugs, scissors, glue, a stapler, computer for research

Warmer

- Play the Sentence chain game (see page xix), with the topic A walk in the (rain forest). Say a starting sentence: *I'm walking in the rain forest and I see a (monkey).* Students continue around the class.

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

Introduce the project.

- Have students look at the project flyer on page 23. Ask *What bugs can you see? (A beetle, an ant, a bee, a ladybug, and a housefly.)* Ask *Where can you see these bugs? (In the yard/park/street/at home.) What other bugs can you see in these places?* Write a list on the board. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a bug book.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Point to the list of bugs on the board and have groups agree on a list of four. Encourage them to choose bugs that they can find in or near their homes.
- Students discuss which bugs they want to research at home and agree on one each. Alternatively, groups can split into pairs and research two bugs together. They may be able to find the bugs to observe on the school playground.
- Hand out a worksheet to each student. Tell them to observe their chosen bug or bugs outside. If necessary, go through each section on the worksheet with the class first to make sure students know what they need to observe. Tell students to find extra information and photographs online. Remind them to use reliable websites on the Internet to check facts and use more than one source of information.
- Students write the information they find in each section of the worksheet.

Step 2 Create your project.

- Show students the model sheet. Ask them to use their worksheet observations to create a page for each of their bugs. Hand out sheets of paper (one sheet per student/bug). Have students work together by placing the photographs, decorating, and writing the information from their worksheets.
- Students check each other's pages, making suggestions for improvements and giving positive feedback. Monitor and ask questions. *Does this page have all of the information? What is missing? Is this information correct?*
- When groups are happy with their final pages, they work together and staple the pages to make a book. They can also design and illustrate a cover.

Step 3 Present your project.

- If there is time, have students practice presenting their pages in their groups. Encourage them to memorize the information so they can look at each other while speaking. Then put pairs of groups together to present their bug books to each other. Make sure each student takes a turn presenting.
- Encourage students to show their page and point to the photographs while reading aloud the information. Students look at their audience when they give their information.
- Encourage the groups that are listening to ask questions.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 19 – Evaluation

1 Find and write the words.

- Students write the questions in the space provided.

Key: **1** What's that? **2** What are those? **3** What are those? **4** What's that? **5** What's that?

2 Look and write the words.

- Students choose and write the correct words.

Key: **1** My turtle is small. **2** Your snail is big. **3** Our rabbit is gray. **4** Their fish is green.

3 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 1.

Key Answers will vary, for example: **1** I can talk about things we can see in nature. **2** I can write about my favorite bug. **3** My favorite part is guessing photographs of animals and bugs.

4 Guess what it is.

- Students look at the close-up photograph and guess the bug. They then circle the correct answer on Workbook page 93.

Key: butterfly

Extra activities: see page TB104 (if time)

2
At school
Look!

Unit aims Students learn to talk about their school. This includes:

- the rooms they are in and what they are doing
- what they like about their school
- keeping their school environment clean, and materials they can recycle

Background information The photograph shows children getting onto a school bus in New York City.

Introduction to the unit

- Say *Open your books to pages 24 and 25, please.* Students look at the photograph. Ask *What is Unit 2 about? Where are these children going?* Students guess (*To school*). Read the title of the unit (At school) and congratulate students who guessed correctly.
- Ask *What can you see in the photograph?* Elicit words students may know (*a (school) bus, children, a street, cars, buildings, apartments*, etc.) and follow up with additional questions: *What color is the bus?* (*It's yellow.*) *What's the weather like?* Teach or elicit *It's snowing.*
- Encourage students to think more about the photograph. Ask *Do these children live in our country?* (*Yes/No.*) Ask *How do you know? What is the same or different?* If you have access to a world map or globe, tell students where the photograph is from and show them on the map.
- Ask *Would you like to go to school in this place?* If possible, encourage students to say why or why not.

Look!

- Show students the video to explore the topic further. Pause the video at different stages and ask questions. *Where are the children? What school subject is it? What are they doing?*
- Play the video again. Ask students if the school(s) in the video are similar to or different from their school.

1 2.01 Listen and point.

2 2.02 Listen, point, and repeat.

1 reception
2 cafeteria
3 library
4 classroom
5 science lab
6 gym
7 art room
8 music room
9 playground
10 sports field

3 2.03 Listen and say the places.

4 Think Describe and guess where.

This is Lily's favorite room.

Music room!

→ Workbook page 20

Lesson aims Students learn and talk about rooms in a school.

New language *reception, cafeteria, library, classroom, science lab, gym, art room, music room, playground, sports field*

Recycled language *school, lunchtime, books, desks, chairs | This is my (new school). | Is this (reception)? Yes, it is. | What's this? | Who's (Tom)? He's/She's my (friend). | He/She likes (science). | What's your favorite (place)? My favorite (place) is the (sports field).*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources) | Poster paper and cameras (optional)

Warmer

- Play a game of *Simon says* (see page xix), using classroom items, e.g., *Simon says touch a chair.*

Presentation

- Ask *What rooms do we have in our school?* Hold up each flashcard and say the new words. Students repeat in chorus and individually.
- Show a flashcard to a student and ask him/her to mime being in that room. Ask *Which room is he/she in?*

Student's Book page 26

1 Listen and point.

- Say *Open your books to page 26, please.* Ask *Who's this?* Explain that Lucas is showing his dad his new school's website. Students name the places.
- Students listen and point to the places. Play again, pausing to ask: *What can you see in the classroom? Does Tom like science?*

2.01

Lucas: Look, Dad. This is my new school's website!
Dad: Oh, yes. Is this reception?
Lucas: Yes, it is. And this is the cafeteria. It's lunchtime.
Dad: Look, your library has a lot of books.
Lucas: Yes.
Dad: And is this your classroom?
Lucas: Yes. You can see our desks and chairs.
Dad: And what's this?
Lucas: This is Tom's favorite room – the science lab.
Dad: Who's Tom?
Lucas: He's my friend. He likes science.
Dad: And what's this?
Lucas: The gym. Those children are at gym club.
Dad: And is this the art room, with all those pictures?
Lucas: Yes, it is. And this is Lily's favorite room – the music room.
Dad: Who's Lily?
Lucas: She's my friend. She likes music.
Dad: That's nice. And what's your favorite place, Lucas?
Lucas: Well, I like the playground … But my favorite place is the sports field. I can play soccer there.
Dad: Yes, Lucas. You like sports!

2 Listen, point, and repeat.

- Students listen and repeat the words while pointing to the correct places. Then play again. Students repeat as they read the words in the vocabulary list.

2.02: see Student's Book page 26

3 Listen and say the places.

- Play the recording. Pause for students to guess the places.

Key: **1** library **2** classroom **3** music room **4** art room **5** sports field **6** playground **7** cafeteria **8** science lab **9** reception **10** gym

2.03

1 There are books in this room.
2 There's a board in this room. There are desks and chairs, too.
3 This is Lily's favorite room.
4 You can draw and paint pictures in this room.
5 This is Lucas's favorite place.
6 You can play here at lunchtime. It's outside.
7 You can eat lunch in this room.
8 This is Tom's favorite room.
9 There's a big desk in this room. Mrs. Aiden says, "Hello."
10 You can run, jump, and dance in this room.

4 Describe and guess where.

- Students make sentences for a partner to guess.

Workbook page 20

1 Look and number the picture.

- Students number the places in the school picture.

Key: Upstairs, left to right: 7, 10, 6, 8
Downstairs, left to right: 2, 5, 3, 9, 4, 1

2 Look at activity 1. Read the sentences and write the words.

- Students read the definitions and write the words.

Key: **1** art room **2** classroom **3** cafeteria **4** science lab **5** gym **6** reception **7** sports field **8** playground **9** library **10** music room

My picture dictionary → Go to page 86: Find and write the new words.

- Students turn to the picture dictionary on page 86. They write the new words under the correct pictures.

Key: art room, classroom, cafeteria, gym, library, music room, playground, reception, science lab, sports field

Ending the lesson

- Play *Match the pictures and words* (see page xviii), using flashcards and word cards for places in a school.

Extra activities: see page TB104 (if time)

Lesson aims Students talk about where people are at school.

New language *Where are you*/they? We're/They're in the cafeteria.* (* = *you* plural)

Recycled language places in a school | *Where are you? / Where is he/she? I'm/He's/She's in the (classroom).*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a game of *Mime and match* (see page xviii), using the flashcards and word cards for places at school. Nominate a student with a word card to mime being in the place written on the card. Ask the class *Where is he/she?* The student with the matching picture flashcard stands up, shows the picture, and answers *He's/She's (in the gym).*

Presentation

- Ask a pair of students to come to the front of the class. Show them a flashcard of a place in the school (e.g., music room) and then mime with them two students being in a music room. Ask the class *Where are we?* (*You're in the music room.*)
- Repeat the activity with a different pair of students, but this time they mime being in a place, without you. Ask the class *Where are they?* (*They're on the (sports field).*) Make sure that students realize that *they* refers to other people.
- Repeat a few times, making sure students realize the difference between *we* and *they*.

Student's Book page 27

5 Sing the song.

- Say *Open your books to page 27, please.* Talk about the pictures: *Look at the boy. Who is he thinking about?* (*His friends.*) *Where are they?* Elicit the different places that are illustrated in the song pictures.
- Say *Listen and point.* Play the recording. Students point to the different pairs of children as they are mentioned in the song.
- Ask more questions about each pair of children in the song to check understanding: *Where are Dave and Daisy?* (*They're in the cafeteria.*)
- Then say *Sing the song.* Play the recording again until students are singing confidently.
- Students can sing along to the version of the song with words, or to the karaoke version of the song.

2.04: see Student's Book page 27

6 Read and match.

- Ask about each of the pairs of children in the pictures: *Number 1. Where are they?* (*They're on the playground.*)
- Students then read the children's speech bubbles and match them to the correct picture. Check by calling out the picture number, for children to read the correct bubble: *Number 1* (*b We're on the playground.*)

Key: **1** b We're on the playground. **2** c We're in the library. **3** a We're in the art room.

7 Look at the pictures in activities 5 and 6. Ask and answer with a friend.

- Point to different pictures in activities 5 and 6 and say *Look at these children again. Where are they?* (*They're on the (sports field).*) Students can then continue the same activity in pairs, using the example speech bubbles and the Remember! box as a model. Students can also do this activity by giving wrong answers for their partner to correct, e.g., *They're in the classroom. No! They're on the sports field.*

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 21

3 Look and circle the answers.

- Students look at the picture and circle *We're* if the children are speaking to the reader and describing their own activity, and *They're* if the picture shows children doing an activity without addressing the reader.

Key: **1** They're **2** We're **3** We're **4** They're

4 Look and complete the questions and answers.

- Students look at the picture and decide if the children are speaking to the reader and describing their own activity or if the picture shows children doing an activity without addressing the reader. They then complete the questions with *you* or *they* and the answers with *We're* and *They're* accordingly.

Key: **1** they?, They're **2** you?, We're **2** they?, They're **4** you?, We're **5** you?, We're

Ending the lesson

- Tell students to close their eyes. Describe things for them to imagine they are doing: *You're drawing a picture. Now you're painting.* Students have to guess where they are: *We're in the art room.*

Extra activities: see page TB105 (if time)

5 2.04 Sing the song.

Dave and Daisy, where are you?
We're in the cafeteria.
Where are Dave and Daisy?
They're in the cafeteria.

Max and Mary, where are you?
We're in the music room.
Where are Max and Mary?
They're in the music room.

Sam and Susie, where are you?
We're on the sports field.
Where are Sam and Susie?
They're on the sports field.

6 Read and match.

1

2

3

a We're in the art room.

b We're on the playground.

c We're in the library.

7 Look at the pictures in activities 5 and 6. Ask and answer with a friend.

Where are they?

They're on the playground.

Remember!

Where are they?
They're on the sports field.

→ Workbook page 21

Grammar fun!

8 2.05 Listen and repeat.

9 2.06 Look and find. Then listen and say the numbers.

10 Look at the picture. Ask and answer with a friend.

What are they doing?

They're playing baseball.

Remember!

What are you doing?
We're playing baseball.

11 2.07 Go to page 102. Listen and repeat the chant.

Grammar fun!

Lesson aims Students ask and answer about what people are doing.

New language *What are you*/they doing? We're/They're playing tennis.* (* = *you* plural)

Recycled language *play tennis/basketball/soccer/field hockey/baseball, take photographs* | *What are you doing? I'm (playing basketball). What is he/she doing? He's/She's (taking photographs).*

Materials Written sentences on slips of paper for the mime game (see Presentation) | A bag and blank slips of paper for the *Act it out* game (optional) | Small pieces of thin cardboard (optional)

Warmer

- Students sing the song from the previous lesson.

Presentation

- Prepare slips of paper with sentences as follows: *You're on the playground. You're playing soccer.* Combine places in a school with activities that students will know from previous years of studying English. Include activities that will be recycled in the Student's Book and Workbook (*play tennis, play basketball, play soccer, play field hockey, play baseball,* and *take photographs*).
- Invite a pair of students to the front of the class and give them a slip of paper to read. Then mime the activity with them, asking the class *Where are we?* (*You're on the playground.*) Then ask *What are we doing?* (*You're playing soccer.*)
- Repeat with another pair of students, but this time allow them to mime the activity on their own. Ask *Where are they?* (*They're in the (classroom).*) Then ask *What are they doing?* (*They're reading books.*) Make sure that students understand the difference between *we* and *they*.

Student's Book page 28

8 Listen and repeat.

- Say *Open your books to page 28, please.* Students look at the photographs. Ask *What is this girl doing?* (*She's talking on the phone.*) *Who is she talking to?* (*Her friend.*) *What is her friend doing?* (*She's playing tennis.*)
- Say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.

2.05: see Student's Book page 28

9 Look and find. Then listen and say the numbers.

- Students look at the puzzle pieces and guess where they belong in the puzzle below. Check by asking *Number (1). What are they doing?* Students give the letter and answer the question: *E – They're playing soccer.*

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

- Say *Now listen to the children and say the numbers.* Play the recording, pausing after each question and answer. Students say which pair of children are talking each time. They use the numbers of the puzzle pieces to identify the pairs of children each time.

Key: 1, 3, 4, 5, 2

2.06

What are you doing? We're playing soccer.
What are you doing? We're playing field hockey.
What are you doing? We're playing baseball.
What are you doing? We're playing basketball.
What are you doing? We're taking photographs.

10 Look at the picture. Ask and answer with a friend.

- Students ask and answer about the picture in pairs, using *What are they doing?* questions. They use the speech bubbles and the Remember! box to help.

11 Go to page 102. Listen and repeat the chant.

- Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.

2.07: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (Memory 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 Read and match.

- Students match the pictures to the sentences.

Key: 1 d 2 b 3 a 4 c

6 Look and write the questions and answers.

- Students look at the television screens and write questions and answers. When the people on the television screens are talking to the viewer, students write *What are you doing? We're …* When the people on the television screens are talking about other people's activities, they write *What are they doing? They're …*

Key: 1 What are you doing? We're playing ice hockey.
2 What are they doing? They're playing baseball.
3 What are they doing? They're playing tennis.
4 What are you doing? We're taking photographs.

Ending the lesson

- Students can repeat the chant again.

Extra activities: see page TB105 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of reading and speaking, with extended writing in the Workbook.

New language *What places can you find in your school?*

Recycled language places in a school | *My (school) is (big).* | *This is the (playground).* | *I like (basketball), but my favorite sport is tennis.* | *There's a (board). / There are some (chairs).* | *These children are (doing math).*

Materials A box or bag and pieces of paper (optional)

Warmer

- Describe a room or place in your school for students to guess: *We read books here. There are lots of computers. It's next to the cafeteria.* (*The library.*) *You like playing soccer and field hockey here. We have Sports Day in this place.* (*The sports field.*)

Student's Book page 29

What places can you find in your school?

- Say *Open your books to page 29, please.* Ask the opening question: *What places can you find in your school?* Students list the rooms and different places in their school. Help them with any they forget: *Where do visitors arrive in our school?* (*Reception.*)

12 Read and listen. Then match.

- Students look at the photographs of the children at school. Ask questions about the different photographs, e.g., *a) Where are these children?* (*They're on the playground.*) *What are they doing?* (*They're playing basketball.*)
- Say *Let's find out about the school! Read and listen.* Play the recording. Students listen and follow the text in their books. They then match each paragraph to the correct photograph. Check the activity by saying the number of each paragraph – students say the letter of the matching photograph.

Key: 1 c 2 a 3 d 4 b

2.08: see Student's Book page 29

13 Read again and answer the questions.

- Read the questions aloud with the class and check comprehension. Students then answer the questions by reading the description of Lisa's school in activity 12 again.
- Check the activity by asking pairs of students to read a question and say the answer.

Key: 1 It's big. 2 Tennis. 3 They're doing math. 4 Yes, she does.

***14 Make sentences about your school. Say* true *or* false.**

- Make sentences about your school. Include some that are true and some that are false for students to guess. When the sentences are false, encourage students to correct them: *Our school is small.* (*False. It's big.*) *There's a big library.* (*True.*)
- Students can then continue the activity in pairs or groups.

Workbook page 23

7 Read the text. Circle the answers to the questions.

- Students read the text describing a school. They then read the questions below and find and circle the correct key answer words in the text. Check the activity by reading each question and asking students to answer with the words they have circled in the text.

Key: 1 small 2 classrooms, library, playground 3 gym 4 18 5 English

8 Look at activity 7. Answer the questions.

- Students answer the questions from activity 7 about their own school and favorite places and lessons.

Key: Answers will vary, for example: 1 My school is big. 2 There are classrooms, a cafeteria, a library, a reception, a playground, and a gym. 3 My favorite room is the library. 4 There are 30 children in my class. 5 My favorite class is science.

9 Write a description of your school.

- Students write about their own school, using the answers they gave in activity 8 and using the text in activity 7 as a model.

10 Ask and answer with a friend.

- Students ask and answer about their school and favorite class with a friend, using the questions from the page and the example speech bubbles to help them. If students are doing this activity at home, they can ask and answer with a family member.

Ending the lesson

- Play a game of *Anagrams* (see page xvi), making the words for places in a school into anagrams for students to solve.

Extra activities: see page TB105 (if time)

Skills: *Reading and speaking*

Let's start! What places can you find in your school?

12 2.08 Read and listen. Then match.

1 My name's Lisa. Can you find a photograph of me? I'm standing outside my school. My school is big.

2 This is the playground. It's a big playground. Some children are playing a game of basketball. I like basketball, but my favorite sport is tennis.

3 This is a classroom. There's a board and some desks and chairs. These children are doing math. I like math, but my favorite class is art. I like drawing and painting.

4 This is my favorite room. It's our school library. There are lots of books, and I like reading. There are a lot of children in the library today.

13 Read again and answer the questions.

1 Is Lisa's school big or small?
2 What is Lisa's favorite sport?
3 What are the children in the classroom doing?
4 Does Lisa like reading?

14 About Me Make sentences about your school. Say *true* or *false*.

Our school is small. False. It's big.

Writing

Workbook page 23: Write a description of your school.

15 2.09 Story **Read and listen. Watch.**

Value: Keep your environment clean

→ Workbook page 24

Lesson aims Students reinforce language with a story. They also discuss the value of keeping your environment clean.

New language *radio, pick up, litter | Where can we (find a radio)?*

Recycled language *What are they doing? They're (picking up litter). | Can we help? Yes, please. | Can you (pick up this litter)? Yes, of course.*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards or word cards to play a game of *What's missing?* (see page xix).

Introduction

- Remind students of the story so far: *What are the children doing?* (*A treasure hunt.*) *How many items do they have?* (*One.*) *What is it?* (*A toy tiger.*) Students guess what the characters will find in the story for Unit 2. Give them a clue that it's something you can listen to. Accept any answers.

Student's Book page 30

15 Read and listen. Watch.

- Say *Open your books to page 30, please.* Ask *What are the children looking for today?* Look at the cell phone in frame 3 of the story and teach/elicit *A radio.* Congratulate any students who guessed the item correctly or made near guesses.
- Encourage students to guess what happens from looking at the story frames. Ask *Where are the children in the story? Where do they find the radio? Who helps them?*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, ask *Do the children have the radio for the treasure hunt?* (*Yes, they do.*)

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 1: *Where are the children? (On their school playground / sports field.) Who do they see? (Lucas's dad and Lily's Aunt Pat.) What are they doing? (They're picking up litter.)* Frame 2: *Do the children want to help? (Yes, they do.)* Frame 4: *What are the children doing? (They're picking up litter.)* Frame 5: *What does Lily hear? (Music.)* Frame 6: *What does Lily find? (A radio.)* Frame 7: *Are Aunt Pat and Lucas's dad happy with the children? (Yes, they are.) What do they give them (for helping)? (The radio.)*
- Students can watch the story again for pleasure, or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into six groups. Each group repeats the lines for one character (Lily, Tom, Lucas, Aunt Pat, Anna, and Lucas's dad.)

2.09: see Student's Book page 30

Value ***Keep your environment clean***

- Students look at frames 1–4 again. Ask *Is the playground clean or dirty?* (*It's dirty.*) Then ask *What do the children help to do in the story?* (*Pick up litter from the playground.*) *What do they find in the litter on the playground?* (*A radio.*) *Can they keep the radio?* (*Yes.*)
- Encourage students to think about why it's important to keep their playground and the environment in general neat and clean, e.g., *Litter makes our environment ugly. Litter is unhealthy (it attracts rats, mice, and other pests). Litter isn't safe (people can trip over or cut themselves on litter left lying around).*

Workbook page 24

11 Read and write the words.

- Students read and complete the speech bubbles, choosing the correct expressions from the word box.

Key: **a** litter **b** pick up **c** Listen! **d** Thank you!

***12 Look at activity 11. Write* yes *or* no.**

- Students read the sentences about the story and decide whether they are true or false. They refer back to the frames in activity 11 to help them. They then write *yes* next to the true sentences and *no* next to the false ones.

Key: **1** no **2** yes **3** no **4** yes **5** no

Ending the lesson

- Groups of students can act out the story. You can play the recording for them to repeat or mime to, or they can say the lines from memory.

Extra activities: see page TB105 (if time)

Lesson aims Students learn and practice the function of offering help. Students also practice saying the sound /aɪ/.

New language /aɪ/ – *sometimes, fight, night*

Recycled language *pick up this litter, clean the living room, play nicely, put those toys in your room | Can I help you? | Can you (clean the living room), please? Yes, of course. Thank you.*

Materials Written instructions on slips of paper for *Find someone who …* activity (see Warmer) | Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a game of *Find someone who …* (see page xvii), using expressions with likes and activities, e.g., *Find someone who likes playing soccer. Find someone who likes picking up litter.* Students have to find a student who answers *yes* when asked *Do you like (playing soccer)?*

Presentation

- Remind students of the story from the previous lesson. Ask *What are Aunt Pat and Lucas's dad doing?* (*They're picking up litter.*) *Do the children want to help them?* (*Yes, they do.*) *What do they ask?* (*Can we help?*) *What does Aunt Pat say?* (*Can you pick up this litter?*)
- Then ask *What can you do to help at home or at school?* Elicit different ideas. (*Pick up litter, clean the classroom / my bedroom, read a book to my sister,* etc.)

Student's Book page 31

16 Listen and repeat. Then act.

- Say *Open your books to page 31, please.* Ask *Who can you see?* (*A girl and her dad/father.*) *Where are they?* (*They're at home / in their living room.*) *Is their living room clean?* (*No, it isn't.*) Students guess what the dad is asking the girl to help with (*cleaning the living room*).
- Play the recording, pausing after each dialog to ask *Does the girl want to help?* (*Yes, she does.*) *What can she do?* (*Clean the living room.*)
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, each time choosing different chores/behaviour from the word box to ask for help with. Read through the word box first to check comprehension. Check the activity by asking pairs of students to act out their dialogs.

2.10: see Student's Book page 31

17 Listen and repeat. /aɪ/

- In this activity, students practice saying the /aɪ/ sound.
- Say *Look at activity 17. What are those?* (*They're tigers.*)
- Then say *Tiger* – /aɪ/ /aɪ/ /aɪ/ – *tiger.* Students repeat, emphasizing the /aɪ/ sound in the first syllable of *tiger.*
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice. Make sure they understand the new words *sometimes, fight,* and *night.*
- Encourage students to think of other words that contain the sound /aɪ/, e.g., *like, white, five, nine, spider, library.* Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they studied *Guess What!* Levels 1 and 2 include: *bike, kite, ride, crocodile, lion, fly, motorcycle, rice, mice, nice.*)

2.11: see Student's Book page 31

Workbook page 25

13 Look and check the pictures that show the value: keep your environment clean.

- Students check the pictures that show children preventing or picking up litter and keeping their environment clean.

Key: Students should check pictures 1 and 2.

14 Circle the words that sound like tiger.

- Look at the pictures and elicit the words, reviewing or teaching any as necessary. Students then circle the two words in each row that contain the /aɪ/ sound. Encourage students to sound out the different words on the page as they do this activity.

Key: **1** tiger **3** night **5** rice **6** spider **7** bike **9** kite

Ending the lesson

- Distribute the flashcards and word cards around the class. Ask the students to pass the cards around the class until you say *Stop!* Ask a student with a flashcard to make a request, asking for help in the room pictured on his/her card, e.g., *Can you clean the (classroom), please?* The student with the matching word card for *classroom* stands up and says *Yes, of course.*

Extra activities: see page TB105 (if time)

16 2.10 Talk Time Listen and repeat. Then act.

pick up this litter clean the living room play nicely
put those toys in your room

Say it!

17 2.11 Listen and repeat.

Tigers sometimes fight at night.

What materials can we recycle?

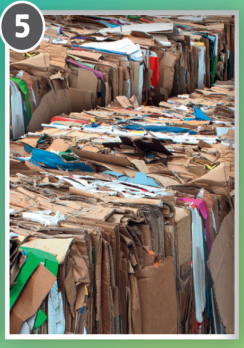
1 2.12 Listen and repeat.

recycling bin

paper

can

bottle



cardboard

2 CLIL Watch the video.

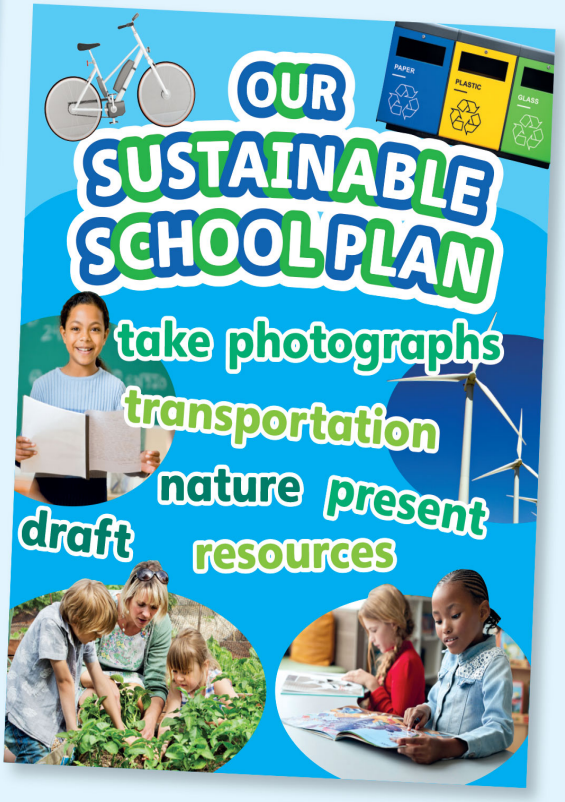
3 What can you recycle?

4 What materials does your school recycle?

Guess What!

We can make recycled paper into paint.

Let's collaborate!



→ Workbook page 26

CLIL: Science

Lesson aims Students think and talk about different materials we can recycle.

New language *recycling bin, paper, can, bottle, card* | *What materials can we recycle?*

Recycled language *glass, metal, plastic, wood, paint, made of*

Materials An aluminum can or jam jar reused as a pen holder | Some waste objects in different materials: glass, metal, plastic, wood, paper, and cardboard (optional) | Students' unwanted toys to swap or sell (optional)

Warmer

- Remind students of the story from the unit. Ask students to remind you of the activity the characters were helping with in the story (*picking up litter*). Then ask *What can we do with litter?* Accept answers such as *Pick it up. Put it in the trash can.* Introduce the theme of recycling by showing your pen holder made of a jam jar or an aluminum can. Say *Or we can use our litter again. We can recycle it.*

Student's Book page 32

What materials can we recycle?

- Say *Open your books to page 32, please.* Ask the opening question: *What materials can we recycle?* Use the photograph and any waste objects you have brought to class to elicit materials students already know (students who have studied *Guess What!* Level 1 will know *plastic, metal, glass,* and *wood*). Teach the new words *paper* and *cardboard,* using examples of real paper and cardboard to show the difference between the two. Then ask the opening question again: *What materials can we recycle?* Students look at the photograph and say which things they think can be recycled (all the materials in the photograph can be recycled).

Student's Book page 33

1 Listen and repeat.

- Say *Now look at page 33, please.* Ask *Where can we put litter to recycle?* Use the first photograph to teach the new term *recycling bin.* Then use the other photographs to elicit or teach *paper, can, bottle,* and *cardboard.*
- Say *Listen and repeat.* Play the recording. Students listen and repeat the words.
- Point to the recycling symbol on the recycling bin in the photograph. Explain that this symbol is often found on packaging that can be recycled. If you have brought different waste objects to school, you could pass these around the class for students to see which ones have the recycling symbol on them.

2.12: see Student's Book page 33

2 Watch the video.

- Play the video.
- If you don't have the video, students can find and point to the things made of the different materials in the classroom. Say *Find something made of (paper).* Students can hold up exercise books, point to a poster on the wall, etc. Repeat with other materials.

CLIL 02: see page TB116

3 What can you recycle?

- Students look at the photographs and say what they can see that can be recycled. They can also say which of these things they recycle at home.

Key: **1** glass bottles **2** paper **3** cans **4** plastic bottles

4 What materials does your school recycle?

- Students guess what their school recycles, e.g., paper, bottles, cardboard. Encourage them to check this information by asking at school reception. If you have recycling bins on the school playground, they can also go and make a list of the items that can be recycled in these.
- Students can then read the Guess What! for the page: *We can make recycled paper into paint.*

Workbook page 26

1 Look and match.

- Students match each piece of trash to the correct recycling bin.

Key: paper and cardboard: magazine, postcards, cardboard box, juice carton, notebook
plastic: plastic bottles, drinking straws
metal: can, drinks can, robot
glass: glass bottles, jam jar

2 Design two recycling bins for your school.

- Students design and draw recycling bins for their school and answer the questions about them.

Key: Answers will vary, for example: It's on the playground. Children can put paper and cardboard in it.

Ending the lesson

- If you have brought waste objects into class, ask students to sort the materials into the correct recycling category. They can label cardboard boxes for each type of recycled waste. Items can then be stored in these boxes for future class art projects or for being taken to the recycling bins.

Extra activities: see page TB105 (if time)

Lesson aims Students will make a sustainable school plan. | They can also complete the unit evaluation in the Workbook.

New language *classroom, entrance, litter, nature, parking lot, playground, recycling bins, trash, turn off lights, waste*

Recycled language *rooms, school, transportation* | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 2, Project sheets 2, Worksheets 2, Group and Teacher evaluation sheets, cue cards (optional), poster paper (optional), pencils, colored pencils or crayons (optional), photographs of different places at school, scissors and glue (optional), a computer or tablet (optional), a phone for taking photographs (optional)

Warmer

- Make sentences about objects for students to guess, including the material they are made of, e.g., *These are made of wood. We write with them. We can draw with them, too.* (*Pencils.*)

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

Introduce the project.

- Have students look at the project flyer on page 33. Ask *What is a sustainable school?* Point to the photographs and ask students what they can see. Ask *Do we have these things at our school? How do they help make a school sustainable?* Explain that a sustainable school is a school that helps the environment by practicing things like recycling, planting trees, using public transportation, etc. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a sustainable school plan.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. When students have checked the correct ideas (recycling bins, a vegetable garden, books in a donation box), ask why the ideas make schools more sustainable. Point to the idea that doesn't show sustainability (traffic outside the school). Ask *What can people do to be more sustainable here?*
- Tell groups to discuss ways to make their school more sustainable. Have them brainstorm different places in the school and then discuss as a class.
- Hand out the worksheets. Students work together to complete ideas for each topic. Encourage groups to take photographs of the places in school where they can carry out their ideas or have them research photographs or sketch pictures to use for their plan.

Step 2 Create your project.

- In pairs, students choose two of the topics they want to focus on. They then use their worksheets to organize and draft texts of the topics for their plan. If necessary, show the class the model sheet.
- Students work together to check each other's texts and make suggestions for improvements.
- Students put their texts together and make two slides for a digital presentation. If this is not possible, they can present their information on poster paper. Remind them to include photographs or illustrations of each area.

Step 3 Present your project.

- If there is time, have students practice presenting their slides in their groups. Draw their attention to the speech bubbles on the project sheet. Encourage them to memorize the information so they can look at each other while speaking. Then students present their plan to the class. Individual students can present one of the two texts they worked on.
- Encourage students to point to the photographs on their plan while reading out the information.
- Have a class vote on their favorite plan for a sustainable school. Discuss with the class which ideas were similar or different between groups and which groups had the most original ideas.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 27 – Evaluation

1 Look and answer the questions.

- Students answer the questions about each group of people in the picture. For questions **1** and **2**, students answer as if they were the children in the foreground of the picture with their cameras, talking to the reader.

Key: **1** They're in the gym. **2** They're playing basketball. **3** They're in the art room. **4** They're painting. **5** They're in the cafeteria. **6** They're eating / having lunch. **7** We're in the reception. **8** We're taking photographs.

2 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 2.

Key: Answers will vary, for example: **1** I can talk about things people are doing. **2** I can write about my school. **3** My favorite part is the story about finding a radio.

3 Guess what it is.

- Students look at the photograph and guess the room. They then circle the correct answer on Workbook page 93.

Key: library

Extra activities: see page TB106 (if time)

Review

Units 1 and 2

1 **Find the months in the word puzzles.**

Oct	ruary
Ju	ober
Feb	ember
Sept	ne

2 2.13 **Listen and match the months to the photographs.**

3 **Look at each photograph. Answer the questions.**

1 Where are they?
2 What are they doing?

4 **Make your own word puzzles for your friend.**

Choose months, nature, or places in school:

butter rary
lib fly

Carnival Day

Sports Day

Children's Day

Teacher's Day

→ Workbook pages 28–29

Lesson aims Students reinforce the language of the Welcome Unit through Unit 2 by exploring the theme of special days at school.

New language *Carnival Day, Sports Day, Children's Day, Teacher's Day, colorful, a race*

Recycled language months of the year, places in school, nature, *dance, sing, run, make (cards), take photographs, play field hockey* | *What's your favorite (month)? My favorite (month) is (February).* | *Where are you? We're in the (gym).* | *What are you doing? We're (dancing).* | *What's that? It's a (rabbit). What are those? They're (caterpillars).*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources) | Students' photographs of special days (optional)

Warmer

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

Student's Book page 34

- Say *Open your books to page 34. Look at the photographs. Where are these children?* (*At school.*) Ask *Are they having classes?* (*No, they aren't.*) Tell students the photographs show special celebration days at a primary school.

1 Find the months in the word puzzles.

- Students match the two halves of each month word. Students can then say all the months in order around the class.

Key: October, June, February, September

2 Listen and match the months to the photographs.

- For each photograph, ask *What special day is this?* Students guess the things the children do on these special days. Students name which of these special days they celebrate at their school.
- Ask *Which month is (Carnival Day) in?* Tell students it's one of the months from the puzzle in activity 1. Accept students' guesses and then repeat for the other days.
- Say *Let's find out! Listen and match the months to the photographs.* Play the recording. Students listen and point to the special day each child is talking about, and then say which month it takes place in.

Key: Carnival Day – February, Sports Day – September, Children's Day – June, Teacher's Day – October

2.13

1 **Man:** What's your favorite month?
Girl: My favorite month is February. We have a Carnival in February. In this photograph, I'm with my class. We're in our school gym. We're wearing colorful clothes.
Man: What are you doing?
Girl: We're dancing and singing.

2 **Boy:** My favorite month is September. It's Sports Day in September.
Woman: Where are you?
Boy: We're on the sports field.
Woman: What are you doing?
Boy: We're running in a race.

3 **Girl:** My favorite month is June. Children's Day is in June.
Man: Where are you?
Girl: We're in our school playground. It's our Children's Day lunch.

4 **Boy:** My favorite month is October. Teacher's Day is in October. Look! I'm with my friends. We're in the classroom.
Woman: What are you doing?
Boy: We're making Teacher's Day cards.

3 Look at each photograph. Answer the questions.

- Students look at the photographs and answer the questions. Play the recording again if necessary. Check by asking individual students to answer the questions.

Key: Carnival Day: **1** They're in the gym. **2** They're dancing and singing. Sports Day: **1** They're on the sports field. **2** They're running (in a race). Children's Day: **1** They're in the cafeteria. **2** They're having lunch. Teacher's Day: **1** They're in the classroom. **2** They're making cards.

4 Make your own word puzzles for your friend.

- Students make their own jigsaw word puzzles for a friend to solve. They choose words from the vocabulary categories of months, nature, and places in a school. Students can also time themselves as they solve them.

Workbook page 28

1 Look and find the numbers. Answer the questions.

- Students read each numbered question, find the corresponding number in the picture and answer the question accordingly.

Key: **1** They're in the science lab. **2** They're caterpillars. **3** He's taking photographs. **4** They're butterflies. **5** They're playing field hockey. **6** They're on the sports field. **7** It's a tree. **8** It's a rabbit.

2 Find 11 months ↓ →. Then answer the question.

- Students find the words for the months of the year. (The words appear vertically and horizontally in the word search.)
- Students then write the missing month (September).

Ending the lesson

- Use the flashcards or word cards to play a game of *Tic-tac-toe* (see page xix).

Extra activities: see page TB106 (if time)

Lesson aims Students play a board game and continue reinforcing the language of the Welcome Unit through Unit 2.

Recycled language nature, rooms in a school, months of the year | *What's that? It's a (rabbit).* | *What are those? They're (spiders).* | *I have / I don't have (a rabbit).* | *What's (her) name? It's (Kate).* | *When's (her) birthday? It's in (May).* | *What's (her) favorite color? (Her) favorite color is (pink).* | *Who are they? They're my (cousins).* | *Where are they? They're in the (park).* | *What are they doing? They're (flying a kite).* | *His/Her/Their (T-shirt) is (blue).*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources) | Dice or coins and buttons or counters for playing the game

Warmer

- Use the word cards to play *Categories* (see page xvi). Students choose from the categories of months, nature, or places in a school.

Student's Book page 35

5 Play the game.

- This is a lotto-style game. Students play in pairs or groups of three. Each student chooses a game card from the center of the board (A, B, or C). They then have to collect each item on their game card by traveling around the board.
- Students place their button or counter on square 1 next to the *Start* sign. They then take turns rolling the dice and moving their counter the correct number of stepping stones on the path. When they land on a bare stepping stone, they do nothing and another student has a turn. When they land on a stepping stone with a picture, they first have to ask and answer with another player about each item they can see in the picture, e.g., square 10: *What's that?* (*It's a turtle.*) *What are those?* (*They're snails.*) They then check their game card. If they have either of these items on their card, they say *Good. I have a turtle* and cover the item on the card. (They can use slips of paper.) If they don't have either of the items, they say *I don't have (a turtle), and I don't have (snails).* The next student then has a turn.
- Play continues, with students traveling around and around the board until one of them wins by collecting all the items on their card.
- Students use the example speech bubbles on the page to help them when they are playing the game.

  (**Note:** If you don't have dice, students can play this game using a coin. They flip a coin each time and move two squares for heads, one square for tails. Or they can make their own "dice" by writing numbers on small pieces of paper and folding them up. They choose a piece of paper when it's their turn, and then fold the paper back up again afterwards each time.)

Key: **2** What's that? (It's a bird/tree.) **4** What are those? (They're caterpillars/leaves.) **6** What's that? (It's a flower.) What are those? (They're butterflies.) **8** What's that? (It's grass/a guinea pig.) **10** What's that? (It's a turtle.) What are those? (They're snails.) **12** What's that? (It's a rabbit.) What are those? (They're spiders.)

Workbook page 29

3 Look and write the questions.

- Students look at the photographs and read the answers about the children in them. They then write the correct question for each answer.

Key: **1** What's her name? **2** When's her birthday? **3** What's her favorite color? **4** Who are they? **5** Where are they? **6** What are they doing?

4 Look at the photographs in activity 3. Complete the sentences.

- Students read each fill-in-the-blank sentence and look at the picture. They then complete the sentences.

Key: **1** His T-shirt **2** Her T-shirt **3** His pants/jeans **4** Their kite

5 Answer the questions.

- Students read the definitions and choose the correct words from the box.

Key: **1** a guinea pig and a caterpillar **2** a cafeteria **3** a library **4** a bird and a butterfly **5** February **6** grass

Ending the lesson

- Use the flashcards or word cards to play *Mime and match* (see page xviii), *Does it match*? (see page xvii) or *What's missing?* (see page xix).

Extra activities: see page TB106 (if time)

5 Play the game.

What's that?

It's a rabbit. Good. I have a rabbit.

What are those?

They're spiders. I don't have spiders.

3
School days
Look!

Unit aims Students learn to talk about their schedule for the week. This includes:

- school classes they have on different days of the week
- things they do at different times of the day
- their favorite classes and activities
- finding out when places open and close

They will also learn about nocturnal animals.

Background information The photograph shows young African Masai children in an outdoor school in a remote village in Kenya, East Africa.

Introduction to the unit

- Say *Open your books to pages 36 and 37, please.* Students read the title of the unit (*School days*) and look at the photograph. Then ask *What is Unit 3 about?* Students guess (*School*). Confirm and tell students they are going to learn about their schedule in and out of school.
- Ask *Where are these children?* (*At school.*) *Are they in a classroom?* (*No, they aren't.*) Explain that the children go to an outdoor school. Ask *What is the teacher pointing to on the board? What class are the children having?* Elicit or teach the subject word *art*.
- Encourage students to think more about the photograph and compare it with schools in their own country. Ask *Is this place in our country? How do you know? What is the same or different?* (*The school is outside, the people are wearing different clothes*, etc.) If you have access to a world map or globe, tell students the photograph is from East Africa and look this up.
- Ask students if they have any classes outside and which ones. You could arrange for students to have an English lesson outside and teach them the English words for the nature or playground items around them.

Look!

- Show students the video to explore the topic of school days. Pause after each day and ask what the children are doing. Ask if all of the days are school days.
- Play the video again. Ask *Which is your favorite day?*

1 3.01 Listen and point.

2 3.02 Listen, point, and repeat.

3 3.03 Listen and say the days.

4 Think Make sentences and guess the days.

He has math, and she has science.

Monday!

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

→ Workbook page 30

Lesson aims Students learn and talk about the days of the week and school subjects.

New language *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, math, club*

Recycled language *science, english, art, gym, music, computer | I have (math). | (Science) is my favorite subject. | What do you have on (Monday)? | He has (math) and she has (science).*

Materials A diary or calendar | Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards to review places in a school.

Presentation

- Use your diary or calendar to introduce days of the week. Ask *What day is it today?* Elicit *It's (Tuesday).*

Student's Book page 38

1 Listen and point.

- Say *Open your books to page 38, please. What are these?* Explain they are Tom's and Lily's weekly schedules.
- Students listen and point to the days of the week.
- Play the recording again, asking *Which day is this? What class does Tom have? Does Lily have math?*

3.01

Tom: Hi, Lily. Let me see your schedule for your week.
Lily: Yes, of course.
Tom: Look, our weeks are different. On Monday, I have math.
Lily: I don't. I have science on Monday.
Tom: I have science on Tuesday. Science is my favorite subject. What do you have on Tuesday, Lily?
Lily: I have English.
Tom: OK. Wednesday – oh, yes! I have art on Wednesday. I like art.
Lily: And I have math. What about Thursday, Tom? I have gym.
Tom: I have English. I have gym on Friday. What do you have on Friday?
Lily: I have art.
Tom: Hmm. Lucky you!
Lily: What about the weekend?
Tom: I have art club on Saturday, and you have music club.
Lily: Yes, and on Sunday you have computer club, and I have roller-skating club.
Tom: Yes. It's a busy week!

2 Listen, point, and repeat.

- Students listen and repeat while pointing to the correct days.

3.02: see Student's Book page 38

3 Listen and say the days.

- Ask *What does Tom have on Monday? (Math.) What does Lily have on Monday? (Science.)*
- Play the recording, pausing after each sentence. Students say which day Tom and Lily are describing.

Key: **1** Saturday **2** Monday **3** Sunday **4** Wednesday **5** Thursday **6** Tuesday **7** Friday

3.03

1 Lily: I have music club, and Tom has art club.
2 Tom: I have math, and Lily has science.
3 Lily: Tom has computer club, and I have roller-skating club.
4 Tom: I have art, and Lily has math.
5 Lily: I have gym, and Tom has English.
6 Tom: I have science, and Lily has English.
7 Lily: I have art, and Tom has gym.

4 Make sentences and guess the days.

- Make a sentence for students to guess the day of the week: *He has math and she has science. (Monday.)* Students then say sentences for others to guess.

Workbook page 30

1 Write the days of the week.

- Students solve the anagrams and write the days in order.

Key: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

2 Look at activity 1. Write yes *or* no.

- Students read the sentences, and write *yes* next to the true sentences and *no* next to the false ones.

Key: **1** yes **2** no **3** no **4** yes **5** yes

3 Look at activity 1. Write the sentences.

- Students write sentences about the children's schedules.

Key: **1** She has music, and he has science. **2** She has art, and he has gym. **3** She has science, and he has art. **4** She has math, and he has music. **5** She has gym, and he has math.

My picture dictionary → Go to page 87: Find and write the new words.

- Students turn to the picture dictionary on page 87. They write the new words in the correct order.

Key: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Ending the lesson

- Make sentences about the schedules in the Student's Book, e.g., *Tom/He has this class on Monday.* Students answer.

Extra activities: see page TB106 (if time)

Lesson aims Students talk about their own school schedules.

New language *We have / We don't have (math) on (Monday).* | *Do we have (math) on Wednesday)? Yes, we do. / No, we don't.*

Recycled language days of the week | *math, English, science, music, gym, computer, club, horseback riding, photograph* | *Do they have (math) on (Monday)? Yes, they do. / No, they don't.*

Materials Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Say groups of three days in the week in sequence, pausing each time for students to say the next day, e.g., *Monday, Tuesday, Wednesday …* (*Thursday*), *Friday, Saturday, Sunday …* (*Monday*). Alternatively, you can say the sequences leaving out a day in the middle. Students listen and say the missing day.

Presentation

- Ask a student *What's your favorite lesson?* (*math.*) Then ask *Do we have math today?* Elicit and practice the correct answer (*Yes, we do / No, we don't.*) Then confirm the answer 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 subjects, eliciting and practicing the questions and answers as a class and individually.

Student's Book page 39

5 Sing the song.

- Say *Open your books to page 39, please.* Talk about the picture. Ask *Where are these children?* (*They're at school.*) *What are they doing?* (*They're talking about classes/subjects.*) *What classes/subjects are they talking about?* (*math and English.*)
- Say *Listen and point.* Play the recording. Students follow the text and point to the thought bubble that shows the subject mentioned in each verse of the song.
- Ask more questions to check understanding: *Do they have math on Monday?* (*Yes, they do.*) *Do they have math on Tuesday?* (*No, they don't.*)
- Then say *Sing the song.* Play the recording again, until students are singing confidently.
- Students can sing along to the version of the song with words or to the karaoke version of the song.

3.04: see Student's Book page 39

6 Make a schedule with a friend. Ask and answer.

- Say *Now let's think about our schedule!* Draw a very simple schedule outline on the board. Ask *Do we have science on Monday?* (*Yes, we do. / No, we don't. We have science on Tuesday.*) Write or draw a symbol for *science* onto the correct day in your class's schedule.
- Students make a schedule with a friend. As they do so, they ask and answer about the different times of their classes. One student asks the question, and the other answers and writes the name of the subject mentioned into the correct space on their schedule. They use the speech bubbles on the page as a model and refer to the Remember! box at the bottom of the page to help them.

7 Make sentences about your schedule. Say true *or* false.

- Make a true or false sentence about your class's schedule, for students to listen and guess: *We have music on Monday and Friday.* (*False.*)
- Students then continue making sentences for others in the class to guess true or false. They can also do this activity in pairs.

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 31

4 Look and follow. Then complete the questions and answers.

- Students complete questions 4–6 with the missing *Do we have*.
- They then read the questions and find the answers by following the tangled lines from the days of the week to the different lesson subjects and clubs. They then complete or write the correct answer to each question.

Key: **1** Yes, we do. **2** No, we don't. **3** Yes, we do. **4** Do we have / Yes, we do. **5** Do we have / No, we don't. **6** Do we have / Yes, we do.

5 Look at activity 4. Complete the sentences.

- Students complete the sentences with *We have* or *We don't have*, referring back to the puzzle in activity 4.

Key: **1** We don't have **2** We have **3** We have **4** We don't have **5** We have **6** We don't have

Ending the lesson

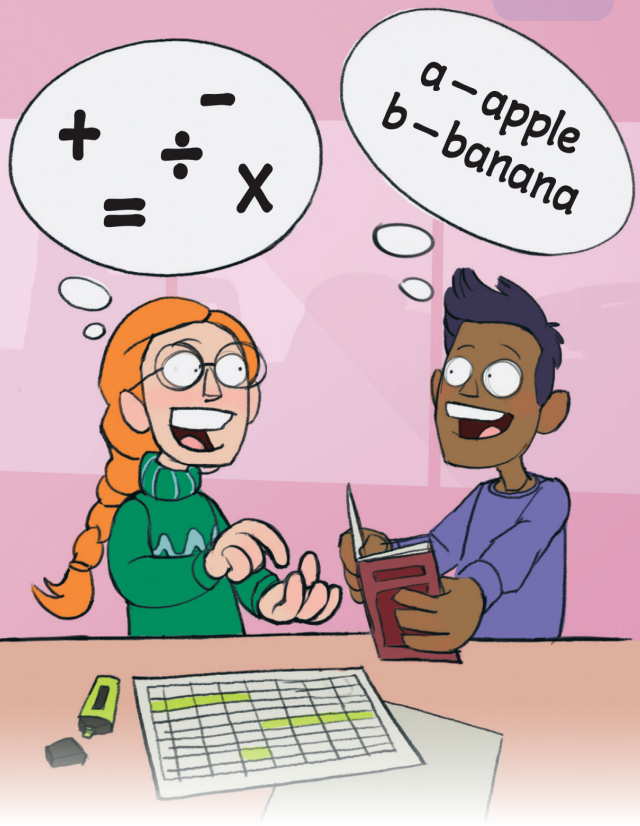
- Ask a pair or a group of students to come to the front of the class, and whisper a school subject for them to mime, e.g., *gym*. The class guesses the subject. Then hold the day of the week word cards face down and ask a student to choose one. He/she asks a question based on the word card and the subject the students were miming, e.g., *Do we have gym on Thursday?* The class answers *Yes, we do* or *No, we don't* according to their schedule. If the answer is *Yes, we have*, the student keeps the day of the week word card. The winners are the students who have some word cards at the end of the game.

Extra activities: see page TB106 (if time)

5 3.04 Sing the song.

We have math on Monday.
We don't have math on Tuesday.
Do we have math on Wednesday?
Yes, we do – on Wednesday, too.
We have math on Monday and Wednesday.

We have English on Thursday.
We don't have English on Friday.
Do we have English on Monday?
Yes, we do – on Monday, too.
We have English on Monday and Thursday.



6 Make a schedule with a friend. Ask and answer.

7 About Me Make sentences about your schedule. Say *true* or *false*.

We have music on Monday and Friday.

False!

We don't have music on Wednesday.

True!

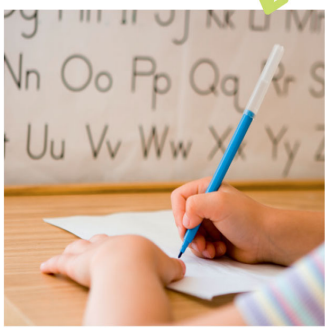
Remember!

Do we have science on Tuesday?
Yes, we do. No, we don't.

→ Workbook page 31

Grammar fun!

8 3.05 Listen and look. Then listen and repeat.



9 Now read and answer the questions.

Amy has math and English in the morning.

1 What classes does Amy have in the morning?
2 What classes does Amy have in the afternoon?
3 What club does Amy have after school?
4 What class does Amy have before lunch?
5 What class does Amy have after lunch?

10 Think Choose a day from your schedule. Play a guessing game.

What do you have in the morning?

I have math and science.

Is it Wednesday?

Yes, it is.

11 3.06 Go to page 102. Listen and repeat the chant.

Remember!

What club **does she have** after school?
She has swimming club after school.

Grammar fun!

Lesson aims Students ask and answer about classes and clubs people have at different times of day.

New language *in the morning, in the afternoon, in the evening, before/after (lunch)*

Recycled language days of the week | subjects | *What (classes) does (Amy) have (in the morning)?* | *What do you have (in the morning)? I have (math and science).* | *Is it (Wednesday)? Yes, it is.*

Warmer

- Play a game of *Correct my mistakes* (see page xvii), making false sentences about your schedule for students to correct, e.g., *It's Monday today. We have math.*

Presentation

- Ask *What day is it today? (It's (Thursday).) What classes do we have on (Thursday)?* Elicit and write the classes in an ordered list. Add *lunchtime*.
- Use the list to teach the new time expressions: *in the morning, in the afternoon, before lunch, after lunch, in the evening*.

Student's Book page 40

8 Listen and look. Then listen and repeat.

- Say *Open your books to page 40, please.* Ask *What's this girl's name? (Amy.) What classes or activities can you see in the photographs? (math, art, english, gym, and swimming.)* Then ask *Which classes does she have in the (morning)?* Students guess from the diagram. (*math and English.*) Ask other questions with the time expressions *before lunch, after lunch, in the afternoon*, and *in the evening*.
- Say *Now listen and look.* Play the recording. Students listen to the interview with Amy and point to the correct photographs, seeing if they guessed the times of day correctly.
- Then say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers in the interview. They can do this in two groups – one is Amy and the other is the interviewer. Then they swap roles.

3.05

Amy: Hi. My name's Amy. I'm in Room 3C.
Interviewer: What classes do you have on Thursday?
Amy: We have math, English, art, and gym.
Interviewer: What classes do you have in the morning?
Amy: We have math and English in the morning. We have math before English. We have English before lunch.
Interviewer: What do you have in the afternoon?
Amy: We have art and gym in the afternoon. We have art after lunch. We have gym after art.
Interviewer: Do you have any clubs after school?
Amy: Yes, I have swimming club after school.

9 Now read and answer the questions.

- Read the first question and answer.
- Students can then read and answer the other questions about Amy, using the example speech bubble and the Remember! box to help them.

Key: **1** Amy has math and English in the morning. **2** Amy has art and gym in the afternoon. **3** Amy has swimming club after school. **4** Amy has English before lunch. **5** Amy has art after lunch.

10 Choose a day from your schedule. Play a guessing game.

- Students play a guessing game based on their own schedules and using the speech bubbles on the page as a model. Demonstrate the activity first, if necessary.

11 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.

3.06: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (Memory 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

6 Read and complete Josh's day.

- Students read the dialog and write the subject names in the correct order on Josh's schedule.

Key: **1** gym **2** science **3** art **4** English **5** math **6** soccer club

7 Look at activity 6. Write the answers.

- Students answer the questions, referring back to Josh's schedule in activity 6.

Key: **1** He has science after gym. **2** He has English after lunch. **3** He has art before lunch. **4** He has English before math.

8 Choose a day from your schedule. Answer the questions.

- Students answer the questions about their own school schedule and after school clubs.

Ending the lesson

- Play another game of *Correct my mistakes*, using sentences with time expressions: *We have art before lunch on Friday. We come to school in the evening.*

Extra activities: see page TB106 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of listening and speaking, with extended writing in the Workbook.

New language *Do you have a favorite day of the week?* | *competition, test, field trip*

Recycled language days of the week | classes | *swimming, movie theater, farm, field hockey, club, dance, in the morning/afternoon/evening* | *Are you (swimming)? Yes, I am. / No, I'm not.* | *I have (a math test).* | *My favorite (subject) is (math).*

Warmer

- Mime an activity for students to guess: *Are you swimming?* (*Yes, I am / No, I'm not.*) Make sure you cover *swimming*, *dancing*, and *playing field hockey*.

Student's Book page 41

Do you have a favorite day of the week?

- Say *Open your books to page 41, please.* Ask *Do you have a favorite day of the week? What's your favorite day? What activities do you have on that day?*

12 Listen and choose.

- Students look at the photographs and fact files. Ask *What's Maddie's favorite day?* (*Sunday.*) *What does she have in the morning?* (*A swimming competition.*) *What does she have in the afternoon?* (*Art club.*) *What does she have in the evening?* (*A movie theater trip.*) *Is that a fun day?* (*Yes, it is.*) Repeat for Caleb and Salima, making sure that students understand *competition*, *test*, and *(field) trip*.
- Say *Now listen and choose. Who's speaking?* Play the recording again, pausing after each interview for students to name the child who is speaking each time.

Key: 1 Caleb 2 Salima 3 Maddie

3.07

1 **Caleb:** On my favorite day, I have a math test.
Interviewer: A math test?
Caleb: Yes, but that's OK. My favorite class is math. Then I have a field trip to a farm and then field hockey club.
Interviewer: Is the field trip in the afternoon?
Caleb: Yes! It's a Friday!

2 **Salima:** Guess my favorite day! It isn't a school day. I have a competition in the morning, and I have a movie theater trip in the afternoon.
Interviewer: What competition do you have?
Salima: It's an art competition. My favorite class is art.
Interviewer: And do you have dance club?
Salima: Yes! I like dancing.
Interviewer: Oh! Your favorite day is Saturday!

3 **Maddie:** On my favorite day, I have a competition in the morning and a club in the afternoon.
Interviewer: Is it a swimming competition?
Maddie: Yes, it is. I like swimming, but it isn't my favorite sport. And in the evening, I have a movie theater trip.
Interviewer: Is it Sunday?
Maddie: Yes, it is.

13 Listen again and say true *or* false.

- Read the sentences about the children. Students try to remember if then are true or false. Then say *Now listen again and say true or false.* Play the recording again, pausing after each interview for students to say *true* or *false*.

Key: 1 True 2 False 3 False 4 True

3.08: see Student's Book page 41

14 Ask and answer with a friend.

- Say *Now what about you?* Ask different students the questions. Students can ask each other in pairs or groups and then report back to the class: *Paco's favorite subject is science. Lola has computer club after school. I like competitions, but I don't like tests.*

Workbook page 33

9 Read the paragraph and write the words.

- Students complete the paragraph with the correct words from the word box.

Key: 1 Saturday 2 music 3 morning 4 club 5 horseback 6 competitions

10 Answer the questions.

- Students answer the questions about their own favorite day. Teach additional words for lessons and clubs as needed.

Key: Answers will vary, for example: 1 My favorite day is Friday. 2 I have art in the morning. 3 I have gym in the afternoon. 4 I have dance club in the evening.

11 Write about your favorite day.

- Students write a paragraph about their favorite day. They base this on the answers they wrote in activity 10, using the paragraph in activity 9 as a model.

12 Ask and answer with a friend.

- Students ask and answer about their favorite day. If students are doing this at home, they can ask a family member or call a friend.

Ending the lesson

- Students ask you about your favorite day of the week and activities, e.g., *Do you have a favorite day of the week? Do you like swimming? Do you have any clubs after school? Do you like competitions?*

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

Skills: *Listening and speaking*

Let's start! **Do you have a favorite day of the week?**

12 3.07 Listen and choose.

Maddie

Favorite day: Sunday
Morning: Swimming competition
Afternoon: Art club
Evening: Movie theater trip

Caleb

Favorite day: Friday
Morning: Math test
Afternoon: Field trip to a farm
Evening: Field hockey club

Salima

Favorite day: Saturday
Morning: Art competition
Afternoon: Movie theater trip
Evening: Dance club

13 3.08 Listen again and say *true* or *false*.

1 Caleb's favorite class is math.
2 Salima's favorite class is music.
3 Maddie likes playing field hockey.
4 Salima likes dancing.

14 About Me Ask and answer with a friend.

What's your favorite class?
What clubs do you have after school?
Do you like competitions?
Do you like school tests?

Writing

Workbook page 33: Write about your favorite day.

15 3.09 Story

Read and listen. Watch.

1 Find this painting.

2 What day is today?

It's Saturday.

Great! I like art. Let's go to the art gallery.

3 Is the art gallery open on Saturdays?

Yes, it is.

Come on. Let's go!

4 OK. Here we are.

Now where's the painting?

Over there!

5 What can we do now?

We can't take a photograph of the painting.

I have an idea!

6 Be careful!

Are you OK, Tom?

Yes, I'm fine. Don't worry.

7 It's very good, Tom.

What do you think, Max?

Value: Be resourceful

→ Workbook page 34

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

New language *art gallery* | *What day is it today?* | *Is the (art gallery) open on (Saturdays)?* | *What can we do now?* | *Are you OK, Tom? Yes, I'm fine. Don't worry.* | *What do you think?*

Recycled language *Saturday, painting, take a photograph, open* | *I like (art).* | *Let's go to the (art gallery).* | *We can't (take a photograph).* | *I have (an idea)!* | *Be careful!* | *It's very good.*

Materials Paper and paints for making a classroom art gallery (optional)

Warmer

- Write anagrams for six days of the week on the board, leaving one out. Check that students have solved them correctly, and then ask *What's missing?* Students name the missing day of the week.

Introduction

- Remind students of the story so far: *What are the children doing? (A treasure hunt.) How many items do they have? (Two.) What are they? (A toy tiger and a radio.)* Students guess what the characters will find in the story for Unit 3. Give them a clue that it's something to do with art. Accept any answers.

Student's Book page 42

15 Read and listen. Watch.

- Say *Open your books to page 42, please.* Ask *What are the children looking for today?* Students look at the cell phone message at the start of the story and answer *A painting.* Congratulate students who guessed the item correctly.
- Encourage students to guess what happens from looking at the story frames. Ask *Do they buy a painting? What do they do? Where do they go?* (Pre-teach *art gallery.*) *Who paints the painting?*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, ask *Do they have the painting? (Yes, they do.) Who paints it? (Tom.)*

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 2: *What day is it? (It's Saturday.) Where do they want to go? (To an art gallery.)* Frame 3: *Is the art gallery open? (Yes, it is.)* Frame 4: *Who can see the painting? (Anna.)* Frame 5: *Can they take a photograph of the painting? (No, they can't.) What does Tom want to do? (Paint/copy the painting.)* Frame 6: *Is Tom's painting good? (Yes, it is.)*
- Students can watch the story again for pleasure, or you can pause the recording after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into four groups. Each group repeats the lines for one character (Lucas, Lily, Tom, and Anna).

3.09: see Student's Book page 42

Value ***Be resourceful***

- Students look at frame 5 again. Ask *What do the children need for their treasure hunt? (A painting.) Can they take the painting from the art gallery? (No, they can't.) Can they take a photograph of the painting? (No, they can't.) How can they get the painting? Who has an idea? (Tom.) What can he do? (He can paint a painting.)* Say *Tom is being resourceful* and make sure that students understand that this means thinking of ideas and making things or solving problems for yourself.
- Students think of occasions when they have been resourceful. Help them with suggestions as necessary, e.g., making a present for someone's birthday when they don't have any money, mending a toy when it's broken instead of buying a new one, making a sandwich when they are hungry.

Workbook page 34

13 Read and number in order.

- Students number the story frames in the correct order.

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

14 Look at activity 13. Answer the questions.

- Students read and answer the questions, referring back to the story frames and speech bubbles in activity 13.

Key: **1** Tom. **2** The art gallery. **3** Take a photograph of the painting. **4** A dog. **5** He paints/copies the painting.

Ending the lesson

- Play the *Drawing game* (see page xvii). Alternatively, you could do a drawing dictation activity.

Extra activities: see page TB107 (if time)

Lesson aims Students learn and practice the function of how to ask when places are open or closed. Students also practice saying the sound /oʊ/.

New language *closed* | /oʊ/ – *coat, snow*

Recycled language *art gallery, hospital, sports center, movie theater, library, open, goat* | *Is the (movie theater) open on (Sundays)? Yes, it is. / No, it isn't.*

Warmer

- Review places in a town by making sentences about things you want to do, e.g., *I want to read a book / see paintings / play basketball / see a movie / go shopping / ride a bike. Where can I go?* Students make suggestions: *Go to the library / art gallery / sports center / movie theater / supermarket / park.*

Presentation

- Remind students of the story from the previous lesson. Ask *What day is it in the story?* (*Saturday.*) *What do the children need?* (*A painting.*) *Where do they go?* (*To an art gallery.*) Then ask *Is the art gallery open on Saturdays?* (*Yes, it is.*) Then ask *Is our school open on Saturdays?* (*No, it isn't.*) Teach the new expression: *It's closed.* If necessary, practice with more questions: *Is the school closed on Mondays?* (*No, it isn't. It's open.*)

Student's Book page 43

16 Listen and repeat. Then act.

- Say *Open your books to page 43, please.* Ask *Where are these children?* (*Outside / In a park / Inside / At school / In a library.*) *Where do they want to go?* Students look at the brochures they are holding and guess. Accept any guesses.
- Play the recording, pausing after each dialog to ask *Where do they want to go? When do they want to go?* (*To the movie theater. On Sunday. To the library. On Monday afternoon.*) Congratulate any students who guessed the correct places. Then ask *Is the movie theater open on Sundays?* (*Yes, it is.*) *Is the library open on Monday in the afternoon?* (*No, it isn't. It's closed.*)
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, choosing different places from the word box each time. Read through the word box first, checking that students know all the words for places. Check the activity by asking pairs of students to act out their dialogs.

3.10: see Student's Book page 43

17 Listen and repeat. /oʊ/

- In this activity, students practice saying the /oʊ/ sound.
- Say *Look at activity 17. What's this?* (*It's a goat.*)
- Then say *Goat* – /oʊ/ /oʊ/ /oʊ/ – *goat*. Students repeat, emphasizing the /oʊ/ sound in *goat*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice. Use the photograph to make sure they understand the new words *warm, coat,* and *snow*.
- Encourage students to think of other words that contain the sound /oʊ/, e.g., *go, phone, borrow, those, photograph, open, close(d)*. Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they studied *Guess What!* Levels 1 and 2 include: *nose, home, window, hippo, boat, toast, robot, yellow.*)

3.11: see Student's Book page 43

Workbook page 35

15 Look and check the pictures that show the value: be resourceful.

- Students check the pictures that show children being resourceful and solving problems for themselves.

Key: Students should check pictures 1 and 2.

16 Color the words that sound like goat. *Then answer the question.*

- Elicit the words, reviewing or teaching any as necessary. Students color the shapes that contain words with /oʊ/ sounds in them. They then look at the completed colored picture and write the answer to the question *What's in the picture?*

Key: Students should color yellow, coat, borrow, toast, snow, goat. It's a boat.

Ending the lesson

- Students think of a place in their own town and write a question about its schedule, e.g., *Is the sports center open on Sundays?* Students who know raise their hands and answer the question (*Yes, it is. / No, it isn't. It's closed.*) If nobody knows the answer, the student has to find out the answer for homework and tell the class next time.

Extra activities: see page TB107 (if time)

16 3.10 Talk Time **Listen and repeat. Then act.**

art gallery · hospital · sports center · movie theater · library

1

2

Say it!

17 3.11 **Listen and repeat.**

Goats need warm coats in the snow.

Which animals are nocturnal?

1 3.12 Listen and repeat.

koala

fox

bat

scorpion

owl

2 CLIL Watch the video.

3 Which animals are nocturnal?

Guess What!

At night, owls can see mice 18 m in front of them.

Let's collaborate!

4 Which animals in your country are nocturnal?

→ Workbook page 36

CLIL: Science

Lesson aims Students think and talk about animals that are nocturnal.

New language *nocturnal, frog, koala, fox, bat, scorpion, owl | Which animals are nocturnal? | at night*

Recycled language *monkey, mouse/mice, sheep, lion, butterfly, snail, duck, giraffe | Owls can (see mice). | in front of*

Warmer

- Elicit animal words students know and write them on the board. Then whisper an animal for a student to mime. The rest of the class guesses: *Are you a horse?* (*No, I'm not.*) *Are you a zebra?* (*Yes, I am.*) Leave the list of animals on the board.

Student's Book page 44

Which animals are nocturnal?

- Say *Open your books to page 44, please.* Ask *What's this animal?* (*It's a frog.*) Then ask *What do you know about frogs? Where can you see them?* (*In rivers and ponds – or in trees.*) (The photograph shows a red-eyed tree frog.) *What do frogs eat?* (*Insects.*) *Do frogs sleep at night?* Teach the new time expression *at night*, and repeat the question to elicit *No, they don't.* Then confirm *Frogs are nocturnal. They sleep in the day and are awake at night.*
- Then ask *Which animals are nocturnal?* Students name animals from the list on the board. Tell students they are going to learn more about nocturnal animals.

Student's Book page 45

1 Listen and repeat.

- Say *Now look at page 45, please.* Ask *Which other animals are nocturnal?* Use the photographs to elicit the new words *koala, fox, bat, scorpion,* and *owl.*
- Say *Listen and repeat.* Play the recording. Students listen and repeat the words.
- Ask *Which other nocturnal animals do you know?* Students may be able to mention *snail, tiger, cat, lion, frog, spider,* and *mouse* from previous years of studying English.

3.12: see Student's Book page 45

2 Watch the video.

- Play the video.
- If you don't have the video, give definitions of different nocturnal animals for students to guess: *This nocturnal animal can fly. It's a big bird. It begins with "O."* (*It's an owl.*)

CLIL 03: see page TB117

3 Which animals are nocturnal?

- Students look at the photographs and name the animals (*monkey, mouse, sheep, lion, butterfly, snail*). They then say which of the animals are nocturnal.

Key: Mice, lions, and snails are nocturnal.

4 Which animals in your country are nocturnal?

- Students think and name the nocturnal animals indigenous to the country you are in. They can use the animals from the lesson or any others they know (e.g., *raccoons* or *bushbabies*).
- Students can then read the Guess What! for the page. If you have space in the classroom, mark out 18 meters to show students what this means.

Workbook page 36

1 Read and check the sentences that are true for nocturnal animals.

- Students read and check the sentences that are true for nocturnal animals.

Key: Students should check sentences 1, 3, and 4.

2 Draw and label one animal in each box in the chart. Then write sentences about each animal.

- This activity introduces students to a Carroll diagram, which is used for grouping items in a yes/no fashion (according to properties they do or don't have). Review *duck, sheep,* and *giraffe* before students do this activity.
- Students decide which animals are and aren't nocturnal and which can and can't fly. They then choose four of the animals to draw and label in each box in the diagram: 1 an animal that is nocturnal and can't fly, 2 an animal that isn't nocturnal and can't fly, 3 an animal that is nocturnal and can fly, 4 an animal that isn't nocturnal and can fly.
- They then write sentences about the animals they have chosen, e.g., *(An owl) is/isn't nocturnal. It can/can't fly.*

Key: *Students may draw and label the following animals in the diagram:* **1** koala or scorpion **2** sheep or giraffe **3** owl or bat **4** duck or butterfly
They may then write the following sentences: **1** A koala / A scorpion is nocturnal. It can't fly. **2** A sheep / A giraffe isn't nocturnal. It can't fly. **3** An owl / A bat is nocturnal. It can fly. **4** A duck / A butterfly isn't nocturnal. It can fly.

Ending the lesson

- Play the *Yes/No game* (see page xix) with students asking questions to guess an animal you are thinking of: *Is it big? Is it nocturnal? Is it a desert animal?*

Extra activities: see page TB107 (if time)

Lesson aims Students will make a "favorite school days" blog. | They can also complete the unit evaluation in the Workbook.

New language *blog*

Recycled language days of the week, school subjects, hobbies | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 3, Project sheets 3, Worksheets 3, Group and Teacher evaluation sheets, cue cards (optional), poster paper, pencils or pens, colored pencils or crayons, photographs of our favorite activities, scissors, glue, a computer or tablet (optional)

Warmer

- Play *Anagrams* (see page xvi). Use words for the days of the week, school subjects, and hobbies.

Student's Book page 45 – Let's collaborate!

Introduce the project.

- Have students look at the project flyer on page 45. Point to the photographs and ask *What are the children doing?* Ask *Do you like doing these things? What else do you like doing? When do you do them?* Hold a class discussion and write ideas on the board. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a blog about their favorite school days. Show students the model sheet and explain that a blog is a website that gives information or an opinion about something.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Students use the ideas from the introduction activity to decide their favorite school days.
- Students discuss their ideas in groups. Point out that they should think about activities they do on school days both at school and at home. Ask *Are the activities good for your health? What skills do you practice? Do you feel good when you do these activities? Do these activities help others? How?* etc.
- Hand out a worksheet to each student. Students work in pairs with each writing the information that is true for them on their worksheet. Monitor the activity to help them with their ideas.

Step 2 Create your project.

- Students work in their groups to compare their notes. Then they work in pairs to draft their blog entries. Show them the model sheet to help.
- Students then check each other's texts and make suggestions in their groups. Students should make sure each blog entry includes information from each category in the mind map.
- Allow students time to make final adjustments to their blog entries based on their group's comments.
- Have groups discuss the design elements and features of the blog on the model sheet and put their blog together. Make sure they include photographs. Students can design their blog using poster paper. Alternatively, they can create it digitally on a pdf.
- Encourage students to make short comments responding to each other's blog entries.

Step 3 Present your project.

- Groups present their blogs to the class. Draw attention to the examples in the speech bubbles. Individual students can each present a blog entry written by another group member. (If you have a large class, groups can present their blogs to another group rather than the whole class.)
- Encourage the class to make further comments about each blog entry.
- Have groups display their blogs around the classroom. Invite the class to compare blogs. Does the class have a favorite day?

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 37 – Evaluation

1 Write the days of the week in the diary and answer the questions.

- Students write the missing days of the week in the diary.
- Students then answer the questions, imagining the diary is their own.

Key: Thursday, Friday, Saturday, Sunday **1** No, we don't. **2** Yes, we do. **3** No, we don't. **4** Yes, we do.

2 Look at activity 1. Answer the questions about Emily.

- Students look at the diary again and answer the questions about Emily.

Key: **1** She has art. **2** She has soccer club. **3** She has gym. **4** She has science. **5** She has photography club.

3 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 3.

Key: Answers will vary, for example: **1** I can talk about my school schedule. **2** I can write about my favorite day. **3** My favorite part is the information about nocturnal animals.

4 Guess what it is.

- Students look at the picture and guess the subject. They then circle the correct answer on Workbook page 93.

Key: math

Extra activities: see page TB107 (if time)

4
My day
Look!

Unit aims Students learn to talk about their daily routines. This includes:

- activities they do every day
- the time
- the importance of a healthy lifestyle
- different times around the world

Background information The photograph shows two school girls going home from school along a mountain road in Nepal.

Introduction to the unit

- Say *Open your books to pages 46 and 47, please.* Read the title of the unit (*My day*) and ask students to look at the photograph. Then ask *What is Unit 4 about?* Students guess. Congratulate students who guess correctly (daily routines).
- Ask *What can you see in the photograph?* Elicit answers. (*I can see two girls, umbrellas, a river, a mountain, a bridge, plants*, etc.) Then ask *Where do you think these girls are going?* Accept any guesses (*to school, home, for a walk*), and then say *They're coming home from school.* (Point out that they are wearing school uniform.)
- Ask *Is this place in our country?* (*Yes/No.*) Ask *How do you know? What is the same or different?* (*The countryside is different, the school uniform is different*, etc.) Tell students the photograph is from Nepal and show them on a world map or globe if you have access to one.
- Ask *How do these girls get to school?* (*On foot / They walk.*) Then ask *How do you get to school?* (*By bus, by car, by train, by bike, on foot.*) For those who don't walk to school, ask *Would you like to walk to school? Why (not)?*

Look!

- Show students the video to introduce the topic of daily routines. Have them identify the different activities. Ask students if they do the same things as the people in the video and at the same time.

1 4.01 Listen and point.

2 4.02 Listen, point, and repeat.

1. get up
2. get dressed
3. have breakfast
4. brush my teeth
5. go to school
6. have lunch
7. go home
8. have dinner
9. take a shower
10. go to bed

3 4.03 Listen and say the numbers.

4 Think Say the actions and guess the numbers.

Go home.

Number 7!

→ Workbook page 38

Lesson aims Students learn and talk about activities in their daily routine.

New language *get up, get dressed, have breakfast, brush my teeth, go to school, have lunch, go home, have dinner, take a shower, go to bed, at night | I (get up).*

Recycled language *day, in the morning, after, before, in the afternoon, in the evening, grandma, grandpa, mom | with my family/friends | Go home!*

Materials Flashcards: 26–35 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Start sentences about the school day: *Today we have math …* Students complete the sentences with *in the morning* or *in the afternoon* and do an accompanying action, e.g., stand up / touch their heads for *morning* and sit down / touch their feet for *afternoon*.

Presentation

- Hold up each daily routine flashcard and say the new words. Students repeat in chorus and individually.
- Show the flashcards to students and ask them to mime the activities. Each time, ask *What is he/she doing?*

Student's Book page 48

1 Listen and point.

- Say *Open your books to page 48. Who can you see? Which rooms are they in? What are they doing?*
- Play the recording. Students listen and point to the characters as they describe activities in their daily routine. Play the recording again, pausing to ask more questions.

4.01

Lily: Tell me about your day, Lucas.
Lucas: First, I get up in the morning.
Lily: After I get up, I get dressed.
Lucas: What do you do before you go to school, Lily?
Lily: I have breakfast with my family. Then I brush my teeth. What do you do next, Lucas?
Lucas: I go to school with my friends. Then I have lunch at school with my friends. What do you do in the afternoon, Lily?
Lily: I go home in the afternoon. And I have dinner with my family in the evening. What do you do after dinner, Lucas?
Lucas: I take a shower. Then I go to bed at night. And that's the end of my day!

2 Listen, point, and repeat.

- Students listen and repeat the words while pointing to the activities in the pictures. Play the recording again. Students repeat while reading the words in the vocabulary list.

4.02: see Student's Book page 48

3 Listen and say the numbers.

- Students look at the pictures again. Ask *Where's Lucas? (He's in his bedroom.) What's he doing? (He's getting up.)*
- Say *Now listen and say the numbers.* Play the recording, pausing for students to find and say the picture number.

Key: 10, 3, 9, 7, 6, 2, 1, 8, 5, 4

4.03

Lucas: I go to bed.
Lily: I have breakfast at home with my family.
Lucas: I take a shower.
Lily: I go home in the afternoon.
Lucas: I have lunch at school with my friends.
Lily: I get dressed.
Lucas: I get up in the morning.
Lily: I have dinner at home with my family.
Lucas: I go to school with my friends.
Lily: I brush my teeth after breakfast.

4 Say the actions and guess the numbers.

- Say an action phrase for a daily activity: *Go home.* Students guess the correct picture: *Number 7.* Students play in pairs.

Workbook page 38

1 Look and write the answers.

- Students label the pictures.

Key: **1** go to school **2** have dinner **3** get up **4** take a shower **5** brush your teeth **6** have breakfast **7** have lunch **8** go to bed

2 Look at activity 1. Write six sentences about your day.

- Students write sentences about their own day:

Key: Anwers will vary, for example: **1** I get dressed in the morning. **2** I have breakfast in the morning. **3** I have lunch in the afternoon. **4** I have dinner in the evening. **5** I brush my teeth in the evening. **6** I take a shower in the evening.

My picture dictionary → Go to page 88: Find and write the new words.

- Students turn to the picture dictionary on page 88. They write the verb phrases for daily routines under the pictures.

Key: brush your teeth, get dressed, get up, go to bed, go home, go to school, have breakfast, have dinner, have lunch, take a shower

Ending the lesson

- Use the word cards to play a game of *Pass the flashcards* (see page xviii). Students guess by saying the action in the infinitive: *Get up!*

Extra activities: see page TB107 (if time)

Lesson aims Students talk about their daily routine and the times they do things.

New language *I (get up) at (eight o'clock).* | *(eight) o'clock, half past (eight)* | *every day*

Recycled language daily routine actions

Materials A clock or teaching clock | Cards with clock faces drawn on them to match the times in the song (Note: Draw a small moon or something similar on one of the nine o'clock cards to indicate *nine o'clock at night*.) | Flashcards: 26–35

Warmer

- Review numbers *1* to *20* by counting around the class from *one* to *twenty* and back down again.

Presentation

- Use a clock, or draw a clock on the board, to introduce telling the time. Put the clock hands to, e.g., three o'clock and ask *What time is it?* Elicit *It's three o'clock*. Point to the clock hands to emphasize *three* and *o'clock* (big hand pointing to 12). Repeat with different *o'clock* times.
- Then put the clock hands to, e.g., eight thirty. Ask *What time is it?* Elicit *It's eight thirty*. Point to the clock hands to emphasize *thirty* (big hand pointing to 6) and *eight*. Repeat with different *thirty* times.

Student's Book page 49

5 Sing the song.

- Say *Open your books to page 49, please.* Ask *Where is this boy? (In his bedroom.) What's he thinking about? (His day.) What's he doing? (He's having lunch and playing with his friends.)* Tell students they are going to listen to a song about his day.
- Say *Listen and point.* Play the recording. Students point to the small clock icons in each line of the song. Then say sentences from the song for students to complete with the correct times: *I get up at … (eight o'clock).*
- Ask seven students to the front of the class and give each of them one of the clock face cards. Play the song again. Students stand in the correct order when they hear the time on their card. Then ask each student to hold up his/her card and say the time on it: *Eight o'clock.* Other students say the correct activity from the song: *I get up at eight o'clock.*
- Then say *Sing the song.* Play the recording again, until students are singing confidently.
- Students can sing along to the version of the song with words, or to the karaoke version of the song.

4.04: see Student's Book page 49

6 Listen and say the names.

- Say *Look at the photographs. What's Emily doing? (She's going to school with a friend.) What time is it? (Nine o'clock.)* Repeat with the other photographs.
- Then say *Now listen and say the names.* Play the recording, pausing after each exchange for students to say who's speaking.

Key: **1** Sophie **2** Jacob **3** Josh **4** Emily

4.05

1 **Man:** What time do you go to school?
Sophie: I go to school at eight thirty.
2 **Woman:** What time do you go to bed?
Jacob: I go to bed at seven thirty.
3 **Man:** What time do you go to bed?
Josh: I go to bed at eight thirty.
4 **Woman:** What time do you go to school?
Emily: I go to school at nine o'clock.

7 Make sentences about your day. Say true *or* false.

- Make a sentence about your day for students to guess if it's true or false: *I get up at one thirty.* Individual students then make sentences for others to guess.

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 39

3 Read and match.

- Students read the sentences and match them to the correct times on the clock faces.

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

4 Look and complete the sentences.

- Students look at the pictures and complete each sentence with the correct activity and time.

Key: **1** get up, seven thirty **2** have breakfast, eight o'clock **3** brush my teeth, eight thirty **4** go to school, nine o'clock **5** go home, four o'clock **6** go to bed, nine thirty

5 Write sentences and draw the times.

- Students draw four times, and then write a sentence about something they do at each time.

Key: Answers will vary

Ending the lesson

- Students play a *Times semaphore* game (see page xix). They take turns taking a flashcard and making a sentence about it with a time (*o'clock* or *thirty*): *I go to school at nine o'clock.* Other students listen and make the correct time "semaphore" using their arms, e.g., point one up and the other to the right for *nine o'clock.*

Extra activities: see page TB107 (if time)

5 4.04 Sing the song.

I get up at eight o'clock.
I have breakfast at eight thirty.
I go to school at nine o'clock,
And I have lunch at twelve thirty.
Hey, hey, every day.

I go home at three thirty,
And I play with my friends.
I have dinner at seven thirty.
I go to bed at nine o'clock at night.
Hey, hey, every day.

6 4.05 Listen and say the names.

7 About Me Make sentences about your day. Say *true* or *false*.

I have breakfast at twelve thirty.

False!

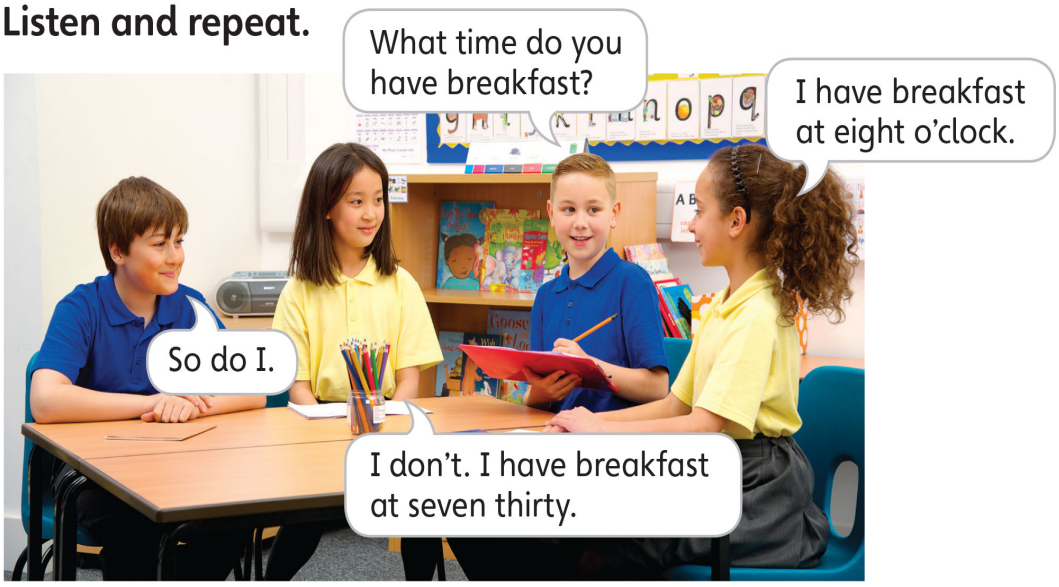
Remember!

I have dinner **at seven thirty**.
I go to bed **at nine o'clock**.

→ Workbook page 39

Grammar fun!

8 4.06 Listen and repeat.



9 4.07 About Me Listen and answer.

10 About Me Ask and answer with two friends.

What time do you go to school?

I go to school at nine o'clock.

So do I.

I don't. I go to school at eight thirty.

11 4.08 Go to page 102. Listen and repeat the chant.

Remember!

What time do you get up?
I get up at seven o'clock.
So do I. I don't.

Lesson aims Students ask and answer about their daily routines and times.

New language *What time do you (have breakfast)? So do I. / I don't.*

Recycled language daily routine actions | times | *I (have breakfast) at (eight o'clock).*

Materials Word cards: see Digital Pack (Teacher's Resources) | Clock face cards from the previous lesson

Warmer

- Put the word cards and the clock face cards in two piles and ask a student to take one card from each. They make a sentence, combining the daily routine on the word card with the time on the clock face card. Other students listen and say *Yes* if the activity and the time match up sensibly, and *No* if they don't, e.g., *I have lunch at seven o'clock.* (*No!*) Repeat with other students drawing cards.

Presentation

- Make a sentence about your school lunchtime, e.g., *I have lunch at twelve thirty.* Then ask a student *What time do you have lunch?* (*I have lunch at twelve thirty.*) Nod your head in agreement and reply *So do I. I have lunch at twelve thirty.*
- Then say *I go to bed at ten thirty.* Ask a student *What time do you go to bed?* (*I go to bed at eight o'clock.*) Shake your head and reply *I don't. I go to bed at ten thirty.*
- Ask a couple more questions about daily routine in the same way, replying to students' answers with *So do I* or *I don't. I …*

Student's Book page 50

8 Listen and repeat.

- Say *Open your books to page 50, please.* Ask *Where are these children?* (*They're at school / in the classroom.*) *What are they talking about?* Students guess. (*They're comparing their daily routines.*)
- Say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.

4.06: see Student's Book page 50

9 Listen and answer.

- Say *Now it's your turn.* Play the recording, pausing after each question. Students answer according to their own daily schedule.

Key: Answers will vary

4.07

1 What time do you get up?
2 What time do you go to school?
3 What time do you have lunch?
4 What time do you have dinner?

10 Ask and answer with two friends.

- Elicit the questions in activity 9 and write them on the board. Then ask students for more *What time do you … ?* questions and add these to the board.
- Demonstrate the activity first. Choose a question from the board and ask one student *What time do you get up?* (*I get up at (seven o'clock).*) Encourage a second student to either agree (*So do I.*) or disagree (*I don't. I get up at (six thirty).*) according to the time they get up. Then encourage a third student to either agree or disagree in the same way.
- Students work in groups of three, finding out which member of their group has the most similar daily routine to themselves. They choose the questions from the board and ask and answer, using the example speech bubbles and the Remember! box to help.

11 Go to page 102. Listen and repeat the chant.

- Say *Go to page 102. Listen and repeat.* Play the recording. Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.

4.08: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (Memory 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

6 Read and answer the questions.

- Students read the two conversations between Ken, Eva, and Maya and then answer the questions with the correct names.

Key: 1 Maya 2 Eva and Ken 3 Eva and Maya 4 Ken

7 Look and complete the sentences.

- Students complete the sentences in the conversations, using the ones in activity 6 as a model.

Key: 1 I have dinner at seven o'clock. 2 I have breakfast at eight o'clock. I have breakfast at nine o'clock. So do I.

8 Ask and answer with two friends.

- Students work in groups of three, asking and answering about their own routine and agreeing or disagreeing. They use the example speech bubbles to help them.

Ending the lesson

- Use the word cards or clock face cards to play a game of *What's missing?* (see page xix).

Extra activities: see page TB108 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of reading and speaking, with extended writing in the Workbook.

New language *Do you have a healthy lifestyle?* | *early, outside, mostly*

Recycled language *stand up*, activities at home | *Do you (get up early)? Yes, I do. / No, I don't.*

Materials Paper for students to write their answers to the questionnaire

Warmer

- Introduce the theme of health with a simple exercise routine. Say *Stand up!* Then demonstrate and say different actions for students to do with you: *Run in place! Now jump six times! Touch your feet! Move your hands! Nod your heads! Now sit down! Clap your hands!* Say *Good job! It's good to be healthy.*

Student's Book page 51

Do you have a healthy lifestyle?

- Say *Open your books to page 51, please.* Ask *What can we do to be healthy?* Elicit students' ideas (*play sports, play basketball, ride our bikes, eat healthy food, walk to school*). Then ask the opening question: *Do you have a healthy lifestyle?* Students who think they have a healthy lifestyle raise their hands. Say *Let's find out!*

12 Read and listen. Then answer the questionnaire.

- Students look at the healthy lifestyle questionnaire. Ask *What's this?* (*It's a questionnaire.*) Explain that students will find out if they have a healthy lifestyle by answering the questions.
- Say *Read and listen.* Play the recording. Students listen and read the questions in the questionnaire. Check that they understand the meaning of *early* (in *get up early*) and *outside* (in *play outside*).
- Ask different students individual questions from the questionnaire to elicit the answers *Yes, I do* or *No, I don't*. Then say *Now answer the questionnaire*. Students answer the questions based on their own daily habits. Provide students with paper to record their answers if you don't want them writing on the Student's Book page.
- Then ask them to count up the number of A answers (*Yes, I do*) and the number of B answers (*No, I don't*) that they have.
- Then show them how to turn their books upside down to find out if they have a healthy lifestyle. If they have mostly A answers, they have a healthy lifestyle. If they have mostly B answers, they can be more healthy.
- Ask individual students to report back on their findings: *I have a healthy lifestyle. / I can walk to school to be healthier.*

4.09: see Student's Book page 51

13 Now ask and answer with a friend.

- Students then find out if others in the class have a healthy lifestyle by asking them the questions from the questionnaire. You can do this by nominating individual students to ask each other the questions, or students can do the activity in pairs.

Workbook page 41

9 Write a questionnaire about a healthy lifestyle. Then ask a friend.

- Students write their own questionnaire, using the expressions in the word box to help. They then ask a friend the questions and write their answers. Questions and answers will vary, but students should write down *No, I don't* or *Yes, I do* for the answers. (**Note:** If students are doing this questionnaire for homework, they could ask a family member.)

Key: Answers will vary, for example: **1** Do you have breakfast every day? **2** Do you walk to school in the morning? **3** Do you like getting up early? **4** Do you play outside with your friends? **5** Do you ride a bike on the weekend? **6** Do you brush your teeth every morning and evening? **7** Do you watch TV after school every evening? **8** Do you play sports every day? **9** Do you play computer games every day? **10** Do you drink orange juice every morning?

10 Ask and answer with a friend.

- With their friend (or family member), students ask and answer about whether they have a healthy lifestyle or not. They use the example speech bubbles as a model.

Ending the lesson

- Make sentences for students to listen and say *Healthy* or *Not healthy*, e.g., *I go to bed very late.* (*Not healthy!*) *I drink water every day.* (*Healthy!*) Students can also take turns saying the sentences.

Extra activities: see page TB108 (if time)

Skills: *Reading and speaking*

Let's start! **Do you have a healthy lifestyle?**

12 4.09 **Read and listen. Then answer the questionnaire.**

		A	B
1	Do you get up early?	Yes, I do.	No, I don't.
2	Do you have breakfast every day?	Yes, I do.	No, I don't.
3	Do you brush your teeth in the morning and in the evening?	Yes, I do.	No, I don't.
4	Do you walk or ride your bike to school?	Yes, I do.	No, I don't.
5	Do you play outside with your friends?	Yes, I do.	No, I don't.
6	Do you like eating fruits and vegetables?	Yes, I do.	No, I don't.
7	Do you like drinking water or milk?	Yes, I do.	No, I don't.
8	Do you go to bed early?	Yes, I do.	No, I don't.

Mostly As – Good job! You have a healthy lifestyle.
Mostly Bs – Hmm! What can you do to be more healthy?

13 About Me **Now ask and answer with a friend.**

Do you get up early? — Yes, I do. I get up at seven thirty.

Writing

Workbook page 41: Write your own questionnaire.

14 4.10 Story Read and listen. Watch.

Value: Exercise

→ Workbook page 42

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

New language *race, first prize, watch, winner* | *What time is it, please?* | *We're late.*

Recycled language *What are they doing?* | *swimming* | *It's (five o'clock).* | *I can (do the race).* | *Good job, (Lucas).* | *It's a (nice watch).*

Materials Flashcards: 26–35 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a *Times semaphore* game (see page xix). Say times (*o'clock* and *thirty*) for students to make using their arms, e.g., one pointing down and one to the left for *It's three thirty.* Then ask students to the front of the class. Whisper a time (*o'clock* or *thirty* only) for them to show in "semaphore" for the rest of the class to guess.

Introduction

- Remind students of the story so far: *What are the children doing? (A treasure hunt.) How many items do they have? (Three.) What are they? (A toy tiger, a radio, and a painting.)* Students guess what the characters will find in the story for Unit 4. Give them a clue that it's something to do with time. Accept any answers.

Student's Book page 52

14 Read and listen. Watch.

- Say *Open your books to page 52, please.* Ask *What are the children looking for today?* Students look at the cell phone message in the story and answer *A watch.* Congratulate students who guessed the item correctly.
- Encourage students to guess what happens from looking at the story frames. Ask *Do they buy a watch? What do they do? Where do they go? Who gets the watch?*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, ask *How does Lucas get the watch?* Elicit or say *He wins a swimming race. The first prize is a watch.* Make sure from this summary that students understand the new words *win, race,* and *first prize.*

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 1: *What time is it? (It's five o'clock.) Where are the children going? (To swimming club.) Are they early or late? (They're late.)* Frame 3: *What kind of race is it? (A swimming race.) What's the first prize? (A watch.)* Frame 4: *Who wants to do the race? (Lucas.)* Frame 5: *Where are the children? (At the swimming pool.)* Frame 6: *Who wins the race? (Lucas.)* Frame 7: *Does Lucas like swimming? (Yes, he does.) Does Lily like the watch? (Yes, she does.)*
- Students can watch the story again for pleasure, or you can pause the recording after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into five groups. Each group repeats the lines for one character (Lily, Lucas's dad, Tom, Lucas, and the pool attendant). Groups of students could also act out the story.

4.10: see Student's Book page 52

Value ***Exercise.***

- Students look at the story again. Ask *Do the children have a healthy lifestyle? (Yes, they do.) How do we know?* Point out that *They exercise. They ride their bikes, and they go to swimming club.* Then ask *Do they like exercising? Does Lucas like swimming? (Yes, he does. He says swimming is fun, and he wins a race.)* Emphasize that it's important to exercise as part of a healthy lifestyle.
- Ask *Do you exercise?* Students who exercise raise their hands. Elicit the activities they do and note them on the board, e.g., *I play basketball, I go to dance club.* Students can then ask each other if they do the sporty activities that are listed on the board.
- Ask students *Do you do races or competitions?* Students who take part in competitions or sports races raise their hands and tell the class about it.

Workbook page 42

11 Read and match.

- Students find and write the letter of the missing speech bubble text in each story frame.

Key: **a** 3 **b** 1 **c** 4 **d** 2

12 Look at activity 11. Circle the answers.

- Students choose the correct phrases to complete the sentences, referring to the story frames in activity 11 to help them.

Key: **1** b **2** a **3** c **4** a

Ending the lesson

- Do a *Reading race* (see page xviii).

Extra activities: see page TB108 (if time)

Lesson aims Students learn and practice the function of telling the time. Students also practice saying the sound /u:/.

New language /u:/ – *blue whale, chew*

Recycled language time | *Excuse me, what time is it, please? It's eight o'clock. Thank you.* | *food*

Warmer

- Play a game of *Correct my mistakes* (see page xvii), making sentences about days of the week and times, e.g., *Today is Wednesday.* (*No, it's Friday.*) *We have English at ten o'clock.* (*No, we have English at eleven o'clock.*)

Presentation

- Remind students of the story from the previous lesson. Ask *Where are the children going?* (*To swimming club.*) *Are they early?* (*No, they're late.*)
- Ask *How does Lily ask Lucas's dad for the time?* Students refer back to the story if necessary and say *Excuse me, what time is it, please?* Practice this question in chorus and individually. Then see if students can remember the time from the story (*It's five o'clock*).

Student's Book page 53

15 Listen and repeat. Then act.

- Say *Open your books to page 53, please.* Ask *Where are these people?* (*They're on the playground.*) *What does the boy want to know?* (*The time.*) *What's he saying?* Students guess. (*Excuse me, what time is it, please?*)
- Say *Now listen and repeat.* Play the recording, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, choosing different times from the word box each time. Ask individual students to read the times in the word box first. Check the activity by asking pairs of students to act out their dialogs.
- Students can then ask you or each other what time it is now.

4.11: see Student's Book page 53

16 Listen and repeat. /u:/

- In this activity, students practice saying the /u:/ sound.
- Say *Look at activity 16. What's this? It's two blue whales.*)
- Then say *Blue* – /u:/ /u:/ /u:/ – *blue whale.* Students repeat, emphasizing the /u:/ sound in *blue*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice. Use the gesture to make sure they understand the new word *chew*.
- Encourage students to think of other words that contain the sound /u:/, e.g., *two, you, June, July, music, school, room, true, Tuesday, afternoon, fruit.* Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they've studied *Guess What!* Levels 1 and 2 include: *ruler, computer, juice, use.*)

4.12: see Student's Book page 53

Workbook page 43

13 Check the activities that show the value: exercise.

- Students check the sports activities or those that involve exercising. They can also say which of these activities they do.

Key: Students should check phrases 1, 2, 4, 6, and 8.

14 Circle the words that sound like blue.

- Students find and join the /u:/ words to make an interconnecting line through the grid. The words can connect diagonally, horizontally, or vertically.

Key: blue, June, shoots, chew, excuse, room

Ending the lesson

- Play *What time is it, Mr. Wolf?* (see page xix).

Extra activities: see page TB108 (if time)

15 4.11 Talk Time Listen and repeat. Then act.

five o'clock four thirty nine thirty eight o'clock

Say it!

16 4.12 Listen and repeat.

Blue whales don't chew their food.

What time is it around the world?

1 Listen and repeat.

twelve o'clock

sixteen fifteen

ten thirty

twenty-three forty-five

2 CLIL Watch the video.

3 Match the pictures with the cities on page 54. What time is it?

4 What time is it in your country?

Guess What!

Brazil has three different time zones.

Let's collaborate!

→ Workbook page 44

CLIL: Math

Lesson aims Students think and talk about digital time and times around the world.

New language numbers *20* to *50* | a *quarter after* / *a quarter to* | digital time: *sixteen fifteen*, *ten thirty*, *twenty-three forty-five* | *What time is it around the world?*

Recycled language numbers *1* to *20* | *I (have breakfast) at (seven o'clock).*

Materials An analog clock and a digital clock (optional)

Warmer

- Review numbers from *1* to *20* by counting around the class up to *twenty* and back down to *one*. Count up to *50*.

Presentation

- Draw an analog clock face on the board. Ask *How many hours are there in a day?* (*Twelve.*) Then ask *How many hours in a night?* (*Twelve.*) Write *12 + 12 = ?* on the board and ask *How many hours are there in one day and night?* (*Twenty-four.*)
- Draw eight o'clock on the clock face and ask *What time is it?* (*It's eight o'clock.*) Then draw a digital clock face on the board and write *8:00* on this. Repeat *It's eight o'clock*. Point out that the analog and digital clock faces show the same time, but the digital clock shows that *It's eight o'clock in the morning*.
- Then draw another digital clock on the board and write *20:00* on this. Say *Now it's eight o'clock in the evening*. Draw a sum on the board if necessary (*20 – 12 = 8*) to show how 24-hour clock times work.

Student's Book page 54

What time is it around the world?

- Say *Open your books to page 54*. Ask *What cities can you see?* (*Buenos Aires*, *London*, *Dubai*, *Shanghai*.)
- Ask *What's the time in Buenos Aires?* (*It's eight o'clock in the morning.*) Repeat for *London*, *Dubai*, and *Shanghai*.
- Clarify that the times in different cities across the world are different. When it's morning in Buenos Aires, it's evening in Shanghai.

Student's Book page 55

1 Listen and repeat.

- Say *Now look at page 55*. Point to the clocks and ask *What time is it?* Teach *It's twelve o'clock*, *It's a quarter after four*, *It's ten thirty*, *It's quarter to twelve*.
- Then read the digital clock times: *12:00*, *16:15*, *10:30*, and *23:45*, pointing out that *16:15* is *a quarter after four in the afternoon* and *23:45* is *a quarter to twelve at night*. Then point to these times again and say *It's twelve o'clock*, *It's sixteen fifteen*, *It's ten thirty*, and *It's twenty-three forty-five*, highlighting how we can say times using a digital 24-hour clock.
- Say *Listen and repeat*. Play the recording. Students listen and repeat the time expressions.
- If you have an analog clock and a digital clock, use these to make different times for students to say.

4.13: see Student's Book page 55

2 Watch the video.

- Play the video.
- If you wish students can do a matching activity using an analog and a digital clock face. One student makes a time on an analog clock face. The other makes the corresponding digital time.

CLIL 04: see page TB117

3 Match the pictures to the cities on page 54. What time is it?

- Students look at the photographs and say what the children are doing (*1 having breakfast*, *2 going for a walk*, *3 having lunch*, and *4 going to bed*). They then guess what time of day it is and match the pictures to the cities and times shown on page 54.

Key: **1** Buenos Aires. It's eight o'clock in the morning. **2** Dubai. It's three o'clock in the afternoon. **3** London. It's twelve o'clock. **4** Shanghai. It's seven o'clock in the evening.

4 What time is it in your country?

- Students say what the time is in their country – either at the present time or when it is twelve o'clock noon in London.
- Students read the Guess What! from the page.

Workbook page 44

1 Look and answer the questions.

- Students answer the questions, referring to the digital clocks.

Key: **1** It's eight o'clock in the morning. **2** It's twelve o'clock in the afternoon. **3** It's three o'clock in the afternoon. **4** It's seven o'clock in the evening / at night.

2 Draw a picture and write sentences.

- Students read each digital clock time and draw a picture of an activity they do at that time in the box provided. They then write a sentence about each activity.

Key: Answers will vary, for example: **1** I get up at eight o'clock in the morning. **2** I have lunch at twelve o'clock. **3** I go home at three o'clock in the afternoon. **4** I have dinner at seven o'clock in the evening.

Ending the lesson

- Draw some digital clock faces on the board. Students choose four of these and play *Bingo* (see page xvi).

Extra activities: see page TB108 (if time)

Lesson aims Students will make a healthy lifestyle survey. | They can also complete the unit evaluation in the Workbook.

New language *exercise, healthy, lifestyle, nutrition, rest, sleep, survey, transportation*

Recycled language food, parts of the body, activities | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 4, Project sheets 4, Worksheets 4, Group and Teacher evaluation sheets, cue cards (optional), poster paper, pencils or pens, colored pencils, a photograph related to the survey topic (exercise, nutrition, sleep and rest, transportation), scissors, glue, computer for research

Warmer

- Use the flashcards or word cards for daily routines. Invite students to choose a card. They make a sentence with the activity and a time, e.g., *I (get up) at seven o'clock.*

Student's Book page 55 – Let's collaborate!

Introduce the project.

- Have students look at the project flyer on page 55. Point to the photographs and ask *What things make a healthy lifestyle?* Ask further questions: *Do you have a healthy lifestyle? What do you eat? What activities do you do? How much sleep do you get?* etc. Write ideas on the board. Say *Now it's your turn. Let's collaborate.* Tell them they are going to do a healthy lifestyle survey. Explain that a survey is a way to get information by asking questions.

Step 1 Plan your project.

- Divide students into project groups of four and distribute the project sheets. Students use the ideas on the board and in the box to discuss different ways to stay healthy.
- Have groups agree on and circle a topic to research. Ensure that all of the different topics are covered by the class. Show students the model sheet. Students then research ideas online to help them create their *It is healthy* ... statement related to their topic.
- Hand out a worksheet to each group. Have students write their *It is healthy* … statement. Show students the model again, and help students with their question if necessary. Students then write their question in part 1 of the worksheet.
- Have one project group interview another. Make sure all groups meet and answer each other's questions and that they record the answers of each classmate on the worksheets.
- Once finished, each group counts and writes their totals in part 2 of the worksheet.

Step 2 Create your project.

- Show the class the model sheet again. Point to and read the different sections. Explain that the conclusion relates to the original healthy statement. Students then write their conclusion statement in part 3 of the worksheet. Monitor to make sure it relates to the original *It is healthy* ... statement.
- Groups work together to create their survey on poster paper. Encourage them to decorate their survey and include a photograph.

Step 3 Present your project.

- Groups present their survey results to the class. Draw attention to the example sentences in the speech bubbles. Individual students can each present a different part of the survey.
- Hold a class discussion about whether the class is healthy. Encourage students to make conclusions.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 45 – Evaluation

1 Look and complete the questions and answers.

- Students complete the questions and answers to match each picture and time.

Key: **1** get up / I get up at six thirty. **2** get dressed / I get dressed at seven o'clock. **3** What time do you go to school? I go to school at eight o'clock. **4** What time do you have dinner? I have dinner at seven thirty. **5** What time do you brush your teeth? I brush my teeth at eight thirty. **6** What time do you go to bed? I go to bed at nine o'clock.

***2 Look at activity 1. Write sentences. Start with* So do I *or* I don't.**

- Students read the answers in activity 1 and write *So do I* or *I don't* and the times they do activities, based on their own daily routines.

Key: Answers will vary

3 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 4.

Key: Answers will vary, for example: **1** I can talk about my day. **2** I can write about healthy lifestyles. **3** My favorite part is the sentence about blue whales.

4 Guess what it is.

- Students look at the photograph and guess the word. They then circle the correct answer on Workbook page 93.

Key: shower

Extra activities: see page TB108 (if time)

Review

Units 3 and 4

1 **Find the words in the puzzles and match to the photographs.**

g* t* b*d

h*v* br**kf*st

pl*y t*nn*s

g* t* *rt cl*b

2 4.14 **Listen and say the numbers.**

3 **Read Clara's sentences and say *true* or *false*.**

1 I have eggs for breakfast.
2 I play soccer with my friends.
3 I have art club in the afternoon.
4 I go to bed at home.

4 **Make your own word puzzles for your friend.**

Choose days of the week or daily activities:
S*nd*y
T**sd*y

→ Workbook pages 46–47

Lesson aims Students reinforce the language of Units 3 and 4 by exploring the theme of summer camp.

New language *collage, tent*

Recycled language daily activities, days of the week, *play tennis, go to art club, play soccer, every, August, morning, afternoon, evening | What do you do (at summer camp)? I (get up) at (eight o'clock) in the (morning). | We have (eggs for breakfast). | What time do you (have lunch)? I (have lunch) at (twelve thirty). | I don't (sleep in a bed).*

Materials Flashcards: 26–35

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. Ask *What is easy or difficult? What is your favorite activity?* Encourage students to answer and say why.

Student's Book page 56

- Say *Open your books to page 56.* Point to the photograph of Clara and ask *What's her name?* (*Clara.*) Students guess what Clara is going to be telling them about in this lesson. Accept any suggestions (*a weekend away, camping*). Then say *It's summer camp.* Students who have been to a summer camp can raise their hands.

1 Find the words in the puzzles and match to the photographs.

- Students complete the activity phrases with the missing vowels. Students then match the activity phrases to the correct photographs.

Key: go to bed – **4**, have breakfast – **2**, play tennis – **3**, go to art club – **1**

2 Listen and say the numbers.

- Say *Let's find out about Clara's summer camp!* Ask questions about the different photographs: *What's this?* (*It's a butterfly.*) *What does Clara have for breakfast today?* (*Eggs.*) *Who's this?* (*Her friend.*) *What's this?* (*It's a tent.*)
- Say *Listen and say the numbers.* Play the recording. Students listen to Clara and say the number of the photograph she is describing each time.
- Depending on time available, play the recording again, pausing to ask more questions: *When does Clara go to summer camp?* (*On Friday evening.*) *What time does she get up?* (*At eight o'clock.*) *What club does she go to in the morning?* (*Tennis club.*)

Key: **2**, **3**, **1**, **4**

4.14

Clara: My name's Clara. Every August, I go to a summer camp. I go on a Friday evening, and I go home on Sunday afternoon.

Interviewer: What do you do there?

Clara: Well, I get up at eight o'clock in the morning, and I have breakfast with my friends. We have eggs for breakfast today!

Interviewer: Oh, yes. And what do you do after breakfast?

Clara: Well, we have sports clubs in the morning. I go to tennis club. I play tennis with my friend, Darren.

Interviewer: What time do you have lunch?

Clara: I have lunch at twelve thirty. After lunch, I go to art club. This is my collage.

Interviewer: Oh, yes! It's a butterfly!

Interviewer: What time do you go to bed?

Clara: At ten o'clock. But I don't sleep in a bed. I sleep in a tent!

3 Read Clara's sentences and say true *or* false.

- Students read Clara's sentences and say if they are true or false. Play the recording again if necessary. Students can also correct the false sentences, speaking as if they are Clara: *I don't play soccer. I play tennis.*

Key: **1** true **2** false **3** true **4** false

4 Make your own word puzzles for your friend.

- Students make their own missing vowel word puzzles for a friend to solve.

Workbook page 46

1 Look and complete the sentences about my day.

- Students complete the sentences with times, using the information provided in the pictures.

Key: **1** I go to school at nine o'clock. **2** We have math at ten o'clock. **3** We have art after lunch. **4** We have tennis club after school. **5** I go home at four o'clock. **6** I have dinner at six thirty.

2 Write questions and answers.

- Students choose a verb phrase and a day from the box to write questions and answers, following the example in number 1.

Key: Answers will vary, for example: **1** What time do you get up on Monday? I get up at six thirty. **2** What time do you go to bed on Saturday? I go to bed at eight o'clock. **3** What time do you have breakfast on Sunday? I have breakfast at nine o'clock.

Ending the lesson

- Play a game of *Pass the flashcards* (see page xviii). Students make sentences with the daily routine actions on the cards, using a day and a time, e.g., *I have breakfast at nine o'clock on Saturdays.*

Extra activities: see page TB108 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 3 and 4.

Recycled language daily routine actions, school subjects, days of the week, times, *morning, afternoon* | *What time do you (get up)? I (get up) at (seven thirty).* | *What do you have on (Monday) in the (morning)? I have (English) at (nine o'clock).*

Materials Flashcards: 26–35 | Word cards: see Digital Pack (Teacher's Resources) | Coins and buttons or counters for playing the game

Warmer

- Review times with a *Times semaphore* game (see page xix). Include *o'clock, thirty, a quarter after, and a quarter to* times in the game. (**Note:** If students haven't studied the CLIL lesson in Unit 4, you will need to teach *a quarter to* and *a quarter after* using a teaching clock or drawings on the board before they do the game in this lesson.)
- Then use the flashcards or word cards for daily routine. Invite individual students to choose a card. They make a sentence with the activity on the card and a time, e.g., *I (get up) at seven o'clock.*

Student's Book page 57

5 Play the game.

- The aim of this game is to be the first one to reach the Finish space at the top of the clock. Students play in pairs with a coin and buttons or counters.
- Students place their button or counter on the starting circle in the middle of the game. They then take turns flipping the coin, and moving their counter around the board from 1 o'clock to 12 o'clock. 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 they land on a yellow game space, their partner asks a question with *What time do you … ?* using the activity pictured on the square, e.g., square 1: *What time do you get up?* The player who's landed on the square answers using the time illustrated: *I get up at seven thirty.* When they land on a green game space, players ask and answer a question with *What do you have … ?*, using the school subject, day and time pictured on the square, e.g., square 2: *What do you have on Monday in the morning?* (*I have English at nine o'clock.*) If students answer the question 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 correctly asks and answers the question for number 12, and then moves to the space marked *Finish*.
- Students use the example speech bubbles on the page to help them when they are playing the game.
- If there is time, students can play the game again, but this time asking and answering the questions about their own daily routines and school schedules.

Key: **1** What time do you get up? I get up at seven thirty. **2** What do you have on Monday in the morning? I have English at nine o'clock. **3** What time do you have breakfast? I have breakfast at eight o'clock. **4** What do you have on Tuesday in the afternoon? I have art at two o'clock. **5** What time do you go to school? I go to school at a quarter after eight. **6** What do you have on Wednesday in the morning? I have gym at eleven o'clock. **7** What time do you go home? I go home at a quarter after three. **8** What do you have on Thursday in the afternoon? I have math at three o'clock. **9** What time do you have dinner? I have dinner at seven o'clock. **10** What do you have on Friday in the morning? I have music / recorder club at ten o'clock. **11** What time do you brush your teeth? I brush my teeth at a quarter after nine. **12** What do you have on Saturday in the evening? I have swimming club at six o'clock.

Workbook page 47

3 Find the words ↓ →. Use the words to complete the verbs.

- Students find the words in the word search puzzle to complete each verb phrase.

Key:

B	H	F	D	T	E	E	T	H
R	W	V	I	P	K	E	X	M
E	L	U	N	C	H	L	U	S
A	O	Y	N	C	G	B	A	C
K	D	R	E	S	S	E	D	H
F	M	E	R	B	O	D	C	O
A	Z	R	W	E	G	H	H	O
S	H	O	W	E	R	Q	R	L
T	X	L	B	A	U	P	C	Z

1 get dressed **2** take a shower **3** brush your teeth **4** have breakfast **5** go to school **6** have lunch **7** have dinner **8** go to bed

4 Answer the questions.

- Students answer each question with the correct day of the week.

Key: **1** Monday **2** Wednesday **3** Friday **4** Saturday **5** Thursday **6** Sunday **7** Tuesday

Ending the lesson

- Play a game of *Last one standing* (see page xviii), using sentences about your daily routine: *I get up at eight o'clock on Saturdays.*

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

5 Play the game.

Yellow

What time do you (get up)?
I (get up) at (seven thirty).

Green

What do you have on (Monday) in the (morning)?
I have (English) at (nine o'clock).

5
Home time
Look!

Unit aims Students learn to talk about different aspects of their home life. This includes:

- activities they like doing at home
- discussing who is helpful at home
- the town or city where they live

Background information The photograph shows a young boy washing the family's car. It was taken in the United Kingdom.

Introduction to the unit

- Say *Open your books to pages 58 and 59, please.* Read the title of the unit and ask students to look at the photograph. Then ask *What is Unit 5 about?* Students guess (*The home / Activities at home*).
- Ask *What can you see in the photograph?* Elicit answers (*A boy, a car, water, a toy tractor, a hose*, etc.) and ask further questions: *Where is he?* (*He's in his backyard / front yard.*) *What is he doing?* (*He's washing the car.*) *Is he happy or sad?* (*He's happy.*) Encourage students to think about reasons the boy is washing the car. (*It's a fun activity. The car is dirty. He likes water. He wants to help his parents.*)

Look!

- Show students the video to explore the topic further. Pause after each activity and ask students if they do the same activities at home.
- Play the video again. As each activity appears, students put their thumbs up if they like it or thumbs down if they don't.
- Encourage students to think about the activities they do at home. Ask *What do you do at home? How many of you wash the car?* Students raise their hands for you to count. Then ask *What else do you do at home?* Encourage different types of activities, e.g., *I clean my bedroom, I watch television*. Each time, ask *How many of you … ?* and count the show of hands to find the most common activities at home.

1 5.01 Listen and point.

2 5.02 Listen, point, and repeat.

1. drink juice
2. eat a sandwich
3. do the dishes
4. play on the computer
5. read a book
6. watch TV
7. do homework
8. listen to music
9. make a cake
10. wash the car

3 5.03 Listen and answer the questions.

1. Is he drinking juice? — Yes, he is.

4 Think **Describe and guess the numbers.**

She's making a cake. — Number 9!

→ Workbook page 48

Lesson aims Students learn and talk about different activities they do at home.

New language *drink juice, eat a sandwich, do the dishes, play on the computer, read a book, watch TV, do homework, listen to music, make a cake, wash the car*

Recycled language *kitchen, living room, bedroom, dad, grandma, grandpa, mom | I'm/He's/She's/They're (in the kitchen). | I'm/He's/She's (drinking juice). | Is he/she drinking juice? Yes, he is. / No, she isn't. | This is my (kitchen).*

Materials Flashcards: 36–45 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Draw a house outline on the board and ask *What's this?* (*It's a house.*) Then draw simple rooms and ask *Which room is this?* (*It's a (bedroom).*) Draw a stick woman in one of the rooms and ask *Who's this?* (*It's a (mom).*) *Where is she?* (*(She's) in the (kitchen).*) Repeat with other family members.

Presentation

- Hold up each activity at home flashcard and say the new words. Students repeat in chorus and individually.
- Show the flashcards to different students and ask them to mime the activities. Ask *What is he/she doing?*

Student's Book page 60

1 Listen and point.

- Say *Open your books to page 60, please.* Ask *Who can you see? Which rooms are they in? What are they doing?*
- Say *Listen and point.* Play the recording. Students listen and point to the different characters and activities. Play again.

5.01

Lily: These are our houses. Let's go inside!
Lucas: Can you see me? I'm in the kitchen. I'm drinking juice. And my dad and grandma are in the kitchen, too. Grandma is eating a sandwich, and Dad is doing the dishes.
Tom: This is my living room. I'm playing on the computer.
Anna: And I'm in the living room, too.
Tom: Yes. My grandpa and Anna are there, too. Grandpa is reading a book with Anna.
Anna: But I'm watching TV!
Lily: I'm in my bedroom. I'm doing my homework, and I'm listening to music. Mom's in the kitchen. She's making a cake and Dad's outside washing the car! I love my mom's cakes! Yum, yum!

2 Listen, point, and repeat.

- Students listen, repeat the words, and point to the pictures.

5.02: see Student's Book page 60

3 Listen and answer the questions.

- Students look at the pictures again. Ask *Where's Lucas?* (*He's in the kitchen.*) *What's he doing?* (*He's drinking juice.*) Then ask *Is he doing the dishes?* (*No, he isn't.*) *Is he drinking juice?* (*Yes, he is.*)
- Say *Now listen and answer the questions.* Play the recording, pausing for students to answer.

Key: **1** Yes, he is. **2** No, she isn't. **3** No, he isn't. **4** Yes, he is. **5** Yes, he is. **6** No, she isn't. **7** No, she isn't. **8** Yes, she is. **9** No, she isn't. **10** No, he isn't.

5.03

1 Is he drinking juice?
2 Is she making a cake?
3 Is he washing the car?
4 Is he playing on the computer?
5 Is he reading a book?
6 Is she eating a sandwich?
7 Is she watching TV?
8 Is she listening to music?
9 Is she doing homework?
10 Is he doing the dishes?

4 Describe and guess the numbers.

- Say a sentence: *She's making a cake.* Students guess the correct picture: *Number 9!* Students play in pairs.

Workbook page 48

1 Look and match.

- Students match the pictures to the correct phrases.

Key: **1** d **2** c **3** f **4** e **5** a **6** h **7** g **8** b

2 Look at activity 1. Complete the sentences.

- Students look at the pictures and complete the sentences.

Key: **1** reading a book **2** doing the dishes **3** drinking juice **4** washing the car **5** watching TV

3 Answer the questions.

- Students answer the questions about themselves.

My picture dictionary → Go to page 89: Find and write the new words.

- Students turn to the picture dictionary on page 89. They write the new phrases under the pictures.

Key: do the dishes, do homework, drink juice, eat a sandwich, listen to music, make a cake, play on the computer, read a book, wash the car, watch TV

Ending the lesson

- Play a memory game. Ask questions, e.g., *Is Lily reading a book?* Students answer with their books closed.

Extra activities: see page TB109 (if time)

Lesson aims Students talk about what other people like doing at home.

New language *He/She likes/enjoys/loves (listening to music).* | *He/She doesn't like/enjoy (reading books).*

Recycled language activities at home | *I like / don't like (reading books).* | *Do you like (playing on the computer)? Yes, I do. / No, I don't.*

Materials Flashcards: 36–45

Warmer

- Play *Last one standing* (see page xviii). Use sentences with *I like* and *I don't like*, for students to agree or disagree with, e.g., *I like reading books*.

Presentation

- Say a sentence: *I like making cakes.* Students who agree stand up. Ask one of these students *Do you like making cakes?* (*Yes, I do.*) Confirm by saying *(He) likes making cakes*. Students repeat in chorus and individually.
- Repeat the procedure to model *She likes (watching TV)*, and *He/She doesn't like (washing the car)*. Use and model *enjoys / doesn't enjoy* as an alternative to *likes / doesn't like*.
- Then say *I love listening to music*. Emphasize *love* by smiling very broadly as you mime listening to music very enthusiastically. Students who agree stand up. Model *He/She loves listening to music* in the same way.
- Call out sentences for named students to mime: *Paolo loves doing homework. Ana doesn't enjoy watching TV.* The named students mime the activities with the correct level of enthusiasm.

Student's Book page 61

5 Sing the song.

- Say *Open your books to page 61, please. This is a family. What's this boy's name?* (*Alex.*) *What's he doing?* (*He's listening to music.*) *Who's this?* (*(I think) it's his mom.*) *What's she doing?* (*She's reading a book.*)
- Say *Listen and point.* Play the recording. Students point to the different members of the family as they are mentioned in the song.
- Ask more questions to check understanding: *What is Alex's dad doing?* (*He's making a cake.*)
- Then say *Sing the song.* Play the recording again, until students are singing confidently.
- Students can sing along to the version of the song with words or to the karaoke version of the song.

5.04: see Student's Book page 61

6 Make sentences about the song and say who.

- Make a sentence about one person in the song: *He enjoys listening to music.* Students repeat the sentence and then guess who it is: *Alex!*
- Students take turns making sentences in pairs.

7 Ask and answer with your friend. Then tell another friend.

- Say *What do you like doing at home? Ask your friend.* In pairs, students ask *Do you like … ?* questions to find out the activities their partner likes doing at home. They use the example dialog in the left-hand picture to help them. Students can write the questions down first or just ask and answer, according to the level of your class.
- Students then report to another partner or the class on what they have found out, using the third person: *(Ellie) loves playing on the computer.* They use the example in the right-hand picture and the Remember! box to help them.

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 49

4 Read and match.

- Students read the sentences and match them to the correct photographs of the boy's family.

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

5 Look and complete the sentences.

- Students look at the pictures and guess how the people feel about each activity. They then complete the sentences with the appropriate words.

Key: 1 doesn't like drinking 2 loves reading
3 likes watching 4 doesn't enjoy washing

6 Write about your friend.

- Students choose a friend and write about things they *love*, *enjoy*, *like*, and *don't like* doing. They can do this from memory, or they can ask their friend questions about things they like doing first.

Ending the lesson

- Divide the class into four groups. Allocate each group a family role from the song (Alex, his mom, his sister, and his dad). Sing the song again. Each group acts out what their character likes and doesn't like doing.

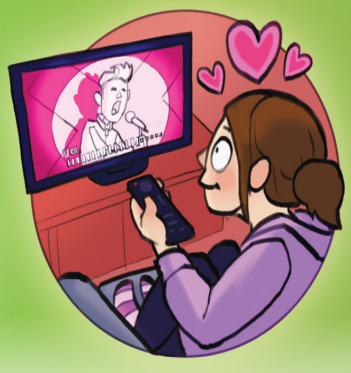
Extra activities: see page TB109 (if time)

5 5.04 Sing the song.

We are all different,
In my family.
We are all different,
My family and me.

I like listening to music,
But I don't like reading books.
My mom loves reading books,
But she doesn't like watching TV.

My sister enjoys watching TV,
But she doesn't like making cakes.
My dad loves making cakes,
But he doesn't like listening to music.



6 Make sentences about the song and say who.

He enjoys listening to music. Alex!

7 About Me Ask and answer with your friend. Then tell another friend.

Remember!

He **likes** listening to music.
He **doesn't like** reading books.
She **enjoys** watching TV.
She **loves** playing on the computer.

→ Workbook page 49

Grammar fun!

8 5.05 Look at the photographs and choose. Then listen and repeat.

1

Does he like playing on the computer?
Yes, he does. / No, he doesn't.

2

Does she enjoy washing the car?
Yes, she does. / No, she doesn't.

9 5.06 Listen and find. Then answer the question.

10 Ask and answer with a friend.

Does Lina like doing homework? Yes, she does.

11 5.07 Go to page 103. Listen and repeat the chant.

Remember!

Does he enjoy doing the dishes?
Yes, he does. No, he doesn't.

Grammar fun!

Lesson aims Students ask and answer about what different people like doing at home.

New language *Does he/she like/enjoy (listening to music)? Yes, he/she does. / No, he/she doesn't.*

Recycled language activities at home | *You like / don't like (reading books).* | *Do you like (playing on the computer)? Yes, I do. / No, I don't.*

Materials A small, soft ball or similar object

Warmer

- Sing the song from the previous lesson. Say some sentences about the family in the song. Make some mistakes for students to guess *true* or *false*: *Alex doesn't like listening to music.* (*False.*) *His mom loves reading books.* (*True.*)

Presentation

- Whisper a positive sentence to a student: *You like doing homework.* He/She mimes doing homework enthusiastically. The rest of the class guesses: *He/She likes doing homework.* Then ask *Does he/she like doing homework?* (*Yes, he/she does.*) Students repeat.
- Then whisper a negative sentence to a student: *You don't enjoy doing the dishes.* He/She mimes doing the dishes very reluctantly. Students guess: *He/She doesn't enjoy doing the dishes.* Ask *Does he/she enjoy doing the dishes?* (*No, he/she doesn't.*) Students repeat.

Student's Book page 62

8 Look at the photographs and choose. Then listen and repeat.

- Say *Open your books to page 62, please.* Ask *What is this boy doing?* (*He's playing on the computer.*) *What is the girl doing?* (*She's washing the car.*) Then read the question under each photograph. Students guess the answers from the expressions on the children's faces: *Does he like playing on the computer?* (*Yes, he does.*) *Does she enjoy washing the car?* (*No, she doesn't.*)
- Say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.

5.05

1 Does he like playing on the computer?
Yes, he does.
2 Does she enjoy washing the car?
No, she doesn't.

9 Listen and find. Then answer the question.

- Look at the picture and read the names of the children. Ask *What is he/she doing? Does he/she like … ?*
- Say *Now listen and find. Then answer.* Play the recording, pausing after each question. Students find the correct child in the picture and answer the question about each one.

Key: **1** Yes, he does. **2** Yes, she does. **3** No, he doesn't. **4** Yes, he does. **5** Yes, she does. **6** No, she doesn't.

5.06

1 Does Fred enjoy doing the dishes?
2 Does Lina like doing homework?
3 Does Anil enjoy reading books?
4 Does Pedro like eating sandwiches?
5 Does Camilla enjoy listening to music?
6 Does Vivian like making cakes?

10 Ask and answer with a friend.

- Students ask and answer about the picture in pairs, using *Does (name) like … ?* questions. They use the speech bubbles and the Remember! box to help.

11 Go to page 103. Listen and repeat the chant.

- Play the recording. Students listen and repeat the grammar chant.

5.07: see Student's Book page 103

Grammar fun!

- Play the *Grammar fun!* (Memory 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

7 Look and complete the questions. Then circle the answers.

- Students complete the questions with the correct activity. They then circle the correct answers, judging from the children's expressions. Make sure that students can remember the word *cereal* for picture 4.

Key: **1** reading books, Yes, he does. **2** watching TV, No, she doesn't. **3** doing homework, No, she doesn't. **4** eating cereal, No, he doesn't. **5** washing the car, Yes, he does. **6** listening to music, Yes, she does.

8 Look and complete the questions and answers. Then draw.

- Students complete the questions and answers, using the pictures and written prompts as clues. They then draw happy or unhappy mouths on the children's faces.

Key: **1** Does she enjoy making a cake? No, she doesn't. (Unhappy mouth) **2** Does he enjoy watching TV? No, he doesn't. (Unhappy mouth) **3** Does she love playing on the computer? Yes, she does. (Happy mouth) **4** Does he like doing homework? Yes, he does. (Happy mouth)

Ending the lesson

- Play a game of *Pass the ball* (see page xviii) to review *Does he/she enjoy watching TV? Yes, he/she does* or *No, he/she doesn't.*

Extra activities: see page TB109 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of listening and speaking, with extended writing in the Workbook.

New language *Are you helpful at home?*

Recycled language activities at home | *He/She likes / doesn't like / enjoys / doesn't enjoy (cleaning his/her bedroom).* | *Do you like (cleaning your bedroom)? Yes, I do. / No, I don't.* | *Does he/she like/enjoy (listening to music)? Yes, he/she does. / No, he/she doesn't.*

Materials Flashcards: 36–45 | Word cards: see Digital Pack (Teacher's Resources) | A small bag

Warmer

- Attach the flashcards and the word cards to the board. One student takes a flashcard and names the activity on it. Another student finds the matching word card. The students then use the cards to ask and answer: *Do you enjoy playing on the computer?* (*Yes, I do. I love it.*) Repeat.

Student's Book page 63

Are you helpful at home?

- Say *Open your books to page 63, please.* Ask *Are you helpful at home? What do you do at home? Do you clean your bedroom? Do you wash your clothes?*

12 Listen and choose.

- Students look at the photographs of Irina and Brad. Ask *What is Irina doing?* (*She's cleaning her bedroom.*) *What is Brad doing?* (*He's washing his bike.*) Then ask the pre-listening question *Are Brad and Isabella helpful at home?* Students guess *yes* or *no*.
- Say *Let's find out!* Play the recording. Students listen and point to the children as they take part in a radio quiz. Then ask again *Are Brad and Isabella helpful at home?* (*Yes, they are.*)
- Say *Now listen and choose.* Play the recording again, pausing after the children answer each question. Students point to the correct words in the sentences on the page.

Key: **1** likes **2** doesn't enjoy **3** likes **4** doesn't like **5** enjoys **6** enjoys

5.08

1 **Interviewer:** Hi, Isabella. Are you helpful at home?
Isabella: I think so.
Interviewer: Do you like cleaning your bedroom?
Isabella: Yes, I do. I like cleaning my bedroom on Saturdays.
Interviewer: And do you enjoy washing the car?
Isabella: No, I don't. I don't enjoy washing the car.
Interviewer: Do you like doing the dishes?
Isabella: Yes, I like doing the dishes after dinner.
Interviewer: Really?
Isabella: Yes!

2 **Interviewer:** Hi, Brad. Are you helpful at home?
Brad: I think so. But I don't like cleaning my bedroom.
Interviewer: And do you like washing your bike?
Brad: Well, I enjoy washing my bike, but I don't like washing the car.
Interviewer: Do you enjoy making cakes?
Brad: Yes, I do. I enjoy making cakes with my mom after school.
Interviewer: Good job! You're both very helpful at home!

13 Ask and answer with a friend.

- Say *Are **you** helpful at home? Let's see!* Ask students the questions. They answer *Yes, I do* or *No, I don't*.
- Students ask each other in pairs or groups. They decide if their friends are helpful at home, based on their answers. They then report back to the class.

Workbook page 51

9 Read the paragraph and write the words.

- Students read and complete the text.

Key: **1** like making **2** love eating **3** enjoy cleaning **4** enjoy washing **5** don't like doing

10 Answer the questions.

- Students answer the questions about what they like, enjoy, love, and don't like doing at home.

Key: Answers will vary, for example: **1** I enjoy cleaning the kitchen. **2** I like washing the floor. **3** I like making breakfast. **4** I love doing the dishes. **5** I don't like doing homework.

11 Write about being helpful at home.

- Students write their own paragraph about being helpful at home, using the answers they gave in activity 10 and the text in activity 9 as a model.

12 Ask and answer with a friend.

- Students ask and answer with a friend about whether they are helpful at home, using the questions from the page and the example speech bubbles to help them. If students are doing this activity at home, they can call a friend or ask a family member.

Ending the lesson

- Students write down a job they like doing at home on a piece of paper and put it into a bag. Students then take turns taking a piece of paper out of the bag. They guess which student has written the sentence by asking, e.g., *(Lola), do you like cleaning your bedroom?* (Lola) answers *Yes, I do* or *No, I don't*.

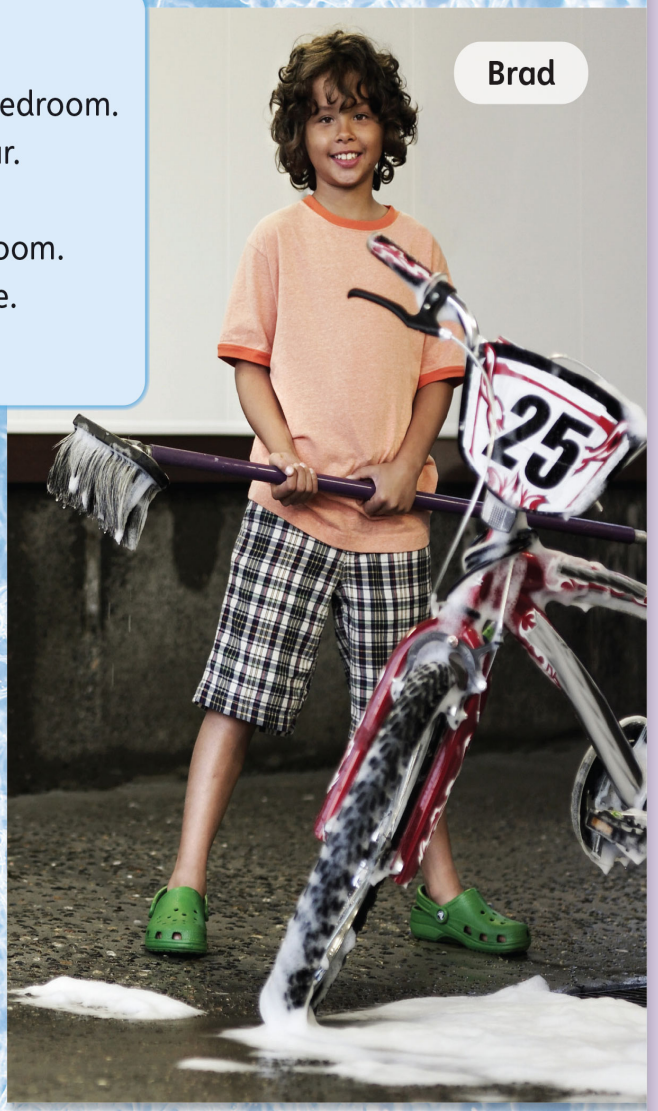
Extra activities: see page TB109 (if time)

Skills: *Listening and speaking*

Let's start! **Are you helpful at home?**

12 5.08 **Listen and choose.**

1 Isabella likes / doesn't like cleaning her bedroom.
2 She enjoys / doesn't enjoy washing the car.
3 She likes / doesn't like doing the dishes.
4 Brad likes / doesn't like cleaning his bedroom.
5 He enjoys / doesn't enjoy washing his bike.
6 He enjoys / doesn't enjoy making cakes.



13 About Me **Ask and answer with a friend.**

Do you like cleaning your bedroom?
Do you like washing the car?
Do you like doing the dishes?
Do you like making cakes?

Writing

Workbook page 51: Write about being helpful at home.

14 5.09 Story **Read and listen. Watch.**

Value: Show forgiveness

→ Workbook page 52

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

New language *What do we need?*

Recycled language *cake, eggs, milk, chocolate, sandwich, apple, banana, bread, cheese, chicken, juice, orange, water, potatoes, carrots, rice, peas, fish, meat, sausages, beans, toast, cereal* | *Let's (make a cake).*

Warmer

- Ask *What food words do you know?* Help and elicit words from students and write them on the board. (Students who have studied *Guess What!* Levels 1 and 2 will know: *apple, banana, orange, bread, chicken, egg, water, juice, milk, cheese, cereal, toast, fish, meat, sausages, rice, potatoes, carrots, peas, beans, fruit, vegetables, chocolate cake.*) Then play *Bingo* (see page xvi) with students writing down four foods they like. Call out the food words for the bingo game in sentences: *I like eating toast.*

Introduction

- Remind students of the story so far: *What are the children doing?* (*A treasure hunt.*) *How many items do they have?* (*Four.*) *What are they?* (*A toy tiger, a radio, a painting of a dog, a watch.*) Students guess what the characters will find in the story for Unit 5. Give them a clue that it's a type of food. Accept any answers.

Student's Book page 64

14 Read and listen. Watch.

- Say *Open your books to page 64, please.* Ask *What are the children looking for today?* Students look at the cell phone message and answer *A chocolate cake.* Congratulate students who guessed the item correctly.
- Encourage students to guess what happens from looking at the story frames. Ask *Do they buy a cake? What do they do? Who helps them? What happens to the cake?*
- Say *Read and listen.* Play the recording. Students follow the story in their books. Ask *Do the children have a cake?* (*No.*) *What can they do?* (*Make another cake.*)

Story

- Now students can watch the video. Pause to ask: Frame 2: *Who likes making cakes?* (*Aunt Pat.*) Frame 3: *What do they need for the cake?* (*Eggs, milk, chocolate.*) Frame 4: *Who loves chocolate cake?* (*Anna.*) Frame 5: *What can they add?* (*Chocolate eggs.*) Frame 6: *Who drops the cake?* (*Lucas.*) Frame 7: *What can they do?* (*Make another cake.*)
- Students can watch the story again for pleasure, or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into five groups. Each group repeats the lines for one character (Lucas, Tom, Lily, Aunt Pat, and Anna).

5.09: see Student's Book page 64

Value ***Show forgiveness***

- Students look at frame 6 again. Ask *What does Lucas do?* (*He drops the cake.*) Then look at frame 7 again, and ask *How does Lucas feel – is he happy or sad?* (*He's sad.*) *What does he say?* (*I'm so sorry.*)
- Then ask *How does Aunt Pat feel? Is she happy or sad?* (*She's happy.*) *What does she say?* (*Let's make another cake.*) Make sure students understand that Aunt Pat doesn't want Lucas to be sad. She is forgiving him for dropping the cake and just suggests making another cake.
- Students practice the exchange between Lucas and Aunt Pat that emphasizes the value of forgiveness: *I'm so sorry.* (*Let's make another cake.*)

Workbook page 52

13 Read and write the words.

- Students complete the speech bubbles for the story with the words from the box.

Key: **a** likes making **b** need **c** Watch out **d** so sorry

14 Look at activity 13. Answer the questions.

- Students read and answer the questions, referring back to the story frames and speech bubbles in activity 13.

Key: **1** Aunt Pat's house. **2** Yes, she does. **3** Eggs, milk, and chocolate. **4** The cake. **5** Lucas and Anna.

Ending the lesson

- Play the *Drawing game* (see page xvii). Alternatively, you could do a drawing dictation activity.

Extra activities: see page TB109 (if time)

Lesson aims Students learn and practice a functional dialog about making food. Students also practice saying the (unvoiced) sound /θ/.

New language *What do we need?* | (unvoiced) /θ/ – *panthers, birth*

Recycled language *chocolate, cake, cheese, sandwich, carrot, sausage, eggs, milk, bread* | *Let's make a (carrot cake).* | *Here we are.* | *three, months*

Warmer

- Elicit and write four mealtime categories on the board: *Breakfast, lunch, dinner, snack*. Ask *What do you like having for (breakfast)?* Write foods students say under the *breakfast* heading. Students then work in groups, categorizing the other foods into different mealtimes. Check by asking one group *What do you like having for (lunch)?* The others listen to see if they agree with the list of (lunch) foods.

Presentation

- Remind students of the story from the previous lesson. Ask *What do the children make?* (*A chocolate cake.*) *What do they need?* (*Eggs, milk, and chocolate.*)
- Then ask *Do you like making cakes? What other food do you like making? Do you like making or eating sandwiches? What sandwiches do you like making or eating?* Help them with suggestions: *Chicken, cheese, egg?* and then ask *What do you need for a (chicken) sandwich?* Elicit *chicken* and *bread.*

Student's Book page 65

15 Listen and repeat. Then act.

- Say *Open your books to page 65, please.* Ask *Where are these people?* (*In the kitchen.*) *What are they making?* Students guess. (*A cake and a sandwich.*)
- Play the recording, pausing after each dialog to ask *What are they making?* (*Carrot cake.*) *What do they need?* (*Eggs, milk, and carrots.*)
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, choosing different foods from the word box to suggest making each time. Read through the word box first, asking for each food *What do you need?* Check the activity by asking pairs of students to act out their dialogs.

5.10: see Student's Book page 65

16 Listen and repeat. /θ/

- In this activity, students practice saying the /θ/ sound (unvoiced).
- Say *Look at the photograph in Activity 16. What's this animal?* Teach/Elicit *It's a panther.*
- Then say *Pan<u>th</u>er – /θ/ /θ/ /θ/ – pan<u>th</u>er.* Students repeat, emphasizing the unvoiced /θ/ sound.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice.
- Encourage students to think of other words that contain the unvoiced sound /θ/, e.g., *month, birthday, thank you, teeth, three.* Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they studied *Guess What!* Levels 1 and 2 include: *bath, bathroom, mouth.*)

5.11: see Student's Book page 65

Workbook page 53

15 Look and check the picture that shows the value: show forgiveness.

- Remind students of the value from the story: show forgiveness.
- Students check the picture that shows the value of showing forgiveness. If necessary, draw students' attention to the phrase that shows this forgiveness: *That's OK.*

Key: Students should check pictures 1 and 4.

16 Color the words that sound like teeth. *Then answer the question.*

- Elicit the words, reviewing or teaching any as necessary. Students color the shapes that contain words with the /θ/ sound in them. They then look at the completed colored picture and write the answer to the question *What's this animal?*

Key: birthday, bathroom, thank you, teeth, mouth, Thursday, month
It's a panther.

Ending the lesson

- Play the *Sentence chain game* (see page xix), with the topic *The enormous sandwich*. Say a starting sentence: *I'm making a sandwich, and I need bread and chicken.* Students continue around the class, repeating your ingredients and adding their own until someone forgets an ingredient or can't think of one to add. Repeat the activity and see how big you can make the enormous sandwich.

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

15 5.10 Talk Time Listen and repeat. Then act.

chocolate cake cheese sandwich carrot cake
sausage sandwich chicken sandwich

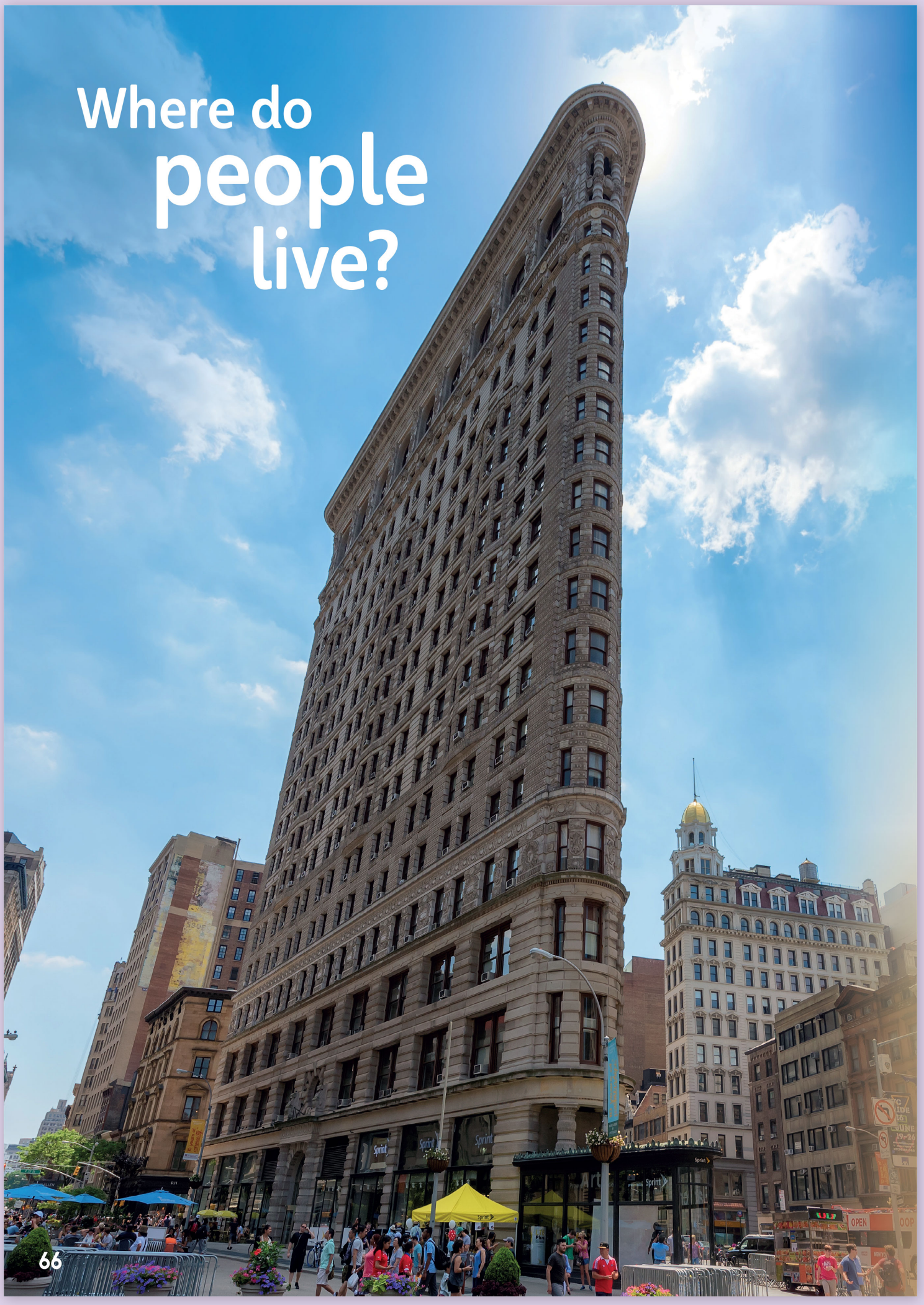
Say it!

16 5.11 Listen and repeat.

Panthers learn to hunt three months after birth.

→ Workbook page 53

Where do people live?



1 Listen and repeat. 5.12

countryside village town city

2 CLIL Watch the video.

3 What can you see in the pictures?

4 Where would you like to live?

Guess What!

There are more chickens in the world than people.

Let's collaborate!

→ Workbook page 54

CLIL: Geography

Lesson aims Students think and talk about the different places where people live.

New language *countryside, village, town, city | Where do people live?*

Recycled language *bus, car, train, motorcycle, plane, truck, tractor, house, apartment, plant, field, people | Where are (the people)? | What are they doing? | What can you see (in the pictures)?*

Materials A world map or globe

Warmer

- Show your world map or globe and ask *Where do we live?* Invite a student to point to the country you are in. Say *Yes. We live in (Mexico). Our country is (Mexico).* Ask students to name any other countries they know in English and point to them on the map or globe.

Student's Book page 66

Where do people live?

- Say *Open your books to page 66, please.* Encourage students to guess which country the photograph is from. Accept any answers and then tell students *It's the United States* and show them the United States on your map or globe.
- Use the photograph to introduce the word *city*. Ask *Is this a town or a city?* (*It's a city.*) Ask *How do we know?* (*The buildings are tall, you can't see houses or small stores*, etc.) Then ask *What's the name of this city?* Students guess. (*New York.*) Congratulate any students who guessed correctly and show them where New York is on the map.
- If your students live in a city, ask questions to compare the city in the photograph with your own. (*Does it look like our city? What things are the same?*) If they don't live in a city, ask them the same questions about a city they know.

Student's Book page 67

1 Listen and repeat.

- Say *Now look at page 67, please.* Ask *What other places do people live in?* Use the photographs to elicit the new words *countryside, village, town*, and *city*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the words.
- Ask *Where do we live?* Students answer *In a town / a city / a village / the countryside.*
- Give definitions of the different places for students to guess: *You can see trees, plants, fields, and farm animals here.* (*Countryside.*) *This is in the countryside. There are some houses and stores here, but it's small.* (*Village.*) *There are lots of houses and buildings here. It isn't a city, but it's quite big.* (*Town.*) *This is a very big place. The buildings are tall, and there are lots of streets and cars.* (*City.*)

5.12: see Student's Book page 67

2 Watch the video.

- Play the video.
- Say *Think about your family and friends. Where do they live? Who lives in a city? Who lives in a town? Who lives in the countryside? Who lives in a village?* Students think of one person they know who lives in each type of place. They can then take turns telling the class or small groups where the people live, and what the places are like.

CLIL 05: see page TB118

3 What can you can see in the pictures?

- Students look at the photographs and say where they are (*1 countryside, 2 village, 3 town, 4 city*). They then say what they can see in the pictures. Teach additional words students would like to use as appropriate.

Key: Answers will vary, for example: **1** Tractor, field, plants, farm. **2** Houses, trees, people, cars, street. **3** People, buildings, market, square, vegetables. **4** Buildings, apartments, cars, street, trees.

4 Where would you like to live?

- Students think about where they would like to live or like living. Ask *Do you like living in (a town)?* (*Yes/No.*) *Would you like to live in (the countryside)?* (*Yes/No.*) Encourage them to give reasons where they can. (*I like seeing my friends. I like living near stores. I'd like to live on a farm*, etc.)
- Students can then read the Guess What! for the page: *There are more chickens in the world than people.*

Workbook page 54

1 Find the words and write under the pictures.

- Students solve the anagrams and write the words under the correct pictures.

Key: **1** countryside **2** city **3** village **4** town

2 Look and complete the sentences.

- Students complete each set of sentences with appropriate words to match the picture.

Key: **1** village **2** café **3** stores **4** riding **5** town **6** houses **7** supermarket **8** walking

Ending the lesson

- Play a game of *True or false?* (see page xix), making sentences about the different places from the lesson: *You see tractors in a city.* (*False.*) *There are houses in a village.* (*True.*)

Extra activities: see page TB110 (if time)

Lesson aims Students will make a helping hands schedule. | They can also complete the unit evaluation in the Workbook.

New language *carry groceries, children's home, mow the lawn, pick up leaves, sweep the drive, take care of someone, visit a care home, walk a dog*

Recycled language *wash a car* | Students 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), poster paper, pencils or pens, colored pencils or crayons, photographs of helpful activities, scissors, glue, computer or tablet for photograph research (optional)

Warmer

- Ask *What activities do you do at home?* Help and elicit words from students and write them on the board. If necessary, mime different activities for students to guess.

Student's Book page 67 – Let's collaborate!

Introduce the project.

- Have students look at the project flyer on page 67. Point to the photographs and ask *What are the people doing? Who are they helping? How?* Ask students if they do any of these activities. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a schedule for helping other people.

Step 1 Plan your project.

- Divide students into project groups of six and distribute project sheets. Show the class the model sheet and have students describe what they can see and discuss if they do any of the helping activities.
- Students discuss other possible activities for helping people at home or in the community. Write ideas on the board.
- Groups discuss different people they can help in their families or in the wider community. They make a list and then choose one person each.
- Hand out a worksheet to each student to complete part 1. Once students have finished, you could divide each group into two mini-groups of three to complete part 2. Students write their own name in the day they choose to help someone. One mini-group completes the schedule for Monday to Wednesday, and the other for Thursday to Saturday. Remind them to have a task for each day and to have each student in the group do one task. Then the two groups get back together to complete the whole schedule.
- Finally, groups agree on a goal in part 3. For example, it could focus on the reasons why they want to help people.

Step 2 Create your project.

- Hand out poster paper paper to each group.
- Remind students to copy the information from their worksheets. Make sure that everyone in their group does one task per day.
- Show the class the model sheet again. Encourage students to use the Internet to find photographs that represent the activities on their schedules.
- Groups discuss which are the best photographs to use. Then they print them out and decorate their schedules.

Step 3 Present your project.

- Groups present their schedules to the class. Students can present a day each. Draw attention to the example sentences in the speech bubbles.
- After each presentation, ask the class if they think each group achieved their goal. Have groups compare their goals and decide if they are appropriate.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 55 – Evaluation

1 Read and match. Then answer the questions.

- Students match each vocabulary phrase to the correct picture.
- Students then answer the questions about Tom and Cara, according to their facial expressions.

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

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

2 Look at activity 1. Complete the sentences.

- Students complete the sentences about the children and the activities they enjoy, like, and love and don't like or enjoy, according to the pictures in activity 1.

Key: **1** Tom enjoys doing homework. **2** Tom loves making a cake, but he doesn't like drinking juice. **3** Cara loves listening to music. **4** Cara doesn't enjoy doing the dishes, but she likes reading a book.

3 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 5.

Key: Answers will vary, for example: **1** I can talk about things people like doing. **2** I can write about helping at home. **3** My favorite part is the story about making a cake.

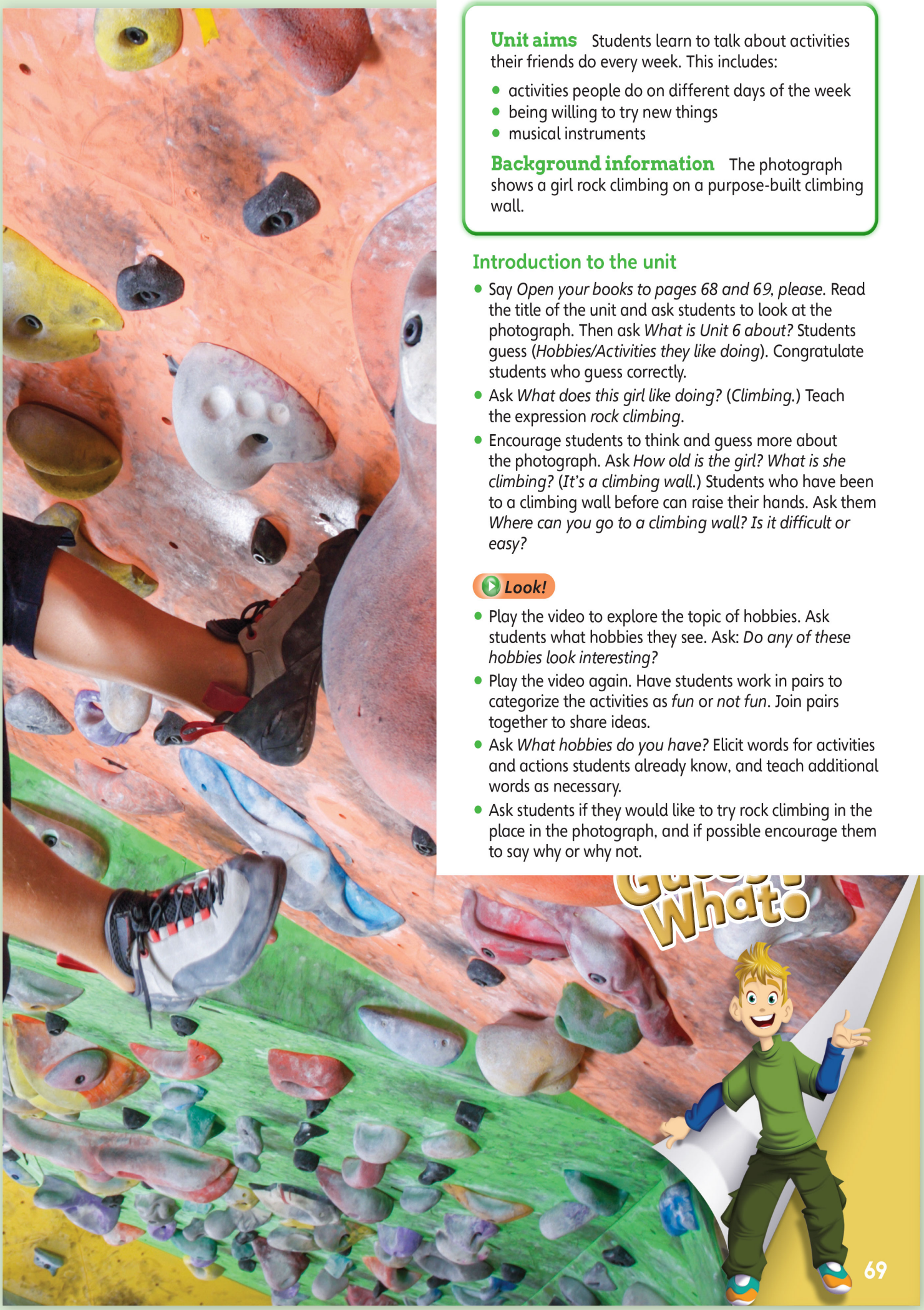
4 Guess what it is.

- Students look at the close-up picture and guess the activity. They then circle the correct answer on Workbook page 93.

Key: do the dishes

Extra activities: see page TB110 (if time)

6 Hobbies



Unit aims Students learn to talk about activities their friends do every week. This includes:

- activities people do on different days of the week
- being willing to try new things
- musical instruments

Background information The photograph shows a girl rock climbing on a purpose-built climbing wall.

Introduction to the unit

- Say *Open your books to pages 68 and 69, please.* Read the title of the unit and ask students to look at the photograph. Then ask *What is Unit 6 about?* Students guess (*Hobbies/Activities they like doing*). Congratulate students who guess correctly.
- Ask *What does this girl like doing?* (*Climbing.*) Teach the expression *rock climbing*.
- Encourage students to think and guess more about the photograph. Ask *How old is the girl? What is she climbing?* (*It's a climbing wall.*) Students who have been to a climbing wall before can raise their hands. Ask them *Where can you go to a climbing wall? Is it difficult or easy?*

Look!

- Play the video to explore the topic of hobbies. Ask students what hobbies they see. Ask: *Do any of these hobbies look interesting?*
- Play the video again. Have students work in pairs to categorize the activities as *fun* or *not fun*. Join pairs together to share ideas.
- Ask *What hobbies do you have?* Elicit words for activities and actions students already know, and teach additional words as necessary.
- Ask students if they would like to try rock climbing in the place in the photograph, and if possible encourage them to say why or why not.

1 6.01 Listen and point.

2 6.02 Listen, point, and repeat.

3 6.03 Listen and say the numbers.

4 Think Ask questions and guess the numbers.

Is he playing the piano? No, he isn't.

Is he making a model? Yes, he is.

Number 4!

1. play the piano
2. play the guitar
3. play the recorder
4. make models
5. make movies
6. do karate
7. do gymnastics
8. play Ping-Pong
9. play badminton
10. play volleyball

→ Workbook page 56

Lesson aims Students learn and talk about different hobbies and sports.

New language *play the piano, play the guitar, play the recorder, make models, make movies, do karate, do gymnastics, play Ping-Pong, play badminton, play volleyball*

Recycled language *I can (play the piano).* | *Can you (play the recorder)? (Yes, I can. / No, I can't.)* | *I like/love (gymnastics). So do I.*

Materials Flashcards: 46–55 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a game of *Guess who!* (see page xvii), including e.g., *He enjoys playing tennis. He doesn't like dancing.*

Presentation

- Hold up each activity flashcard and say the new words. Students repeat in chorus and individually.
- Show the flashcards to different students and ask them *Can you (play the piano)? (Yes, I can. / No, I can't.)*

Student's Book page 70

1 Listen and point.

- Say *Open your books to page 70. Who can you see? What are they doing? What activities can you see?*
- Say *Listen and point.* Play the recording. Students listen and point to the activities on the poster. Play again, pausing to ask: *Can Lily play the recorder? Does Lily like gymnastics?*

6.01

Lucas: Hey! Look at these weekend clubs and activities!
Lily: There's a music club! Great! I love music. I can play the piano and the guitar.
Lucas: Can you play the recorder, Lily?
Lily: No, I can't.
Tom: Look! You can make models in a craft club.
Lily: And you can make movies! Cool!
Lucas: Look at this sports club. You can do karate.
Tom: Cool!
Lily: And you can do gymnastics. Great! I love gymnastics.
Lucas: You can play Ping-Pong, too. Can you play Ping-Pong, Tom?
Tom: No, I can't. But Lily's really good at Ping-Pong.
Lily: And I like badminton, too.
Tom: Look, you can play volleyball. I like volleyball.
Lucas: So do I. Come on! Let's go and find the volleyball club.
Lily: Good idea!

2 Listen, point, and repeat.

- Say *Now listen, point, and repeat.* Students listen and repeat while pointing to the pictures. Then play again. Students repeat as they read the words.

6.02: see Student's Book page 70

3 Listen and say the numbers.

- Ask more questions, e.g., *Look at picture 1. What's she doing?* Play the recording, pausing for students to say the picture number.

Key: 10, 7, 4, 8, 1, 5, 3, 2, 9, 6

6.03

- He's playing volleyball.
- She's doing gymnastics.
- He's making models.
- He's playing Ping-Pong.
- She's playing the piano.
- She's making a movie.
- She's playing the recorder.
- He's playing the guitar.
- She's playing badminton.
- He's doing karate.

4 Ask questions and guess the numbers.

- Students play a game of *Guess who!* with the activity pictures. Say *Which child am I thinking of? Guess.* Students ask *yes* or *no* questions: *Is he/she (playing the piano)?*
- Students play the activity in pairs.

Workbook page 56

1 Look and number the picture.

- Students number the activities in the picture.

Key: Top row: 6, 4, 5 Bottom row: 3, 1, 2

2 Look and write the words.

- Students label the pictures with a verb and a noun.

Key: **1** play badminton **2** make models **3** do karate **4** play the piano

3 Write the words from activities 1 and 2 on the lists.

- Students categorize the activity words from activities 1 and 2 into crafts, music, and sports.

Key: Crafts: make movies, make models Music: play the guitar, play the recorder, play the piano Sports: play Ping-Pong, do gymnastics, play volleyball, play badminton, do karate

My picture dictionary → Go to page 90: Find and write the new words.

- Students write the new hobbies phrases under the pictures.

Key: do gymnastics, do karate, make movies, make models, play badminton, play the guitar, play the piano, play the recorder, play Ping-Pong, play volleyball

Ending the lesson

- Use the word cards to play a game of *Pass the flashcards* (see page xviii).

Extra activities: see page TB110 (if time)

Lesson aims Students talk about what other people do on different days of the week.

New language *He/She (plays / doesn't play badminton) on (Saturdays).* | *He/She doesn't like / enjoy (reading books).*

Recycled language activities at home | *I like / don't like (reading books).* | *Do you like (playing on the computer)? Yes, I do. / No, I don't.*

Materials Flashcards: 46–55 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a game of *Mime and match* (see page xviii), using the flashcards and word cards.

Presentation

- Take one of the flashcards and say *I like (playing Ping-Pong). Who likes playing Ping-Pong?* Students who like playing Ping-Pong raise their hands. Ask one of these students *Do you play Ping-Pong at school / at home?* When you get an affirmative answer (*Yes, I do*), confirm by saying *He/She plays Ping-Pong at (home).* Students repeat in chorus and individually.
- Then ask the students who didn't raise their hands *Do you play Ping-Pong?* When one of them replies *No, I don't*, confirm with *He/She doesn't play Ping-Pong.* Students repeat in chorus and individually.

Student's Book page 71

5 Sing the song.

- Say *Open your books to page 71, please.* Talk about the picture: *Does this girl have any hobbies? (Yes, she has.) What does she like doing?* (e.g., *Karate, badminton, and playing the piano.*) If necessary, point out that she is playing an electric piano in the picture – also known as a keyboard.
- Say *Listen. What's her name?* Play the recording. Students follow the text and listen for the girl's name (*Lizzie*). Then ask *What does* busy *mean?* Elicit or explain that it means *doing a lot of things.*
- Read the song text and ask more questions to check understanding: *What does she do on Saturdays? (She plays badminton.)*
- Then say *Now sing the song.* Play the recording again, until students are singing confidently.
- Students can sing along to the version of the song with words or to the karaoke version of the song.

6.04: see Student's Book page 71

6 Make sentences about the song. Say true *or* false.

- Make a sentence about Lizzie in the song, e.g., *She does karate on Sundays.* Students repeat the sentence and then say if it's true or false: *True.*
- Students then take turns making sentences. They can also do this activity in pairs. They use the speech bubbles and the Remember! box to help them.

7 Ask and answer with your friend. Then tell another friend.

- Say *What do you do each week? Ask your friend.* In pairs, students ask *Do you … ?* questions to find out the activities their partner does and when they do them during the week. They use the example dialog in the left-hand photograph to help them. Students can write the questions down first or just ask and answer, according to the level of your class.
- Students then report to another partner or the class on what they have found out, using the third person: *(Sam) does karate on Saturdays.* They use the example in the right-hand photograph and the Remember! box to help them.

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 57

4 Look and follow. Then write true *or* false.

- Students follow the tangled lines to match each child with the time of day they do their activities. They then read the sentences about the children and write if they are true or false.

Key: **1** false **2** true **3** false **4** false **5** true

5 Look at activity 4. Complete the sentences.

- Students complete the sentences with the correct verbs in the affirmative or negative, based on the information in activity 4.

Key: **1** Dan doesn't play the recorder before school. **2** Anna does gymnastics in the afternoon. **3** Claire doesn't play volleyball in the evening. **4** Jamie doesn't make models in the morning. **5** May plays the guitar before school.

Ending the lesson

- Say a day of the week or a time of the day. Challenge students to make a true sentence about anyone in the class using the day or time of day, e.g., *Saturday – Sofia does gymnastics on Saturday.*

Extra activities: see page TB110 (if time)

5 6.04 Sing the song.

This is our friend Lizzie.
She's very busy!

She plays badminton on Saturdays,
And she does karate on Sundays.
She makes models after school on Wednesdays,
And she makes movies on Mondays.

She doesn't play on the computer,
And she doesn't watch TV after school.
She plays the guitar in the morning,
And she plays the piano in the afternoon.

We like our friend Lizzie.
She's very busy!

6 Make sentences about the song. Say *true* or *false*.

Lizzie doesn't play badminton on Saturdays. False!

7 About Me Ask and answer with your friend. Then tell another friend.

Remember!

She **does** karate on Sundays.
She **doesn't watch** TV after school.
She **plays** the guitar in the morning.

→ Workbook page 57

Grammar fun!

8 6.05 Look and choose. Then listen and repeat.

1

Jimmy,
Don't forget tennis club on Tuesday.

Does he play tennis on Tuesdays?
Yes, he does. / No, he doesn't.

2

Leah – Remember volleyball club after school.

Does she play volleyball in the morning?
Yes, she does. / No, she doesn't.

9 6.06 Listen and answer the questions.

10 About Me Ask and answer about your friends.

Does George do karate after school? Yes, he does.

11 6.07 Go to page 103. Listen and repeat the chant.

Remember!

Does she do gymnastics in the evening?
Yes, she **does**. No, she **doesn't**.

Lesson aims Students ask and answer about what different people do at different times.

New language *Does he/she (listen to music) on Tuesdays / after school? Yes, he/she does. / No, he/she doesn't.*

Recycled language activities and hobbies, days of the week, time expressions

Materials Students' photographs, leaflets, and schedules of hobbies and activities (optional)

Warmer

- Write fill-in-the-blank sentences from the song in the previous lesson on the board, e.g., *She plays ____ on Saturdays.* Students guess the missing words. Then sing the song.

Presentation

- Tell students you are going to test their memories of the song. Ask *Does Lizzie play badminton on Saturdays?*
- Ask more questions. This can be played as a team game.

Student's Book page 72

8 Look and choose. Then listen and repeat.

- Say *Open your books to page 72, please.* Read the two reminder notes.
- Then ask *Does Jimmy play tennis on Tuesdays?* Students look and choose the correct answer: *Yes, he does.* Repeat for *Does Leah play volleyball in the morning?* (*No, she doesn't.*)
- Play the recording. Students listen and read. Then they listen and repeat.

6.05

1 **Woman:** Jimmy – don't forget tennis club on Tuesday.
A: Does he play tennis on Tuesdays?
B: Yes, he does.

2 **Woman:** Leah – remember volleyball club after school.
A: Does she play volleyball in the morning?
B: No, she doesn't.

9 Listen and answer the questions.

- Students look at the bulletin boards. Ask, e.g., *What clubs does Jimmy do? Does he like karate? Does he play karate on Saturday?*
- Then say *Now listen and answer the questions.* Play the recording, pausing after each question. Nominate students to answer the questions.
- Students can ask and answer more questions.

Key: **1** Yes, she does. **2** No, he doesn't. **3** No, she doesn't. **4** Yes, he does. **5** Yes, she does. **6** No, he doesn't.

6.06

1 Does Leah ride her bike on Sundays?
2 Does Jimmy make movies in the morning?
3 Does Leah play the piano after school?
4 Does Jimmy do karate in the morning?
5 Does Leah play Ping-Pong in the evening?
6 Does Jimmy play the recorder before school?

10 Ask and answer about your friends.

- Elicit and write some *Do you … ?* questions on the board, based on students' out of school activities, e.g., *Do you (do karate) (after school / on Tuesdays)?*
- Students then work in small groups or pairs, asking and answering the questions about each other's hobbies.
- Students then work with a new partner. They ask and answer about what they have learned about the other students in their first group or pair: *Does (George) (do karate) (after school)?*

11 Go to page 103. Listen and repeat the chant.

- Play the recording. Students listen and repeat the grammar chant.

6.07: see Student's Book page 103

Grammar fun!

- Play the *Grammar fun!* (Memory 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

6 Look and read. Then answer the questions.

- Students read Jack's and Ella's text messages on their cell phone screens. They then answer the questions, using *Yes, he/she does* or *No, he/she doesn't.*

Key: **1** Yes, he does. **2** No, she doesn't. **3** No, he doesn't. **4** No, she doesn't. **5** Yes, he does. **6** Yes, she does.

7 Write questions about Jack and Ella.

- Students read Jack's and Ella's text messages on their cell phone screens in activity 6 again. They then read and complete each question with the correct verb phrase from the word box.

Key: **1** Does Jack play the guitar on Saturdays? **2** Does Ella play the piano on Thursdays? **3** Does Jack make models on Tuesdays? **4** Does Ella make movies in the evening? **5** Does Jack do gymnastics in the morning? **6** Does Ella play volleyball on Sundays?

Ending the lesson

- Students play the *Yes/No game* (see page xix), with one student thinking of a person in the class and the other guessing by asking *Does he/she … ?*

Extra activities: see page TB110 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of reading and speaking, with extended writing in the Workbook.

New language *He wants to be a (soccer player).* | *also*

Recycled language sports and hobbies | *What (sports) do you like?* | *He goes (to a soccer club) on (Tuesdays).* | *His favorite (dinner) is (chicken with potatoes).* | *He likes (fruits), too.*

Materials Flashcards: 46–55 | Slips of paper for the *Reading race* | Paper for making brochures (optional) | Students' photographs of favorite sportsmen/women (optional)

Warmer

- Do a *Reading race* (see page xviii), using the flashcards and slips of paper with sentences using *He/She (plays volleyball) on Wednesday afternoons.*

Student's Book page 73

What sports do you like?

- Say *Open your books to page 73, please.* Ask the opening question: *What sports do you like?* Write students' suggestions on the board. Then conduct a quick show of hands survey to find out which sports the class likes best. Ask *Who likes (basketball)?* Students raise their hands for you (or another student) to count. Record the results next to the different sports to find out which is the most popular.

12 Read and listen. Then match.

- Students look at the photographs of the two boys who like sports. Ask questions about them, e.g., *(a) Does this boy like sports? (Yes, he does.) What's he playing at the moment? (Soccer.) Do you think he plays soccer every day? What other sports does he play, do you think?*
- Say *Which boy is Josh? Read and listen.* Play the recording. Students listen and follow the text in their books. They then guess which of the two photographs shows Josh.
- Students then read the text again. Explain any new phrases as necessary (e.g., *He wants to be a soccer player*).

Key: Josh is picture a.

6.08: see Student's Book page 73

13 Read again and answer the questions.

- Read the questions aloud with the class and check comprehension. Students then answer the questions by reading the text about Josh in activity 12 again.
- Check the activity by asking pairs of students to read a question and say the answer.
- At the end of the activity, ask *Does Josh have a healthy lifestyle? (Yes, he does.) How do we know? (He plays sports. He has a healthy diet. He eats fruits and vegetables.)* Encourage them to note that it's important for sports people to have a healthy lifestyle and eat well.

Key: **1** Soccer club. **2** Yes, he does. **3** Yes, he does. He plays basketball, and he goes swimming. **4** Yes, he does.

14 Ask and answer with a friend.

- Say *Now what about you?* Ask different students the questions. Students can then ask each other in pairs or groups and then report back to the class: *Carla goes to horseback riding club after school. I play basketball and tennis. We both have a healthy diet. I like fruits and vegetables. My favorite fruit is a banana.*

Workbook page 59

8 Read the paragraph and write the words.

- Students read and complete the paragraph with the words from the word box.

Key: **1** swimming **2** afternoon **3** competitions **4** hungry **5** drink **6** after school

9 Answer the questions.

- Students answer the questions about the sports they enjoy and when they do them.

Key: Answers will vary, for example: **1** My favorite sport is basketball. **2** I play on Saturday afternoons. **3** Sometimes there are competitions. **4** I eat a banana and drink a glass of water.

10 Write about your favorite sport.

- Students write their own paragraph about a favorite sport. They base this on the answers they wrote in activity 9, using the paragraph in activity 8 as a model.

11 Ask and answer with a friend.

- Students ask and answer about their favorite sport, based on the information in activities 9 and 10. They use the example speech bubbles as a model. If students are doing this at home, they can ask a family member or call a friend (with permission).

Ending the lesson

- Make sentences about the boy in the other photograph (b) on the Student's Book page, explaining that he wants to be a baseball player. Students listen and say *Yes* or *No*, according to whether the sentences show a healthy enough lifestyle for someone who wants to be a sports person, e.g., *He watches TV every evening. (No!) He practices baseball every Saturday. (Yes!)*

Extra activities: see pages TB110 (if time)

Skills: *Reading and speaking*

Let's start! **What sports do you like?**

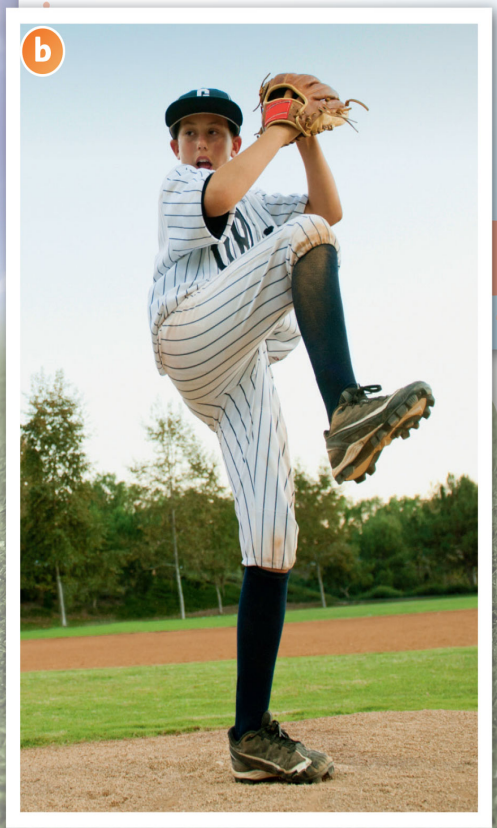
12 6.08 **Read and listen. Then match.**

Sports we like

Meet Josh. He's ten years old, and he wants to be a soccer player.

Josh goes to a soccer club on Tuesdays and Thursdays after school. He plays soccer on Saturdays and Sundays, too. Josh also plays basketball, and he goes swimming.

Josh has a healthy diet. His favorite dinner is chicken with potatoes or rice and vegetables. He likes fruit, too. His favorite drink is a banana milkshake!



13 **Read again and answer the questions.**

1 What club does Josh go to?
2 Does he play soccer on Saturdays?
3 Does he play other sports?
4 Does he eat fruits and vegetables?

14 About Me **Ask and answer with a friend.**

Do you go to a club after school?
What sports do you play?
Do you have a healthy diet?
Which fruits and vegetables do you like?

Writing

Workbook page 59: Write about your favorite sport.

15 6.09 Story **Read and listen. Watch.**

Value: Try new things

→ Workbook page 60

Lesson aims Students reinforce language with a story. They also discuss the value of trying new things.

New language *band* | *Do you want to (play the guitar)?* | *Come on – try it!* | *Practice every day.*

Recycled language *guitar* | *Where can we (get a guitar)?* | *No, I'm sorry.* | *I can't (play the guitar).* | *We need (a guitar).*

Materials Flashcards: 46–55

Warmer

- Choose four flashcards and attach them to the board. Choose three activities you can do and one you can't. Then say *I can make movies, I can play the guitar, and I can make models. Which activity can't I do?* Students look at the flashcards and say *You can't play the piano!* Repeat with other groups of cards or with students volunteering to choose the cards.

Introduction

- Remind students of the story so far: *What are the children doing?* (*A treasure hunt.*) *How many items do they have?* (*Five.*) *What are they?* (*A toy tiger, a radio, a painting of a dog, a watch, and a cake.*) Then ask *What do the children want to find in Unit 6?* If necessary, explain the meaning of *want to*. Give students a clue that it's a musical instrument. Accept any answers.

Student's Book page 74

15 Read and listen. Watch.

- Say *Open your books to page 74, please.* Ask *What are the children looking for today?* Students look at the cell phone message at the start of the story and answer *A guitar.* Congratulate students who guessed correctly.
- Encourage students to guess what happens from looking at the story frames. Ask *Do they buy a guitar? Where do they find one? Can the children play the guitar?*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, ask *Who gives them the guitar?* (*Lily's cousin.*) *Does Lucas like playing the guitar?* (*Yes, he does.*)

Story

- Now students can watch the video. Pause after each frame to ask: Frame 2: *Who has a guitar?* (*Lily's cousin, Kim.*) *What does Kim do?* (*She plays in a band.*) Frame 3: *Does Lily want to play the guitar?* (*Yes, she does.*) Frame 4: *Can Lucas play the guitar?* (*No, he can't.*) Frame 5: *What is Lucas learning to do?* (*Play the guitar.*) Frame 6: *Does Lucas like playing the guitar?* (*Yes, he does.*) Frame 7: *Does Kim give the children a guitar?* (*Yes, she does.*) *Who needs to practice the guitar?* (*Lucas.*)
- Students can watch the story again for pleasure, or you can pause the recording after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into five groups. Each group repeats the lines for one character (Lily, Lucas, Tom, Kim, and Anna).

6.09: see Student's Book page 74

Value ***Try new things***

- Students look at frame 4 again. Ask *Can Lucas play the guitar?* (*No, he can't.*) *What does Anna say?* (*Come on, Lucas! Try it.*) Students then look at frames 5 to 7 again. Ask *Does Lucas try playing the guitar?* (*Yes, he does.*) *Does he like playing the guitar?* (*Yes, he does.*) Confirm, saying *It's good to try new things*, and make sure students understand this concept.
- Then make a sentence about something you can't do and would like to try, e.g., *I can't play the piano. I want to learn the piano. I want to take piano lessons. What about you?*
- Students note down something they can't do, but want to learn and then tell the class about it. The class can give encouragement as they listen: *Try it! Good idea! Practice every day!*

Workbook page 60

12 Read and number in order.

- Students number the story frames in the correct order.

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

13 Look at activity 12. Circle the answers.

- Students read the questions and circle the correct answers, referring back to the story frames in activity 12.

Key: 1 b 2 a 3 c 4 b 5 a

Ending the lesson

- Play a game of *True or false?* (see page xix), making sentences about the story, e.g., *Lily plays in a band.*

Extra activities: see page TB111 (if time)

Lesson aims Students learn and practice the function of encouraging friends to try new activities. Students also practice saying the sound /ʃ/.

New language /ʃ/ – *sharks, sharp*

Recycled language activities | *Do you want to (play Ping-Pong) with me? No, I'm sorry. I can't (play Ping-Pong).* | *Come on, try it. OK then.* | *fish, teeth*

Materials Flashcards: 46–55 | Slips of paper and a bag for the *Messages* game

Warmer

- Play a game of *Pass the flashcards* (see page xviii). Students who have the flashcards when you call *Stop!* say whether they can or can't do the activity on their card, and whether they want to or don't want to try it.

Presentation

- Remind students of the story from the previous lesson. Ask *What do the children want to find?* (*A guitar.*) *Who helps them?* (*Kim / Lily's cousin.*) *Who learns to play the guitar?* (*Lucas.*)
- Then ask *How does Kim invite Lucas to play the guitar?* Students refer back to the story if necessary and say *Do you want to play the guitar?* Practice this question in chorus and individually. Then see if students can remember how Lucas answers (*No, I'm sorry. I can't play!*) and how Anna encourages him. (*Come on, Lucas! Try it.*)

Student's Book page 75

16 Listen and repeat. Then act.

- Say *Open your books to page 75, please.* Ask *Where are these children?* (*On the school playground.*) *What does the girl want to play?* Students guess (*Ping-Pong*).
- Play the recording, pausing after the dialog to ask *Can the boy play Ping-Pong?* (*No, he can't.*) *Does he want to try it?* (*Yes, he does.*)
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, choosing different activities from the word box to invite their partner to do each time. Check the activity by asking pairs of students to act out their dialogs. If they prefer, students can also practice this dialog using different activities they know in English.

6.10: see Student's Book page 75

17 Listen and repeat. /ʃ/

- In this activity, students practice saying the /ʃ/ sound.
- Say *Look at activity 17. What's this?* (*It's a shark.*)
- Then say ***Sh***ark – /ʃ/ /ʃ/ /ʃ/ – ***sh***ark. Students repeat, emphasizing the /ʃ/ sound in *shark*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice. Use the photograph or mime to make sure they understand the new word *sharp*.
- Encourage students to think of other words that contain the sound /ʃ/, e.g., *she, sheep, shower, wash, dishes*. Help them, using mime or pictures as appropriate. (**Note**: Other words students may know if they studied *Guess What!* Levels 1 and 2 include: *short, shirt, T-shirt, shoes, milkshake*.)

6.11: see Student's Book page 75

Workbook page 61

14 Look and check the pictures that show the value: try new things.

- Students check the pictures that show children being willing to try new things.

Key: Students should check pictures 1 and 4.

15 Circle the words that sound like shark.

- Students circle the words in each line that have /ʃ/ sounds in them.

Key: **1** sheep **2** shower **5** fish **8** shoes 9 shirts **11** T-shirt **12** milkshake

Ending the lesson

- Play a game of *Messages* (see page xviii). Students write invitations as their messages: *Do you want to (play volleyball) with me?* Students draw the messages and invite another student to do the activity, noting their response:
  I'd love to or *No, I'm sorry. I can't (play volleyball).*

Extra activities: see page TB111 (if time)

16 6.10 Talk Time Listen and repeat. Then act.

play the guitar make models do gymnastics
do karate play Ping-Pong

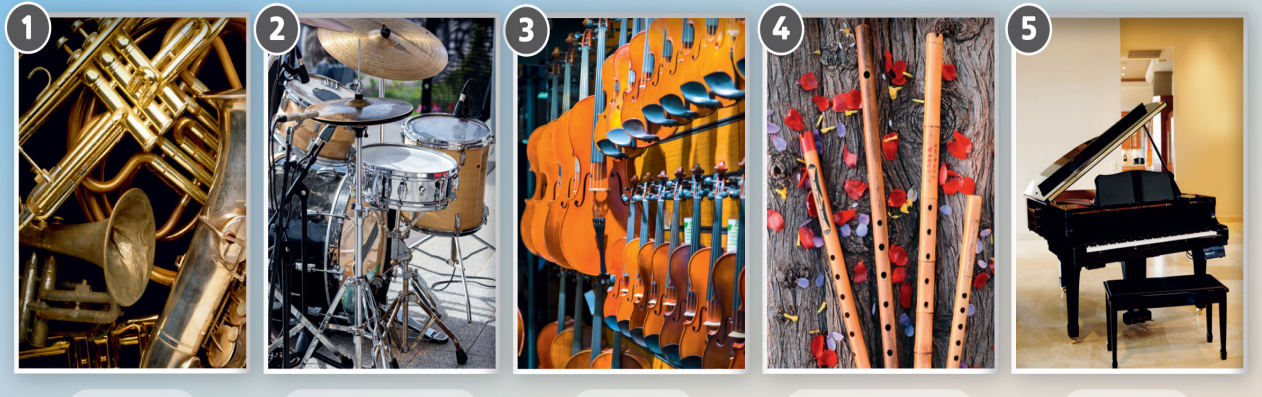
Say it!

17 6.11 Listen and repeat.

Sharks are fish with sharp teeth.

What type of musical instrument is it?

1 6.12 Listen and repeat.



brass | percussion | string | woodwind | piano

2 CLIL Watch the video.

3 What type of musical instruments can you see?

Guess What!

A piano is a string instrument and a percussion intrument.

Let's collaborate!

4 What type of instrument would you like to play?

→ Workbook page 62

Lesson aims Students think and talk about different groups of musical instrument.

New language *musical instrument, brass, percussion, string, woodwind, drum* | *What type of musical instrument is it?*

Recycled language *piano, guitar, recorder*

Materials Percussion instruments, e.g., maracas, drums, a xylophone (optional) | Flashcards: 46, 47, and 48 | A world map | Excerpts of different types of music (optional)

Warmer

- Ask *What musical instruments do you know?* Elicit any English words, teaching additional ones as necessary. Then ask *Who can play a musical instrument?* Students raise their hands. Ask *What instrument can you play?*
- If you have some percussion instruments, say *Let's try some musical instruments!* Show students what each instrument sounds like, and then teach its name in English. Pass the instruments around the class, for different students to take a turn at playing them.
- If you don't have percussion instruments, use the flashcards to review *guitar, piano,* and *recorder,* and introduce *drum*. Then play a game of *Simon says* (see page xix): *Simon says (play the guitar).*

Student's Book page 76

What type of musical instrument is it?

- Say *Open your books to page 76, please.* Point to the bagpipes in the photograph and ask *What type of musical instrument is it?* Teach *bagpipes*, and explain this is a traditional instrument from Scotland. Show students Scotland on a map.

Student's Book page 77

1 Listen and repeat.

- If you have percussion instruments, show these to the class again and ask *What type of musical instruments are these?* Repeat the word *percussion*, making sure students realize that this applies to the group of instruments. Demonstrate how percussion instruments are played (by hitting, striking, shaking, or scraping).
- If you don't have percussion instruments, use the guitar flashcard and mime playing a violin. Ask *What type of musical instruments are a guitar and a violin?* (*They're string instruments.*) Draw a set of strings on the board, and mime playing or plucking a guitar and a violin.
- Say *Now look at page 77, please.* Ask *What other types of musical instruments are there?* Use the photographs to elicit *brass, percussion, string,* and *woodwind* and review *piano.*
- Say *Listen and repeat.* Play the recording. Students listen and repeat the words.

6.12: see Student's Book page 77

2 Watch the video.

- Play the video.
- If you wish, use mime to demonstrate how each of the types of instrument are played – brass (blowing), percussion (hitting, striking, shaking, or scraping), string (strumming, plucking, or with a bow), woodwind (blowing), and pressing keys on the piano. Call out instructions for students to mime: *Let's play (brass) instruments!* Students mime playing a trumpet, a trombone, or something similar. Repeat with the other musical instrument types.

CLIL 06: see page TB118

3 What type of musical instruments can you see?

- Students look at the photographs and identify any instruments they know: *piano, guitar, recorder, drums.*
- Then ask *What type of musical instruments are they?* Demonstrate by pointing to the guitar and saying *It's a string instrument.* Students then point and categorize.

Key: Percussion (drums, maracas, piano), Brass (trumpet, horn), Woodwind (recorder, didgeridoo), String (guitar, harp, piano)

4 What type of instrument would you like to play?

- Students think and name an instrument, or a type of instrument, they would like to play.
- Students can then read the Guess What! for the page. Explain that there are strings and hammers in a piano.

Workbook page 62

1 Look and guess. Then find and write the words.

- Students solve the anagrams for types of musical instrument. They then label each photograph with the correct word.

Key: **1** woodwind **2** string **3** brass **4** percussion

2 Complete the sentences.

- Students write sentences describing each type of instrument.

Key: **1** The drum is a percussion instrument. **2** The guitar is a string instrument. **3** The piano is a percussion instrument and a string instrument. **4** The recorder is a woodwind instrument.

3 Ask and answer with a friend.

- Students ask and answer about instruments they like.

Ending the lesson

- Write a word snake on the board, using different instruments and types of instruments: *guitarpercussion stringpianorecorderwoodwindbrassdrum*. Students find the words, and then separate them into instruments or types.

Extra activities: see page TB111 (if time)

Lesson aims Students will make an after-school activities bulletin board. | They can also complete the unit evaluation in the Workbook.

Recycled language after-school activities, places around school | Students 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 (optional), a big piece of thin cardboard, sheets of paper (four per group), pencils or pens, colored pencils or crayons, photographs of after-school activities (optional), scissors, glue, computer for photograph research (optional)

Warmer

- Write *After-school activities* on the board. Ask students what activities they have or would like at their school and brainstorm ideas. Make a mind map around the title.

Student's Book page 77 – Let's collaborate!

Introduce the project.

- Have students look at the project flyer on page 77. Point to the photographs and ask *What after-school activities can you see?* Ask students if they have these activities at school. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a bulletin board with ads for after-school activities.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Students complete the matching activity (1b, 2d, 3a, 4c).
- Refer groups to the list of activities on the board. Ask students what other after-school activities they do. Give them a few minutes to agree on their four favorites and make a list.
- Divide each group into pairs. Each pair chooses two different activities from their original list.
- Hand out two worksheets to each pair. Have pairs complete one worksheet for each activity.

Step 2 Create your project.

- Hand out two sheets of paper to each pair for them to create their ads using the information from their worksheet. Show the class the model sheet.
- Pairs discuss what photographs to use for their ads. They can find photographs in magazines or online and cut them out, or draw their own. Then, students write their activity descriptions from their worksheets on their ads.
- Pairs join back together to give feedback about each other's ads and make suggestions. Encourage groups to discuss if they would join each other's after-school activities and why they want to join. Students then make any final changes.
- Hand out a big piece of thin cardboard to each group. They decorate their cardboard as a bulletin board.
- When students have agreed where their ad should go, they attach them to make a group after-school activities bulletin board.

Step 3 Present your project.

- Groups display their bulletin boards around the classroom. Each student can present one ad. Make sure each student gives a reason why their activity is fun. Students use the examples in the speech bubbles as a model.
- If there is time, have a show of hands from the class on whether they want to join each activity.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 63 – Evaluation

1 Look and complete the Venn diagram. Then answer the questions.

- Students look at Amy's and Oscar's activities for the week and note them in the Venn diagram. Remind students if necessary how a Venn diagram works – with the overlapping section for the activities that both children do.

Key: Students should fill in the diagram with the following activities: Amy only – play badminton, play the guitar, Oscar only – play Ping-Pong, do gymnastics, Amy/Oscar overlap – play the piano, do karate
1 Yes, she does. **2** No, he doesn't. **3** Yes, she does. **4** Yes, he does.

2 Look at activity 1. Complete the sentences about Oscar.

- Students use the information in activity 1 to complete sentences about Oscar, following the example.

Key: **1** He doesn't play Ping-Pong after school. **2** He doesn't do gymnastics on Wednesdays. **3** He doesn't do karate in the morning. **4** He plays the piano on Fridays.

3 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 6.

Key: Answers will vary, for example: **1** I can talk about activities people do on different days. **2** I can write about my favorite sport. **3** My favorite part is the information about musical instruments.

4 Guess what it is.

- Students look at the close-up photograph and guess the instrument. They then circle the correct answer on Workbook page 93.

Key: guitar

Extra activities: see page TB111 (if time)

Units 5 and 6

1 **Find the words in the puzzles and match to the photographs.**

od scitsanmyg

yalp llabyellov

tae a hciwdnas

netsil ot cisum

2 6.13 **Listen and say the names.**

3 **Read and say the names.**

1 She likes listening to music.
2 He goes to gymnastics club on Tuesdays.
3 She plays volleyball after school.
4 He likes eating sandwiches.

4 **Make your own word puzzles for your friend.**

Choose indoor or outdoor activities:
hsaw eht rac
ekam a ekac

→ Workbook pages 64–65

Lesson aims Students reinforce the language of Units 5 and 6 by exploring the theme of hobbies and activities that members of a family do.

Recycled language activities at home, hobbies and activities, days of the week, *brother, sister, cousin, every, after school* | *Who's this? It's (my brother).* | *This is (my cousin).* | *What's he/she doing? He's/She's (eating a sandwich).* | *He/She (goes to a gymnastics club) every (Tuesday).* | *Does he/she like (playing volleyball)? Yes, he/she does.* | *Jade likes/loves (listening to music), but she doesn't like (playing Ping-Pong).*

Warmer

- Ask *What can you remember from Units 5 and 6? Let's find out!* Allow students time to look through the units. Ask *What is easy or difficult? What is your favorite activity?* Students answer.

Student's Book page 78

- Introduce the theme of different hobbies and activities people do and like doing. Say *Open your books to page 78. Look at the photographs. What are these children's names? What are they doing? Are they at home or at school? Do they like doing these activities?*

1 Find the words in the puzzles and match to the photographs.

- Students solve the anagrams to make activity phrases. They match the activity phrases to the photographs.

Key: do gymnastics – James, play volleyball – Clara, eat a sandwich – Evan, listen to music – Kiki

2 Listen and say the names.

- Students look at the photographs again. Say *Let's find out more about the children! Listen and say the names.* Play the recording. Students listen to the children talking about their different family members (the children in the photographs) and say the name of the child being described each time.
- Depending on time available, play the recording again, pausing to ask more questions: *What's her brother's name? (Evan.) Where does he have lunch on Saturdays? (At home.) What's his cousin's name? (James.) When does he do gymnastics? (Every Tuesday.)*
- If you have time, students can talk about their own family members. Ask *Do you have brothers or sisters? Do you have cousins? What do they like doing?*

Key: **1** Evan **2** James **3** Clara **4** Kiki

6.13

1 **A:** Who's this?
B: It's my brother. He's eating a sandwich, and he's drinking milk.
A: What day is it?
B: It's a Saturday. We have lunch at home on Saturdays.

2 **A:** This is my cousin.
B: What's he doing?
A: He's doing gymnastics. He loves gymnastics. He goes to a gymnastics club every Tuesday.

3 **B:** This is my sister.
A: Does she like playing volleyball?
B: Yes, she does. She plays volleyball every Monday after school.

4 **B:** What's your cousin doing?
A: She's doing math and listening to music – she's doing her homework!
B: Does she enjoy doing homework?
A: No, she doesn't. But she likes listening to music.

3 Read and say the names.

- Students read the sentences and say the name of each child they describe. If you have time, students can then make more sentences about the children for their partner to guess who it is.

Key: **1** Kiki **2** James **3** Clara **4** Evan

4 Make your own word puzzles for your friend.

- Students make anagram puzzles for a friend to solve.

Workbook page 64

1 Look and answer the questions.

- Students use the chart to answer the questions.

Key: **1** Yes, he does. **2** No, she doesn't. **3** No, he doesn't. **4** Yes, she does. **5** No, he doesn't. **6** Yes, she does.

2 Look at activity 1. Complete the sentences.

- Students use the chart to complete the sentences.

Key: Answers will vary, for example: **1** Jade loves listening to music, but she doesn't like playing Ping-Pong. **2** Ben enjoys playing Ping-Pong, but he doesn't like playing the guitar / reading. **3** Jade likes reading, but she loves playing the guitar / listening to music. **4** Ben loves listening to music, but he doesn't like playing the guitar / reading.

3 Answer the questions.

- Students answer the questions with *Yes, I do* or *No, I don't.*

Ending the lesson

- Play a game of *Simon says* (see page xix), using verb phrases for activities at home or hobbies, e.g., *Simon says play the recorder.* Students act out your instructions.

Extra activities: see page TB111 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 5 and 6.

Recycled language activities at home, hobbies and activities, days of the week, *after/before school, morning, afternoon, evening* | *Does he/she like/enjoy (playing badminton)? Yes, he/she does. / No, he/she doesn't.* | *Does he/she (play on the computer) (on (Saturdays) / before/after school / in the evening)? Yes, he/she does. No, he/she doesn't.* | *I (play on the computer) in the (morning).* | *I like (making cakes), but I (don't like) (doing the dishes).*

Materials Flashcards: 46–55 | Word cards: see Digital Pack (Teacher's Resources) | Coins and buttons or counters for playing the game

Warmer

- Play a game of *Match the pictures and words* (see page xviii). Students can then take turns choosing a card and using it to ask a question about a student in the class, e.g., *play badminton – Does Uri play badminton after school?*

Student's Book page 79

5 Play the game.

- The aim of this game is to be the first one to reach the Finish. Students play in pairs with a coin and buttons or counters.
- Students place their button or counter on the square marked *Start*. They then take turns flipping the coin and moving their counter 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 they land on a red square, they ask and answer a question with *Does he/she like/enjoy … ?* using the activity pictured on the square and the child's expression, e.g., square 1: *Does she enjoy playing badminton? Yes, she does.* When they land on a blue square, they ask and answer a question with *Does he/she … on/in/before/after … ?* using the activity pictured and whether there is a check or an ✗ on the square, e.g., square 2: *Does he do math on Saturdays? No, he doesn't.* If the answer to the question is *yes*, students can move forward one square. If the answer is *no*, students move back one square. They also move back one square if they make a mistake.
- Play continues until one student wins by reaching the square marked *Finish*.
- If there is time, students can play the game again, but asking the questions about their own weekly routines and activities they like or enjoy.

Key: **1** Does she enjoy playing badminton? Yes, she does. **2** Does he do math on Saturdays? No, he doesn't. **3** Does he like doing the dishes? No, he doesn't. **4** Does she play on the computer after school? Yes, she does. **5** Does she enjoy making models? No, she doesn't. **6** Does he do karate on Tuesdays? Yes, he does. **7** Does he like listening to music? Yes, he does. **8** Does she watch TV before school? No, she doesn't. **9** Does she enjoy taking photographs? No, she doesn't. **10** Does he play the guitar after school? Yes, he does. **11** Does he like making cakes? Yes, he does. **12** Does she wash the car in the evening? No, she doesn't. **13** Does she enjoy playing Ping-Pong? Yes, she does. **14** Does he do gymnastics on Sundays? Yes, he does. **15** Does he like reading books? No, he doesn't. **16** Does she play the recorder on Thursdays? No, she doesn't.

Workbook page 65

4 Look and write the verbs on the lists.

- Students look and find three verb phrases in the picture that use *do*, three that use *make*, and three that use *play*. They write these under the correct heading.
- If you have time, you could then challenge students to add more verb phrases to each list.

Key: **1** do homework **2** do the dishes **3** do karate **4** make cakes **5** make a movie **6** make models **7** play the recorder **8** play badminton **9** play computer games

5 Look at activity 4. Write sentences.

- Students use the verbs from activity 4 to complete the sentences with true information about themselves. (**Note:** If they are unable to make true sentences from the verb phrases in activity 4, they can use other verb phrases.)

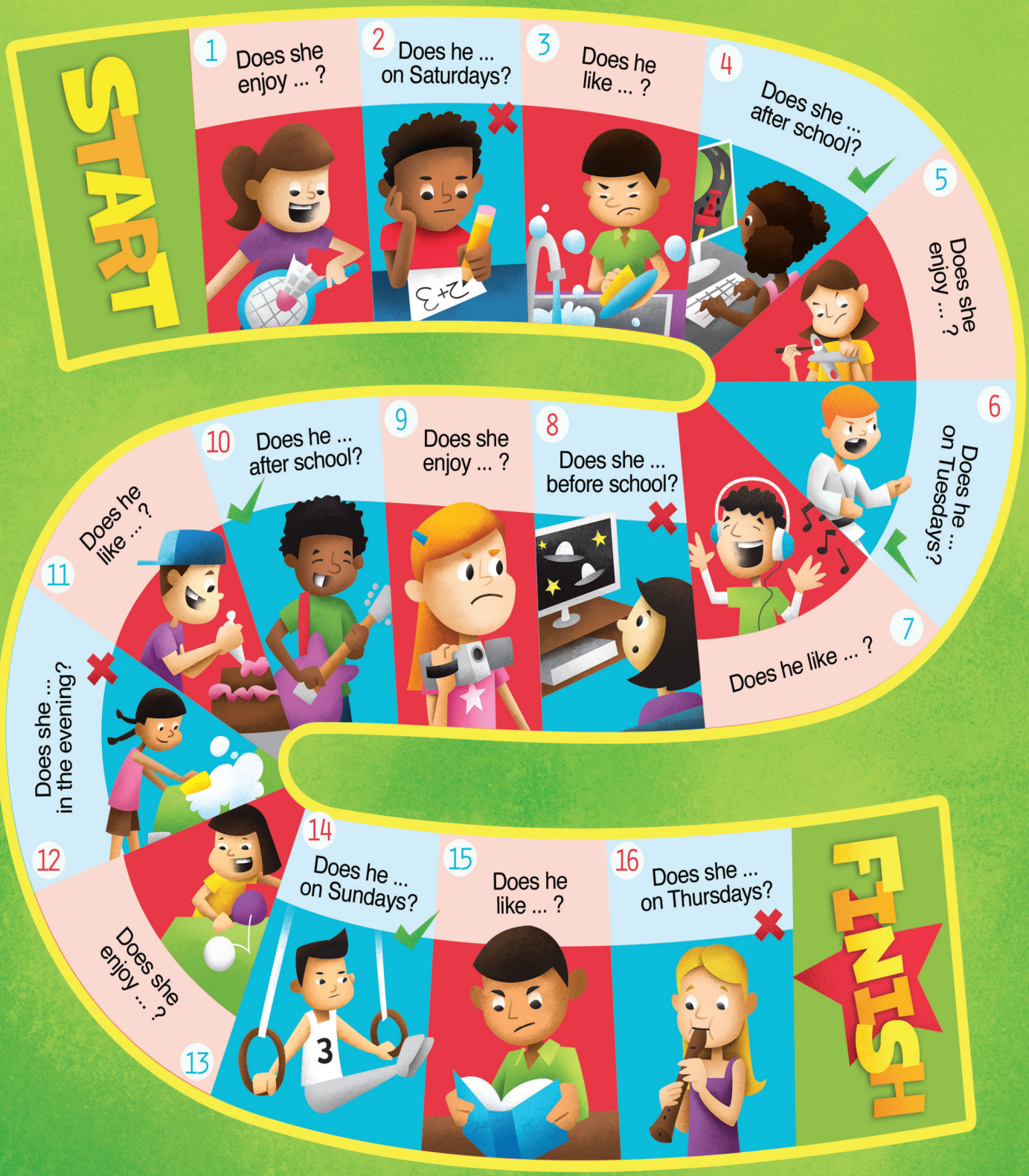
Key: Answers will vary, for example: **1** I play on the computer in the afternoon. **2** I do karate on Saturdays. **3** I like making cakes, but I don't like doing the dishes. **4** I enjoy making models, but I love making movies.

Ending the lesson

- Students can play a game of *Bluff* (see page xvi).

Extra activities: see page TB111 (if time)

5 Play the game.



7
At the market
Look!

Unit aims Students learn to talk about the market and fruits and vegetables. This includes:

- identifying fruits and vegetables in a place or picture using *there are* and *there aren't*
- choosing a smoothie
- identifying things they want
- talking about the parts of plants we can eat

Background information The photograph shows fruit sellers in boats in Banjarmarsin city in Indonesia.

Introduction to the unit

- Say *Open your books to pages 80 and 81, please.* Ask *What is Unit 7 about?* Students guess from the title and the photograph. Teach the word *market*.
- Ask *What can you see in the photograph?* Elicit answers. (*People, boats, fruit*, etc.) Then ask *What is special about the market?* (*People are selling their fruit on boats.*) *How many (people) can you see?* (*Four.*) *What are they selling?* (*Fruit.*) *What colors of fruit can you see?* (*Green, yellow, and pink.*) *What types of fruit can you see?* Elicit any words students know, e.g., *apples* or *bananas*. Then ask *Do you like fruit?* Elicit answers and tell students they are going to learn more words for fruits and vegetables.
- Encourage students to compare the market in the photograph with ones in their own country. Ask *Is this market in our country?* (*Yes/No.*) Ask *How do you know? What is the same or different?* (*The market stalls are boats, they are wearing different clothes, the fruit they are selling is different*, etc.) If you have access to a world map or globe, tell students the photograph is from Indonesia and show them this on the map.
- Ask students if they would like to visit the market in the picture, and why or why not.

Look!

- Play the video for students to explore the topic further and see more fruit and vegetables. Encourage them to name the ones they know. Pause on each smoothie and ask what ingredients they have. Ask *Which is your favorite?*

1 7.01 Listen and point.

2 7.02 Listen, point, and repeat.

1. lemons
2. limes
3. watermelons
4. coconuts
5. grapes
6. mangoes
7. pineapples
8. pears
9. tomatoes
10. onions

3 7.03 Listen and say the fruits and vegetables.

4 Think Describe and guess what.

These fruits are small and yellow. Lemons!

→ Workbook page 66

Lesson aims Students learn and talk about fruits and vegetables.

New language *lemons, limes, watermelons, coconuts, grapes, mangoes, pineapples, pears, tomatoes, onions*

Recycled language *market, fruit, vegetables, green, yellow, brown, red, big, small, pea, bean, carrot | We need (fruit). | They're in front of / next to the (lemons). | These fruit are (small).*

Materials Flashcards: 56–65 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Elicit food words and then gesture to a student and ask *Does he/she like (carrots)?* Students guess. Check by asking the student *Do you like (carrots)?*

Presentation

- Hold up each flashcard and say the words. Students repeat.
- Review the prepositions *in front of* and *next to*, using three flashcards.

Student's Book page 82

1 Listen and point.

- Say *Open your books to page 82, please.* Ask *Who can you see? Where are they?*
- Play the recording. Students listen and point to the fruits and vegetables. Play again, pausing to ask more questions.

7.01

Tom: Come on, Anna. Let's go shopping. We need fruits and vegetables. Anna, can you find me a lemon and a lime? Lemons are yellow, and limes are green.
Anna: A yellow lemon and a green lime.
Tom: Thanks. Now, a big green watermelon and a brown coconut.
Anna: Hmm. These?
Tom: Now some grapes.
Anna: Green grapes or red grapes?
Tom: Green grapes, please, and a mango. The mangoes are in front of the lemons.
Anna: A mango.
Tom: And a pineapple. They're next to the mangoes.
Anna: And a pineapple. Right. What about these pears?
Tom: OK, two green pears. And some red tomatoes and an onion.
Anna: An onion! Hmm!
Tom: No, Anna, don't eat it!
Anna: Yuck!

2 Listen, point, and repeat.

- Students listen, repeat and point to the pictures.

7.02: see Student's Book page 82

3 Listen and say the fruits and vegetables.

- Play the recording, pausing for students to say the words.

Key: **1** watermelons **2** grapes **3** pears **4** lemons **5** limes **6** onions **7** coconuts **8** mangoes **9** pineapples **10** tomatoes

7.03

1 These fruits are big and green.
2 These fruits are very small and red or green.
3 These fruits are green or yellow. They're next to the pineapples.
4 These fruits are small and yellow.
5 These fruits are small and green. They're next to the lemons.
6 These vegetables are next to the tomatoes.
7 These are big nuts. They're brown.
8 These fruits are red and yellow. They're in front of the lemons.
9 These are big fruits. They have green leaves. They're next to the mangoes.
10 These are red fruits, but we eat them in salad.

4 Describe and guess what.

- Students then do the same activity in pairs.

Workbook page 66

1 Look and do the word puzzle.

- Students write the fruit into the crossword.

Key: Across: **1** lemons **2** tomatoes **3** grapes **4** pineapples **5** coconuts **6** pears Down: **7** limes **8** mangoes **9** watermelons

2 Circle the word that is different. Write a sentence about it.

- Students circle the word that doesn't belong in each group, and then write a sentence explaining why.

Key: **1** Onions are vegetables. **2** Snails are animals. **3** Pineapples are fruit. **4** Sandwiches are not fruit.

3 Answer the questions.

- Students choose a favorite fruit and answer the questions.

My picture dictionary → Go to page 91: Find and write the new words.

- Students turn to the picture dictionary on page 91. They write the fruit and vegetable words under the pictures.

Key: coconuts, grapes, lemons, limes, mangoes, onions, pears, pineapples, tomatoes, watermelons

Ending the lesson

- Play a game of *Can I have … ?* (see page xvi).

Extra activities: see pages TB111–TB112 (if time)

Lesson aims Students talk about the fruits and vegetables they can see in a picture.

New language *lots of, some, any, market stall | There aren't any (mangoes).*

Recycled language fruits and vegetables, *town | There are (lots of pineapples).*

Materials Classroom objects

Warmer

- Play a game of *True or false?* (see page xix), using sentences about the classroom to review *There is* and *There are*, e.g., *There are two windows.* (*True.*) *There's a pink door.* (*False.*)

Presentation

- Introduce *some, lots of,* and *not any*. Put a pencil on your desk, point to it and say *There's a pencil.* Then put three more pencils on your desk and say *There are some pencils. How many pencils are there?* (*There are four.*) *Yes, there are some pencils.* Repeat by adding one more pencil and asking the same questions so that students understand *some* refers to more than one. Students repeat *There are some pencils* in chorus and individually.
- Then add lots of pencils to the table. Say *Now there are lots of pencils. How many?* (*We don't know.*) *There are lots of pencils.* Students repeat in chorus and individually. Make sure students understand that *lots of* means a big quantity.
- Remove all the pencils from the table. Feign surprise as you look at the table again and say *There aren't any pencils!* Students repeat in chorus and individually.
- Repeat the process with another set of classroom objects, e.g., pens, eliciting the sentences from the students.

Student's Book page 83

5 Sing the song.

- Say *Open your books to page 83, please.* Talk about the picture: *What's this?* (*It's a market stall.*) *What is the man selling?* (*Fruit.*) *Does he have lots of fruit?* (*Yes, he does.*) *What fruit can you see?* (*Pineapples, pears, lemons, and limes.*)
- Say *Listen and point.* Play the recording. Students point to the fruit on the market stall as they hear it mentioned in the song.
- Say a fruit word for students to find and read the matching line from the song: *Pineapples.* (*There are lots of pineapples.*)
- Then say *Sing the song.* Play the recording again, until students are singing confidently.
- Students can sing along to the version of the song with words or to the karaoke version of the song.

7.04: see Student's Book page 83

6 Look at the song and find the differences in this picture.

- Ask students to look at the market stall in activity 5 again first. Make sentences about the stall for students to say *True* or *False*, e.g., *There are lots of pineapples.* (*True.*) *There aren't any pears.* (*False.*)
- Students then look at the market stall in activity 6. Ask *What's different in the picture in activity 6?* Point to the pineapples in activity 5 and then the to grapes in activity 6 and say *Look. There aren't any pineapples. There are lots of grapes!*
- Students find more differences in the picture in activity 6 and make sentences about them. Students can also do this activity in pairs. They use the example speech bubble and the Remember! box to help them.

Key: Answers will vary, for example: There are lots of grapes. There aren't any pineapples. There are lots of pears. There aren't any lemons. There are lots of limes. There are lots of tomatoes. There are lots of mangoes.

7 Say what you can buy in your town market.

- If you have a market in your town, ask *What can we buy in our town market?* Students think of the different things for sale and make sentences, using *There are some / lots of (lemons) in our town market.*
- If you don't have a market in your town, students can think of one they've been to before or invent one.

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 67

4 Read and circle the correct pictures.

- Students read the sentences and circle the matching picture each time.

Key: **1** a **2** b **3** c **4** a

5 Look and complete the sentences with lots of, some, *or* not any.

- Students complete the sentences about the photograph, using *are some, are lots of,* or *aren't any.*

Key: **1** aren't any **2** are lots of **3** are some **4** are some **5** aren't any

Ending the lesson

- Play a *Sentence chain game* (see page xix), using the starting sentence *I'm shopping at the market, and I want to buy (an onion).* Students can use other words for things to buy at a market as well as fruits and vegetables if they wish.

Extra activities: see page TB112 (if time)

5 7.04 Sing the song.

Come and buy some fruit
At my market stall today!

There are lots of pineapples,
And there are some pears,
But there aren't any mangoes
At your market stall today.

Come and buy some fruit
At my market stall today!

There are lots of lemons,
And there are some limes,
But there aren't any tomatoes
At your market stall today.

6 Look at the song and find the differences in this picture.

7 About Me Say what you can buy in your town market.

There are lots of lemons in my town market.

Remember!

There **are lots of** grapes.
There **are some** tomatoes.
There **aren't any** limes.

→ Workbook page 67

Grammar fun!

8 7.05 Listen and repeat.

9 Think Look at the picture. Then cover it and play a memory game.

mangoes
coconuts
apples
pineapples
watermelons
carrots
onions
beans
limes
lemons
pears
tomatoes

Are there any mangoes? No, there aren't.

10 About Me Ask and answer about your classroom.

Are there any books? Yes, there are.

Remember!

Are there any pears?
Yes, there are.
No, there aren't.

11 7.06 Go to page 103. Listen and repeat the chant.

Lesson aims Students ask and answer about what things there are in a place or picture.

New language *Are there any (onions)? Yes, there are. / No, there aren't.*

Recycled language fruits and vegetables, classroom objects

Materials Flashcards: 56–65 | Small objects or classroom objects and a bag | A cloth to cover your desk (optional)

Warmer

- Review fruits and vegetables from the previous lesson using the flashcards. Then use the flashcards to play a game of *What's missing?* (see page xix). Students can answer using the structure *There aren't any (grapes).*

Presentation

- Start to play *What's missing?* again, but this time removing about four of the flashcards. When students look at the remaining cards, ask (choosing a flashcard on the board) *Are there any pineapples?* Elicit the answer *Yes, there are.* Then practice the question and answer in chorus and individually.
- Then choose a fruit that's missing and ask *Are there any (coconuts)?* Elicit and practice *No, there aren't.* Repeat with a couple more questions to elicit *yes* and *no* answers.

Student's Book page 84

8 Listen and repeat.

- Say *Open your books to page 84, please.* Ask *Who can you see? (Two children.) Where are they? (They're in the garden.) What are they doing? (They're looking at plants.)* Tell students the children are looking for fruits and vegetables in the garden. Students can guess what they might find.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.

7.05: see Student's Book page 84

9 Look at the picture. Then cover it and play a memory game.

- Students look at the picture of the children's garden. Read the words on the right-hand side of the picture, making sure students also remember *apples, carrots,* and *beans.* Students then make sentences about the picture, e.g., *There aren't any mangoes.*
- Then say *Let's play a memory game!* Cover the picture. Students close their books or cover the picture. Ask questions about the fruits and vegetables in the picture: *Are there any mangoes?* Students answer from memory (*No, there aren't*).
- Students can also play this in pairs. One student covers the picture, and the other asks questions. Then they change roles. Students use the example speech bubbles and the Remember! box to help them.

10 Ask and answer about your classroom.

- Ask students about things in your classroom, e.g., *Are there any books? (Yes, there are.) Are there any rabbits? (No, there aren't.)* Students ask and answer in pairs. They see who can ask the most questions and who runs out of ideas to ask about first.

11 Go to page 103. Listen and repeat the chant.

- Say *Go to page 103. Listen and repeat.* Play the recording. Students listen and repeat the grammar chant, following the text on page 103. Repeat, with students changing roles, until they are chanting confidently.

7.06: see Student's Book page 103

Grammar fun!

- Play the *Grammar fun!* (Memory 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

6 Look and check yes *or* no.

- Students read the questions and look at the picture to find the answers. They then answer the questions correctly by checking *Yes, there are* or *No, there aren't.*

Key: **1** No, there aren't. **2** Yes, there are. **3** Yes, there are. **4** Yes, there are. **5** No, there aren't.

7 Look at activity 6. Complete the questions and answers.

- Students look at the picture in activity 6 again and complete the questions and answers.

Key: **1** Are there any grapes? Yes, there are. **2** Are there any coconuts? No, there aren't. **3** Are there any lemons? Yes, there are. **4** Are there any pineapples? No, there aren't.

Ending the lesson

- Play a game of *What's in the bag?* (see page xix), using the question *Are there any (pencils)?* Students feel in the bag and guess *yes* or *no.* They can also feel and guess how many of a given object there are.

Extra activities: see page TB112 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of listening and speaking, with extended writing in the Workbook.

New language *smoothie, without*

Recycled language fruit, *banana, orange juice | Do you / Does he/she like (smoothies)? Yes, I do / he/she does. / No, I don't / he/she doesn't. | I like / I don't like (bananas). | Would you like (a smoothie)? Yes, please. | What would you like / do you want? I'd like / I want a (Tropical Mix). | Are there any with/without (bananas)? | Can I have (a smoothie), please?*

Warmer

- Play a game of *Fruit salad* (see page xvii). Review *apple, banana,* and *orange* as well as fruits from the unit.

Student's Book page 85

Do you like smoothies?

- Say *Open your books to page 85, please.* Ask the opening question *Do you like smoothies?* Ask *What fruit can we put in a smoothie?* Write the fruit they suggest on the board.

12 Listen and say the numbers.

- Students look at the photograph of the smoothie café. Ask *What can you buy in a smoothie café?* Then read the three smoothie menus and ask *What's in a (Tropical Mix)?*
- Say *Now listen and say the numbers.* Play the recording again, pausing after each dialog for students to say the number of the smoothie that each child wants each time.

Key: 3, 1, 2

7.07

Dad: Would you like a smoothie, Emilio?
Emilio: Yes, please.
Dad: What would you like?
Emilio: Are there any smoothies without bananas? I don't like bananas.
Dad: Hmm. There aren't any bananas in the Tutti Frutti.
Emilio: OK. Can I have a Tutti Frutti, please?
Dad: Yes, of course.

Girl: Look Arianna. A smoothie café!
Arianna: Great!
Girl: What smoothie do you want?
Arianna: Hmm. Are there any with mango? Mangoes are my favorite fruit.
Girl: Yes – the Mango Cooler.
Arianna: Great! One Mango Cooler, please.

Boy: Marco, do you want a smoothie?
Marco: Yes, please! Are there any with pineapple?
Boy: Tropical Mix has pineapple, banana, and orange juice. Do you like orange juice?
Marco: Yes, I do. I'd like a Tropical Mix, please.

13 Listen again and answer the questions.

- Read the questions about the children. Students try to remember the answers. Then say *Now listen again and answer the questions.* Play the recording again, pausing as necessary for students to answer the questions.

Key: **1** No, he doesn't. **2** Mangoes. **3** Yes, he does.

7.08: see Student's Book page 85

14 Ask and answer with a friend.

- Say *Now what about you?* Ask different students the questions. Students can ask each other in pairs or groups and then report back to the class: *Maria likes pineapple and banana smoothies. My favorite fruit is watermelon. I don't like the Tutti Frutti smoothie. I don't like grapes, and Jorge doesn't like watermelon.*

Workbook page 69

8 Read the paragraph and write the words.

- Students complete the text with the correct words.

Key: **1** favorite **2** juice **3** some **4** any **5** like **6** aren't

9 Answer the questions.

- Students think of a favorite smoothie of their own and answer the questions. They can either base this on a real smoothie they like or make one up. Teach students additional words for fruit as appropriate.

Key: Answers will vary, for example: **1** My favorite smoothie is a Mango Surprise. **2** I like orange juice. There isn't any orange juice in my smoothie. **3** There are mangoes, bananas, and strawberries. **4** I don't like coconut in my smoothie.

10 Write about your favorite smoothie.

- Students write a paragraph about their own favorite smoothie, using the information from their answers in activity 9. They can use the paragraph in activity 8 as a model.

11 Ask and answer with a friend.

- Students ask and answer about their own favorite smoothies, using the example speech bubbles on the page as a model. They can base their answers on the information they gave in activities 9 and 10.

Ending the lesson

- In pairs, students create a role-play for going to a smoothie café.

Extra activities: see page TB112 (if time)

Skills: *Listening and speaking*

Let's start! **Do you like smoothies?**

12 7.07 **Listen and say the numbers.**

1 **Mango Cooler with ...**
Banana
Mango
Orange juice

2 **Tropical Mix with ...**
Pineapple
Banana
Orange juice

Smoothie café

3 **Tutti Frutti with ...**
Pineapple
Grapes
Watermelon

13 7.08 **Listen again and answer the questions.**

1 Does Emilio like bananas?
2 What are Arianna's favorite fruit?
3 Does Marco like orange juice?

14 About Me **Ask and answer with a friend.**

What is your favorite smoothie?
What is your favorite fruit?
Which smoothie don't you like?
Which fruit don't you like?

Writing

Workbook page 69: Write about your favorite smoothie.

Value: Reuse old things

→ Workbook page 70

Lesson aims Students reinforce language with a story. They also discuss the value of reusing old things.

New language *purse, hat | Which purse do you want? The red one.*

Recycled language *shoes, clothes | There are (lots of purses). | We don't have any (money). | Let's (go to my house). | She has (two purses).*

Materials A collection of old or dressing up clothes (optional)

Warmer

- Ask *What are you wearing?* Elicit and review any clothes words students already know. (**Note:** Students who have studied *Guess What!* Levels 1 and 2 will know *jacket, pants, socks, shoes, skirt, dress, T-shirt, jeans, shirt.*) Use drawings or mime to teach the new words *hat* and *purse.*
- Then play an instructions game, using clothes: *Blue socks, stand up!* Any students in the class wearing blue socks stand up. Repeat using different clothes combinations and actions.(If your students are wearing school uniform, play a game of *Bingo* with clothes items instead (see page xvi).)

Introduction

- Remind students of the story so far: *What are the children doing? (A treasure hunt.) How many items do they have? (Five.) What are they? (A toy tiger, a radio, a painting of a dog, a watch, a guitar.)* Students guess what the characters will find in the story for Unit 7. Give them a clue that it's something you carry. Accept any answers.

Student's Book page 86

15 Read and listen. Watch.

- Say *Open your books to page 86, please.* Ask *What are the children looking for today?* Students look at the cell phone message at the start of the story and answer *A purse.* Congratulate students who guessed the item correctly.
- Encourage students to guess what happens from looking at the story frames. Ask *Do they buy a purse? How many do they find? Who finds them? What color are they?*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, ask *What color purse do they choose? (A red purse.)*

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 2: *Are there any purses at the market? (Yes, there are.) Can they buy one? (No, they can't – they don't have any money.)* Frame 3: *What does Lucas suggest? ("Let's go to my house.")* Frame 4: *What do they find at Lucas's house? (Lots of old clothes.)* Frame 5: *What is Lily wearing? (A funny hat and big shoes.)* Frame 6: *Who finds the purses? (Anna.) How many does she find? (Two.)* Frame 7: *Which purse does Lily choose? (The red one.)*
- Students can watch the story again for pleasure, or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into four groups. Each group repeats the lines for one character (Anna, Lily, Tom, and Lucas). Students can also act out the story.

7.09: see Student's Book page 86

Value ***Reuse old things***

- Ask *Do the children buy a new purse? (No, they don't.)* Elicit why not. *(They don't have any money.)* Then ask *How do they get a purse? (They find an old one.)* Encourage students to recognize that the characters have saved themselves some money by reusing an old purse rather than just buying a new one. Ask *Is it a good idea to reuse things? (Yes, it is.)*
- Students can then think of occasions when they can reuse things rather than throwing them away or buying new things (e.g., reusing plastic bags from the supermarket instead of using new ones, swapping computer games with friends when they get bored with them, giving old clothes to a younger sibling or friend, making old jeans into a pair of shorts).

Workbook page 70

12 Read and write the words.

- Students read and complete the speech bubbles, choosing the correct expressions from the word box.

Key: **a** lots of, don't have **b** are **c** has **d** red one

13 Look at activity 12. Circle the answers.

- Students read and circle the correct words to complete the sentences. They can refer back to the story frames in activity 12 (or in the Student's Book).

Key: **1** a **2** c **3** c **4** b **5** b

Ending the lesson

- Play a game of *I can see* (see page xvii), using the story frames.

Extra activities: see page TB112 (if time)

Lesson aims Students learn and practice the function of identifying things they want. Students also practice saying the sound /tʃ/.

New language /tʃ/ – *chipmunk, cheek, pouch*

Recycled language colors, *watch, purse, guitar, radio* | *Which (watch) do you want? The brown one, please.*

Materials Classroom objects | Word cards for the market stall role-play (optional) (see Digital Pack: Teacher's Resources)

Warmer

- Play a game of *Find something (red)* (see page xvii).

Presentation

- Remind students of the story from the previous lesson. Ask *How many purses do the children find?* (*Two.*) *Which color do they choose?* (*Red.*) *Who chooses it?* (*Lily.*)
- Then ask *How does Lucas ask Lily to choose?* Students refer back to the story if necessary and say *Which purse do you want?* Practice this question in chorus and individually. Then see if students can remember how Lily answers (*The red one*).

Student's Book page 87

16 Listen and repeat. Then act.

- Say *Open your books to page 87, please.* Ask *Where are these girls?* (*In a living room.*) *What do they have?* (*Two watches.*) Explain the girl in the pink and white shirt is choosing a watch. Ask *Which watch does she want?* Students guess. (*The pink/brown one.*)
- Say *Let's find out!* Play the recording, pausing after the dialog to ask *Which watch does she want?* (*The brown one.*)
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, choosing different items from the word box to choose between each time. Read through the word box first, to check students remember all the words. Check the activity by asking pairs of students to act out their dialogs.

7.10: see Student's Book page 87

17 Listen and repeat. /tʃ/

- In this activity, students practice saying the /tʃ/ sound.
- Say *Look at activity 17. What's this? (It's a chipmunk.)*
- Then say ***Ch****ipmunk* – /tʃ/ /tʃ/ /tʃ/ – ***ch****ipmunk*. Students repeat, emphasizing the /tʃ/ sound in *chipmunk*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice. Use the photograph to make sure they understand the new words *cheek* and *pouches*.
- Encourage students to think of other words that contain the sound /tʃ/, e.g., *chant, March, children, chimpanzee, lunch, chew, watch, sandwich, chart, chicken*. Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they've studied *Guess What!* Levels 1 and 2 include: *chair, cheese, teacher*.)

7.11: see Student's Book page 87

Workbook page 71

14 Look and check the pictures that show the value: reuse old things.

- Students check the pictures that show people reusing old things rather than throwing them away.

Key: Students should check pictures 1 and 4.

15 Draw the shapes around the words with the same sound.

- This activity contrasts the sounds /ʃ/ and /tʃ/.
- Students look and say the words illustrated by the pictures. They decide if each word has a /ʃ/ or /tʃ/ sound and draw the correct shape around it accordingly. They draw a square around words with a /ʃ/ sound and a circle around words with a /tʃ/ sound.

Key: **1** chimpanzee (/tʃ/ – circle) **2** chipmunk (/tʃ/ – circle) **3** shark (/ʃ/ – square) **4** cheek (/tʃ/ – circle) **5** shoes (/ʃ/ – square) **6** chair (/tʃ/ – circle)

Ending the lesson

- Play the *Find something* game again, but this time specifying objects: *Find three pencils.* Students find three pencils, and then you ask one of them *Can I have one, please?* Students show you the three pencils they've found and ask *Which pencil do you want?* Specify the color or size: *The green/small one, please.* Repeat with other objects.

Extra activities: see page TB112 (if time)

16 7.10 Talk Time Listen and repeat. Then act.

brown watch red purse blue guitar white radio

Say it!

17 7.11 Listen and repeat.

Chipmunks have big cheek pouches.

What parts of
plants
can we eat?

1 7.12 Listen and repeat.

2 CLIL Watch the video.

3 Match the fruits and vegetables with the plant parts.

roots
stems
leaves
fruit
seeds

Guess What!

Some plants eat small frogs and lizards.

Let's collaborate!

4 What plants do you like to eat?

→ Workbook page 72

CLIL: Science

Lesson aims Students think and talk about the different parts of plants that we can eat.

New language *seed, root, stem* | *What parts of plants can we eat?*

Recycled language *carrots, potatoes, peas, beans, tomatoes, grapes, leaf, fruit, eat, small, frog, lizard*

Materials Flashcards: 56–65 | A fruit with a leaf attached (optional) | A picture of a pitcher plant (a carnivorous plant – optional)

Warmer

- Use the flashcards to play a game of *Bluff* (see page xvi).

Student's Book page 88

What parts of plants can we eat?

- Show your fruit with a leaf attached and say *This is for my lunch. It's an (apple). I like apples.* Then point to the leaf of the apple and ask *What's this? It's a leaf.* Point to the fruit itself and ask *What's this?* Say *It's the fruit.* Then ask *Which part of the apple do you eat – the leaf or the fruit?* (*The fruit.*) *Can we eat the apple leaf?* (*No, we can't.*) (**Note:** If you don't have a fruit, draw one.)
- Then say *Open your books to page 88, please.* Ask the question on the page: *What parts of plants can we eat?*
- Use the photograph to introduce the concept of eating different parts of plants. Point out that although we can't eat the leaves of an apple, we can eat the leaves of other plants. Students find edible leaves in the picture. Then ask *What other plant parts do you know?*

Student's Book page 89

1 Listen and repeat.

- Say *Now look at page 89, please.* Ask *What other parts of plants do we eat?* Use the photographs to elicit the new words *seed*, *root*, and *stem*.
- Play the recording. Students listen and repeat the words. Students can then refer back to the photograph on page 88 and say which parts of the plants they can see (stems, leaves, roots).
- Remind students that all plants need soil, sunlight, and water to grow. Then do a TPR activity. Students stand up and follow your instructions: *Your feet are the roots of the plant. Move your feet. The roots make food and water for the plant. Your body is the stem of the plant. It pulls up the food and water from the roots. Move your body. Your hands are the leaves of the plant. They make food for the plant. Move them. Your head is the fruit of the plant. Move it. The fruit has seeds for the plant. Shake your head. The seeds are now in gardens and in fields. With soil, sun, and rain, they can grow into plants.*

7.12: see Student's Book page 89

2 Watch the video.

- Play the video.
- If you wish ask *Do you like eating plants? Think about plants you like. Which are seeds?* (*Peas and beans.*) *Which are fruits?* (*Lots of them.*) *Which are roots?* (*Carrots.*) See if students can name any stem vegetables (*asparagus*, etc.) and any leaf vegetables (*lettuce*, etc.). Teach additional words as appropriate.

CLIL 07: see page TB119

3 Match the fruits and vegetables with the plant parts.

- Students look at the photographs and identify any fruit or vegetables they can name in English (*carrots, tomatoes, peas, beans, grapes*). You might also like to teach the words for *sweet potatoes, lettuce, spinach, green onions*, and *asparagus*.
- Students match the fruits and vegetables to the parts of plants they are. If they know the vegetable words, they can talk about them in sentences: *Asparagus are stems.* Otherwise students just point to the fruits and vegetables they don't know and name the plant parts they are.

Key: Roots (carrots, sweet potatoes), Stems (asparagus, green onions), Leaves (spinach, lettuce), Fruit (tomatoes, grapes), Seeds (peas, beans)

4 What plants do you like to eat?

- Students say what plants they like eating and what part of the plant they are, e.g., *I like eating carrots. They're a root!* This could be done as a *Class survey* (see page xvi).
- Students can then read the Guess What! for the page: *Some plants eat small frogs and lizards.* If you have one, show a picture of a large pitcher plant.

Workbook page 72

1 Look and guess. Then find and write the words

- Students solve the anagrams and write the words under the correct pictures.

Key: **1** grapes **2** peas **3** carrots **4** bananas **5** onions

2 Look at activity 1. Read and complete the sentences.

- Students read the sentences and write the words.

Key: **1** peas **2** carrots **3** grapes **4** green onions **5** bananas

Ending the lesson

- Play *Anagrams* (see page xvi), using words for fruit, vegetables or parts of plants.

Extra activities: see pages TB112–TB113 (if time)

Lesson aims Students will make a salad stand. | They can also complete the unit evaluation in the Workbook.

New language *dairy, fats*

Recycled language *fruits, grains, meat and fish, vegetables* | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 7, Project sheets 7, Worksheets 7, Group and Teacher evaluation sheets, cue cards (optional), a big piece of cardboard, pencils or pens, colored pencils or crayons, photographs of different salad, foods, scissors, glue, computer or tablet (optional)

Warmer

- Divide students into groups. Tell them to write the alphabet vertically on a sheet of paper. Give groups two minutes to write the names of as many fruits or vegetables as they can that begin with each letter. Check answers and award points.

Student's Book page 89 – Let's collaborate!

Introduce the project.

- Have students look at the project flyer on page 89. Point to the photographs and ask what foods they can see. Ask *Do you like salads? What types of salads do you eat?* Discuss what makes a healthy salad and what types of food we should have in them. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a salad stand.

Step 1 Plan your project.

- Divide students into project groups of three and distribute project sheets. Students discuss which foods belong to which food group. Review answers with the class: rice (A), apple (E), carrot (E), avocado (D), milk (C), fish (B).
- Hand out a worksheet to each student. Encourage them to research the names of other foods for each food group online and then complete part 1 of the worksheet at home. Share ideas in the next class.
- Students think of general ideas for different salads, using the list of foods from the previous activities.
- Groups complete part 2 of the worksheet with their ideas for three different salads. Remind them that their salads should provide a balanced diet and contain foods from each of the different groups.
- Students think of creative names and prices for their salads. Then ask *Which foods are expensive? Which are cheap? How much do the ingredients in your salad cost?*

Step 2 Create your project.

- Hand out a big piece of cardboard to each group for them to make their salad stand menu. Tell them to use the salad ideas from their worksheets to help design their menu.
- Show students the model sheet. Ask *Would you like to try these salads? Why or why not?* Explain that it is important to include a description that persuades the reader to try the salad.
- Students find photographs of their ingredients online or draw and color illustrations. The photographs should help people decide if they want to try the salad.

Step 3 Present your project.

- Groups set up their salad stands around the classroom.
- Students walk around, asking and answering questions about each other's salads. Draw attention to the examples in the speech bubbles. In their groups, students talk about which salads they liked and why.
- Have students vote on their favorite, encouraging them to give reasons for their choice.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 73 – Evaluation

1 Color the fruits and vegetables. Then answer the questions.

- Students find and color the fruit and vegetable words in the picture.
- Students answer the questions, referring back to the picture.

Key: **1** Yes, there are. **2** No, there aren't. **3** Yes, there are. **4** No, there aren't. **5** Yes, there are. **6** Yes, there are.

2 Write about your classroom.

- Students write sentences about their classroom, using *There are lots of / some* and *There aren't any*. They use the words provided in the word box.

Key: Answers will vary, for example: **1** There are lots of books. **2** There are some windows. **3** There aren't any rabbits. **4** There are lots of desks. **5** There aren't any flowers. **6** There are some pencils.

3 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 7.

Key: Answers will vary, for example: **1** I can talk about fruits and vegetables. **2** I can write about my favorite smoothie. **3** My favorite part is the smoothie recipes.

4 Guess what it is.

- Students look at the close-up photograph and guess the fruit or vegetable. They then circle the correct answer on Workbook page 93.

Key: pineapple

Extra activities: see page TB113 (if time)

8
At the beach
Look!

Unit aims Students learn to talk about different aspects of being at the beach. This includes:

- items and possessions you take to the beach
- discussing who things belong to
- vacation postcards
- considering whether sea animals are symmetrical

Background information The photograph shows colorful beach huts in Melbourne, Australia.

Introduction to the unit

- Say *Open your books to pages 90 and 91, please.* Ask students to look at the photograph. Then ask *What is Unit 8 about?* Students guess (*The beach*).
- Ask *What can you see in the photograph?* (*Beach, ocean, sand, houses, trees, sky,* etc.) Teach the expression *beach hut* and follow up with additional questions: *How many (huts) can you see?* (*Seventeen.*) *What colors are they? Which one is (red and yellow)? Do they have windows?* (*No, they don't.*) *Do they have doors?* (*Yes, they do.*) Ask students *What is in the beach huts? What do you need at the beach?* Students guess some items that might be stored in the huts (*chairs, a table, surfboards, swimsuits, towels, a picnic set*).
- Ask *Is this beach in our country?* (*Yes/No.*) Ask *How do you know? What is the same or different?* (*We don't have beach huts, There aren't any people on the beach,* etc.) Tell students the photograph is from Australia and show them on a map or globe if you have one.

Look!

- Play the video. Ask *What are the people doing at the beach?* Pause if necessary. Elicit or teach the names of different things they see (flippers, sandcastles, barbecue, etc.).
- Play the video again and ask *Do you like going to the beach? What do you like doing there?* Elicit different ideas. Students can then choose one or two favorite activities, and do a *Find a partner* activity (see page xvii) to find others in the class who share their preferences.

1 8.01 Listen and point.

2 8.02 Listen, point, and repeat.

1 sun
2 burger
3 fries
4 sunglasses
5 swimsuit
6 shorts
7 towel
8 shell
9 ocean
10 sand

3 8.03 Listen and say the words.

4 Think Make sentences and guess what.

Lucas is wearing these. They're black. Sunglasses!

→ Workbook page 74

Lesson aims Students learn and talk about different items you might find on a beach.

New language *sun, burger, fries, sunglasses, swimsuit, shorts, towel, shell, ocean, sand*

Recycled language *I like/love (this beach). | Where's (Lucas)? He's/She's (over there). | What does (my mom) have? She/He has (my sunglasses). | Is (Lucas) (collecting shells)? Yes, he/she is. / No, he/she isn't.) | (Tom) is wearing (these). They're (black).*

Materials Flashcards: 66–75 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a game of *Whisper* (see page xix), using activities that students have said they like doing on the beach.

Presentation

- Hold up each flashcard and say the new words. Students repeat in chorus and individually.
- Ask *Which of these are food?* (*Burger and fries.*) *Which are things you take to the beach?* (*Sunglasses, swimsuit, shorts, and towel.*) *Which things do you see at the beach?* (*Sun, ocean, sand, and shell.*)

Student's Book page 92

1 Listen and point.

- Say *Open your books to page 92, please.* Ask *Who can you see? Where are they? What are they doing? What are they wearing?*
- Play the recording. Students listen and point. Play again, pausing to ask: *Does Lily like the beach?* (*Yes, she does. She loves it.*) *What does Anna's mom have?* (*Anna's swimsuit.*) *What's Lucas doing?* (*He's collecting shells.*)

8.01

Tom: There. Wow! What a beautiful day. The sun is really hot!
Lily: I love this beach! They have burgers and fries at the café.
Tom: Hmm. A burger and fries. My favorite!
Lily: I like your sunglasses.
Tom: Thanks. Lucas has some, too!
Lily: He has my sunglasses! Where's Lucas?
Tom: He's over there. What does my mom have in her hands?
Lily: It's Anna's swimsuit. It's the same color as my shorts!
Tom: And where's Anna?
Lily: She's over there. She's wearing a blue towel. Is Lucas collecting shells?
Tom: Yes, he is. He's next to the ocean!
Lily: Let's play in the sand!
Tom: OK. What can we make?
Max: Woof!

2 Listen, point, and repeat.

- Play the recording. Students listen and repeat while pointing to the picture. Then play again. Students repeat while reading the words.

8.02: see Student's Book page 92

3 Listen and say the words.

- Say *Now listen and say the words.* Play the recording, pausing for students to say the word.

Key: **1** swimsuit **2** shells **3** sand **4** burger **5** ocean **6** shorts **7** towel **8** sunglasses 9 fries **10** sun

8.03

1 Tom: My mom is holding this. It's pink.
2 Lily: Lucas is collecting these.
3 Lucas: This is yellow. There's a lot of it on the beach.
4 Lily: This is one of my favorite foods. We eat it with fries.
5 Tom: This is big and blue. It's under the sun and next to the sand.
6 Anna: Lily is wearing these. They're pink.
7 Tom: Anna is wearing this. It's blue.
8 Lily: Tom is wearing these. They're black.
9 Tom: I like eating these. We eat these with burgers.
10 Lucas: This is big, yellow, and hot! Don't look at it.

4 Make sentences and guess what.

- Students describe the items for a partner to guess.

Workbook page 74

1 Look and write the words. Then color the picture.

- Students find the items and write the words.
- Students then color the items in the picture.

Key: **1** sun **2** shell **3** shorts **4** sunglasses

2 Find and circle. Then match and write the words.

- Students find and circle the words in the wordsnake. They then write the words under the matching photographs.

Key: **1** fries **2** sand **3** ocean **4** swimsuit **5** towel **6** burger

My picture dictionary → Go to page 92: Find and write the new words.

- Students turn to the picture dictionary on page 92. They write the words for the beach items under the pictures.

Key: burger, fries, sand, ocean, shells, shorts, sun, sunglasses, swimsuit, towel

Ending the lesson

- Play a memory game. Ask questions, e.g., *What color is Anna's towel?* Students answer with their books closed.

Extra activities: see page TB113 (if time)

Lesson aims Students talk about their own and other people's possessions.

New language *mine, yours, his, hers, ours, theirs* | *Which (hat) is (yours)? The (red) one's mine.*

Recycled language items on a beach, classroom objects | *The blue one.*

Materials Classroom objects and a small bag (optional)

Warmer

- Play a game of *True or false?* (see page xix), making sentences about yourself and students in the class, reviewing *my, your, his, her, our,* and *their*, e.g., *Our classroom is small.* (*False.*) *My socks are white.* (*True.*)

Presentation

- Pick up and collect four pens (or pencils) of different colors from different students. Include one of your own. Use these to introduce the possessive pronouns *mine, yours, his, hers, ours,* and *theirs*.
- Ask one student (whose pen you have) to come to the front of the class. Hold up all four pens and ask the student *Which pen is yours?* Gesture for the student to take the pen that belongs to him/her, and as they do so, say to them *The (red) one's yours.* Students can then repeat this question and answer in chorus and individually. Repeat with *Which pen is mine?* (your own pen) and *Which pens are ours?* (the two pens that belong to each of you).
- Then gesture and ask about one of the students whose pen you have, but is sitting down away from you. Ask *Which pen is (his)?* Elicit the correct answer. (*The (yellow) one's (his).*) Students repeat the question and answer. Then repeat the procedure for *Which pen is hers?* and *Which pens are theirs?*

Student's Book page 93

5 Sing the song.

- Say *Open your books to page 93, please.* Talk about the picture: *Where are these children?* (*On the beach.*) *What are they doing?* Explain that they are sorting out their clothes and things as they leave the beach.
- Say *Listen and point.* Play the recording. Students follow the text and find and point to the different items in the picture as they are mentioned in the song.
- Ask *Which children are singing?* Point out that it's the two children on the left of the picture (with the open mouths). Make sure students realize that when they are singing about their own things, they use *yours, mine* and *ours*. When they sing about the things that belong to the other two children, they use *his, hers,* and *theirs*.
- Then say *Sing the song.* Play the recording again, until students are singing confidently.
- Students can sing along to the version of the song with words or to the karaoke version of the song.

8.04: see Student's Book page 93

6 Look at the song. Then read and match.

- Look at picture 1 and remind students that these are the two children singing the song. Then read the children's speech bubble: *Which towel is ours?* Students check the correct answer in the song, and then find and match the question to the correct answer. (*e The pink one.*)
- Students continue asking the questions and finding the answers in pairs. Then check the activity by asking the questions, and eliciting the answer letter and the answer.

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

7 Ask and answer about your classroom.

- Pick up two pencil cases from different students in the class. Hold them both up and, gesturing to one of the students, ask *Which pencil case is (hers)?* Students guess and say *The (red) one's hers.*
- Students can then do the same activity in pairs or asking other students in the class. They use the example speech bubbles and the Remember! box to help them.

Grammar fun!

- Play the *Grammar fun!* (Memory 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 75

3 Look and write the words.

- Students complete the questions and answers with the pronouns in the box.

Key: 1 theirs 2 ours 3 hers 4 his 5 yours 6 mine

4 Look and answer the questions.

- Students look at the pictures and answer the questions.

Key: 1 The yellow one's his. 2 The white one's hers.
3 The blue one's theirs. 4 The red one's ours.
5 The brown one's mine.

Ending the lesson

- Play the *True or false?* game from the Warmer stage again, but this time making sentences using possessive pronouns: *This classroom is ours. Those blue shoes are his. This shirt is mine.* Students stand up when you say a true sentence and sit down when it's false.

Extra activities: see page TB113 (if time)

5 8.04 Sing the song.

Which hat is yours?
The red one's mine.
Which hat is yours?
The blue one.

Which sock is hers?
The green one's hers.
Which sock is his?
The yellow one.

Which towel is ours?
The pink one's ours.
Which towel is theirs?
The purple one.

6 Look at the song. Then read and match.

1 Which towel is ours?

2 Which sock is hers?

3 Which hat is yours?

4 Which sock is his?

5 Which towel is theirs?

a The green one's hers.

b The yellow one's his.

c The blue one's mine.

d The purple one.

e The pink one.

7 About Me Ask and answer about your classroom.

Which pencil case is yours?

The purple one's mine.

Remember!

Which sock is **hers**?
The green **one's hers**.
Which towel is **theirs**?
The purple **one**.

Grammar fun!

→ Workbook page 75

8 8.05 Listen and repeat.

9 About Me Find these things in your classroom. Then ask and answer.

Whose backpack is this?

It's Mark's.

10 8.06 Go to page 103. Listen and repeat the chant.

Remember!

Whose glasses **are these**?
They're mine.

Lesson aims Students ask and answer about their own and other people's possessions.

New language *glasses* | *Whose (jacket) is this/that? Whose (shoes) are these/those?*

Recycled language clothes (*shoes, socks, jacket, shorts, bag*), classroom vocabulary (*pencil case, pen, chair, table, book, picture, desk, painting*), *bike* | *What's this/that? It's a (window). What are these/those? They're (jackets).*

Materials Classroom objects

Warmer

- Review and test students' knowledge of clothes and classroom vocabulary by holding up or pointing to different objects in the classroom and asking *What's this/that?* (*It's a window.*) *What are these/those?* (*They're jackets.*) This can also be played as a game, with each correctly guessed item winning a point. The student with the most points at the end of a set time limit wins the game.

Presentation

- Hold up a singular item belonging to a student and ask *Whose (bag) is this?* Elicit different possible answers. (*It's mine/his/hers.*) Then confirm with the correct student's name: *It's (Sofia)'s.*
- Repeat with plural items to teach: *Whose (books) are these?* (*They're mine/his/hers/Luigi's.*)

Student's Book page 94

8 Listen and repeat.

- Say *Open your books to page 94, please.* Ask *Who's this?* (*He's a teacher.*) *What does he have?* (*A jacket. / Shoes.*) Students guess the questions the teacher is asking. (*Whose jacket is this? / Whose shoes are these?*) Play the recording. Students listen and see if they guessed correctly.
- Then say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.
- Hold up or point to more items in the classroom, to practice *Whose (book) is this/that?* (*It's mine/Clara's.*) *Whose (pens) are these/those?* (*They're yours/Uri's.*)

8.05: see Student's Book page 94

9 Find these things in your classroom. Then ask and answer.

- Students name the items they can see in the pictures. Then point to a picture, e.g., the pencil case, and say *Where's a pencil case?* Look around the classroom until you find one, and then hold it up or point to it, asking *Whose pencil case is this/that?* Students reply (*It's Sofia's.*). Repeat with a pair of shoes, asking *Whose shoes are these/those?* (*They're Eduardo's.*)
- Students can then work in pairs or small groups, finding as many of the pictured items as they can in their classroom and asking about them. They use the example speech bubbles and the Remember! box to help them.
- Check the activity by asking students about the items they've found.

10 Go to page 103. Listen and repeat the chant.

- Say *Go to page 103. Listen and repeat.* Play the recording. Students listen and repeat the grammar chant, following the text on page 103. Repeat, with students changing roles, until they are chanting confidently.

8.06: see Student's Book page 103

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture 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 and circle the words.

- Students look at the pictures and circle the correct words in the questions, choosing from *this, that, these,* and *those*, according to whether the items are close by or some distance away and whether they are singular or plural items. Then they circle *It's* or *They're* in the answers, for singular or plural items.

Key: **1** is that, It's **2** are those, They're **3** are these, They're **4** are these, They're **5** this, It's

6 Look and complete the questions and answers.

- Students look at the pictures and complete the questions and answers, based on whether the item(s) shown in the picture are close or far away and shown in the singular or in the plural.

Key: **1** Whose hat is this? It's his. **2** Whose bike is that? It's Tim's. **3** Whose paintings are those? They're mine. **4** Whose pencils are these? They're theirs.

Ending the lesson

- Play a game of *Pass the objects* (see page xviii), using some of the students' possessions. When you say *Stop*, ask students with an object *Whose (ruler) is that?* They have to remember and name the correct owner. (*It's (Anya's).*)

Extra activities: see page TB113 (if time)

Lesson aims Students reinforce the language of the unit and practice the skills of reading and speaking, with extended writing in the Workbook.

New language *What do you like doing on vacation?* | *Dear (Grandma and Grandpa)* | *Love from (Louis)*

Recycled language activities and hobbies | *I'm/We're (having a great vacation).* | *I/We/They like / Louis likes (playing in the sand).* | *There are lots of / There aren't any (shells).* | *Their (hotel) is (next to) a (beach).*

Materials A collection of old vacation postcards (optional) | Flashcards: 66–75 (optional) | Paper and drawing materials for the vacation brochures (optional)

Warmer

- If you have them, use the postcards to introduce the topic of vacations. Pass the postcards around, asking *What type of place can you see in the postcard?* (*Beach, mountains, city,* etc.) Students can also say what they can see in the different postcards and choose their favorite one.
- Ask *Where do you like going on vacation?* Students say the type of place they like going on vacation best.

Student's Book page 95

What do you like doing on vacation?

- Say *Open your books to page 95, please.* Ask the opening question: *What do you like doing on vacation?* Elicit different activities and write them on the board. Then conduct a quick show-of-hands survey about vacation activities. Ask *Who likes (swimming)?* Students raise their hands for you (or another student) to count. Record the results next to the different activities to find out which are the most popular.

11 Read and listen. Then match.

- Students look at the two vacation postcards. Ask questions about them.
- Then say *Read and listen to Louis's postcard. Which beach is he staying at?* Play the recording. Students listen and follow the text in their books. They then guess which of the two postcards matches the text.
- Students then read the text again, with or without the recording. Check understanding and explain any new phrases as necessary (e.g., *Dear* and *Love from* for starting and ending a postcard or letter).

Key: The correct vacation postcard is b

8.07: see Student's Book page 95

12 Read and say true *or* false.

- Read the sentences aloud with the class and check comprehension. Students then decide if they are true or false by reading Louis's postcard in activity 11 again.
- Check the activity by asking pairs of students to read the sentences and say if they are true or false. For false activities, students could correct them with true ones.

Key: **1** False **2** True **3** False **4** False

13 Ask and answer with a friend.

- Say *Now what about you?* Ask different students the questions. Students can ask each other in pairs or groups and then report back to the class: *I like going to the mountains on vacation. I go with my parents, and we like walking in the mountains. Jorge likes going to the beach. He goes with his grandparents, and he likes swimming and looking for fish in the ocean. He likes eating fish too.*

Workbook page 77

7 Read the postcard and answer the questions.

- Students read Melvin's postcard and answer the questions about his vacation.

Key: **1** At the beach. **2** (He likes) flying his kite. **3** (He enjoys playing with) his sister. **4** He swims in the ocean (in the afternoon). **5** He eats sausages and fries (for lunch).

8 Imagine you are on vacation. Answer the questions.

- Students imagine they are on vacation and answer the questions for themselves. They can use the answers in activity 7 as a model.

Key: Answers will vary, for example: **1** I'm at the beach. **2** I'm on vacation with my sister. **3** I swim in the morning. **4** I collect shells in the afternoon. **5** I eat a burger and fries for lunch.

9 Write a postcard to a friend.

- Students write their own vacation postcard. They base their letter on the information they gave in their answers in activity 8. They can use the text in activity 7 as a model.

10 Ask and answer with a friend.

- Students ask and answer about their postcard, using the example speech bubbles as a model.

Ending the lesson

- Play a game of *Last one standing* (see page xviii), making sentences about different activities you do on vacation, e.g., *I eat ice cream.*

Extra activities: see page TB113 (if time)

Skills: *Reading and speaking*

Let's start! **What do you like doing on vacation?**

11 8.07 Read and listen. Then match.

Dear Grandma and Grandpa,

We're having a great vacation. Can you see the hotel next to the beach? That's ours!

The beach is great. We like playing in the sand. There are lots of shells. We like making pictures with them.

In the evening, we go to the café on the beach. You can see it in this photograph. I like eating burger and fries. They're delicious!

See you soon!

Love from Louis

a

b

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

1 Their hotel is next to a forest.
2 They like playing on the beach.
3 There aren't any shells on the beach.
4 Louis likes eating chicken and fries.

13 About Me Ask and answer with a friend.

Where do you like going on vacation?
Who do you go on vacation with?
What do you do on vacation?
What do you like eating on vacation?

Writing

Workbook page 77: Write a postcard to a friend.

14 8.08 Story

Read and listen. Watch.

Value: Appreciate your family and friends

→ Workbook page 78

Lesson aims Students reinforce language with a story. They also discuss the value of appreciating your family and friends.

New language *How should we get to the (movie theater)? Let's go by (car).* | *Good evening, ladies and gentlemen.* | *Welcome to our show!* | *We hope you enjoy it!*

Recycled language *Whose (car) is that? It's Aunt Pat's.* | *Do you have (my seven things)?*

Materials Flashcards: 66–75 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a game of *Does it match?* (see page xvii), using the flashcards and word cards.

Introduction

- Remind students of the story: *What are the children doing?* (*A treasure hunt.*) *How many items do they have?* (*Seven.*) *What are they?* (*A toy tiger, a radio, a painting of a dog, a watch, a cake, a guitar, and a purse.*) Then refer students back to the first text message in the story on page 10 in the Student's Book. Ask *How many items do they need to find?* (*Seven.*) Point out that they have all seven items.
- Write (or ask students to write) the list of items on the board. Point to them and ask *What do the children need these things for? What can they do with these things?* Encourage students to guess and then tell them they are going to find out in this story episode.

Student's Book page 96

14 Read and listen. Watch.

- Say *Open your books to page 96, please.* Encourage students to guess what happens from the story frames. Ask *Do they look for another item today?* (*No, they don't.*) *Who do they see at the movie theater?* (*Aunt Pat.*)
- Say *Read and listen.* Play the recording while students follow in their books. At the end of the story, ask *Whose seven things are they?* (*Aunt Pat's.*) *What do the children use them for?* (*A show.*) (Use frame 6 to teach *show* if necessary.)

Story

- Now students can watch the video. Pause to ask more questions: Frame 1: *Where do they take the things?* (*To the old movie theater.*) Frame 2: *How do they get there?* (*By car.*) Frame 3: *Whose car do they see at the movie theater?* (*Aunt Pat's.*) Frame 4: *Whose seven things are they?* (*Aunt Pat's.*) Frame 5: *What does Aunt Pat want the things for?* (*A show.*) Frame 5: *Who is in the show?* (*Aunt Pat and the children.*) Frame 6: *Who is watching the show?* (*Their family and friends.*) Students can then find the seven things from the treasure hunt in frame 6. Ask *Where's the (cake)?* Students point or answer if they can: *It's on the table.*
- Students can listen to the story again for pleasure, or you can pause the recording after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into five groups. Each group repeats the lines for one character (Lily, Tom, Lucas, Lily's dad, and Aunt Pat).

8.08: see Student's Book page 96

Value ***Appreciate your family and friends***

- Students look at the story again. Point out the different ways it shows the value of appreciating your family and friends. Aunt Pat set up the treasure hunt as a fun birthday surprise for Lily. Lily's friends thank her dad as he takes them to the old movie theater. The children have fun being in a show with Aunt Pat. The show benefited their other family and friends as they came to watch and were entertained by it.
- Students read the expressions again from frame 6, where the children welcome their family and friends and ensure they have a good time. Students can then take turns practicing these expressions.

Workbook page 78

11 Read and match.

- Students find and write the number of the missing text for each blank speech bubble, choosing from the sentences in the box.

Key: **a** 2 **b** 4 **c** 1 **d** 3

12 Look at activity 11. Circle the answers.

- Students read and circle the correct answers to the questions, referring back to the story frames and speech bubbles in activity 11.

Key: **1** c **2** b **3** c **4** b **5** c

Ending the lesson

- Groups of students can act out the story. You can play the recording for them to repeat or mime, or they can say the lines from memory. They can begin their performance by welcoming the audience: *Good afternoon, Room 5. Welcome to our show. We hope you enjoy it!*

Extra activities: see pages TB113–TB114 (if time)

Lesson aims Students learn and practice the function of deciding how to travel. Students also practice saying the sound /f/ (for *ph* and *f* spelling).

New language /f/ – *dolphins, friendly*

Recycled language *by plane/bike/train/car/bus, on foot | How should we get to (the movie theater)? Let's go (by car). OK. Good idea.*

Warmer

- Review transportation by asking different students *How do you come to school?* Elicit answers, and then review additional methods of transportation by asking *Do you come to school by plane?* (*No, I don't.*)

Presentation

- Remind students of the story from the previous lesson. Ask *How do the children get to the old movie theater?* (*By car.*) *Who takes them?* (*Lily's dad.*)
- Then ask *How do they decide to go by car? What does Tom say?* Students refer back to the story if necessary and say *How should we get to the movie theater?* Practice this question in chorus and individually. Then see if students can remember how Lucas answers (*Let's go by car.*) and if Lily agrees (*Yes, she does. She says "Good idea."*).

Student's Book page 97

15 Listen and repeat. Then act.

- Say *Open your books to page 97, please.* Ask *Where are these children?* (*In the street/park.*) *Where do they want to go? How can they get there?* Students guess. Accept any answers.
- Play the recording, pausing after each dialog to ask *Where do they want to go?* (*To the movie theater/beach.*) *How do they want to go?* (*By car/bus/train.*) Congratulate any students who guessed the correct destinations and/or methods of transportation.
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, choosing different methods of transportation from the word box to suggest each time. Read through the words in the box first to check comprehension. Students can also substitute the places they want to visit.
- Check the activity by asking pairs of students to act out their dialogs.

8.09: see Student's Book page 97

16 Listen and repeat. /f/

- In this activity, students practice saying the /f/ sound – with the spelling *ph* or *f*.
- Say *Look at activity 16. What are these?* (*They're dolphins.*)
- Then say *Dol**ph**in* – /f/ /f/ /f/ – *dol**ph**in*. Students repeat, emphasizing the /f/ sound in *dolphin*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice. Read the sound sentence and point out that the *f* in *fish* and the *ph* in *dolphin* are pronounced the same way.
- Encourage students to think of other words that contain the sound /f/, e.g., *photograph, phone, four, favorite, fun, leaf*. Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they've studied *Guess What!* Levels 1 and 2 include: *elephant, furniture, family, feet, giraffe, frog, field*.)

8.10: see Student's Book page 97

Workbook page 79

13 Look and write the answers. Then check the picture that shows the value: appreciate your family and friends.

- Students write the answers in the speech bubbles. Then they check the picture that shows appreciating your family and friends.

Key: **1** Dinner is ready! **2** Five minutes, Mom! **3** You're a great dad! **4** Thank you! Students should check picture 2.

***14 Circle the words that sound like* dolphin.**

- Students circle the pictures of the words with /f/ sounds in them. Make sure students realize that both *ph* and *f* are pronounced /f/.

Key: **2** feet **4** elephant **6** fries **7** fish **9** phone

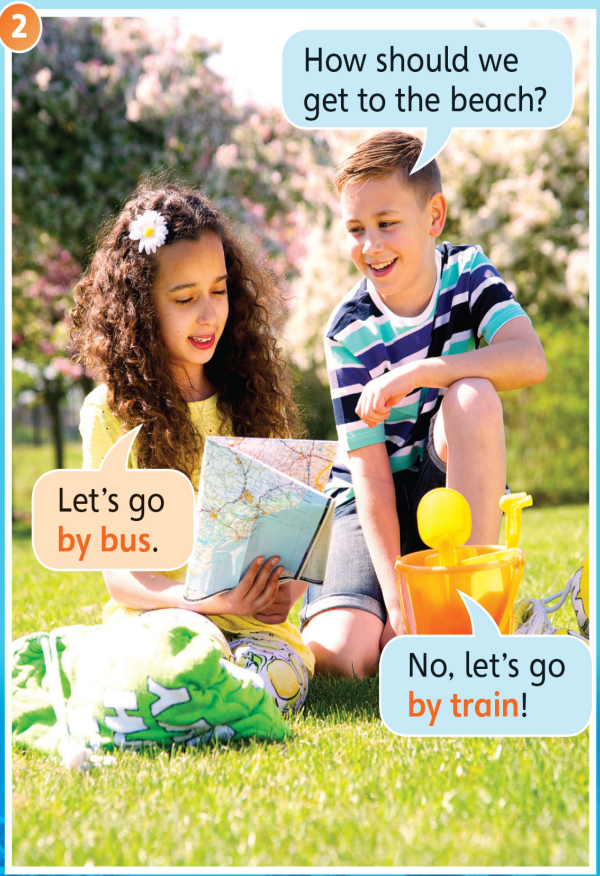
Ending the lesson

- Write a transportation wordsnake on the board, e.g., *carbustrainplanebikehelicopterboat*. Students find the individual words and then make sentences about places they go to using the different types of transportation, e.g., *I come to school by bus. I go on vacation by plane. I visit my grandparents by train.*

Extra activities: see page TB114 (if time)

15 8.09 Talk Time Listen and repeat. Then act.

by plane | by bike | on foot | by train | by car | by bus



Say it!

16 8.10 Listen and repeat.

Dolphins are friendly and eat fish.

Are sea animals symmetrical?

1 Listen and repeat.

starfish | crab | jellyfish | octopus | sea horse

2 CLIL Watch the video.

3 In these pictures, which sea animals are symmetrical?

Guess What!

Starfish and octopuses can grow new legs.

Let's collaborate!

4 Which sea animals do you like?

→ Workbook page 80

CLIL: Math

Lesson aims Students think and talk about symmetry in pictures of sea animals.

New language *sea animals, symmetrical, starfish, crab, jellyfish, octopus, sea horse*

Recycled language *Are (starfish) (symmetrical)? Yes, they are. / No, they aren't.*

Materials A collection of sea shells (symmetrical and non symmetrical) (optional)

Warmer

- Introduce the idea of symmetry by drawing some half pictures on the board (e.g., half a ball, half a chair, half a table, half a pair of shorts). For each drawing, ask *What's this?* Students guess. Then invite individual students to the board to complete the pictures by drawing the other half. Use the pictures to teach the word *symmetrical*.

Student's Book page 98

Are sea animals symmetrical?

- Say *Open your books to page 98, please. What's this?* Elicit or teach the word *octopus*. Ask some questions about the octopus in the photograph and octopuses in general: *What color is this octopus?* (*Brown and white.*) *Is it big or small?* (*Big.*) *How many legs do octopuses have?* (*Eight.*) *Where do they live?* (*In the ocean.*) Then ask *What other sea animals do you know?* Elicit any other words students already know (*shell, fish, dolphin, blue whale, shark*) and write them on the board.
- Draw a simple symmetrical octopus on the board, viewed from the front. Ask *Are octopuses symmetrical?* (*Yes, they are.*) Then ask *Are sea animals symmetrical?* Use the list of sea animals on the board for students to consider whether they are symmetrical or not.

Student's Book page 99

1 Listen and repeat.

- Say *Now look at page 99, please.* Ask *What sea animals can you see?* Use the photographs to elicit the new words *starfish, crab, jellyfish, octopus*, and *sea horse*.
- Play the recording. Students listen, and repeat the words.
- Describe the different sea animals for students to guess: *This animal is orange. It has five legs.* (*Starfish.*) *This is a farm animal in the ocean!* (*A sea horse.*)

8.11: see Student's Book page 99

2 Watch the video.

- Play the video.
- If you prefer use a collection of shells. Students can sort them into those that are and those that aren't symmetrical. Explain that symmetry is sometimes easy to see and sometimes difficult. Shells sometimes show symmetry when we can see both halves of the shell.
- Alternatively make up a quiz about sea animals for students to answer (see Extension activity page TB114).

CLIL 08: see page TB119

3 In these pictures, which sea animals are symmetrical?

- Students look and say which animals look symmetrical in the photographs. Note that some crabs are symmetrical, but others aren't, as their pincers are different sizes.

Key: 3 (starfish) and 4 (jellyfish) are symmetrical in the photographs. The crabs and the sea horses aren't symmetrical in the photographs.

4 Which sea animals do you like?

- Students say which sea animals they like best. Teach additional words as necessary. Students could also say which sea animals they don't like, e.g., *I like starfish, but I don't like jellyfish*.
- Students then read the Guess What! for the page: *Starfish and octopuses can grow new legs.* If appropriate, you could explain that this helps them escape from predators in the ocean.

Workbook page 80

1 Look and write the words.

- Students look at the pictures of the sea animals and write the words.

Key: **1** shell **2** sea horse **3** jellyfish **4** starfish **5** octopus **6** crab

2 Look at activity 1. Write about the sea animals.

- Students write two sentences about each sea animal. In the first sentence, they use an adjective to describe the sea animal. In the second sentence, they write whether it is or isn't symmetrical in the picture.

Key: Answers will vary, for example: **1** This shell is small. In this picture, the shell is symmetrical. **2** This sea horse is beautiful. In this picture, the sea horse isn't symmetrical. **3** This jellyfish is big. In this picture, the jellyfish is symmetrical. **4** This starfish is beautiful. In this picture, the starfish is symmetrical. **5** This octopus is big. In this picture, the octopus is symmetrical. **6** This crab is ugly. In this picture, the crab isn't symmetrical.

Ending the lesson

- Play a game of *Correct my mistakes* (see page xvii), using sentences about sea animals, e.g., *Sea horses can't swim*.

Extra activities: see page TB114 (if time)

Lesson aims Students will make an eco-vacation brochure. | They can also complete the unit evaluation in the Workbook.

New language *eco-cabin, hostel, campsite, beekeeping, grow fruit*

Recycled language *take care of, transportation* | Students 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), sheets of paper, pencils or pens, colored pencils or crayons, photographs of vacation places, scissors, glue, computer or tablet

Warmer

- Students think about vacations they have been on or places they would like to visit. Brainstorm ideas and write a list on the board.

Student's Book page 99 – Let's collaborate!

Introduce the project.

- Have students look at the project flyer on page 99. Point to the project title and photographs. Say *A vacation brochure gives photographs and information about a place.* Ask *What places can you make a brochure about?* Say *Now it's your turn. Let's collaborate.* Tell them they are going to make an eco-vacation brochure.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. Students discuss and agree on a place from the list on the board. Alternatively, they can make their own suggestions. Draw attention to the ideas in the box and make sure each group chooses a different place. Point out that they are writing an "eco" brochure, so they need to research activities that reduce their impact on the environment or even help take care of it. Brainstorm ideas for sustainable activities, such as planting trees, learning about nature, taking care of animals, etc.
- Hand out a worksheet to each student and go through the sections. Show the model sheet for reference. Allow students time to complete their worksheets, either in pairs or as a group. If necessary, they can assign sections and research their vacation destination at home. Encourage them to use the Internet and double-check the information. If students worked in pairs or researched at home, allow time for them to share their ideas.
- Hand out a sheet of paper to each group. Students then decide on the layout of their brochures and assign roles and sections for each student to write.

Step 2 Create your project.

- Encourage students to use their worksheet notes and the model sheet when creating their own brochure.
- Make sure students have assigned at least one section of the brochure to each person in their group. Allow students time to write a draft of their sections and check each other's work.
- Students then make a final version of their brochure. Encourage them to add photographs and design colorful sections and titles.

Step 3 Present your project.

- Students present their completed brochures to the class. Individuals take turns presenting different sections.
- Encourage the class to ask questions about the brochures.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 81 – Evaluation

1 Look and do the word puzzle.

- Students look at each picture clue and write the word in the crossword puzzle.

Key: Across: **1** swimsuit **2** fish **3** ocean **4** shorts **5** towel
Down: **6** sand **7** sunglasses **8** fries

2 Look and circle the answers.

- Students look at the pictures of the boy and two girls. They then read the questions and circle the correct words or answers.

Key: **1** his **2** It's the red one. **3** hers **4** It's the blue one.

3 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 8.

Key: Answers will vary, for example: **1** I can talk about the beach. **2** I can write about a vacation. **3** My favorite part is the story about the show.

4 Guess what it is.

- Students look at the close-up photograph and guess the object that you can find on a beach. They then circle the correct answer on Workbook page 93.

Key: shell

- Students then rearrange the colored letters in the puzzle to form an answer to the riddle question. Read the riddle question first and encourage students to guess the answers. Students then write down the letters to help them guess. Allow some time for students to find the answer and then, if necessary, give them a clue that they are words for two mealtimes.

Key: lunch, dinner

Extra activities: see page TB114 (if time)

Review

Units 7 and 8

1 **Find the words and match to the photographs.**

mangoesshellsoceansunglasses

2 8.12 **Listen and say the numbers.**

3 **Answer the questions.**

1 Where are Aiden and his sister playing?
2 Whose shells are on the beach?
3 Are there any mangoes on the beach?
4 Are there any sunglasses at the market?

4 **Make your own word puzzles for your friend.**

Choose fruits or vegetables:
lemonslimespears

→ Workbook pages 82–83

Lesson aims Students reinforce the language of Units 7 and 8 by exploring the theme of vacations.

Recycled language fruits and vegetables, items on the beach, *vacation, photographs* | *This is my favorite (beach).* | *Whose (shells) are (those)? They're (mine).* | *Whose (boat) is it? It's (ours).* | *Are there any (vegetables)? Yes, there are. / No, there aren't.* | *There are some / lots of (clothes). There aren't any (onions).*

Materials Flashcards: 66–75 | Students' vacation photographs (optional)

Warmer

- Ask *What can you remember from Units 7 and 8? Let's find out!* Allow students time to look through the units. Ask *What's easy or difficult? What's your favorite activity?* Students answer.

Student's Book page 100

- Introduce the theme of vacations. Say *Open your books to page 100. Look at the vacation photographs. What kind of vacation is this? (A beach vacation.) What can you do on this vacation? Can you play in the ocean? Can you look for shells? Can you go shopping at a market?*

1 Find the words and match to the photographs.

- Students find four words in the wordsnake and then match them to the correct vacation photographs.

Key: mangoes – **4**, shells – **2**, ocean – **1**, sunglasses – **3**

2 Listen and say the numbers.

- Students look at the photographs. Say *Let's listen to Aiden and find out more about his vacation!* Ask questions: *What are the children doing? (They're playing in a boat / in the ocean.) What do they find on the beach? (Shells.) What can they buy at the market? (Clothes and sunglasses.) What can they eat? (Lots of fruit.)*
- Say *Listen and say the numbers.* Play the recording. Students listen to Aiden talking to Lola about his vacation. They say the number of the photograph being described each time.
- Play the recording again, pausing to ask: *Does Aiden like collecting shells? (Yes, he does.) Whose boat is it? (Aiden's and his sister's.) Are there any vegetables at the market? (No, there aren't.) What are Aiden's favorite fruit? (Bananas, mangoes, and pineapples.)*

Key: 2, 1, 3, 4

8.12

Lola: Hi, Aiden.

Aiden: Hi, Lola. Would you like to see my vacation photographs?

Lola: Yes, please.

Aiden: This is my favorite beach.

Lola: It's great. Whose shells are those?

Aiden: They're mine.

Lola: There are lots of shells.

Aiden: I like collecting shells.

Aiden: This is me with my sister. We're playing in a boat in the ocean.

Lola: The ocean is very blue. Whose boat is it?

Aiden: It's ours. Mine and my sister's.

Lola: That's great!

Lola: And where's this?

Aiden: It's the store next to the beach. It's a big store.

Lola: What can you buy there? Are there any fruits and vegetables?

Aiden: No, there aren't. But there are lots of clothes and toys.

Lola: And you can buy sunglasses! Cool!

Aiden: And this is in the evening. We're having dinner on the beach.

Lola: Wow! There's lots of fruit!

Aiden: Yes, there is. My favorite fruits are bananas, mangoes, and pineapples.

Lola: What a great vacation!

3 Answer the questions.

- Students read and answer the questions. Then check.

Key: **1** In a boat (in the ocean). **2** They're Aiden's. **3** Yes, there are. **4** Yes, there are.

4 Make your own word puzzles for your friend.

- Students make their own wordsnake puzzles for a friend to solve. They choose fruit or vegetables.

Workbook page 82

1 Look and answer the questions.

- Students read the questions and try to find the object or objects in the picture. They then answer the questions.

Key: **1** Yes, there are. **2** Yes, there are. **3** No, there aren't. **4** Yes, there is. **5** No, there isn't. **6** Yes, there are. **7** No, there aren't. **8** Yes, there is. 9 No, there aren't. **10** Yes, there are.

2 Look and match. Complete the sentences with some, lots of, *or* not any.

- Students draw lines to match the words to the pictures. They then complete each sentence with *There are some / lots of / not any* so that the sentence correctly matches a picture on the right-hand side.

Key: **1** e There are some tomatoes. **2** a There are lots of pears. **3** d There are some lemons. **4** f There are lots of shells. **5** c There aren't any grapes. **6** b There aren't any fries.

Ending the lesson

- Use the flashcards to play *Memory 1 through 10* (see page xviii), *Stand in order* (see page xix), or *One that doesn't belong* (see page xviii).

Extra activities: see page TB114 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 7 and 8.

Recycled language *gym, painting, apple, present, yard, tiger, shell, sunglasses, butterflies, aunt, computer, pencil case, kite, towel, bag, camera, pineapple, onions, limes | Is there a (gym at Lucas's school)? Yes, there is. / No, there isn't. | Are there any (apples at the market)? Yes, there are. / No, there aren't. | Whose (painting is this)? It's (Tom's/his). | Whose (presents) are these? They're (Lily's/hers). | Which (pencil case) is mine/yours/his/hers/ours/theirs? The (blue) one's mine/yours/his/hers/ours/theirs.*

Materials Flashcards: 66–75

Warmer

- Use all the flashcards to play *Categories* (see page xvi).

Student's Book page 101

5 Play the game.

- This game is also a quiz to test how much students remember about the characters and stories in the Student's Book. The aim of the game is to be the first to reach the prize cup on the landing raft. Students play in pairs with dice or a coin and buttons or counters.
- Students each choose a different path of rowing boats and place their button or counter on their chosen starting space. They then take turns moving from boat to boat, asking and answering the questions. If they are using a dice, they have to roll the correct number from 1 to 6 before they can move onto the next square, i.e., roll 1, then 2, then 3, etc. If they roll a number out of order, they miss a turn. If they are using a coin, they can only move onto the next square when they flip heads. If they flip tails, they miss a turn.
- When students shake the correct dice number (or flip heads), they ask and answer the question on the next boat in their path. They can either do this from memory or by referring back in the Student's Book to the correct unit or story. If they answer the question correctly, they can move to the boat. If they answer incorrectly, they stay where they are and try to reach the boat again on their next turn.
- Play continues until one student wins by reaching the prize cup. (They have to roll a final 6 or flip a heads to reach this.)
- If there is time, students can play the game again, but this time making up their own questions to ask their partner about the story.

Key: Left path: **1** Yes, there is. **2** It's Tom's painting. **3** No, there aren't. **4** They're Lily's presents. **5** Yes, there are. **6** It's Anna's. Right path: **1** Yes, there is. **2** It's Lily's aunt. **3** Yes, there are. **4** They're Tom's sunglasses. **5** Yes, there are. **6** It's Lucas's dog.

Workbook page 83

3 Look and circle the words.

- Students look at the pictures and circle the correct words in the questions and answers. They choose according to whether the items in the pictures are singular or plural, and being held by the child asking the question or are far away from the child asking the question.

Key: **1** this, It's **2** these, They're **3** those, They're **4** that, It's

4 Look and circle the words. Then answer the questions.

- Students read the questions and find each object in the picture, noting each time who it belongs to. They then circle the correct words in the questions and write the answers, following the model in number 1.

Key: **1** Which camera is yours? The small one's mine. **2** Which kite is yours? The yellow one's mine. **3** Which pencil case is his? The blue one's his. **4** Which towel is theirs? The red one's theirs. **5** Which bag is hers? The pink one's hers.

Ending the lesson

- Use the flashcards to do a *Reading race* (see page xviii).

Extra activities: see page TB114 (if time)

5 Play the game.

Start

Is there a gym in Lucas's school? (See Unit 2)

Whose painting is this?

Are there any apples at the market? (See Unit 7)

Whose presents are these?

Are there any animals in Lucas's yard? (See Unit 1)

Whose tiger is this?

Whose dog is this?

Are there any shells at the beach? (See Unit 8)

Whose sunglasses are these?

Are there any butterflies in the park? (See Unit 1)

Whose aunt is this?

Is there a computer at Tom's house? (See Unit 5)

Start

Chants

Welcome (page 8)

11 0.07 Listen and repeat the chant.

When's your birthday?
It's in June.
January, February, and March,
April, May, and June.

When's your birthday?
It's in December.
July, August, and September,
October, November, and December.

Unit 1 (page 18)

11 1.07 Listen and repeat the chant.

What's that?
It's a snail.
What are those?
They're butterflies.

What's that?
It's a snake.
What are those?
They're leaves.

Unit 2 (page 28)

11 2.07 Listen and repeat the chant.

What are you doing?
We're playing tennis.
What are they doing?
They're playing tennis.

What are you doing?
We're playing baseball.
What are they doing?
They're playing baseball.

Unit 3 (page 40)

11 3.06 Listen and repeat the chant.

What class does she have after lunch?
She has art after lunch.
What class does she have after lunch?
She has art.

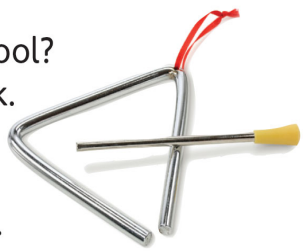
What club does she have after school?
She has swimming club after school.
What club does she have after school?
She has swimming club.

Unit 4 (page 50)

11 4.08 Listen and repeat the chant.

What time do you have breakfast?
I have breakfast at eight o'clock.
So do I.
I don't.
I have breakfast at seven thirty.

What time do you go to school?
I go to school at nine o'clock.
So do I.
I don't.
I go to school at eight thirty.



Unit 5 (page 62)

11 5.07 **Listen and repeat the chant.**

Does he like playing on the computer?
Yes, he does. Yes, he does.
Does she enjoy washing the car?
No, she doesn't. No, she doesn't.

Does she like doing homework?
Yes, she does. Yes, she does.
Does he enjoy reading books?
No, he doesn't. No, he doesn't.

Unit 6 (page 72)

11 6.07 **Listen and repeat the chant.**

Does he play tennis on Tuesdays?
Yes, he does. Yes, he does.
Does she play volleyball in the morning?
No, she doesn't. No, she doesn't.

Does he do karate after school?
Yes, he does. Yes, he does.
Does she do gymnastics in the evening?
No, she doesn't. No, she doesn't.

Unit 7 (page 84)

11 7.06 **Listen and repeat the chant.**

Are there any onions?
Yes, there are. Yes, there are.
Are there any coconuts?
No, there aren't. No, there aren't.

Are there any pears?
Yes, there are. Yes, there are.
Are there any mangoes?
No, there aren't. No, there aren't.

Unit 8 (page 94)

10 8.06 **Listen and repeat the chant.**

Whose jacket is this?
It's mine. It's mine.
Whose shoes are these?
They're Sally's.

Whose backpack is this?
It's Mark's. It's Mark's.
Whose glasses are these?
They're mine.

Extra activities

Welcome Unit TB6

- **Reinforcement activity:** Students can play the *Guess Who!* game (see page xvii) from Student's Book activity 4 as a memory game. The student guessing the character tries to do so without looking at the book.
- **Extension activity:** Students can create a fact file about themselves. They draw a picture or find a photograph of themselves and stick it on a piece of paper. Under this they can complete the following sentences: *My name's _____ . I'm _____ years old. My favorite color's _____ . I like _____ .* Alternatively, students could create a fact file for a friend, completing sentences in the third person: *His/Her name's _____ . He's/She's _____ years old*, etc.

Welcome Unit TB7

- **Reinforcement activity:** Play a game of *Test the teacher* (see page xix), with students asking you questions about themselves and other students in the class, e.g., *What's my favorite color? Does (José) like sports?* As a **home–school link**, students could do this activity as *Test your parents*.
- **Extension activity:** Play a game of *Find someone who …* (see page xvii). Make enough instruction slips for each student in the class to have one. Include sentences such as *Find someone who's ten. Find someone who doesn't like animals. Find someone who has a cat. Find someone who can't swim.* Use sentences that you know at least one student in the class will respond to in the correct way. Students write down on their piece of paper the question they need to ask to find out the information, e.g., *How old are you? / Are you ten?* Then set a time limit for students to find someone in the class who answers their question "correctly."

Welcome Unit TB8

- **Reinforcement activity:** Write anagrams of months on the board, e.g., *befryuar* (*February*). Students work in pairs to solve the anagrams. When they have solved them, they raise their hands to say a word and spell it correctly. This can also be played as a team game. For more language practice, students can also say something they like doing in that month.
- **Extension activity:** Students make a birthday chart for the classroom. You can use a real calendar chart for this activity or make your own calendar chart on a poster-sized piece of paper or cardboard. Students write their names in their birthday month in the chart. You can then refer to this chart throughout the year, asking *Whose birthdays are this month?* The class can then say or sing *Happy birthday* to that month's children with birthdays. Alternatively, students could make a chart for the year, with groups choosing different months to label and illustrate with activities and festivals that take place in that month in the country you are in.

Welcome Unit TB9

- **Reinforcement activity:** Students carry out interviews. They imagine they are a different person and note down key information about themselves similar to that given in the email in the Student's Book: name, age, where they live, number of brothers and sisters, pets, and favorite sports and activities. Students then interview each other as if they are looking to find a new pen pal / email pen pal, using the information of their new identity to answer the questions.
- **Extension activity:** Students can research into finding a real English-speaking pen pal. Alternatively you could limit this activity to willing siblings or cousins of students in your class. This is an activity that students could research at home with their parents **(home–school link)**.

Welcome Unit TB10

- **Reinforcement activity**: Do a puzzle-solving activity to encourage students to work together. Write lists of simple sentences about different students in the class on a sheet of paper, e.g., *She's ten years old. She's tall. She likes sports. Her favorite color is yellow. Her favorite sport is baseball. She likes animals. She has a pet dog. She can sing. She can run fast. Her name begins with (D).* Then cut up these descriptions into individual sentences. Divide the class into groups and give each group a set of definitions. Students work together to guess who the student is, taking turns reading part of the description aloud.
- **Extension activity:** Have a class treasure hunt. Hide small objects or flashcards around the classroom. Nominate individual students or small groups to find the different objects. They do so either following simple instructions (*Find a red pencil.*) or clues (*It's under a chair. It's red. It isn't a pencil case.*).

Welcome Unit TB11

- **Reinforcement activity:** Play *Listen for the sound* (see page xviii). Say a mixture of words that do or don't have /eɪ/ sounds in them, e.g., *birthday, present, treasure, play, cake*. Students listen carefully and raise their hands, or stand up, when they hear an /eɪ/ word.

- **Extension activity:** Students make animal fact files. They find out information about a type of snake and use this to start their animal fact file. Students will add information to this fact file about the animal they cover in the pronunciation activity for each unit. They can use an exercise book or a folder for the fact file. For snakes, they find out: *What is their type of snake called? Is it big or small? Where does it live? What do they eat?* plus one other interesting fact to tell the class. They can do their research at school, using the school computers or library, or at home. The completed fact files can then be displayed in the classroom or kept in display folders of students' work.
- **Home–school link:** Students write down two permission requests to ask their parents. They note down their parents' replies (yes or no) and can tell the class in the next lesson.

Welcome Unit TB12

- **Reinforcement activity:** Use the art postcards or pictures to play a game of *Bluff* (see page xvi). The students make sentences about the postcards or pictures they have.
- **Extension activity:** Students draw or paint a landscape from their window. Ideally, they should look outside their school window to get the scene for their landscape. They can use the window as a framing device to help them compose the image. Explain that artists draw landscapes with buildings, too. They draw the landscape. Then they can frame this with four strips of paper that they stick around their work to represent the window frame. If they don't have access to enough windows in the classroom, they can imagine (or take a photograph of) a familiar landscape from a window at home or another place they know well, or from their imagination. Display students' pictures in a class gallery.

Welcome Unit TB13

- **Reinforcement activity:** Play *I can see* (see page xvii). Make sentences about people you can see in the project posters. e.g., *I can see a woman with brown hair and a dog.* Students guess which poster and picture you are talking about. Give students the opportunity to make their own sentences.
- **Extension activity:** Have a visit to an art gallery (**home–school link**). Students could visit an art gallery close to where they live. If you can arrange for parents' or additional classroom help, this could be organized as a class activity. Otherwise students can go with their families. They note down the names of some of the famous artists or paintings they see and buy one postcard to show the rest of the class.

Unit 1 TB16

- **Reinforcement activity:** Play a spelling game, using the flashcards and word cards for the lesson. Attach the flashcards to the board. Give a word card to a student. They read the word aloud by spelling it out, e.g., *B-U-T-T-E-R-F-L-Y*. Students listen and raise their hands if they know the word. Ask a student to come to the board and collect the correct flashcard. Depending on the level of the class, you can also play this game with students making mistakes in the spelling. Students guess the word, find the correct picture, and then correct the spelling.
- **Extension activity:** Students can go on a playground safari. You can take them into the playground during a lesson, or they can do this activity during one of their breaks. Before the safari, ask them to write down a list of animals or plants they might see on the playground. They use this as a checklist and check off anything they see. Compare the results with the rest of the class. If you keep one of these checklists, students can keep checking creatures off as they see them on subsequent days to see how many creatures they see over the course of a week or a month.

Unit 1 TB17

- **Reinforcement activity:** Collect pens, pencils, and other classroom objects from a few students, showing the class each one as you go. Then put these items into a bag and use them to play a memory game. Hold up a pencil, gesture to a student and ask *Is this her pencil?* Students have to try to remember and answer (*Yes, it is / No, it isn't.*). Repeat, holding up two pens, gesture to two students and ask *Are these their pens?* (*Yes, they are / No, they aren't.*) Repeat with different items until all the objects are returned to their correct owners.
- **Extension activity:** Students make a display about their pets. They find a photograph or draw a picture of their pet and write about it, using simple language such as *This is my pet. It's a (cat). It's big and white. His name is Sam.* The pictures can then be collated onto a classroom display called *Our pets*. Alternatively, use the students' pictures for a guessing game. Collect in the pictures and redistribute them. Students have to read about the pets and guess who they belong to.

Unit 1 TB18

- **Reinforcement activity:** Play *What's in the bag?* (see page xix). Put one or two small items into the bag each time before passing it to a student, stepping away from him or her and asking *What's that?* or *What are those?* (*It's a (leaf). / They're (leaves).*)
- **Extension activity:** Students make jigsaw pictures. Download some pictures of animals students know in English from the Internet or cut them out from magazines. Choose a variety of animals shown in the singular or in the plural. Stick each picture onto cardboard and then cut them into four or five pieces each. In class, students should have one jigsaw piece each. They guess what their animal(s) is/are, and then find the other students in the class with the other pieces of their picture. They do this by mingling in the class and pointing to each other's pieces to ask *What's that?* Students who have found each other continue searching together, until they find all the pieces of their jigsaw. (When asking a pair or group of students searching

together with a collection of jigsaw pieces, they ask *What are those?*) They then put the puzzle together and say the animal they can see.

- **Home–school link:** Students could take their families for a walk in the park or countryside and help them identify different animals and plants in English, using *What's this/that?* and *What are these/those?*

Unit 1 TB19

- **Reinforcement activity:** Students play *Guess What!* (see page xvii), using other animals or insects they have named in the lesson, e.g., *This is small. It's brown or black. It has eight legs. You can see it outside or inside.* (*It's a spider.*)
- **Extension activity:** Students make a zoo leaflet. Working in pairs or groups, they can draw or find photographs for five of their favorite wild animals and then write a short description of each of these. Students exchange their leaflets and imagine they are visiting each other's zoos. They make up mini-dialogs about the different animals they see, using the dialogs from the listening activity in the Student's Book as a model. Students can also perform these dialogs for the rest of the class.
- **Home–school link:** Students can go on a trip to a local zoo or petting farm and describe the animals they see in a future lesson.

Unit 1 TB20

- **Reinforcement activity**: Do some story sequencing. Write a selection of speech bubbles from the story on the board, in a scrambled order. In pairs or groups, students write these in the correct order. They can then listen to the story again to check.
- **Extension activity**: Play a game of *Guess Where!* (see page xvii), using a flashcard or small object as the item to hide.
- **Home–school link:** Students think about different ways they could help younger students or members of their family at home (e.g., with their reading or math, supervising games, and helping them take turns or share toys).

Unit 1 TB21

- **Reinforcement activity:** Play *Bingo* (see page xvi), with students thinking of and writing down words that include the /iː/ sound. When you call out a mixture of words, include words with /e/ (*pen, elephant*) for students to hear the contrast between the short /e/ and long /iː/ sounds. You can also include /eɪ/ words from the previous unit.
- **Extension activity:** Children can find out more about chimpanzees to add to their animal fact file. *Where are chimpanzees from? What do they eat? Do they live in families? How many are there in the world?* plus one other interesting fact to tell the class. The completed fact files can then be displayed in the classroom, or kept in display folders of students' work.
- **Home–school link:** Students write down something they would like to borrow from their parents or siblings. They ask to borrow it at home, and then tell the class in another lesson if the answer was *yes* or *no*.

Unit 1 TB22

- **Reinforcement activity:** Play a game of *One that doesn't belong* (see page xviii), using groups of animals from different habitats, e.g., *monkey, snake, polar bear, bird.*
- **Extension activity:** Make a bug hotel. Students learn more about habitats by creating one for insects on their school playground. Insects like to live in places with plenty of shelter and spaces to hide. Students build a tower in layers using a variety of materials – old bricks, logs, plastic bottles filled with straw or old leaves. They make sure they leave plenty of gaps and spaces for insects to crawl in and shelter. Alternatively, this can be done as a **home–school link**, with students making the bug hotel at home and reporting back on any insects that start to live there.

Unit 1 TB23

- **Reinforcement activity:** Students play *Guess What!* (see page xvii), using other insects they have seen in the project, e.g., *This is small. It's brown or black. It has eight legs. You can see it outside or inside. (It's a spider.)*
- **Extension activity:** Have an animal quiz. Divide the class into two teams. Ask questions about animals, e.g., *What habitats do lions live in? What do monkeys eat? Do frogs live in the rain forest?* Students consult in their teams and write down the answers (or teams can take turns answering the questions). The team who answers the most questions correctly is the winner. You could also write the questions down in a mini-questionnaire if you want your students to have more practice in reading. Alternatively, teams of students can write questions for another team to answer.

Unit 2 TB26

- **Reinforcement activity:** Play a game of *Memory 1 through 10* (see page xviii), using the flashcards for places at school. Ask *What's number (10)?* Students guess the places using the question format: *Is it (the playground)?*
- **Extension activity:** Students make a plan of their school. They can design a poster or website plan. Students can work in groups, taking photographs or drawing pictures of the different locations and labeling them. They could do this on paper or on the computer, with the best school plan being added to the school website.
- **Home–school link:** Invite parents into the school to be given a tour by their children, using English to describe each of the rooms.

Unit 2 TB27

- **Reinforcement activity:** Give each pair of students a flashcard of a place in a school. Each pair writes their own verse of the song using their own names and the place on their flashcard. The class can then sing the new verses of the song, with each pair answering the *Where are you?* question and a chorus asking and answering the *Where are they?* question.
- **Extension activity:** Students play a guessing game. They draw a grid of nine squares on a piece of paper and label each one with a place in a school (leaving out *classroom*). With a partner, students choose four items to draw (e.g., a caterpillar, a snake, a cell phone, a painting) and draw these in four of the places in their grid (without telling their partner where). In pairs, students take turns guessing where the items they have drawn are, asking *Is there a (caterpillar) in the (gym)?* The first student to guess all four locations correctly is the winner.

Unit 2 TB28

- **Reinforcement activity:** Play a game of *Act it out* (see page xvi).
- **Extension activity:** Do a school rules activity. Review other verbs students may know in the context of whether they are appropriate or inappropriate for doing at school or on the playground. Write a selection of verbs on small pieces of card. (Note: Students who've studied *Guess What!* Levels 1 and 2 will know *sit down, stand up, climb, dance, draw, jump, paint, play soccer, ride a bike, run, sing, swim, play tennis, play field hockey, play basketball, roller-skate, play baseball, ride a horse, fly a kite, take photographs, sleep, eat.*) Put these cards face down in one pile and put the flashcards for places in a school face down in another pile. Ask two students to the front of the class. One student picks a flashcard and then they ask and answer: *Where are you?* (*We're in the classroom.*) The other student picks a verb card, and then they ask and answer: *What are you doing?* (*We're (running).*) Say *They're running in the classroom. A good idea or a bad idea?* (*A bad idea.*) This can also be played as a team game, with pairs from each team keeping any pairs of cards they find that are a good idea. The team at the end of the game with the most pairs of cards is the winner.

Unit 2 TB29

- **Reinforcement activity:** On a piece of paper, students complete the following sentences about themselves and the activities they like doing at school: *I like (reading books). I don't like (painting pictures). My favorite lesson is (English).* Collect the sentences and put them into a box or bag. Students take turns drawing out a piece of paper and reading: *This person likes …* The rest of the class listens and guesses the student: *Is it (Lara)?*
- **Extension activity:** Do a "Schools around the world" project. Using their school computers, students can find out about other schools in different countries around the world. Divide students into groups and give each group a different country to research and find an example school in. You could also look into doing this more formally as part of a school twinning or an eTwinning scheme.

Unit 2 TB30

- **Reinforcement activity**: Play a game of *True or false?* (see page xix), using sentences about the story: *Aunt Pat and Lily's mom are picking up litter.* (*False.*) *The children want to help.* (*True.*)
- **Extension activity:** Set up a playground task force. Supervise students to go into their own playground and clean it up by picking up litter. Make sure they have plastic gloves and overalls for this activity, and set rules for health and safety, e.g., not to touch glass or broken items. Encourage them to put any recyclable trash into recycling bins if you have them in your playground. Students can also think about other ways they can keep their school environment neat and clean (e.g., turn off taps after going to the toilet, put their lunch trays away, hang their coats on their pegs).

Unit 2 TB31

- **Reinforcement activity:** Play *One that doesn't belong* (see page xviii), using groups of words with three of the same sound */aɪ/, /iː/ or /eɪ/*) and one with a different vowel sound, e.g., *tiger, spider, chimpanzee, rice.*
- **Extension activity:** Children can find out more about tigers to add to their animal fact file. *Where are tigers from? What animals do they hunt? Do they hunt in the day or at night? How many are there in the world?* plus one other interesting fact to tell the class. The completed fact files can then be displayed in the classroom or kept in display folders of students' work.
- **Home–school link:** Students note down each time they offer to help at home and what they are asked to do. See who has been the most helpful at the end of one week.

Unit 2 TB32

- **Reinforcement activity:** Students think about categories. Write the materials *paper, card, metal, wood, glass,* and *plastic* on the board. Students come up with as many words as possible in English for each category. See which category they can think of the most words for. This can also be played as a team game.
- **Extension activity:** Set up a swap shop. Encourage students to reuse and recycle toys they don't want any more, by bringing them into school and arranging a swap shop. Students can show their unwanted toys to the class and say what they have and what they'd like instead: *I have (old toy cars). I'd like (a kite).* Students can then swap their toys if they find something they want instead. Alternatively, they can set up a stall at the end of the school day, selling unwanted toys for a charitable cause.
- **Home–school link:** Students make a list of things they already recycle at home, and encourage their families to start recycling additional materials.

Unit 2 TB33

- **Reinforcement activity:** Students can play *Test the teacher* (see page xix), asking you questions about their school, e.g., *How many classrooms are there? What's Ana's favorite room?*
- **Extension activity:** Students do recycled art projects. They think of other items or sculptures they'd like to make out of recycled materials, e.g., a robot out of boxes, a rocket out of a plastic bottle, a guitar out of a shoe box. This could also be arranged as a competition for a **home–school link.** Students make a piece of recycled art at home, and bring it to class, telling the others the materials they have used. Display the art as if in a "Recycled art gallery" and award prizes for the artwork in different categories – the most unusual, the most imaginative, the funniest, etc.

Review Units 1 and 2 TB34

- **Reinforcement activity:** Play *Test your partner*. In pairs, students look back through their Student's Book and use different pictures with people in them to test each other. They ask *Where are they?* and *What are they doing?* Students can keep a score of each other's correct answers to see who does the best on the test.
- **Extension activity:** Make a display of "Our favorite months." Students choose their own favorite month and say why. Is there a special day or occasion in this month? What do they like doing? They can find a photograph or draw a picture of something they like doing in that month and write a short text about it. Collate students' work together to make a poster or class file. Alternatively, students can do a similar activity on the theme of special days at school.
- **Home–school link:** Students find a photograph of themselves with family or friends on a special day. They bring it to class to ask and answer *Where are you? What are you doing?*

Review Units 1 and 2 TB35

- **Reinforcement activity:** Play *Test your partner*. Students draw pictures of different objects in nature or other vocabulary items they know. Then, in pairs, they ask each other *What's this? What are those?* Alternatively, they can use objects in the classroom or look back at the pictures in their Student's Book to ask the same questions. Students can keep a score of each other's correct answers.
- **Extension activity:** Students can play a game of *Guess What!* (see page xvii), for other words from the Welcome Unit through Unit 2, using similar definitions to those in activity 5 in the Workbook.

Unit 3 TB38

- **Reinforcement activity:** Distribute the days of the week word cards to seven students in the class. They come to the front of the class and stand in the correct order. Then ask the class to close their eyes. Change the position of two of the students. Ask the class to open their eyes again. Ask *What's wrong?* Students name the days of the week that are out of order and ask the children to change them back again. Repeat with other groups of children coming to the front.
- **Extension activity:** Play *Days of the week bingo*. Students write down the seven days of the week on a piece of paper. Then they write or draw symbols for a lesson or a club with each of these days. Make sentences with classes or clubs and days of the week, e.g., *I have math on Monday.* Any students who have *math* written with *Monday* cross it off. The first student to cross off any three of their days calls out *Bingo!*

Unit 3 TB39

- **Reinforcement activity:** Students write and perform their own version of the song, using their class schedule.
- **Extension activity:** Students conduct a class survey to find out their favorite classes. Divide the students into groups of five. Students draw a chart with six columns and five rows on a piece of paper. They write the names of the other students in their group along the top of the chart, and the classes down the side of the chart. Students then ask and answer in their groups: *Do you like (math)?* They record each person's answers with a check or an ✗. Students then look at the completed chart to see which class has the most checks and therefore is the most popular in their group. They then compare this class with the most popular in the other groups to find the most popular in the class.

Unit 3 TB40

- **Reinforcement activity:** Play a game of *Last one standing* (see page xviii). Use sentences with *like* and time expressions for students to agree or disagree with, e.g., *I like swimming before school. I like playing tennis in the evening.*
- **Extension activity:** Students make a school club schedule. In groups, they compile a list of clubs that are run by their school over the week and add any that they would like their school to have. Students can then compare their schedules, (e.g., *We have a movie club after school on Friday.*) and see who has the best ideas for new clubs. Students can then ask the head teacher or administration staff to set up their favorite club ideas: *Can we have a (movie) club at school, please?*
- **Home–school link:** Parents could be asked to run some of the new clubs suggested by the students and agreed by the school.

Unit 3 TB41

- **Reinforcement activity:** Students make fact files about their own favorite days, similar to those in the Student's Book on page 41. They don't write their names on them. Collect the fact files and redistribute them to the rest of the class. Students have to interpret the fact files, e.g., *His favorite day is Monday. He has math in the*

morning, and he has tennis club in the afternoon. He has swimming club in the evening. Students listen and guess whose fact file it is.

- **Extension activity:** Have a class competition. Organize a simple English competition for your class to take part in. This could be a simple vocabulary competition, with teams of students being challenged to think of as many words as they can for different categories (e.g., animals, nature, school). Or it could be a writing competition, with students having to write a short essay or poem about their favorite day at school. Award prizes for different categories of writing – the most interesting, the funniest, the most surprising, etc.
- **Home–school link:** Plan a field trip with your class to which some of the parents are invited as helpers.

Unit 3 TB42

- **Reinforcement activity**: Do a *Complete the sentences* activity. Write a selection of speech bubbles from the story on the board, but each one with a missing word. In pairs or groups, students write the missing words from each speech bubble. They can then listen to the story again to check.
- **Extension activity:** Make a classroom art gallery. Students do a drawing or painting to display as part of a classroom art gallery. They can work individually or in pairs and groups. They should label their artwork with a description in English, e.g., *This painting is a portrait. It's my teacher! She's in the classroom, and she's happy today.* (If students did the CLIL lesson on art in the Welcome Unit, you can remind them of different kinds of painting – *portrait*, *landscape*, *abstract*, and *still life*.)
- **Home–school link:** If students have worked individually, they can take their paintings or drawings home as a present for their families.

Unit 3 TB43

- **Reinforcement activity:** Play *Sound pairs* (see page xix), using pairs of words with /eɪ/, /iː/, /aɪ/, and /oʊ/ words. You could also include pairs of words with the short vowels /æ/, /e/, /ɪ/, or /ɒ/.
- **Extension activity:** Children can find out more about goats to add to their animal fact file. *Where can you find wild goats? What is their natural habitat? What do they eat?* plus one other interesting fact to tell the class. Students do their research at school, using the school computers or library, or at home. The completed fact files can then be displayed in the classroom, or kept in display folders of students' work.
- **Home–school link:** Students can suggest a trip with their families, to an art gallery, a library, or a movie theater near them, and find out the opening times.

Unit 3 TB44

- **Reinforcement activity:** Students research nocturnal animals and their habitats. They find out more about animals from the lesson: *Which animals live in trees and forests?* (*The koala and the owl.*) *Which animal lives in the desert?* (*The scorpion.*) *Which animal lives in caves?* (*The bat.*) *Which animal lives in the countryside and towns and cities?* (*The fox.*) Students can explore the types of habitat nocturnal animals need and why (somewhere they can be hidden during the day when they are sleeping).
- **Extension activity:** Students can learn animal categories. Which animals they know are reptiles? Which are birds? Which are mammals? Which are amphibians? Which are insects? What other animals do they know for each category?
- **Home–school link:** Go on a night safari. Students can go with their parents on a night walk or drive, noting down any nocturnal animals they see or hear (e.g., a fox, a bat, the hoot of an owl). Alternatively, they could visit the nocturnal house in a local zoo.

Unit 3 TB45

- **Reinforcement activity:** Play a game of *True or false?* (see page xix), making sentences about students in the class and their school or after school schedule: *We have English on Friday.* (*False.*) *Louis has soccer club after school on Tuesday.* (*True.*)
- **Extension activity:** Have an animal quiz. Divide the class into two teams. Ask questions about animals, e.g., *Are lions nocturnal? Are koalas from Africa? Are butterflies insects?* Students consult in their teams and write down the answers (or teams can take turns answering the questions). The team who answers the most questions correctly is the winner. You could also write the questions down in a mini-questionnaire if you want your students to have more practice in reading.

Unit 4 TB48

- **Reinforcement activity:** Play a game of *Does it match?* (see page xvii) using the flashcards and word cards for daily routine actions.
- **Extension activity:** Play a game of *Simon says* (see page xix), using the daily routine actions in your instructions: *Simon says get up.* To make this more challenging, include other actions as well as the new daily routine ones from the lesson.

Unit 4 TB49

- **Reinforcement activity:** In pairs or groups, students can write their own versions of the song using their own daily routine. Students can then sing their version of the song, or read it aloud as a poem if they prefer.
- **Extension activity:** Students write "A day in the life of my (dog)." They think of and write a daily routine as seen through the eyes of a pet dog or cat, e.g., *I get up at six o'clock. I don't take a shower. I go for a walk at ten o'clock. I sleep on the sofa at eleven o'clock.* See who can think of the most amusing daily routine for their pet. Teach additional verbs as students require.

Unit 4 TB50

- **Reinforcement activity:** Play a game of *Find a partner …* (see page xvii), using instructions such as *Find someone who goes to bed at the same time as you.* Students find one person in the class who has the same bedtime, by asking and answering *What time do you … ?* questions and agreeing or disagreeing using *So do I* or *I don't.*
- **Extension activity:** Play *So do I.* Students write a list of three things they like. It can be a mix of different things, e.g., *I like caterpillars. I like getting up early. I like wearing red socks.* Students then read their sentences and see how many students in the class like the same things. (Students raise their hands and say *So do I.*) Students see which of their sentences get the most "*So do I*"s. You could also make this a competition, with the winner being the student who has the most "*So do I*"s for all their sentences.

Unit 4 TB51

- **Reinforcement activity:** Students make up their own exercise routine, for the rest of the class to try. You could keep these exercise routines and use them again at times when the class needs to wake up a little!
- **Extension activity:** Do some healthy meal planning. Encourage students to think about the importance of a healthy and varied diet. Students think about the variety of food types they have in different meals every day and across the week. Remind students, for example, of the importance of eating a portion of fruits and vegetables at each meal. Students can then design some healthy meal plans for a complete day or week.
- **Home–school link:** Students make a healthy lifestyle questionnaire for members of their family to answer.

Unit 4 TB52

- **Reinforcement activity**: Students can play a game of *I can see* (see page xvii), using the story frames.
- **Extension activity:** Students can do a *Class survey* (see page xvi) to find out the most popular activities for exercising in the class. Alternatively, they could keep an exercise diary for the week. They note down each day they exercise or do a sporting activity, and then compare at the end of the week to see who exercises the most.
- **Home–school link:** Arrange a class or school sports day or fun run, to which families are invited to watch and/or take part.

Unit 4 TB53

- **Reinforcement activity:** Play *Bingo* (see page xvi), with students writing down four words with the /u:/ sound in them. Call out a mixture of words, some with the target sound.
- **Extension activity:** Children can find out more about blue whales to add to their animal fact file. *Where do they live? What do they eat? How many are there in the world?* plus one other interesting fact to tell the class. Students do their research at school, using the school computers or library, or at home. The completed fact files can then be displayed in the classroom or kept in display folders of students' work.

Unit 4 TB54

- **Reinforcement activity:** Play a time game with the map on page 54 of the Student's Book. Say different times for students to convert between the different cities, e.g., *It's two o'clock in the afternoon in London. What time is it in Dubai?* (*It's five o'clock in the afternoon.*) *What time is it in Buenos Aires?* (*It's ten o'clock in the morning.*)
- **Extension activity:** Students think of examples of places we find numbers in the world around us, e.g., house numbers, numbers on buses, on soccer players' shirts, on racing cars, on birthday cards. Students can bring pictures from magazines to class to make a poster.

Unit 4 TB55

- **Reinforcement activity:** Students play a game of *Test the teacher* (see page xix), to see how much you remember about their daily routine and habits: *What time do I get up? Do I play tennis? Do I have lunch at one thirty?*
- **Extension activity:** As a **home–school link**, students find out about the time differences between their country and others where members of their family live, travel to for work, or go to on vacation. They can work out what these members of their family are doing at different times of the day.

Review Units 3 and 4 TB56

- **Reinforcement activity:** Play *Test your partner.* Students work in pairs. They take turns making false statements about their own daily routine or schedule, for their partner to correct, e.g., *I go to school at three o'clock.* (*No – you go to school at eight thirty.*) *We have math on Monday afternoon.* (*No – we have math on Monday morning.*) Students can keep a score of how many sentences their partner corrects accurately.
- **Extension activity:** Invent a summer camp. In pairs or small groups, students can either make a summer camp brochure, illustrating the different activities, or write a description of a typical day at their summer camp. Students can then read each other's brochures or descriptions and choose the summer camp they'd like to go to.
- **Home–school link:** Students find a picture of themselves at summer camp or a club they enjoy and bring it to show the class.

Review Units 3 and 4 TB57

- **Reinforcement activity:** Play *Test your partner.* Students write questions for their partner to answer similar to those in the game in the Student's Book. How many can their partner answer?

- **Extension activity:** Write about different lifestyles. Students think of someone they know (in person or a celebrity) who has a more unusual daily routine, e.g., a singer who works at night. They come up with a daily routine, using the first person, e.g., *I don't get up in the morning. I get up in the afternoon. I get up at one thirty. I have breakfast at two o'clock.*

Unit 5 TB60

- **Reinforcement activity:** Play a game of *Mime and match* (see page xviii), using the flashcards and word cards for activities at home. Nominate a student with a word card to mime the activity written on it. Ask the class *What's he/she doing?* The student with the matching picture flashcard stands up, shows the picture, and answers *He's/She's (eating a sandwich).* You can make this more difficult by including flashcards and word cards from Unit 4 as well.
- **Extension activity:** Play a game of *Whisper* (see page xix), using instructions with activities and rooms in the house: *You're in the kitchen. You're reading a book.* The other students guess by asking questions: *Are you in the kitchen?* (*Yes, I am.*) *Are you making a cake?* (*No, I'm not.*) *Are you reading a book?* (*Yes, I am.*) Students can also play this in two teams, with each team taking turns asking questions and guessing correctly.
- **Home–school link:** Students can find or take photographs of their own family members in different rooms at home or doing different activities. In another lesson, collect these photographs in and display them on the board. Students have to guess which photographs belong to a partner by asking questions: *Is your dad in the kitchen? Is he making a cake?*

Unit 5 TB61

- **Reinforcement activity:** In pairs or groups, students can write their own versions of the song about students in the class, using the starting chorus: *We are all different, In our class. We are all different, Our class and us.* They substitute their own activity ideas for the ones in the song. Students can then sing their version of the song, or read it aloud as a poem if they prefer.
- **Extension activity:** Students name their favorite celebrities and say what they think they like, enjoy, and love, e.g., *My favorite celebrity is (name). He loves singing and dancing. He doesn't like cleaning his house.* Other students listen and decide if they agree with the statements.

Unit 5 TB62

- **Reinforcement activity:** Play the *Yes/No game* (see page xix), thinking of a student in the class for students to guess, using *yes* or *no* questions only. Encourage them to use other questions as well as the *Does he/she like* questions from the lesson: *Is he a boy? Does he like doing homework? Does he have a dog? Is he wearing black pants?*
- **Extension activity:** Do a word-building activity. Write the verbs *make, do, play, eat, drink,* and *wash* as headings on the board. Then ask students to say words that can be used with each of these verbs. Start with words from the unit, e.g., *make a cake*, and then encourage students to add other words they know that can be used correctly, e.g., *make breakfast, make dinner.* Add students' suggestions under each verb heading on the table, until you have a few examples for each verb (e.g., *do homework / the dishes, play sports / on the computer / soccer / with my friends, eat a sandwich / bananas / lunch, drink juice / milk / water, wash your clothes / the windows / the dog*).

  Students can then use these verb phrases to ask more questions about themselves and other people: *Do you like doing sports? Does your brother enjoy playing soccer?*

Unit 5 TB63

- **Reinforcement activity:** Play a game of *Memory 1 through 10* (see page xviii). Use the activities at home flashcards to elicit sentences with *He/She likes*, e.g., *He likes drinking juice.* When checking if teams have guessed the correct flashcard number, use *Does he/she … ?* questions, e.g., *Does he/she like making cakes?* (*Yes, he/she does. / No, he/she doesn't.*)
- **Extension activity:** Students conduct a *Class survey* (see page xvi) to find out who is the most helpful at home. They work in groups of five, asking and answering about different jobs they do at home, e.g., *Do you clean your bedroom?* The students who do the most jobs at home are the most helpful ones. As a **home–school link**, students could conduct a similar survey at home with the different members of their family.

Unit 5 TB64

- **Reinforcement activity**: Do some story sequencing. Write a selection of speech bubbles from the story on the board, in a jumbled order. In pairs or groups, students write these in the correct order. They can then listen to the story again to check.
- **Extension activity:** Students think of occasions when they are forgiven for something or when they have to forgive other people. Examples could include when they forget to bring something to school, when they lose something, when they get their clothes dirty, or when a friend drops or breaks one of their possessions. In pairs, students then think of how they would apologize in English: *I'm so sorry*, and how they would forgive another person in English: *That's OK. / Don't worry. / Let's (make/buy another one)!*

Unit 5 TB65

- **Reinforcement activity:** Play *Listen for the sound* (see page xviii). Say a mixture of words that do or don't have /θ/ sounds in them, e.g., *panther, fight, tooth, sandwich.* Students listen carefully and raise their hands, or stand up, when they hear a /θ/ word.

- **Extension activity:** Children can find out more about panthers to add to their animal fact file. *Where are panthers from? What do they eat? How many are there in the world?* plus one other interesting fact to tell the class. The completed fact files can then be displayed in the classroom or kept in display folders of students' work.
- **Home–school link:** Students can make a cake or a sandwich at home with their families. They take a photograph of it and bring it to show the class what they have made.

Unit 5 TB66

- **Reinforcement activity:** Play *Anagrams* (see page xvi), using words from the lesson, e.g., *decronutyis* (*countryside*).
- **Extension activity:** Do a "My town" survey. Students write down a list of buildings or transportation items they would expect to see in a short walk around their town. If you can arrange for parents' or additional classroom help, students can then go on a short walk in small groups around the block next to their school. They count and record the number of types of buildings and transportation that they see on their way. Alternatively, arrange this activity so that students do it on the way home from school with their parents or caretakers (**home–school link**).

Unit 5 TB67

- **Reinforcement activity:** Play *Act it out* (see page xvi). Use words and phrases for helping activities students discussed in their projects.
- **Extension activity:** Write about towns or cities around the world. Students name towns or cities around the world that they have been to or would like to visit. *Which country are they in? Are they big or small? What can you see there?* They can do this either from their own general knowledge, or by researching different towns or cities at home or on the school computers.

Unit 6 TB70

- **Reinforcement activity:** Play a *Sentence chain game* (see page xix), with the initial sentence *I have lots of hobbies, and I can (play the piano).*
- **Extension activity:** Make a hobbies questionnaire. Write the following questionnaire on the board (or prepare it as a photocopiable worksheet):

Are you arty?	Are you musical?	Are you sporty?
Can you draw and paint?	Can you sing?	Can you play a ball sport?
Can you make models?	Can you play an instrument?	Can you ride a bike?
Can you make movies?	Can you dance?	Can you swim?

Students ask and answer the questions and add up the number of yesses in each section to find out if they are arty, musical, sporty, or all three. (**Note:** You could use *Do you like … ?* questions in this questionnaire if you prefer.) Students could also ask members of their family as a **home–school link.**

Unit 6 TB71

- **Reinforcement activity:** Students play a game of *Guess Who!* (see page xvii), describing another student in the class by the hobbies they do during the week: *This is a sporty girl. She plays badminton on Monday after school and she does karate on Saturdays.*
- **Extension activity:** In pairs or groups, students can write their own verse of the song about someone they know. They substitute activities, days of the week, and times of the day in the song with their own. Students can then sing their version of the song or read it aloud as a poem if they prefer.

Unit 6 TB72

- **Reinforcement activity:** Students play a game of *Test the teacher* (see page xix), asking you questions about daily routines of students in the class that have come up in the lesson, e.g., *Do I go swimming after school? Does Ana go to karate club on Fridays?*
- **Extension activity:** Students can make their own class bulletin board, bringing in named photographs and leaflets or schedules based on their own hobbies and activities. Teach additional words as necessary to reflect the real hobbies and activities of students in your class. Students can then ask and answer about this schedule: *Does (Luis) play volleyball? (Yes, he does – he plays on Saturdays.) Who goes to a movie club? (Ana.)*

Unit 6 TB73

- **Reinforcement activity:** Make sports club brochures. Students work in pairs or small groups to make a simple brochure (or write a description) of a sports club they would like to join. They include their favorite activities. They then use this brochure or description to interview other students and see if they would like to join their club, by asking *Do you like (playing baseball)?* In the interviews students can also recommend other students for the club, e.g., *I don't like playing baseball, but Ana plays baseball every week.*
- **Extension activity:** Write about "My favorite athlete." Students find a photograph of their own favorite male or female athlete and write a descriptive paragraph about him or her, using the example in the Student's Book as a model. Alternatively, students could do this as a guessing game. They describe a famous athlete for the others in the class to guess who it is.

Unit 6 TB74

- **Reinforcement activity**: Do a *Complete the sentences* activity. Write a selection of speech bubbles from the story on the board, but each one with a missing word. In pairs or groups, students write the missing words from each speech bubble. They can then listen to the story again to check.
- **Extension activity:** Students present "My favorite band." They draw or find a photograph of their favorite band and describe the band members to the class, saying what instruments they play: *This is _____. They're really good. My favorite person is _____. He plays the guitar, and he sings.*

  Alternatively, students who play an instrument can be encouraged to practice a song or piece of music together to perform for the class.
- **Home–school link:** Students make a plan for learning to do the new thing they want to try, and arrange it with their parents at home, e.g., learn to swim, learn to ride a bike. Students can then tell the class when they have made some progress: *I can (ride a bike) now!*

Unit 6 TB75

- **Reinforcement activity:** Play *Bingo* (see page xvi), with students writing down four words with the /ʃ/ sound in them (rather than using cards).
- **Extension activity:** Children can find out more about sharks to add to their animal fact file: *Where do sharks live? What do they eat? How many are there in the world?* plus one other interesting fact to tell the class. Students do their research at school, using the school computers or library, or at home.
- **Home–school link:** Students write down one *Do you want … ?* invitation for another member of their family. They note down the response and persuade their family member to try it if it's a new activity.

Unit 6 TB76

- **Reinforcement activity:** Students can do a *Class survey* (see page xvi) of the different instruments they play or would like to play.
- **Extension activity:** Play students excerpts of different types of music, e.g., a brass band, a drumming solo, an electric guitar solo, some jazz piano. Students listen and identify either the types of instrument they can hear (*percussion*, *brass*, etc.) or the musical instrument if they know the word (*piano*, *guitar*). Alternatively, you can ask students to bring in examples of their favorite music and do the same activity, listening for instruments or types of instruments.
- **Home–school link:** Students can ask their parents if they play any instruments.

Unit 6 TB77

- **Reinforcement activity:** Review actions and activities from the unit (and previous units) with an *Action treasure hunt* (see page xvi). Either students can take turns finding and acting out the actions for other students to guess or they can use the actions to ask other students questions, e.g., *Can you (play the guitar)? / Do you like (playing the guitar)? / Do you (play the guitar) (after school)?*
- **Extension activity:** Have a class concert. Students who can play a musical instrument bring it to class to perform for the others. They can play on their own in a group. Other students can play percussion instruments or sing a song as a choir. Invite parents to watch as a **home–school link.**

Review Units 5 and 6 TB78

- **Reinforcement activity:** Students make sentences about others in the class, for their partner to play *Guess Who!* (see page xvii). They can use similar sentences to those in the listening activity in the Student's Book.
- **Extension activity:** Students research favorite activities of a member of their family (**home–school link**). They think about one of their own family members and what clubs he or she goes to or what he or she enjoys doing. They can either draw pictures or find photographs of the person doing different activities and tell the class or write about them. Collate students' work together to make a poster or class file. You can then use these to find out the most popular hobbies or if any of the students' relatives have unusual or surprising hobbies, e.g., *My grandmother plays volleyball!*

Review Units 5 and 6 TB79

- **Reinforcement activity:** Students ask or write some *Does he/she … ?* questions about other students in the class. They then take turns asking and answering with a partner. Students can keep a score of each other's correct answers.
- **Extension activity:** Distribute the flashcards or word cards to pairs of students in the class. Each pair of students has to write as many grammatically correct questions as they can featuring the activity on their flashcard or word card, e.g., for the flashcard *play the guitar*: *Can you play the guitar? Can your sister play the guitar? Do you like playing the guitar? Does the teacher play the guitar? Do you play the guitar in the morning?* Set a time limit, and then see which pair of students has thought of the most correct questions. Then see if you can answer them.

Unit 7 TB82

- **Reinforcement activity:** Play a game of *Does it match?* (see page xvii), using the flashcards and word cards.
- **Extension activity:** Students make a fruit and vegetable questionnaire, using the fruits and vegetables from the lesson (plus others they know, e.g., *peas*, *beans*, *carrots*, *potatoes*, *apples*, *bananas*, and *oranges*). Students choose and write six to eight questions with *Do you like (peas)?* or alternatively, *Do you eat (peas) every day?* Students can then use the questionnaire to find out which fruits and vegetables are most/least liked or most/

least frequently eaten. Students could also use their questionnaires to ask their families, for a **home–school link.**

Unit 7 TB83

- **Reinforcement activity:** Do a song sequencing activity. Write the six main lines from the song in a jumbled order, e.g., *And there are some pears. There are lots of lemons. There are lots of pineapples. And there are some limes. But there aren't any tomatoes. But there aren't any mangoes.* Students put the sentences in the correct order. They then listen to the song to check before singing the song again.
- **Extension activity:** Invent a fantasy market. Students think of a fantasy market they would like to go shopping in, e.g., a market for gadgets and games. They write a description of their fantasy market, e.g., *There are lots of computers. There are lots of free computer games. There are some cell phones. There aren't any vegetables.* Students can vote on the best fantasy market.
- **Home–school link:** Students can visit their local town market with their families or caregivers. They note down some of the things for sale and then report back to the class.

Unit 7 TB84

- **Reinforcement activity:** Use the flashcards to play a game of *Memory 1 through 10* (see page xviii). When students name a flashcard number, they have to guess what it is by asking *Are there any (watermelons)?* Answer *Yes, there are* or *No, there aren't*, depending on the picture on the card when it's turned over.
- **Extension activity:** Put a collection of classroom objects on your desk or table. Include a variety of objects and quantities, e.g., lots of pencils and erasers, a few pens, no books. Allow students to study the collection of objects for a minute, and then cover your desk with a cloth or paper. Students write down a list of the objects they remember, using *There are lots of / some …* and *There aren't any …* Check their answers by asking *Are there any (pens)?* (*Yes, there are.*) *Are there lots of pens?* (*No, there aren't. There are some pens.*) Then uncover the table for students to confirm their descriptions.

Unit 7 TB85

- **Reinforcement activity:** Instead of thinking of their favorite smoothies, students think of gross smoothies, using combinations of ingredients they wouldn't usually find in a smoothie, e.g., *onions, cheese, and pineapples*. They can think of a name for their gross smoothie, and then students can vote for which are the most disgusting ideas, and which ones they'd quite like to try!
- **Extension activity:** Students keep a fruit diary to see how much fruit they eat in a week. Each meal they note down if they have eaten any fruit and what type. Use the diaries to compare who eats the most fruit and what the most popular and unpopular types of fruit are. Remind students how important it is to eat fruits and vegetables.
- **Home–school link:** Students make a smoothie or a fruit salad at home. They write down the ingredients used and tell the class what it tasted like.

Unit 7 TB86

- **Reinforcement activity:** Do a categories activity. Ask *What can you buy in a market?* Elicit different types of items or produce, e.g., *fruit, vegetables, clothes, furniture, toys*. Write these words as headings on the board. Challenge students to think of as many English words as they can in each category. Students can also do this activity in teams.
- **Extension activity:** Have an old clothes fashion show. Use any old clothes you have brought to class. Students work in small groups to choose the best outfit they can, using the old clothes. They then describe their outfit to the rest of the class, e.g., *We have a blue skirt and red shoes. We have a red hat and a green purse.* (Alternatively, one of the students in their group can put on the clothes, and the others describe what he/she is wearing: *She's wearing a blue skirt …*) See who has designed the best outfit and made the best use of old clothes. Alternatively, this can be done as a **home–school link**, with students taking a photograph of themselves at home dressed in old clothes, and then displaying the photographs in class.

Unit 7 TB87

- **Reinforcement activity:** Students do a market stall role-play. Prepare word cards, each with an item to sell written on it (e.g., *a guitar, a T-shirt, a hat*). You will need one card per pair of students in the class. Divide students into pairs. The pairs take turns drawing a card. They then each draw a picture of the item on the card, each choosing a different color. Collect the word cards. Pairs of students then take turns drawing a word card and "going shopping" for the item on it. They start by saying *We want to buy a (watch).* The students who have drawn watches raise their hands. The pair of students visit their market stall, where the sellers show their two watches and ask *Which (watch) do you want?* The pair buying the watch consults and chooses which watch to buy.
- **Extension activity:** Children can find out more about chipmunks to add to their animal fact file: *Where are chipmunks from? What do they eat? How many are there in the world?* plus one other interesting fact to tell the class. Students do their research at school, using the school computers or library, or at home.

Unit 7 TB88

- **Reinforcement activity:** Make a plant checklist. Students prepare a chart with the names of plant parts written down the side of a page. Then they think of what they usually eat each day (e.g., cereal for breakfast, a sandwich and salad for lunch, fish and rice with vegetables for dinner). They then think about any parts of plants they eat as part of this and check them. If they can,

they also write about the plant part under the chart, e.g., *I eat seeds in my cereal at breakfast.* Students can then use this checklist to see which parts of plants they eat the most. Alternatively, you can extend this into a plant diary, with students keeping a record over a week.

- **Reinforcement activity:** Students can find out more about carnivorous plants and what they eat. They can do the research on the school computers or at home.

Unit 7 TB89

- **Reinforcement activity:** Have a roleplay. Students use their salad stands to act out a roleplay. Write, or elicit and write, the following dialog stem on the board: *Hello, can I help you?*
  Yes, please. I'd like to have a salad.
  What salad would you like?
  I'd like …
  Of course. Here you are.
  Thank you.
- **Extension activity:** Do some healthy meal planning. Encourage students to think about the importance of a healthy and varied diet. Students think about the variety of food types they have in different meals they eat each day and across the week (elicit and teach *meat*, *fish*, *carbohydrates*, *dairy*, *produce*, *fruits*, and *vegetables*, *cereals*, *nuts*, and *seeds*). Remind students of the importance of five portions of fruits and vegetables a day. Students can design some healthy meal plans for a complete day or week. They can then suggest their healthy meal plans to their families for a **home–school link**.

Unit 8 TB92

- **Reinforcement activity:** Students play a game of *Bingo* (see page xvi), using the words for items on the beach.
- **Extension activity:** Play a game of *Mime and match* (see page xviii), using the flashcards and word cards for items on the beach. Students have to mime and name an activity appropriate to the beach item, e.g., *You're collecting shells. You're swimming in the ocean. You're eating a burger.*

Unit 8 TB93

- **Reinforcement activity:** Play a game of *Find the owner* (see page xvii).
- **Extension activity:** Students act out a role-play at a lost-and-found office. Elicit and write the following example dialog on the board:
  A: Excuse me. Do you have my hat?
  B: We have lots of hats. Which hat is yours?
  A: It's blue and white.
  B: Blue and white. Is this hat yours?
  A: Yes. That one's mine. Thank you.
  Students invent and act out their own version of the dialog, using different objects to ask about at the lost-and-found office.

Unit 8 TB94

- **Reinforcement activity:** Students play *Test the teacher* (see page xix), asking you different *Whose … ?* questions to see if you can remember their possessions correctly.
- **Extension activity:** Have a "Show and tell." Ask students to draw a picture of their pet, a favorite toy, or an object. Students then take turns showing their pictures to the class and describing them, as well as why they are important to them if possible, e.g., *This is my turtle. He's very old. His name's Freddie. He lives in our yard. Turtles are my favorite animal.* You can then collect the drawings and use them to ask *Whose (turtle) is this?* (*It's (Aldo's).*)

Unit 8 TB95

- **Reinforcement activity:** Do a *Reading race* (see page xviii), using flashcards for items on the beach and slips with questions written on them about each beach item, e.g., *Do you have a blue towel? What color is your swimsuit? Do you like burgers?* Students answer the questions after matching them correctly to the flashcards.
- **Extension activity:** Students make vacation brochures for their own perfect vacation. They draw pictures and write simple descriptions of the location, the activities you can do there, things you can see, and the food you can eat. Students can then view the different vacation brochures and see which vacation they'd like to go on the most.
- **Home–school link:** Students plan a local trip with their families and suggest how to travel, e.g., go to the park by bus, visit a friend by bike.

Unit 8 TB96

- **Reinforcement activity**: Have a story quiz. Make up some questions for students to answer about the story as a whole, e.g., *Who finds the watch? Where do the children find the radio?* They try to answer them from memory before checking back in the Student's Book if necessary. Alternatively, students can write a quiz in groups for other groups to answer.
- **Extension activity:** In groups, students write a mini-dialog or story that uses all seven items from the treasure hunt. They can then perform their dialogs or read their stories aloud to see who has used all the items the most effectively. For example:
  A: Happy birthday, Ana. Here's a present.
  B: Thank you. What is it? Oh, it's a toy tiger. Thank you!
  C: And here's a birthday cake.
  B: Thank you.
  D: Would you like to listen to some music?
  B: Yes, but I can't find my radio.
  D: I can play the guitar!
  C: And then let's go to an art gallery and see some paintings!
  B: OK. What time is it? Where's my watch?
  D: It's in your purse. It's eight o'clock.
  B: Hurry up! We're late!

- **Home–school link.** Students can put on an End of course show for their own friends and family. They could sing some of the songs from *Guess What!* or show and present some of their work.

Unit 8 TB97

- **Reinforcement activity:** Play *Sound pairs* (see page xix). Use combinations of words with /θ/, /ʃ/, /tʃ/, and /f/ sounds.
- **Extension activity:** Children can find out more about dolphins to complete their animal fact files: *Where do dolphins live? What do they eat? How many are there in the world?* plus one other interesting fact to tell the class. Students do their research at school, using the school computers or library, or at home.
- **Home–school link:** Students plan a local trip out with their families and suggest how to travel, e.g., go to the park by bus, visit a friend by bike.

Unit 8 TB98

- **Reinforcement activity:** Students classify items in the classroom into those that are and those that aren't symmetrical.
- **Extension activity:** Do a sea animal quiz. Write some questions about sea animals, e.g., *Can crabs swim?* (*Yes, they can.*) *Do starfish swim?* (*No, they don't. They crawl with their legs.*) *Are sea horses big?* (*No, they aren't.*) Try to include some interesting information about sea animals, e.g., *Can octopuses change color?* (*Yes, they can.*) *Do jellyfish have eyes?* (*Some have – and no jellyfish have brains.*) Students can guess the answers based on their own general knowledge, or they can use the school computers to research the answers.
- **Home–school link:** Students can go on a trip to an aquarium near where they live. They note the sea animals they see and which ones are and aren't symmetrical.

Unit 8 TB99

- **Reinforcement activity:** Play a game of *Guess Where!* (see page xvii) This is a simple description game. Describe a place from one of the project brochures for groups to guess where the place is.
- **Extension activity:** Do symmetry paintings. Students need a large sheet of paper and paint for this activity. They fold the paper in half and open it up again. On one side of the paper, they paint a half picture of something that's symmetrical, e.g., half a butterfly, half a flower, half an octopus. Before the paint has dried, they then fold the paper in half again, so that the clean half is touching the painted half. They press the two halves of the paper together, so that the paint blends from one half of the paper onto the other. When they open the paper up again, they should have paintings with perfect symmetry.

Review Units 7 and 8 TB100

- **Reinforcement activity:** Play *Test your partner*. Students ask or write some *Are there any … ?* questions about things in their classroom. They then take turns asking and answering with a partner. Students can keep a score of each other's correct answers to see who does the best in the test.
- **Extension activity:** Present vacation photographs (**Home–school link**). Students can find some vacation photographs to bring and show the class. They can talk about them, in a similar way to the listening activity in the Student's Book. Other students can ask about their photographs: *What are you doing? Where's this? Is this your (hotel)?* Alternatively, students can write short descriptions of their favorite vacation photographs. Collate students' work into a vacation poster or file.

Review Units 7 and 8 TB101

- **Reinforcement activity:** Play *Test your partner*. Students draw an item or items belonging to other students in the class. They then use their drawings to ask a partner: *Whose (shoes are these)?* Their partner has to guess from their drawing. Students can see who has drawn the best pictures by the number of correct guesses their partner makes.
- **Extension activity:** Have an End of course quiz. In groups, students write their own End of course quiz for another group or the rest of the class to answer. Encourage them to use different question types from all units of *Guess What!* Level 3.

Level 3 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 key new 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. Use activity 4 to explore and discuss the CLIL topic more fully. 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.

Welcome Unit

Unit topic: Welcome (months)

Topic: Art – Landscapes

Question: What can you see in a landscape painting?

Learning objective:

Children should:

- understand that artists paint different landscapes
- be able to identify features in landscape paintings

CLIL 00

Hi. Welcome to *Guess What!*
Today we're asking,
What can you see in a landscape painting?
Let's find out.

river

This river runs through a forest.
These rivers run through mountains.
Look at the river in each landscape painting.

ocean

Look at the ocean in the evening. It's very beautiful.
Now look at the ocean in the day. It's beautiful at this time, too.
Look at the ocean in each landscape painting.

waterfall

Look at these waterfalls. They're small.
Now look at this waterfall. It's big.
Look at the waterfall in each landscape painting.

forest

This forest has a lot of tall trees.
This forest is beautiful. The leaves on the trees are orange, yellow, green, and brown.
This forest is by a lake.
Look at the forest in each landscape painting.

mountain

Look at these mountains. Can you see the rocks and trees?
Look at these mountains. They have a lot of trees on them.
Look at the mountains in each landscape painting.

What do you know?

What can you see in a landscape painting?
I can see the ocean.
I can see a forest.
I can see a river.

Good job!
See you next time on *Guess What!* Bye!

Unit 1

Unit topic: In the yard

Topic: Science – Habitats

Question: What types of habitats are there?

Learning objective:

Children should:

- understand that habitats are homes for plants and animals and there are different types of habitats around the world
- be able to identify habitats and some animals that live in them

CLIL 01

Hi again. Welcome back to *Guess What!*
Today we're asking,
What types of habitats are there?
Let's find out.

desert

Desert habitats are hot in the day,
and cold at night.
There is very little water in desert habitats,
but some animals can live here … like these animals.
Camels, like this one, like desert habitats.

rain forest

There's a lot of water in rain forest habitats,
so all kinds of animals can live here … like monkeys …
and insects. Look at the beautiful butterflies!
We can see a lot of plants, trees, and flowers in rain forest habitats, too.

grassland

There's a lot of grass in grassland habitats. There are some trees, too.
There isn't a lot of water in grassland habitats. Animals walk and walk to find water and food.
Some animals, like elephants, eat grass, and some animals, like giraffes, eat leaves on the trees.

tundra

It's very cold in tundra habitats. Tundra doesn't have trees.
Some animals can live here, like this mountain goat, and polar bears and birds, like the snow owl, can live here too.

What do you know?

What types of habitats are there?
desert habitat
rain forest habitat
grassland habitat

Good job!
See you next time on *Guess What!* Bye!

Unit 2

Unit topic: At school (places)

Topic: Science – Recycling

Question: What materials can we recycle?

Learning objective:

Children should:

- understand that different materials can be recycled
- be able to classify materials into different recycling groups

CLIL 02

Hi again. Welcome back to *Guess What!*
Today we're asking,
What materials can we recycle?
Let's find out.

We can recycle glass, like glass bottles.
We can recycle metal, like metal cans.
We can recycle paper, like cardboard and newspapers.
We can recycle plastic, like plastic bottles.

We make a lot of trash.
We need to take care of the Earth.
We can recycle.

We put paper, glass, metal, or plastic into recycling bins.
The recycling bins show the material we can put in them.
We can recycle at home, too. Look! This family has recycling bins.
Trucks take materials from people's recycling bins to recycling centers.

At the recycling centers the material is sorted.
This is a recycling center for paper and cardboard.
They're sorting the cardboard.
This is a recycling center for glass. They're sorting the glass. Can you see the glass bottles?
This is a recycling center for plastic. They're sorting the plastic. Can you see the plastic bottles?
This is a recycling center for metal. They're sorting the metal. Can you see the metal cans?

We make new things from recycled material.
Look! New cardboard from recycled cardboard.
Look! New glass bottles from recycled glass.

What do you know?

What materials can we recycle?
We can recycle glass.
We can recycle metal.
We can recycle paper.

Good job!
See you next time on *Guess What!* Bye!

Unit 3

Unit topic: School days (days of the week)

Topic: Science – Nocturnal animals

Question: Which animals are nocturnal?

Learning objective:

Children should:

- understand that nocturnal animals are active at night
- be able to identify animals that are active at night

CLIL 03

Hi again. Welcome back to *Guess What!*
Today we're asking,
Which animals are nocturnal?
Let's find out.

koalas

Nocturnal animals sleep in the day.
Koalas are nocturnal. They sleep in the morning and afternoon.
At night, they climb down trees, walk around, and eat leaves.
Koalas like leaves!

foxes

Foxes are nocturnal, too. They sleep in the morning and afternoon.
At night, they walk around.
They look for food, and then eat it.

bats

Bats are nocturnal. They sleep in the morning and afternoon. Look! They sleep upside down!
At night, bats fly around and look for food, and then eat it.

scorpions

Scorpions are nocturnal. They sleep in the morning and afternoon.
At night, they walk around and look for food, and then eat it.

owls

Owls are nocturnal. They sleep in the morning and afternoon.
At night, they fly around and look for food, and then eat it.

What do you know?

Which animals are nocturnal?
Koalas are nocturnal.
Foxes are nocturnal.
Bats are nocturnal.

Good job!
See you next time on *Guess What!* Bye!

Unit 4

Unit topic: My day (routines/habits)

Topic: Math – 24-hour clock

Question: What time is it around the world?

Learning objective:

Children should:

- understand that time can be shown on a 24-hour clock
- be able to read times on 24-hour clocks

CLIL 04

Hi again. Welcome back to *Guess What!*
Today we're asking,
What time is it around the world?
Let's find out.

In Buenos Aires, Argentina …
… it's seven forty-five in the morning.
In Barcelona, Spain …
… it's twelve forty-five in the afternoon.
In Mumbai, India …
… it's four fifteen in the afternoon.
In Tokyo, Japan …
… it's seven forty-five at night.
It's morning in Buenos Aires. It's afternoon in Barcelona and Mumbai. It's night in Tokyo.

What time is it around the world?

In Santiago, Chile …
… it's four thirty in the morning.
In London, the U.K. …
… it's eight thirty in the morning.
In Moscow, Russia …
… it's eleven thirty in the morning.
In Beijing, China …
… it's three thirty in the afternoon.
It's morning in Santiago, London, and Moscow. It's afternoon in Beijing.

What do you know?

What time is it?
It's ten thirty in the morning.
It's twelve o'clock or midday.
It's four fifteen in the afternoon or sixteen fifteen.
It's eleven forty-five at night or twenty-three forty-five.

Good job!
See you next time on *Guess What!* Bye!

Unit 5

Unit topic: Home time

Topic: Geography – Places where people live

Question: Where do people live?

Learning objective:

Children should:

- understand that people live in different types of places
- be able to identify different types of places where people live

CLIL 05

Hi again. Welcome back to *Guess What!*
Today we're asking,
Where do people live?
Let's find out.

cities

People live in cities.
Cities are big. A lot of people live in cities.
In cities, there are a lot of houses
and there are a lot of apartments.
There are a lot of tall buildings, too.
Schools are very big in cities. A lot of children go to school.

towns

People live in towns.
Towns are not big, like cities.
In towns, there are a lot of houses and some apartments.
There aren't a lot of tall buildings in towns.
Schools in towns aren't very big.

villages

People live in villages.
Villages are small.
Not a lot of people live in villages. In villages, there aren't a lot of houses. There aren't a lot of apartments or tall buildings.
In villages, most of the children go to the same school.

countryside

People live in the countryside.
In the countryside, there aren't a lot of houses.
There are a lot of farms. People grow food and keep animals.
In the countryside, children go to school in the village or in a town.

What do you know?

Where do people live?
People live in cities.
People live in the countryside.
People live in towns.

Good job!
See you next time on *Guess What!* Bye!

Unit 6

Unit topic: Hobbies

Topic: Music – Musical instruments

Question: What type of musical instrument is it?

Learning objective:

Children should:

- understand that musical instruments are divided into different groups
- be able to identify different groups of musical instruments

CLIL 06

Hi again. Welcome back to *Guess What!*
Today we're asking,
What type of musical instrument is it?
Let's find out.

brass

Brass instruments are made of a metal called brass.
A trumpet is a brass instrument,
and a trombone is a brass instrument, too.
French horns are brass instruments.

percussion

These are all percussion instruments.
A drum is a percussion instrument. This drum is from Asia.
This percussion instrument is from Asia, too.
And this percussion instrument is from Europe.

string

String instruments have strings.
A mandolin is a string instrument. Can you see the strings?
A sitar is a string instrument, too. It's from Asia.
A cello is a string instrument. People sit on a chair to play it.

woodwind

These are all woodwind instruments.
The bagpipes are a woodwind instrument.
Oboes are woodwind instruments, too.
These are woodwind instruments from Australia.
They're called didgeridoos.

piano

Some instruments are in two groups of instruments.
It's a string instrument and a percussion instrument.

What do you know?

What type of musical instrument is it?
It's a woodwind instrument.
It's a string instrument.
It's a brass instrument.

Good job!
See you next time on *Guess What!* Bye!

Unit 7

Unit topic: At the market

Topic: Science – Plant parts

Question: What parts of plants can we eat?

Learning objective:

Children should:

- understand that we can eat different parts of plants
- be able to identify different plants and the parts we can eat

CLIL 07

Hi again. Welcome back to *Guess What!*
Today we're asking,
What parts of plants can we eat?
Let's find out.

seeds

These are peas,
and this is corn.
When we eat peas
or corn, we're eating the seeds of the plants.

roots

These are sweet potatoes,
and these are carrots.
When we eat sweet potatoes
or carrots, we're eating the roots of the plants.

leaves

This is cabbage,
and this is lettuce.
When we eat cabbage
or lettuce, we're eating the leaves of the plants.

stems

This is asparagus,
and this is a bamboo shoot.
When we eat asparagus
or bamboo shoots, we're eating the stems of the plants.

fruit

These are cucumbers,
and these are mangoes.
When we eat cucumbers
or mangoes, we're eating the fruit of the plants.

What do you know?

Which parts of plants can we eat?
We can eat the seeds.
We can eat the fruit.
We can eat the stems.

Good job!
See you next time on *Guess What!* Bye!

Unit 8

Unit topic: At the beach

Topic: Math – Symmetry

Question: Are sea animals symmetrical?

Learning objective:

Children should:

- understand symmetry can be seen in sea animals
- be able to identify symmetrical sea animals

CLIL 08

Hi again. Welcome back to *Guess What!*
Today we're asking,
Are sea animals symmetrical?
Let's find out.

Symmetrical means that the two parts look the same.
Part A is the same as Part B.

starfish

This is a starfish.
It looks symmetrical. The two parts are the same.
This is a starfish, too. It does not look symmetrical.
The two parts are not the same.

crab

This is a crab.
It looks symmetrical. The two parts are the same.
This is a crab, too. It does not look symmetrical.
The two parts are not the same.

jellyfish

This is a jellyfish.
It looks symmetrical. The two parts are the same.
This is a jellyfish, too. It does not look symmetrical.
The two parts are not the same.

octopus

This is an octopus.
It looks symmetrical. The two parts are the same.
This is an octopus, too. It does not look symmetrical.
The two parts are not the same.

sea horse

This is a sea horse.
It looks symmetrical. The two parts are the same.
This is a sea horse, too. It does not look symmetrical.
The two parts are not the same.

What do you know?

Are sea animals symmetrical?
Does this starfish look symmetrical?
Yes, it does.
Does this octopus look symmetrical?
No, it doesn't.
Does this crab look symmetrical?
No, it doesn't.

Good job! Bye!

Let's collaborate! Level 3 Cambridge Life Competencies Chart

Unit	CAMBRIDGE LIFE COMPETENCIES
0	**Creative Thinking:** making a "People we know" collage **Learning to Learn:** preparing questions for an interview **Communication:** practicing turn-taking by interviewing someone **Digital Literacy:** searching online for photographs
1	**Critical Thinking:** gathering observational data about bugs **Learning to Learn:** making notes in a mind map diagram **Digital Literacy:** researching information about bugs online and using multiple sources for reliability
2	**Creative Thinking:** generating ideas for a sustainable school plan **Learning to Learn:** organizing and drafting texts for a presentation **Social Responsibilities:** exploring sustainable solutions in relation to school life **Digital Literacy:** creating a digital presentation
3	**Creative Thinking:** choosing the design elements and features of a blog **Critical Thinking:** analyzing their activities on different days to choose a favorite day **Learning to Learn:** using a template to draft a blog
4	**Critical Thinking:** using a survey to gather data on healthy lifestyles and then drawing conclusions **Social Responsibilities:** exploring what makes a healthy lifestyle **Digital Literacy:** researching information about healthy habits online
5	**Learning to Learn:** planning and creating a schedule **Social Responsibilities:** helping people at home and in the community **Digital Literacy:** searching for relevant photographs online
6	**Creative Thinking:** making advertisements and a bulletin board about after-school activities **Critical Thinking:** discussing the advantages of doing different activities **Digital Literacy:** searching online for photographs of activities for an advertisement
7	**Creative Thinking:** making a salad stand and thinking of different names for it **Critical Thinking:** categorizing food into different food groups and comparing their values **Digital Literacy:** searching for suitable and appealing food photographs online
8	**Creative Thinking:** planning an eco-vacation and making a brochure **Social Responsibilities:** thinking about activities with minimal impacts on the environment **Digital Literacy:** researching sustainable activities for an eco-friendly vacation online
All Units	**Communication:** using appropriate language (can include some L1) at different stages of the project; communicating clearly and confidently in group tasks and during the final presentation of their work **Collaboration:** taking personal responsibility for their own contribution to group tasks; working effectively with others; appropriately sharing roles and tasks within the group; giving and responding to peer feedback

Let's collaborate!

Our group: _____ Unit: _____

How did we do?

1 **In your group, think about your project. Check (✓) the boxes.**

Step 1 Plan	☺	😐	☹
Our group listens to the instructions.			
Our group understands the projects.			

Step 2 Create	☺	😐	☹
Our group participates.			
Our group works well together.			

Step 3 Present	☺	😐	☹
Our group presents the project well.			
Our group is happy with our project.			

2 **Write one good thing about this project.**

_____

_____

_____

_____

_____

3 **How can your group work better in the next project? Write one idea.**

_____

_____

_____

_____

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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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Acknowledgments

Many thanks to everyone in the excellent team at Cambridge University Press & Assessment in Spain, the UK, and India.

The authors and publishers would like to thank the following contributors:

Blooberry Design: concept design, cover design, book design
Hyphen: publishing management, page make-up
Ann Thomson: art direction
Gareth Boden: commissioned photography
Jon Barlow: commissioned photography
Ian Harker: class audio recording
John Marshall Media: "Grammar fun" recordings
Robert Lee, Dib Dib Dub Studios: song and chant composition
Vince Cross: theme tune composition
James Richardson: arrangement of theme tune
Phaebus: "CLIL" video production
Kiki Foster: "Look!" video production
Bill Smith Group: "Grammar fun" and story animations
Sounds Like Mike Ltd: "Grammar Fun" video production

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Key: U = Unit.

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