Now I Know! 2

Making every classroom exciting and every child curious to know more

There's a challenge in every unit, taking learners through a staged process of inquiry supported by exciting and varied content including BBC video.

All the goals are clear: new language, new knowledge, and new skills, with exciting real-world tasks that help children and their parents to see and celebrate achievement.

- Authentic BBC video in openers and throughout every unit
- Unit titles formulated as Big Questions
- Integrated 21st Century Skills
- Selected GSE descriptors as objectives

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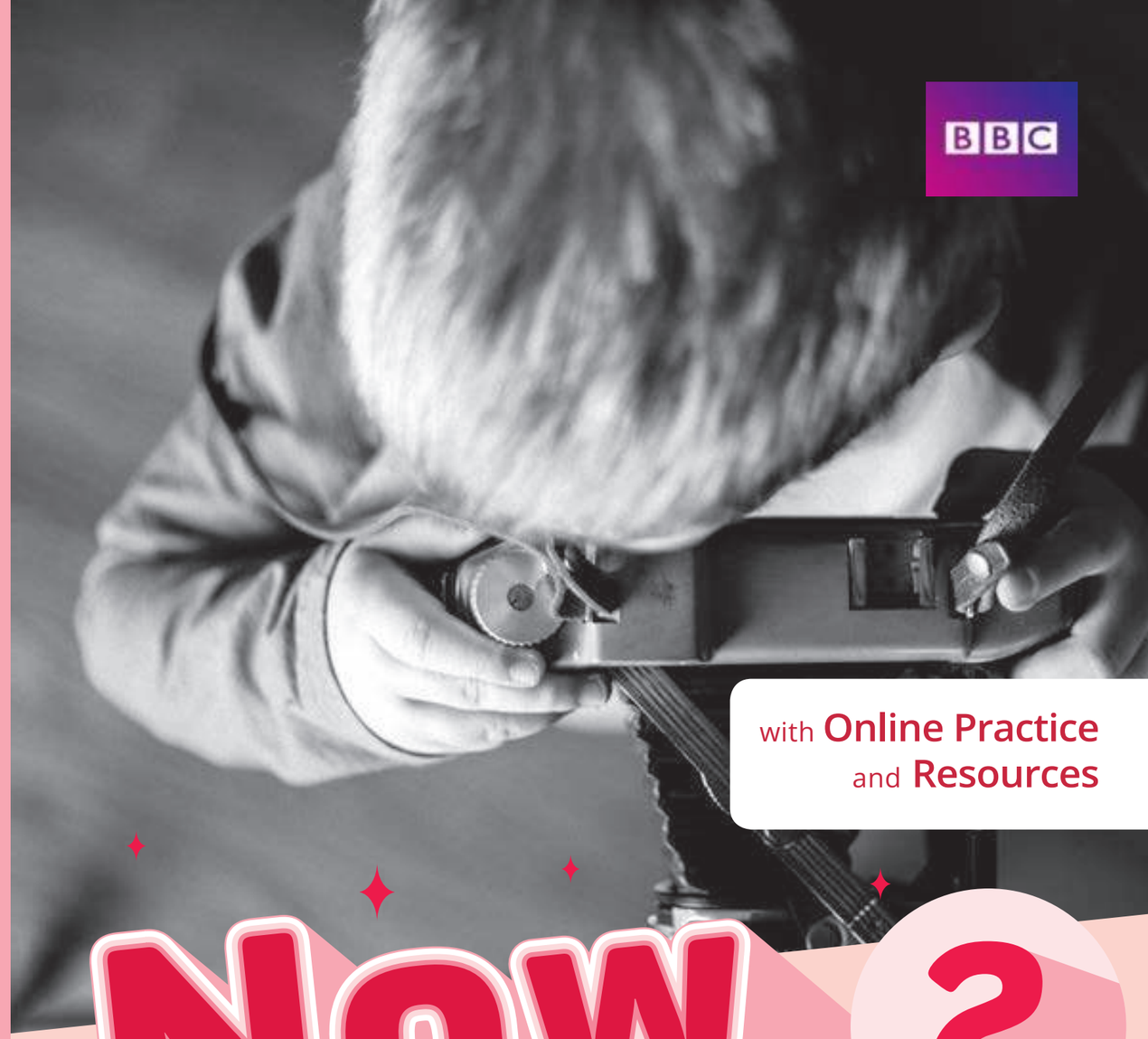
Course	GSE	CEFR	PTE YL	English Benchmark	Cambridge exams
Level 1	19-29	Pre A1/A1	Firstwords	Level 1	A1 Starters
Level 2	27-34	A1/A2	Springboard	Level 2	A1 Starters
Level 3	33-39	A2/A2+	Quickmarch	Level 3	A1 Movers
Level 4	38-46	A2+/B1	Breakthrough	Level 4	A2 Flyers
Level 5	43-54	B1/B1+		Level 5	Key
Level 6	51-58	B1+		Level 5	Preliminary

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Now I Know! 2 Teacher's Book

Virginia Marconi

Pearson



with Online Practice and Resources

Now I Know! 2

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Your course comes with resources on the Pearson English Portal.

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2. Sign in or create your Portal account.
3. Enter the access code below and click **activate**.

ACCESS CODE

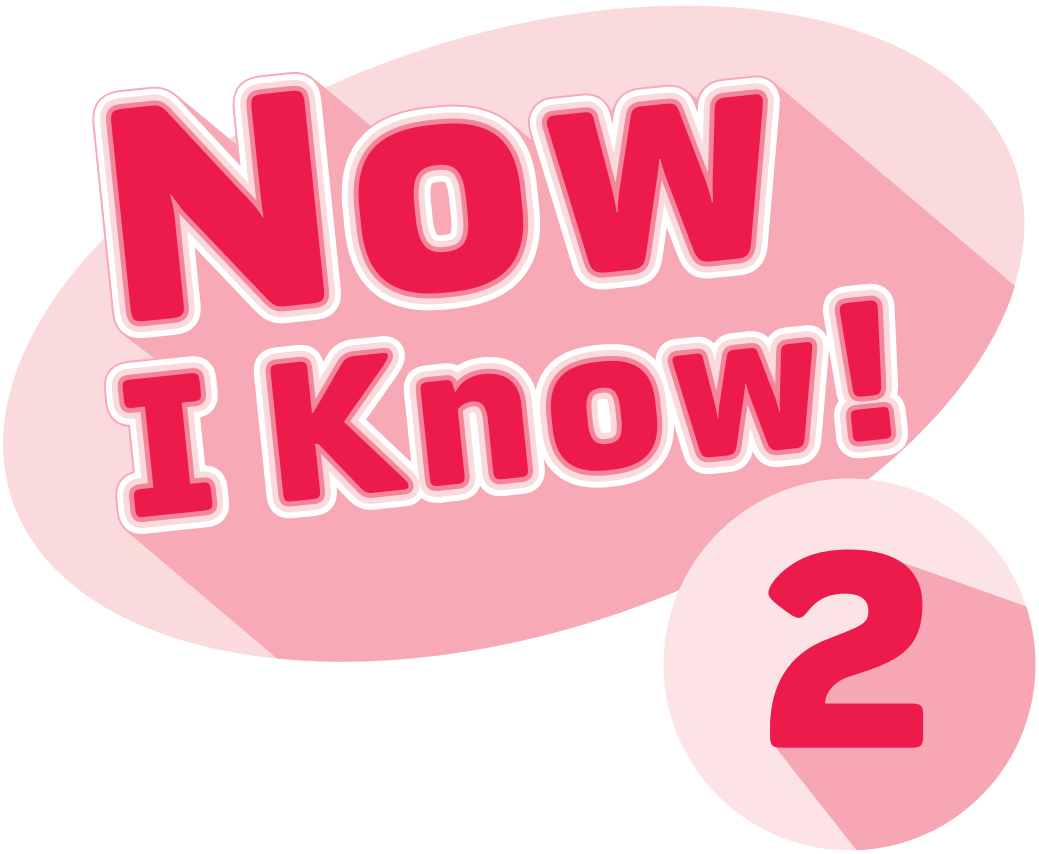
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Teacher's Book

Virginia Marconi

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Contents

Unit	Vocabulary	Reading
UNIT 1 Page 18 **What do we do on school days?** **Video:** Pencil and Rubber: Timetable	**Key vocabulary 1:** math, art, science, P.E., computer science, music, violin practice, piano practice **Key vocabulary 2:** tired, bored, worried, difficult, easy, interesting, busy, important	**Reading 1:** Billy the Dragon (fiction, British English) **Reading 2:** After School (factual, American English) **Reading strategy:** Use pictures to guess what a text is about. **Value:** Learn new things at school
UNIT 2 Page 34 **Where do wild animals live?** **Video:** Brain Crunch: Geography – Animals and their Habitats	**Key vocabulary 1:** crocodile, kangaroo, panda, snake, cheetah, seal, camel, whale **Key vocabulary 2:** angry, smart, fat, thin, funny, lazy, dangerous, strong	**Reading 1:** Max and Mandy's Adventure! (fiction, American English) **Reading 2:** In the Wild (factual, American English) **Reading strategy:** Think about what you already know to help you understand. **Value:** Go exploring
UNIT 3 Page 50 **How does the weather change?** **Video:** Vloggers: A Weather Experiment	**Key vocabulary 1:** windy, foggy, thunder, lightning, storm, hail, sleet, tornado **Key vocabulary 2:** scarf, cap, sunglasses, sweat suit, sneakers, flip flops, robe, slippers	**Reading 1:** The Water Cycle (factual, American English) **Reading 2:** Our Favourite Weather (fiction, British English) **Reading strategy:** What do you want to know about a topic? **Value:** Wear the right clothes for the weather
UNIT 4 Page 66 **What can you find in big cities?** **Video:** Big World Kids: Model Town	**Key vocabulary 1:** bookstore, library, playground, toy store, bank, computer store, movie theater, restaurant **Key vocabulary 2:** factory, train station, gas station, street, traffic, small town, fields, market	**Reading 1:** Open and Closed (fiction, American English) **Reading 2:** Where I Live (factual, American English) **Reading strategy:** Look for words you know to help you understand. **Value:** Be polite
UNIT 5 Page 82 **How do we celebrate?** **Video:** Brain Crunch: Maths – Solving Problems	**Key vocabulary 1:** balloon, card, candle, burger, cupcake, milkshake, popcorn, fruit salad **Key vocabulary 2:** ice rink, bowling alley, aquarium, theme park, adventure playground, arts center, swimming pool, nature center	**Reading 1:** Surprise! (fiction, British English) **Reading 2:** Amazing Parties (factual, American English) **Reading strategy:** Find the main points of a story. **Value:** Be good to your friends
UNIT 6 Page 98 **What jobs can I do?** **Video:** Vloggers: Miming	**Key vocabulary 1:** police officer, chef, dentist, vet, astronaut, doctor, hairdresser, photographer **Key vocabulary 2:** check, help, fix, cook, whistle, perform, clean, study	**Reading 1:** Sam's Job (fiction, American English) **Reading 2:** How Can I Be an Astronaut? (factual, American English) **Reading strategy:** Use key information to make predictions. **Value:** Do things for others

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Grammar	Speaking	Writing	Now I Know
Grammar 1: *likes / doesn't like* **Grammar 2:** *do / does* *don't / do you?* **Videos:** Tommy Zoom: The Science Experiment Parts 1–3	**Speaking strategy:** Keep your hands away from your face when speaking.	**Writing strategy:** We use *in the morning*, *after*, and *on* to say when something happens.	**Projects:** Present your week Make a *My Week* calendar
Grammar 1: *Its*, *Their*, *Your*, and *Our* **Grammar 2:** *How* + adjective/ quantifier *It's / It doesn't have* **Videos:** Tommy Zoom: The Zoo Animals Parts 1–3	**Speaking strategy:** Be open to others by not crossing arms in front of you.	**Writing strategy:** We use describing words to add more interest to our writing.	**Projects:** Make animal cards Do an animal presentation
Grammar 1: *It's* + weather *Too* + adjective **Grammar 2:** *ing words* *love / hate* **Videos:** Tommy Zoom: The Wrong Weather Parts 1–3	**Speaking strategy:** Lift your head and look directly at the person you're speaking to.	**Writing strategy:** We put color words before clothes words.	**Projects:** Make a *My Weekend Clothes* chart Make a weather postcard
Grammar 1: *not / aren't / isn't + ing* **Grammar 2:** *behind / in front of / between / across from* **Videos:** Tommy Zoom: The Hiding Game Parts 1–3	**Speaking strategy:** Smile to show interest.	**Writing strategy:** We can use *There is* or *There are* to write about what's in a city.	**Projects:** Make an ad about your favorite place Make a city or a small town
Grammar 1: *some / any* *have / don't have* **Grammar 2:** *Would you like some …? / Can I have some …, please?* **Videos:** Tommy Zoom: The Birthday Party Parts 1–3	**Speaking strategy:** Keep your back straight.	**Writing strategy:** We use *too* when we add an extra idea.	**Projects:** Create a birthday party menu Make a party invitation
Grammar 1: *want / don't want to be* **Grammar 2:** *like / love / don't like / hate* **Videos:** Tommy Zoom: The Pilot Parts 1–3	**Speaking strategy:** Think about tips in the earlier units to show interest.	**Writing strategy:** We use *like* and *love* to add importance.	**Projects:** Give a job presentation Make a job ID card

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Contents

Unit	Vocabulary	Reading
UNIT 7 **Why do we play sports?** Page 114 **Video:** Pencil and Rubber: Sports Rules	**Key vocabulary 1:** badminton, baseball, field hockey, horseback riding, ping-pong, water polo, skiing, paddleboarding **Key vocabulary 2:** bounce, catch, hit, kick, throw, hold, push, pull	**Reading 1:** Thank You, Ella! (fiction, American English) **Reading 2:** Sports Rules (factual, British English) **Reading strategy:** The title helps me understand the text. **Value:** Be helpful
UNIT 8 **What makes us feel good?** Page 130 **Video:** Brain Crunch: Science – Teeth	**Key vocabulary 1:** toothpaste, toothbrush, mouthwash, rinse, chew, toothache, dirty, braces **Key vocabulary 2:** hear, smell, taste, touch, hurt, feel, relax, breathe	**Reading 1:** Lots of Teeth! (factual, British English) **Reading 2:** What's That Noise? (fiction, American English) **Reading strategy:** Guess the meaning of words you don't know. **Value:** Be brave
UNIT 9 **How are the seasons different?** Page 146 **Video:** Brain Crunch: Maths – line graphs, months and seasons	**Key vocabulary 1:** January, February, March, April, May, June, July, August, September, October, November, December **Key vocabulary 2:** spring, summer, fall, winter, seasons, world, North, South	**Reading 1:** Larry the Lemur (fiction, American English) **Reading 2:** North and South (factual, American English) **Reading strategy:** Visualize the story. **Value:** Look after yourself
UNIT 10 **How are we all different?** Page 162 **Video:** Big World Kids: Family Tree	**Key vocabulary 1:** hardworking, shy, kind, helpful, creative, chatty, active, grumpy **Key vocabulary 2:** beard, bald, blonde/blond, straight, curly, wavy, eyebrows, mustache	**Reading 1:** Mr. Blake and the Ball (fiction, American English) **Reading 2:** How to Make a Family Album (factual, American English) **Reading strategy:** Read aloud for expression. **Value:** Be kind to others
UNIT 11 **How do we solve problems?** Page 178 **Video:** Big World Kids: Plan for a School	**Key vocabulary 1:** add, subtract, sum, plus, minus, equals, measure, problem **Key vocabulary 2:** hide, lost, solve, clue, treasure hunt, maze, entrance, exit	**Reading 1:** Math Problems! (factual, American English) **Reading 2:** Escape the Classroom! (fiction, American English) **Reading strategy:** Check things with friends. **Value:** Problem solving is fun
UNIT 12 **Why is it good to be outdoors?** Page 194 **Video:** Vloggers: Taking Photos	**Key vocabulary 1:** grass, lake, hills, pond, wildlife, meadow, rocks, sand **Key vocabulary 2:** fins, snorkel, water wings, air mattress, hotel, shell, seaweed, sandcastle	**Reading 1:** Great Outings (factual, American English) **Reading 2:** Samira's Sea Glass Collection (fiction, British English) **Reading strategy:** Read on to understand unusual words. **Value:** Make memories with your family

Workbook Answer Key: page 210

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Audio Scripts: Student Book: page 222 Workbook: page 229

Grammar	Speaking	Writing	Now I Know
Grammar 1: *good at / not good at* **Grammar 2:** *can / can't* **Videos:** Tommy Zoom: The Computer Game Parts 1–3	**Speaking strategy:** Nod your head to show agreement.	**Writing strategy:** We can use the word *because* to explain why we like something.	**Projects:** Do a sports survey Make a sports poster
Grammar 1: *should / shouldn't* **Grammar 2:** *smells nice / bad* *tastes good / bad* **Videos:** Tommy Zoom: The Toothache Parts 1–3	**Speaking strategy:** Look at the speaker to show interest.	**Writing strategy:** We can write poems with words that rhyme. We can write poems with words that don't rhyme, too.	**Projects:** Write an information leaflet Make a tooth poster
Grammar 1: *always / often / sometimes / never* **Grammar 2:** *always / often / sometimes / never* **Videos:** Tommy Zoom: The Geography Lesson Parts 1–3	**Speaking strategy:** Ask questions to find out more.	**Writing strategy:** We can use *It* or *It's* to talk about the weather.	**Projects:** Make a weather graph Make a coloring game
Grammar 1: *younger / older* **Grammar 2:** *was / were* **Videos:** Tommy Zoom: The Family Photograph Parts 1–3	**Speaking strategy:** Disagree politely.	**Writing strategy:** We can use two words to describe physical looks. The color word always comes second.	**Projects:** Make a *Guess Who?* card game Draw a family tree
Grammar 1: *us / them* **Grammar 2:** *can / can't* **Videos:** Tommy Zoom: The Invitation Parts 1–3	**Speaking strategy:** Take turns describing something.	**Writing strategy:** We say *for example* when we want to give extra information.	**Projects:** Ask a friend to help you Draw a treasure map
Grammar 1: *-ed* words **Grammar 2:** *did / didn't* **Videos:** Tommy Zoom: The Magic Door Parts 1–3	**Speaking strategy:** Take turns speaking.	**Writing strategy:** We use *is like* and *are like* to say how things are similar.	**Projects:** Present your favorite place Make a vacation postcard

Video Scripts: page 231

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Course pedagogy

21st century skills

Today's learners require materials that will help them develop the skills they need to survive and succeed in a rapidly changing world. They need to be challenged and inspired by their learning, and to learn how to work with their peers using the modern technologies they are familiar with and enjoy. *Now I Know!* helps develop not just English language skills, but all those skills modern learners need to become fully rounded citizens of the global community. The key skills focused on in *Now I Know!* are collaboration, communication, creativity, and critical thinking.

21st century skills are embedded throughout *Now I Know!* You will find clearly signposted sections in the teaching notes to show you how to best enhance 21st century skills on a regular basis.

Collaboration: Projects at the end of the unit can be done collaboratively by a group of students. Additionally, teaching notes suggest extra activities that also lend themselves to group work.

Communication: There are pair work and group work activities integrated into core lessons, signposted with a speech bubble icon. Some of them aim to activate prior knowledge, some to practice key language, and others encourage students to express their views on new and potentially difficult topics. This may initially be a challenge, especially in the lower levels, but it's a good idea to persist so that students get used to expressing themselves in English, even when faced with a new context. Many of the extension activities suggested in the teaching notes also focus on communication.

Creativity: There are numerous activities throughout the course where students have a chance to apply their creativity by solving problems and answering questions, or by working on projects and extension activities.

Critical thinking: Activities that particularly focus on problem-solving or reasoning skills are marked with a light bulb icon (💡) in the Student Book. These usually contain more open-ended questions to help develop analytical skills, for example, "What do you want to be?," and, more importantly, "Why?," rather than "Do you want to be a doctor?." At the beginning, these open questions may need to be supported with simpler, yes/no questions, but increasingly, students will become comfortable expressing themselves in English. Therefore, even if students cannot answer fully in English at the beginning, any attempts should be praised.

Values: Every unit of *Now I Know!* contains a story that teaches students a value and helps with their social and emotional development. The teaching notes contain suggestions for activities that focus on the value and can extend work on the reading text.

Inquiry-based learning and Big Questions

Inquiry-based learning poses questions that tap into students' natural curiosity, encouraging them to learn what they are really interested in. It nurtures collaboration, creativity, and independent learning.

Now I Know! uses elements of inquiry-based learning methodology by introducing Big Questions, that open each unit. In the first two levels, these are simpler and often less open, in order to allow students to become more comfortable with the language. From Level 3, they are always broad and encourage students to explore further the facts and concepts that are introduced in the units.

Big Questions work well as a tool to grow discussion and develop students' ideas. At the start of the unit, students are asked to think about what they already know about the topic, and to record their ideas in the Workbook. At the end of the unit, students are encouraged to reflect on what they have learned, using both their own ideas and what they have learned from the book. Each stage of the unit where students focus on the Big Question is marked with a question mark icon (❓), making it easier for students to go back and remember all the possible answers. There are no correct or incorrect answers to the question; it's about the process of learning and discovery, and coming up with ideas.

Assessment for Learning

There are two main types of assessment: summative and formative (Assessment for Learning). Summative assessment is administered at the end of the teaching period to assess the progress students have made. Assessment for Learning, on the other hand, is looking for ways to understand how students are doing during the teaching period, and to use this information to help them improve, as well as inform teachers on ways to aid improvement. When Assessment for Learning strategies are integrated into the lesson, students take an active role in their own learning and seek out the help they need to meet their goals.

Assessment for Learning can include a variety of activities, for example, classroom discussions, peer or group work, and homework. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when the results are analyzed to determine the current state of student understanding and then folded into the classroom experience, enabling teachers to take specific actions to improve deficiencies or correct misunderstandings.

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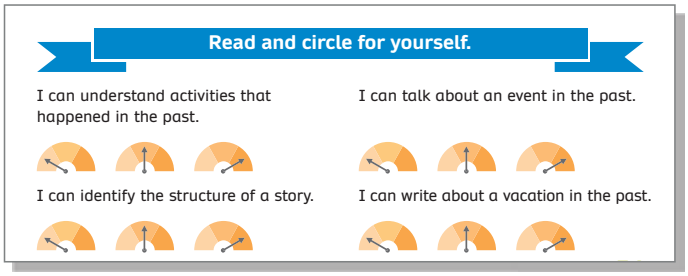
Now I Know! uses the following Assessment for Learning techniques in the units:

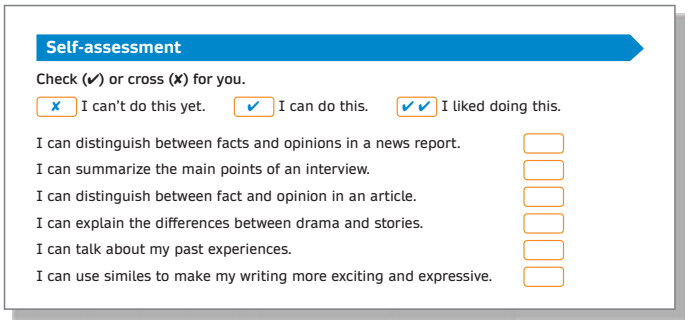
Setting aims and self-assessing

Every unit sets two types of goals that students are encouraged to reflect upon in the *Now I Know!* section. In terms of language, goals are formulated as GSE objectives for the four skills. The unit title is always phrased as a question, which encourages students to think of and look for answers throughout the lessons, and focuses on content rather than language.

Sharing clear targets with the class is a key aspect of formative assessment, and part of the teaching notes for every lesson. Discussing objectives at the start of the class helps students focus. Reviewing these objectives at the end helps develop self-awareness of the progress they are making, and what they need to do to improve.







Setting criteria for success

Success criteria is a set of features that the teacher wants students to include in their work. Understanding their aims helps students produce work of the correct standard and to see clearly what they need to work on. The language of success criteria needs to be clear and simple. If students know that they need to use three new words, a new structure, write three paragraphs, and check the punctuation, for example, they will find it easier to complete their homework before handing it in.

Make sure students really understand what is expected of them, and then check that they have tried to meet the success criteria.

Peer learning

Working together in pairs or groups, students can learn from each other. They learn the language, share knowledge, learn how to collaborate with a team, and how to be attentive and objective. Their learning covers knowledge and language skills, as well as social skills.

Peer assessment

Now I Know! encourages teachers to go a step further and to apply peer assessment. This strategy encourages students to provide feedback to their friends using the success criteria outlined by teachers. When a group of students presents work to the class, encourage others to think if it meets the success criteria. This technique can also be applied to written work, or any homework. Make sure students know exactly what they are looking for, and that this is done in a friendly way and seen as a way of helping each other to learn.

Independent learning

This strategy is based on a number of reflective questions that promote autonomous, more independent learning. Students need to be aware of their aims and be convinced that they truly have an influence on what and how they learn. They need to know that the teacher appreciates their involvement and effort. Gradually, students take more responsibility for the progress they make and the pace of their learning.

Differentiation

There are students of different levels of ability and skill in every class. In order to help all of them progress as much as they can and succeed in their learning, teaching notes include suggestions on how to differentiate lessons. In each lesson, the core activity is accompanied by ideas for struggling learners and those who need extra challenges. These are clearly signposted in the Teacher's Book. Additionally, you will find some of the extra activities marked as suitable for high-achieving students. You can choose to do just one or two of these differentiated tasks with the whole class, or you can set up the students so that different groups work on different activities in parallel.

Projects that end each unit are also designed to provide differentiation. There is always a choice of two projects appealing to different skills, so you can decide which students will benefit from which project. For example, one may require writing and the other drawing, or presenting to the class. They will both cover the same material, but appeal to different learners.

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Learning strategies

Learning strategies are techniques for understanding, remembering, and using information and skills. They are particularly important to students trying to master language and content simultaneously, and help accelerate learning.

Learning strategy instruction can help students by

- Showing them techniques for "how to learn"
- Developing their independence
- Developing their awareness of the learning processes.

Now I Know! provides students with strategies for all four skills. Many of the strategies reappear throughout the levels, with increasing levels of complexity.

Reading strategies are included from the moment students start reading texts. Initially, the same strategy is covered twice in one unit, so that students have more practice. From Level 3, there is a different reading strategy for every text.

Reading strategy

Look for words you know to help you understand.

Speaking strategies are also included from the very beginning. Initially, they focus on body language, respecting others, and non-verbal communication. In higher levels, they progress to the language students use.

Speaking strategy

Focus on the speaker.

Writing strategies are introduced as soon as students can write, and are developed in the writing section of each Student Book and Workbook unit.

Writing strategy

Use numbers, names, and facts to give detailed information.
from 1936 until 1939

Listening strategies are introduced from Level 4.

Listening strategy

Listen for key questions to help you find the answers.

Reading and Writing

Now I Know! offers two entry levels which follow the same syllabus. Level 1 "I can read" is aimed at students who have already learned to read and write before starting school. Level 1 "Learning to read" assumes students have not yet been exposed to reading and writing. In the first half of the book, they do not need to work with text. In the second half, they are gradually introduced to increasingly longer reading and writing tasks in order to transition to Level 2 comfortably. From Level 2, all students use the same coursebooks.

International English

Now I Know! provides students with exposure to both British and American English, preparing them to understand English spoken around the world. The texts, audio, and video clips expose students to a variety of accents and pronunciation, as well as variations in grammar and vocabulary between British and American English.

Reading text and audio

In Levels 1 and 2, 75% of the reading texts are in American English. In Levels 3–6, 50% of the texts are in British English, and 50% are in American English. The recordings for these are in the same variety as the written text. With stronger students, teachers may want to focus more on exploring these differences.

Videos

All the video clips in the course come from the BBC, and therefore are in British English. As the levels go up, students will be exposed to an increasing variety of accents. Throughout the course, key differences between the language used in the clip and elsewhere in the unit are highlighted in "International English" boxes.

International English

International English boxes allow students to focus on the key differences between British and American English. You may want to point out the differences and stress that both are correct, or to practice them more with a stronger group.

British	American
rubber	eraser
tidy up	clean up

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GSE

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the Global Scale of English, students, teachers, and parents can now answer three questions accurately: Exactly how good is my English? What progress have I made toward my learning goal? What do I need to do next if I want to improve?

The Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made, and what they need to learn next.

The table on the back cover of the coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the correct level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all of the objectives below the range before starting the course, or that they will all be at the top of the range by the end.

COURSE LEVEL	GSE	CEFR
1	19–29	Pre A1/A1
2	27–34	A1/A2
3	33–39	A2/A2+
4	38–46	A2+/B1
5	43–54	B1/B1+
6	51–58	B1+

In every unit opener of *Now I Know!*, you get an overview of key objectives for the unit, phrased as GSE objectives, for listening, reading, speaking, and writing. The same unit objectives are then used in the self-assessment activity at the end of the unit. The language of these objectives has been adjusted so that they can be clearly understood by students. The full list of all GSE objectives, for each lesson and in the original wording, can be found in the Objectives box at the top of every lesson in the Teacher's Book.

Thanks to GSE mapping, each level of *Now I Know!* can be supplemented and extended with additional materials at the level of students, for example reading or science programs.

For more information about how using the GSE can support your planning and teaching, your assessment of young learners, and selecting or creating additional materials to supplement your core program, please go to www.english.com/gse

Exam preparation

The table below shows the correlation between the language level of each part of the *Now I Know!* series and the requirements for Pearson Test of English and Cambridge English.

COURSE LEVEL	PTE YL	Cambridge English	English Benchmark
1	First words	A1 Starters	Level 1
2	Springboard	A1 Starters	Level 2
3	Quickmarch	A1 Movers	Level 3
4	Breakthrough	A2 Flyers	Level 4
5		Key	Level 5
6		Preliminary	Level 5

COURSE LEVEL	Bug Club	Wordsmith
1	Lilac, Pink, Red	
2	Yellow, Blue, Green	Wordsmith 1
3	Orange, Turquoise, Purple	Wordsmith 2
4	Gold, Brown	Wordsmith 3
5	Silver/Grey	Wordsmith 4
6	Red	Wordsmith 5

Now I Know! provides a lot of opportunities for students to get acquainted with the formats of the Pearson Test of English for Young Learners and Cambridge English Young Learner tests. There are exam-style activities in Workbooks, Grammar Books, and in the Tests. These activities are marked with an exam icon ( ).

English Benchmark

English Benchmark is the engaging test for young learners, delivered entirely on a tablet. Developed by experts, English Benchmark uses sophisticated artificial intelligence to automatically score students' abilities in listening, reading, speaking, and writing. After administering the test, teachers get a report for each student and their whole class detailing where students did well and recommendations for where they can improve. The recommendations provide references to activities in *Now I Know!* which can help students develop further. Teachers can also generate reports for parents containing similar, but simplified, information. The linking is done by identifying where GSE Learning objectives that have been selected as supporting the recommendations can be found within the course.

To find out more about English Benchmark, please go to www.pearson.com

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Now I Know! videos

There are two types of videos in *Now I Know!*, both produced by the BBC.

Unit opener videos

The purpose of these videos is to spark students' imagination and interest in the unit topic and the question posed in the unit opener. In the lower levels, the videos are a mix of cartoon and real-world clips, and the language is kept simpler so that they are more accessible. From Level 3, students are exposed to authentic BBC clips, taken from renowned educational television programs produced for children by CBBC.

Across all levels, the CLIL videos provide exposure to high-level language. Students will hear words and structures they do not know, and will listen to speakers with different accents. This will improve students' receptive fluency, as well as their overall confidence, as they become accustomed to handling and interpreting a wider range of authentic content in English. It will also allow them to develop compensation strategies and focus on getting the gist of the speech.



Story videos

Story videos appear on Grammar pages and focus more on the specific language covered by the unit. These videos follow the adventures of various characters and are divided into three parts per unit.



Levels 1 and 2

Tommy Zoom story videos are a BBC-produced cartoon following the adventures of Tommy, Suzie, and their friend Cranky, who is an alien. Tommy and Suzie introduce Cranky to their everyday life, school, and friends and find out about his world, which is very different. There are three parts of the story in each unit: one animated, and the other two a slideshow.



Levels 3 and 4

Doctor Who story videos are a BBC-produced cartoon version of the adventures of the famous doctor who travels through time to save the world. In Levels 3 and 4, Doctor Who and his friend Kim are fighting off the Smogator, who is trying to pollute the world. They are helped by a boy named Jack. There are three parts of the story in each unit: one animated, and the other two a slideshow.



Levels 5 and 6

School Rules story videos are a BBC-produced cartoon about the everyday life of a group of school friends, described by the main character, Emily, in her diary. There are two parts of the story in each unit: one animated, and one a slideshow.

All the videos are available on the Pearson English Portal, for use online or offline. They are also available on a USB stick as part of the Presentation Tool.

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Now I Know! component walkthrough

For the student

Student Book



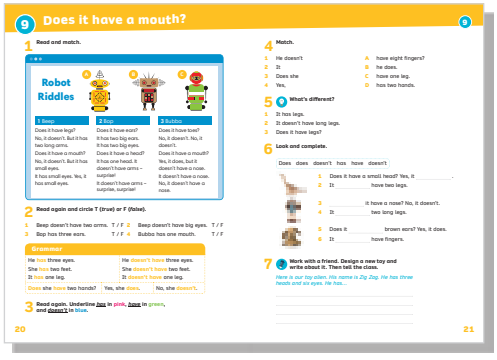
- Available in two versions: with and without online practice
- 12 units with teaching material designed for at least 8 hours of English a week
- Video clips (topic and story clips) with every unit
- Units organized around Big Questions
- A factual and a fiction text in every unit

Workbook with App



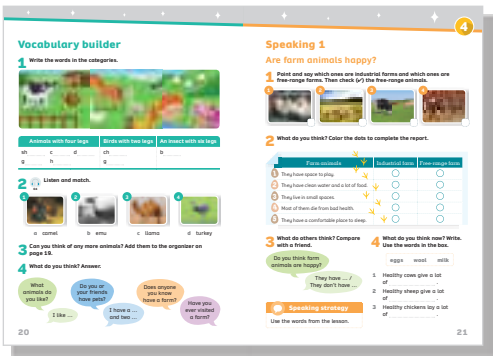
- Additional vocabulary, grammar, reading, and writing practice to reinforce the material in the Student Book
- Vocabulary challenge sections providing students with stretch options
- Word study sections providing focus on word building and collocations
- Activities can be used in class or as homework

Grammar Books



- Covers all grammar points of the Student Book
- Allows students to brush up on their grammar

Speaking and Vocabulary Books



- Practice and extension of the Student Book vocabulary
- Extra speaking tasks focusing on the unit questions
- Extra work on speaking strategies

Pearson English Portal



Student Online Resources

- Accessed with a code provided in the Student Book with online practice
- Extra digital activities for every lesson
- Videos
- Workbook audio
- Online homework activities

For Internal Review Only

For the teacher

Teacher's Book with Online Resources



- Unit-by-unit teaching notes
- Unit and lesson objectives defined by GSE descriptors
- Reduced Student Book pages with answers
- Audio scripts for the Student Book and Workbook
- Answer key for the Workbook
- Access code to the Pearson English Portal, containing all Student Book videos, answers keys for the Grammar Book and Speaking and Vocabulary Book, audio scripts for the Speaking and Vocabulary Book, Presentation Tool, online practice, and other digital resources

Pearson English Portal



Presentation Tool

- Presentation Tool contains step-by-step lessons following the same learning path as the Teacher's edition, and is available online, and to download (unit by unit)
- All videos with subtitles that can be turned on and off
- Class audio material embedded

Teacher's Resources

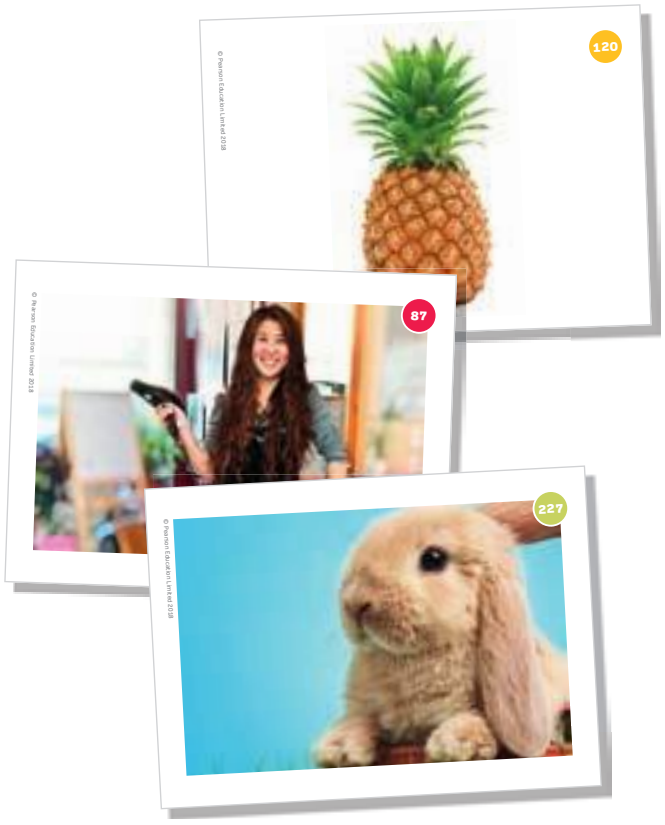
- Assignable activities with automatic scoring
- Gradebook with reports
- Assessment package
- Additional resources
- Access to Student area

Assessment

- Comprehensive suite of printable assessment materials including a diagnostic test, unit tests, skills tests, and a final test
- ExamView® Test Generator that allows teachers to create and customize a test, edit and delete questions from a question bank, and print tests
- Preparation for PTE Young Learners as well as Cambridge English Young Learners tests
- All tests can be accessed on Pearson English Portal to download and print
- The audio material is available on the Pearson English Portal

Picture Cards

- Key vocabulary for every unit
- Available for Levels 1–3



For Internal Review Only

How to get the best from *Now I Know!*

Now I Know! has been developed to make it easy and rewarding to integrate digital tools into your teaching. Here are a a few possible ways to access the comprehensive set of *Now I Know!* materials.

Basic

This is the classic print option with the addition of the Presentation Tool, available to teachers for offline use. The Presentation Tool allows teachers to display Student Book activities on an Interactive Whiteboard or using a projector, as well as play audio and video clips.

FOR THE TEACHER

- Student Book
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading)
- Presentation Tool (USB)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards

FOR THE STUDENT

- Student Book
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

Standard

This is the blended option for classrooms where internet may or may not be reliable, but students and teachers have easy access to online materials, possibly outside of school.

FOR THE TEACHER

- Student Book
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources, available online and for downloading, gradebook, assignable homework, as well as Student online access)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards

FOR THE STUDENT

- Student Book + access code to Pearson English Portal (code gives access to: Student Online Practice, including homework, extra activities, audio, and video)
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

Premium

This is the option for schools with reliable internet, where both teachers and students can enjoy the fully digital solution, and parents can follow their children's work.

FOR THE TEACHER

- Student Book or eBook
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading, gradebook, assignable homework, as well as Student online access)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Picture Cards
- Assignable stretch and remediation activities
- English Benchmark test
- Professional development

FOR THE STUDENT

- Student Book or eBook + access code to Pearson English Portal (code gives access to: Student Online Practice including homework, extra activities, audio, and video)
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

FOR THE PARENT

- Parent app

For Internal Review Only

Unit walkthrough

Unit title phrased as a Big Question sparks students' curiosity and builds engagement with the topic. Students come up with answers throughout the unit, and reflect on what they have learned on the "Now I Know" page at the end.

Unit objectives phrased as simplified *GSE* descriptors appear at the beginning and at the end of the unit, helping students see what they have learned.



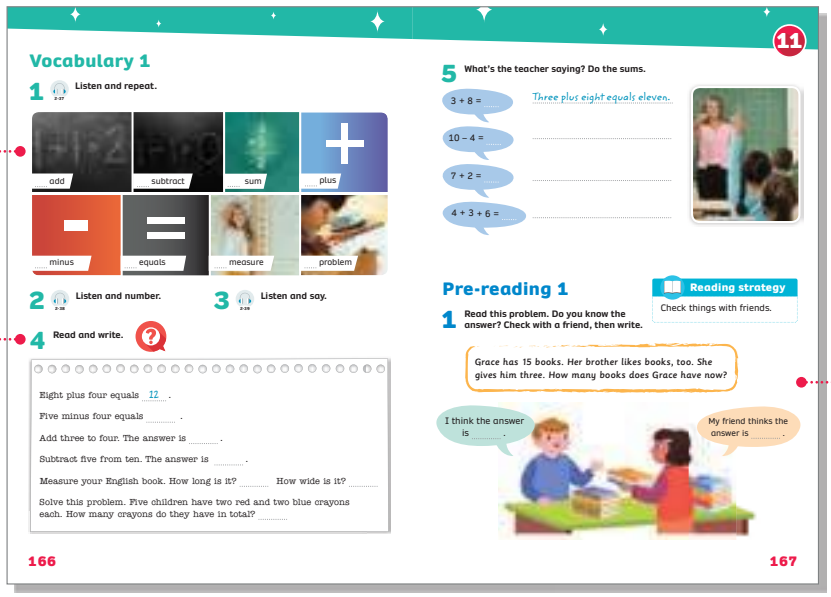
Opening activities help students review language and information they already know.

BBC clip enhances engagement and understanding of the unit topic.

International English box highlights differences between British English and American English.

Vocabulary 1 prepares students for the first Reading text.

Red question mark icon signposts points at which students reflect on answers to the Big Question. This helps students sum up their findings at the end of the unit.



Pre-reading section allows students to practice the reading strategy and engage with the text.

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One text per unit is factual, allowing students to gain non–ELT knowledge.

Key vocabulary from the previous lesson appears in bold, allowing teachers and students to review it.

Reading texts also provide context for the grammar points covered in the next lesson.

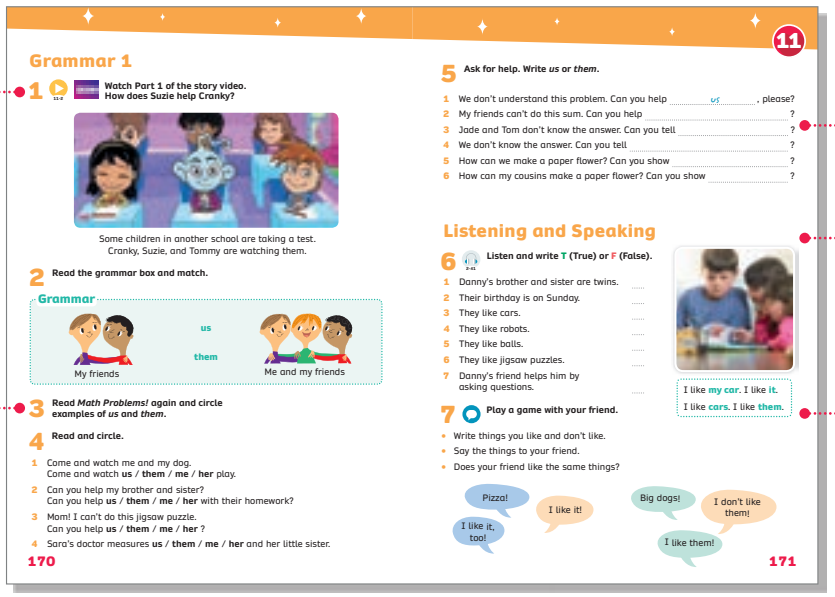


All texts include a number of new passive vocabulary items, which can further extend the lesson if there is time. Suggestions for exploiting them are included in the teaching notes.

Every reading lesson provides opportunities for practicing speaking skills in pairs and in groups.

BBC story videos are used to highlight key language points in an engaging context. The characters of the stories recur throughout two levels, helping students bond with the course.

Students go back to the text to find the new language points in a familiar context.

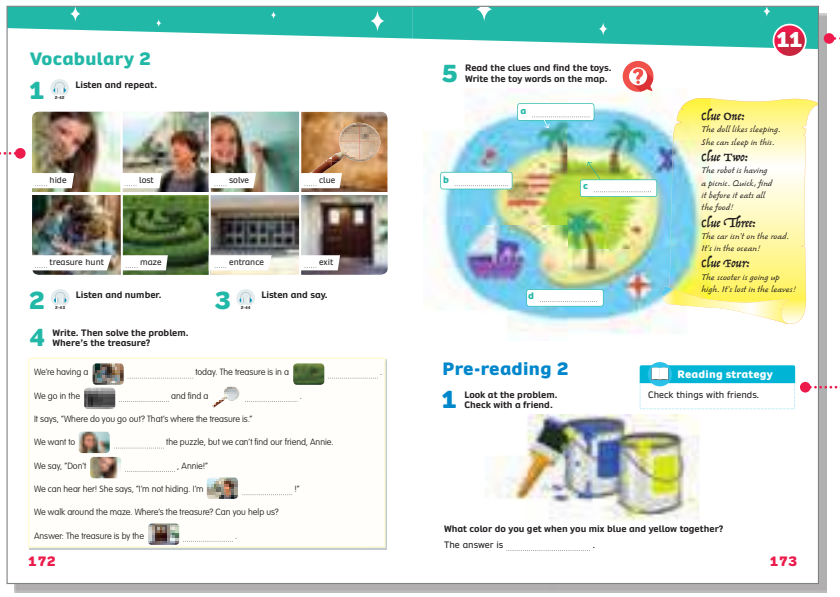


Clear grammar practice helps students build confidence with the language.

From Level 4, the course also introduces listening strategies.

New language is used in spoken production. These are controlled activities allowing students to feel confident with new language.

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Vocabulary 2 prepares students for the second reading text.

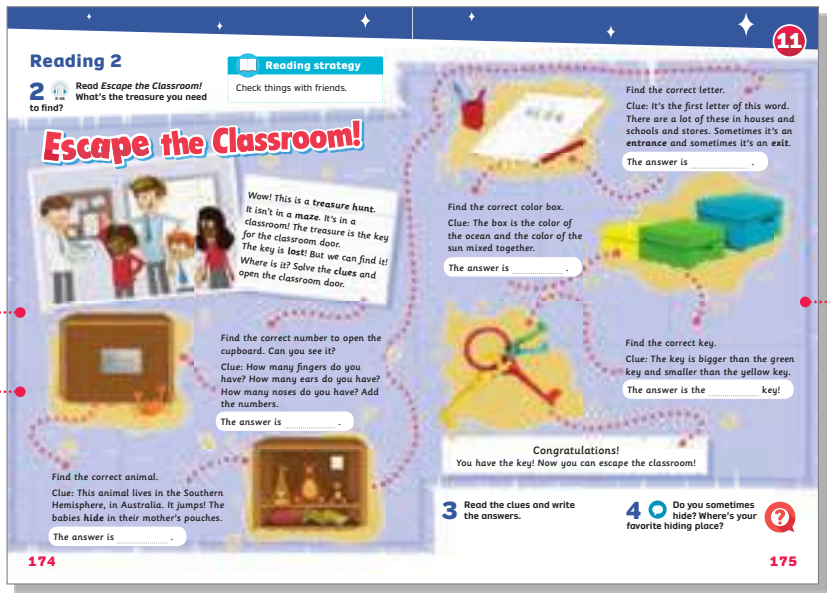
From Level 4, vocabulary lessons follow the reading texts, which allows students to apply techniques for understanding new words from the context.

Teachers who want to further consolidate and expand the vocabulary related to the unit topic can use the ***Now I Know!* Speaking and Vocabulary Books**.

In Levels 1 and 2, students focus on the same reading strategy for both texts in the unit so they can develop their reading skills. In higher levels, each text has its own strategy.

All reading texts are recorded. In Levels 1 and 2, 25% of the texts are written and recorded in British English, and 75% in American English. From Level 3, it's 50% of each. This allows students to get comfortable with both varieties of English.

The fictional text introduces a **value**, which helps students develop socially and emotionally. Here, the value is "Solving problems is fun." Extra work on the value can be found in the teaching notes.

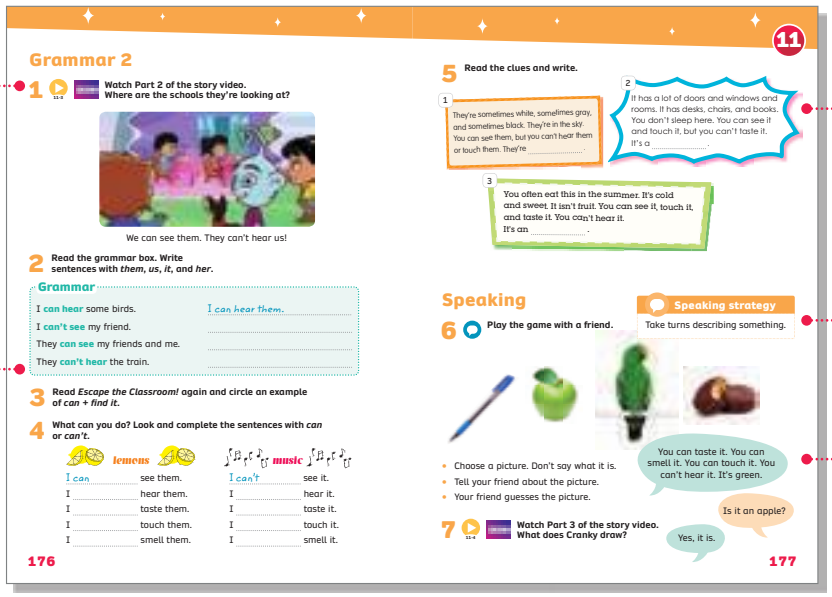


The reading strategy practiced in the Pre-reading section can now be applied to the whole text.

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BBC story videos used to highlight key language points come in three parts per unit. The three parts tell one episode of the story.

As they progress through the levels, students are increasingly encouraged to complete the grammar boxes themselves, which develops a deeper understanding of the language points.



Grammar 2

1 Watch Part 2 of the story video. Where are the schools they're looking at?

We can see them. They can't hear us!

2 Read the grammar box. Write sentences with *them, us, it,* and *her*.

Grammar

I **can hear** some birds. — *I can hear them.*
I **can't see** my friend. ……
They **can see** my friends and me. ……
They **can't hear** the train. ……

3 Read *Escape the Classroom!* again and circle an example of *can* + *find it*.

4 What can you do? Look and complete the sentences with *can* or *can't*.

lemons		music	
I *can*	see them.	I *can't*	see it.
I ……	hear them.	I ……	hear it.
I ……	taste them.	I ……	taste it.
I ……	touch them.	I ……	touch it.
I ……	smell them.	I ……	smell it.

176

5 Read the clues and write.

1 They're sometimes white, sometimes gray, and sometimes black. They're in the sky. You can see them, but you can't hear them or touch them. They're ……

2 It has a lot of doors and windows and rooms. It has desks, chairs, and books. You don't sleep here. You can see it and touch it, but you can't taste it. It's a ……

3 You often eat this in the summer. It's cold and sweet. It isn't fruit. You can see it, touch it, and taste it. You can't hear it. It's an ……

Speaking

6 Play the game with a friend.

Speaking strategy: Take turns describing something.

- Choose a picture. Don't say what it is.
- Tell your friend about the picture.
- Your friend guesses the picture.

You can taste it. You can smell it. You can touch it. You can't hear it. It's green.

Is it an apple?

Yes, it is.

7 Watch Part 3 of the story video. What does Cranky draw?

177

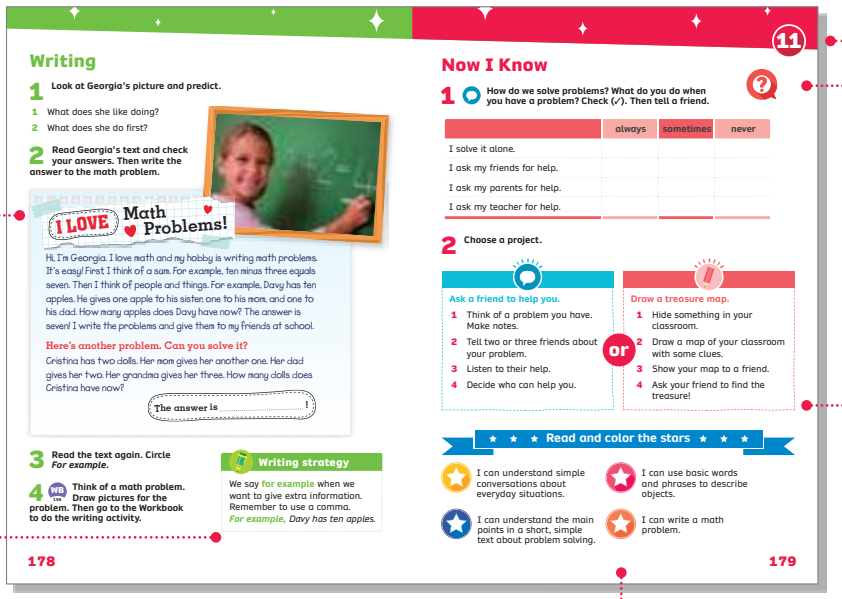
More practice of the new language points can be found in the ***Now I Know!*** **Grammar Books**.

A speaking strategy in every unit helps students not only become confident speakers, but also focus on the non-verbal aspects of communication.

More practice of the speaking strategies and more opportunities for discussions can be found in the ***Now I Know!*** **Speaking and Vocabulary Books**.

The writing page takes students from reading an example text to writing their own, in small steps outlined in the Workbook.

The writing strategy helps students focus on a particular aspect of writing in each unit, allowing for a high degree of personalization and creativity.



Writing

1 Look at Georgia's picture and predict.

1 What does she like doing?
2 What does she do first?

2 Read Georgia's text and check your answers. Then write the answer to the math problem.

I LOVE Math Problems!

Hi, I'm Georgia. I love math and my hobby is writing math problems. It's easy! First I think of a sum. For example, ten minus three equals seven. Then I think of people and things. For example, Davy has ten apples. He gives one apple to his sister, one to his mom, and one to his dad. How many apples does Davy have now? The answer is seven! I write the problems and give them to my friends at school.

Here's another problem. Can you solve it?

Cristina has two dolls. Her mom gives her another one. Her dad gives her two. Her grandma gives her three. How many dolls does Cristina have now?

The answer is …… !

3 Read the text again. Circle *For example.*

4 WB Think of a math problem. Draw pictures for the problem. Then go to the Workbook to do the writing activity.

Writing strategy: We say **for example** when we want to give extra information. Remember to use a comma. *For example, Davy has ten apples.*

178

Now I Know

1 How do we solve problems? What do you do when you have a problem? Check (✓). Then tell a friend.

	always	sometimes	never
I solve it alone.			
I ask my friends for help.			
I ask my parents for help.			
I ask my teacher for help.			

2 Choose a project.

Ask a friend to help you.
1 Think of a problem you have. Make notes.
2 Tell two or three friends about your problem.
3 Listen to their help.
4 Decide who can help you.

or

Draw a treasure map.
1 Hide something in your classroom.
2 Draw a map of your classroom with some clues.
3 Show your map to a friend.
4 Ask your friend to find the treasure!

Read and color the stars

- I can understand simple conversations about everyday situations.
- I can use basic words and phrases to describe objects.
- I can understand the main points in a short, simple text about problem solving.
- I can write a math problem.

179

The "Now I Know" pages link back to the unit opener, helping students reflect on what they have learned.

As they do this exercise, students can look for the red question mark icons throughout the unit to remember what they have discovered about the topic.

A choice of two projects, aimed at different skills, helps with differentiated teaching. These can be done individually or collaboratively.

The final activity of the unit links to the GSE descriptors in the unit opener and helps students see what new language they have learned. The full list of GSE descriptors is available to teachers for better visibility of students' progress.

For Internal Review Only

1 What do we do on school days?

SKILLS

Listening: Can identify key information in short conversations on school-related topics, e.g., subjects, timetables, homework.

Reading: Can understand short, simple illustrated narratives about everyday activities.

Speaking: Can describe daily routines in a simple way.

Writing: Can write short, basic descriptions of everyday activities, given prompts or a model.

GRAMMAR

Grammar 1: Can use "I" with the Present Simple with a few basic verbs and nouns to make personal statements.

Grammar 2: Can use "Do you … ?" with the Present Simple and a few prepositions and places.

VOCABULARY

Key vocabulary 1: math, art, science, P.E., computer science, music, violin practice, piano practice

Key vocabulary 2: tired, bored, worried, difficult, easy, interesting, busy, important

Video vocabulary: timetable/schedule, today, tomorrow, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, computer games/video games

Reading 1 vocabulary: draw, count, play the drums, learn new things, experiments

Reading 2 vocabulary: kick, punch, shout, polite, roll, stretch, chalk, slip, take turns

Passive vocabulary: stand straight

Revised vocabulary: happy, sad, in the morning/ afternoon

Expressions: It's easy! See you later! Have a nice day! Well done!/Good job!

PROJECTS

Present your week

Make a *My Week* calendar

VIDEOS

Pencil and Rubber: Timetable (1-1)

Tommy Zoom: The Science Experiment Parts 1–3 (1-2, 1-3, 1-4)

VALUE

Learn new things at school

Unit opener

OBJECTIVES

Listening: Can identify the day and date in short, simple dialogs, if spoken slowly and clearly and supported by pictures or gestures.

Speaking: Can draw simple conclusions about people in pictures, using a limited range of fixed expressions.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 4–5
WB p. 4
WB key p. 210
Video 1-1
Video script p. 246
Pearson English Platform

Big Question

- Ask students questions about school to check what school words they already know.
- Read the Big Question *What do we do on school days?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about what they do at school each day.

SB Act. 1 p. 5

Circle and say.

- Ask students to circle the number of days they go to school and stay at home.

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SB Act. 2 p. 5

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Stretch: Ask *Where's the family playing? What are they playing? What do you do on the weekend?*

WB p. 4

What do you know?

- Ask students to think of the Big Question and write in the box the school words they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 4

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 5

1-1

Watch the video and circle.

- Ask students to look at the video still and guess what the video is about (*a school schedule*).
- Play the video. Students check if they were correct and circle the corresponding days.

International English

Focus students' attention on the difference between British and American English for the same school words: *lesson* and *class*; *timetable* and *schedule*; *we've got* and *we have*. Can they think of any others?

Extra activity

CREATIVITY

Students draw their ideal schedule and explain it.

WB Act. 2 p. 4

1-1

Watch the video. Read and match.

WB Act. 3 p. 4

Write the missing letters. Then number in the correct order.

WB Act. 4 p. 4

What about you? Read and check (✓).

Objective review

Ask students what day of the week they like best and why. Praise their effort.

For Internal Review Only

1 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can express immediate needs using simple language.

Vocabulary: math, art, science, P.E., computer science, music, violin practice, piano practice

MATERIALS

SB pp. 6–7
WB pp. 5–6
WB key p. 210
SB audio tracks 1-02, 1-03, and 1-04
WB audio track 01
Picture cards 1–8
Pearson English Platform

Warm-up

Review what students do each day. Say *Tell me the days of the week when you have English/come to school/play at the park*.

Lesson objective

Explain the lesson objective: To talk about school subjects and the school schedule.

SB Act. 1 p. 6

1-02

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-02 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.
- You may want to explain that *P.E.* means *physical education*.

SB Act. 2 p. 6

1-03

Listen and number.

- Play track 1-03 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 6

1-04

Listen and say. What classes are the children doing?

- Play track 1-04. Students listen and say the words while pointing at the correct pictures. **(Answers: 1** science, **2** art, **3** math, **4** P.E., **5** violin practice, **6** computer science, **7** music, **8** piano practice)

Extra activity

CRITICAL THINKING

Ask *Do we have all these subjects in our school? Which subject do you like? Which subject don't you like? Which subject is fun? Which subject is easy?*

Picture card activity 1

- Hold up the picture cards one by one and say either the correct or an incorrect school subject.
- Students say *Yes, it's math.* or *No, it's P.E.*

Picture card activity 2

- Put the picture cards on the board and ask students to turn around. Remove one card.
- Students guess the missing school subject.

WB Act. 1 p. 5

01

Listen and check (✓).

- This is a Pre A1 Starters Listening Part 3 task.
- Play track 01. Students listen and check the picture that corresponds to each dialog.

WB Act. 2 p. 5

Look and write.

SB Act. 4 p. 6

CRITICAL THINKING

Which classes are in the pictures? Circle. Which classes do you like?

- Do the first item with the class. Students work in pairs.
- Explain they also have to say which classes they like.

Differentiation

Struggling learners: Ask them to say their answers aloud to the class.

Stretch: Ask them to explain why one subject may be more useful than another.

SB Act. 5 p. 7

What does Sarah need in her backpack today? Look at the schedule and match.

- Ask *What subjects does Sarah have today?*
- Put students into pairs to match the subjects to the objects she needs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

SB Act. 6 p. 7

COMMUNICATION

What do you need in your backpack for tomorrow? Tell a friend.

- Make a list of subjects and model the conversation with a student. Put students into pairs to tell each other what they need.
- Ask *What does your friend need in his/her backpack for tomorrow?*

For Internal Review Only



WB Act. 3 p. 6

Write the letters in order. Which schedule is Ben's? Check (✓).

WB Act. 4 p. 6

CREATIVITY

Draw and write about your classes today. What's your favorite class?

- Students draw the objects they have in their backpacks for the classes they have today and complete the sentence.
- Ask them to share their drawings and answers, and say what their favorite class is.

Word study: vowels

WB Act. 5 p. 6

Circle the letter *c* where it sounds like an *s* in the following words.

WB Act. 6 p. 6

Look at Activity 5. Write the words in alphabetical order.

Extra activity

COLLABORATION

- Ask *What's your favorite subject?*
- Students work in two groups to find what the group's favorite subject is and why.
- Ask groups to make a short presentation.

Objective review

Ask students to say what subjects they have on different days of the week. Which is their favorite subject? On what day of the week do they have it? Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Use pictures to guess what a text is about.

SB Act. 1 p. 7

CRITICAL THINKING

Look at the pictures. What do you think the story is about? Check (✓).

- Put students into groups. Focus their attention on the pictures. Ask what they think is happening in each.
- Encourage groups to guess what the text may be about by using the pictures to choose the most appropriate option.

Differentiation

Stretch: Ask students what school subjects a dragon may like. Make sure they write them down in their notebooks.

For Internal Review Only

1 Reading 1

OBJECTIVES

Reading:	Can follow simple dialogs in short illustrated stories, if they can listen while reading.
Speaking:	Can give very basic information about personal details.
Vocabulary:	draw, count, play the drums, learn new things, experiments
Revised vocabulary:	happy, sad
Expressions:	See you later. Have a nice day. Well done!/Good job!

MATERIALS

SB pp. 8–9
WB p. 7
WB key p. 210
SB audio track 1-05
Pearson English Platform

Warm-up

Ask students if they remember what they said the story was about.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using the pictures to guess what the text is about.

Reading text in British English

This is one of the texts in Level 2 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *maths/math*; *have got/have*. Highlight that ICT (information and communications technology) is the same subject area as computer science.

SB Act. 2 p. 8

1-05

Read *Billy the Dragon*. Check your answer from Activity 1.

- Students read and listen to the text.
- They apply the reading strategy by looking at the pictures as they read to help them understand the text.
- Ask if they found the answers to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students underline the words they don't know.

Stretch activity

CRITICAL THINKING

Ask *What helped you decide what the text is about? Was it the pictures? What pictures? Why?*

Extra activity

CRITICAL THINKING

Ask individual students to read a random sentence said by a character. Other students guess who said it.

SB Act. 3 p. 9

Read and circle T (true) or F (false).

- Students decide whether the sentences are true or false according to the text.

Extra activity

Vocabulary work

- Ask students to find the new words related to the activities they do at school (*draw*, *experiments*, *count*, *learn new things*).
- Start sentences on the board: *We draw in …* , *We do experiments in …* , *We count …* , *We learn new things in …* . Ask students to complete the sentences in their notebooks.

Extra activity

CRITICAL THINKING

- Help students make connections between the video about the school schedule and this text.
- Ask *What subjects does Billy have? When does he have those subjects? Do we know? Does he have piano practice/P.E./math/science? Does he have math/science homework?*

Stretch activity

COLLABORATION

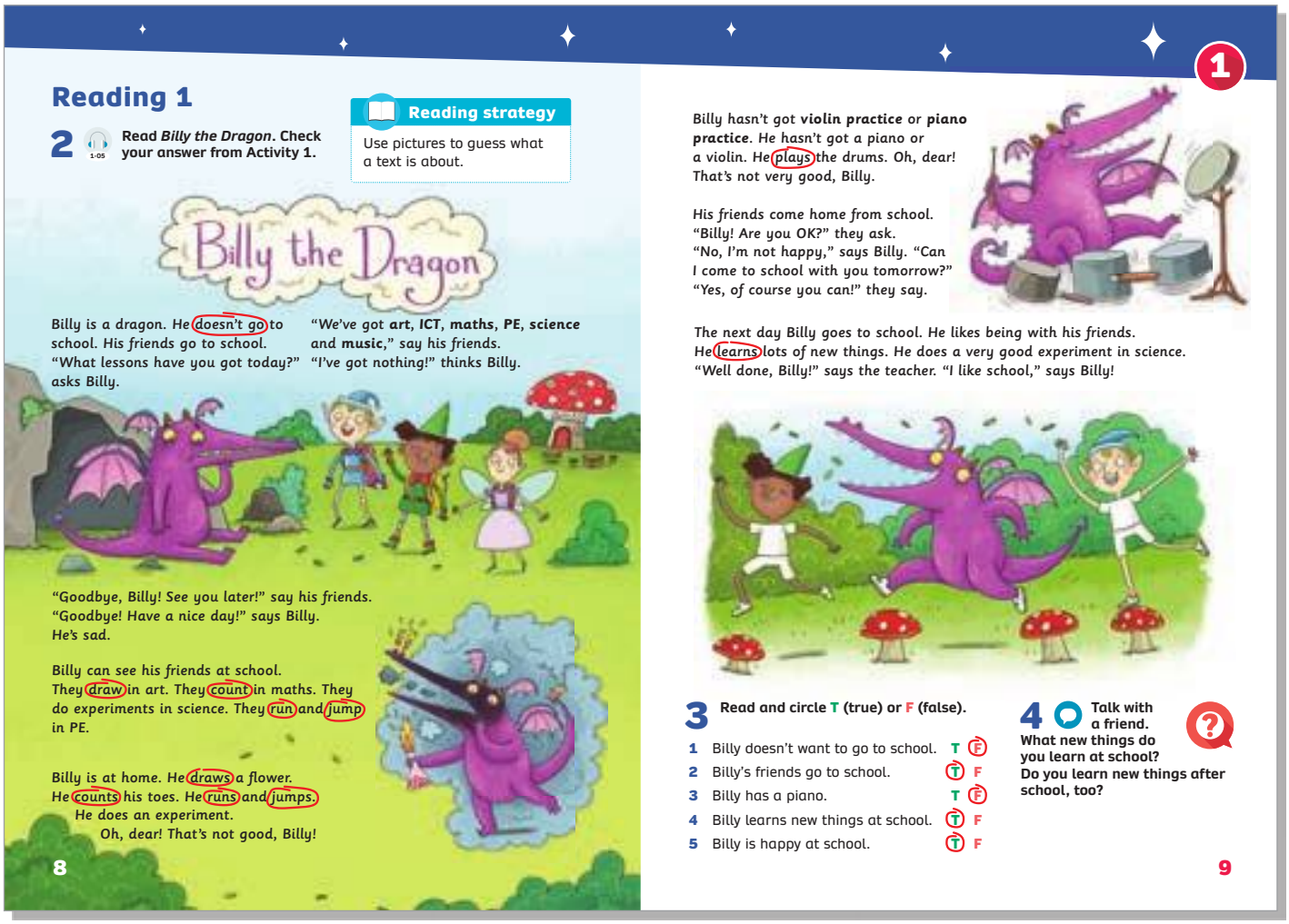
- Ask different groups of students to think about the subjects they have and the activities they do at school.
- Ask *Can you learn and do the same activities at home? Why? Why not?*

WB Act. 1 p. 7

Read *Billy the Dragon*. Number the sentences in the correct order.

- Refer students back to the text on SB pp. 8 and 9.

For Internal Review Only



Reading 1

2 1-05 Read *Billy the Dragon*. Check your answer from Activity 1.

Reading strategy
Use pictures to guess what a text is about.

Billy the Dragon

Billy is a dragon. He doesn't go to school. His friends go to school. "What lessons have you got today?" asks Billy.

"We've got **art**, **ICT**, **maths**, **PE**, **science** and **music**," say his friends. "I've got nothing!" thinks Billy.

"Goodbye, Billy! See you later!" say his friends. "Goodbye! Have a nice day!" says Billy. He's sad.

Billy can see his friends at school. They draw in art. They count in maths. They do experiments in science. They run and jump in PE.

Billy is at home. He draws a flower. He counts his toes. He runs and jumps. He does an experiment. Oh, dear! That's not good, Billy!

8

1

Billy hasn't got **violin practice** or **piano practice**. He hasn't got a piano or a violin. He plays the drums. Oh, dear! That's not very good, Billy.

His friends come home from school. "Billy! Are you OK?" they ask. "No, I'm not happy," says Billy. "Can I come to school with you tomorrow?" "Yes, of course you can!" they say.

The next day Billy goes to school. He likes being with his friends. He learns lots of new things. He does a very good experiment in science. "Well done, Billy!" says the teacher. "I like school," says Billy!

3 Read and circle T (true) or F (false).

1 Billy doesn't want to go to school. T (F)
2 Billy's friends go to school. (T) F
3 Billy has a piano. T (F)
4 Billy learns new things at school. (T) F
5 Billy is happy at school. (T) F

4 Talk with a friend. What new things do you learn at school? Do you learn new things after school, too?

9

WB Act. 2 p. 7

Read *Billy the Dragon* again and match.

- Students match the sentence halves.

WB Act. 3 p. 7

Read, choose, and write.

- Students complete the sentences with the words in the box.

SB Act. 4 p. 9

COLLABORATION

Talk with a friend. What new things do you learn at school? Do you learn new things after school, too?

- Ask students to say what they learn at and after school.
- In pairs, students make two lists: one for things they learn and do at school, and another for what they learn and do after school.
- Put students into different pairs and ask them to compare their lists. Are they similar or different? In what way?
- Ask *Where do you learn things that are more useful: at school or after school? Where do you learn things that are more fun?*
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

WB Act. 4 p. 7

CRITICAL THINKING

What about you? Read and circle.

- Students circle the words that make true sentences for them.

Extra activity

CREATIVITY

- Ask *Are there things you learn after school that you want to learn at school? What new subjects do you want to add to your schedule? What subjects do you want to drop from it?*
- Put students into groups. Ask them to plan their ideal school schedule with these subjects.
- Ask the groups to present their schedules.

Value

Learn new things at school

Ask *Why does Billy want to go to school?* (because he's bored and has nothing to do). Ask *Why is it important to go to school every day?* (because you can learn a lot of new things).

Objective review

Ask students if the pictures helped them guess what the story was about. Have they learned new things about school? Praise their effort.

For Internal Review Only

1 Grammar 1 • Speaking

OBJECTIVES

Grammar: Can use "I" with the Present Simple with a few basic verbs and nouns to make personal statements.

Listening: Can understand simple questions and answers about people's likes and dislikes.

Speaking: Can express likes and dislikes in relation to familiar topics in a basic way.

MATERIALS

SB pp. 10–11
WB pp. 8–9
WB key p. 210
Video 1-2
Video script p. 246
Pearson English Platform
Grammar Book 2, Unit 2
Speaking and Vocabulary Book 2, Unit 1

Warm-up

Review *Billy the Dragon*. Ask *Who's Billy? Why is he sad? What does he try to do? Why is he happy now?*

Lesson objective

Explain the lesson objective: To talk about what they do or don't do at school, and whether they like or dislike it.

SB Act. 1 p. 10

Watch Part 1 of the story video. Do Tommy and Suzie like school?

- Students watch Part 1 of the video.
- Ask *What do the children think about school?* **(Answer:** Tommy and Suzie like school.)
- Focus students' attention on the example text. Ask *What does Suzie like? Who doesn't like art?*

SB Act. 2 p. 10

Watch Part 1 of the story video again. Circle.

- Play the video again.
- Students circle the correct answer.

SB Act. 3 p. 10

Read the grammar box and number.

- Focus students' attention on the grammar box and read the sentences together.
- Students number the pictures.

SB Act. 4 p. 10

Read *Billy the Dragon* again and circle examples of *doesn't* and action words.

- Refer students back to the SB text on pp. 8 and 9.
- Students circle the examples.

Extra activity

COLLABORATION

- Put students into pairs.
- Ask Student 1 to point at a picture in Activity 3 and ask *What does he do?* Student 2 answers, e.g., *He plays the drums.*
- Students take turns asking and answering while pointing at the different pictures.

WB Act. 1 p. 8

Read and circle.

- Focus students' attention on the grammar box. Students then read the dialog and circle the correct words.
- Students check their answers in pairs. Ask a pair of students to read their answers to the class.

WB Act. 2 p. 8

Write the words in order.

- Students make sentences by writing the words in order.

WB Act. 3 p. 8

Read and write the opposite.

- Students write sentences in the negative form.

SB Act. 5 p. 11

Look and write. Then check (✓) or cross (✗) and write for you.

- Focus students' attention on the chart. They complete the sentences and check their answers in pairs.
- Ask students to complete the chart and sentence 4 for themselves, and then read their answers to the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

WB Act. 4 p. 9

Look, read, and write.

- Students complete the sentences according to the chart.

WB Act. 5 p. 9

CRITICAL THINKING

Write for you. Use the words from Activity 4.

- Students write sentences about themselves.

For more grammar practice, go to Grammar Book 2, Unit 2.

For Internal Review Only

Grammar 1

1 1-2 **Watch Part 1 of the story video. Do Tommy and Suzie like school?**



Suzie likes her schedule. Cranky doesn't like art.

2 1-2 **Watch Part 1 of the story video again. Circle.**

1 Suzie **likes** / **doesn't like** art.
2 Cranky **likes** / **doesn't like** Saturday and Sunday.

3 **Read the grammar box and number.**

Grammar

1 I **don't go** to school.
2 He **plays** the drums.
3 We **run** in P.E.
4 They **don't count** in art.



4 **Read *Billy the Dragon* again and circle examples of *doesn't* and action words.**

5 **Look and write. Then check (✓) or cross (✗) and write for you.**

	English	2+1 math	art	music
Santiago	✓	✗	✓	✗
Narella	✗	✓	✗	✓
Amy and Josh	✓	✓	✗	✗
Me				

1 Santiago *likes* English and art. He *doesn't like* math or music.
2 Narella *likes* math and music. She *doesn't like* English or art.
3 Amy and Josh *like* English and math. They *don't like* art or music.
4 I *like* . I *don't like* .

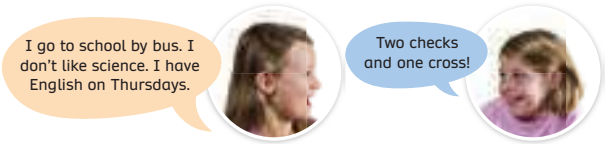
Speaking

Speaking strategy

Keep your hands away from your face when speaking.

6 **Explain to a friend. Read and check (✓) or cross (✗).**

- go to school by bus ☐
- play the violin ☐
- like math ☐
- walk to school ☐
- like science ☐
- play tennis ☐
- go to school by car ☐
- draw good pictures ☐
- have English on Thursdays ☐



7 **Now tell the class about your friend.**

Rosa goes to school by bus. She doesn't like science.

Speaking

Speaking strategy

Explain the speaking strategy: Keep your hands away from your face when speaking. This is so that you appear more confident and your friends can hear you clearly and see your facial expressions, which are also part of communication.

SB Act. 6 p. 11 — COMMUNICATION

Explain to a friend. Read and check (✓) or cross (✗).

- Focus students' attention on the checklist. Make sure they remember the meaning of the expressions.
- Ask two students to read the dialog in the speech bubbles. Model the activity with a student if necessary.
- Put students into pairs. Make sure students talk about all activities and register all answers, while applying the speaking strategy.

SB Act. 7 p. 11 — COMMUNICATION

Now tell the class about your friend.

- Students report their friends' sentences to the class.

Differentiation

Struggling learners: Focus on correct use of the Present Simple.

Stretch: Ask students to provide more details, e.g., time expressions: *Rosa doesn't walk to school every day. She goes to school by car on Tuesdays.*

Objective review

Ask students if they can talk about the subjects and school activities they like and don't like. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 1.

For Internal Review Only

1 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can ask someone simple questions about how they are feeling.

SB vocabulary: tired, bored, worried, difficult, easy, interesting, busy, important

WB vocabulary: relaxed, excited, angry

MATERIALS

SB pp. 12–13
WB pp. 10–11
WB key p. 210
SB audio tracks 1-06, 1-07, and 1-08
Picture cards 9–16
Pearson English Platform

Warm-up

Review school vocabulary. Organize a chain. Student 1 asks *What subject do you like?* Student 2 answers, and then asks the question to Student 3.

Lesson objective

Explain the lesson objective: To talk about feelings.

SB Act. 1 p. 12

1-06

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-06 twice, pausing after each word. Students point at the pictures and then repeat the words. Make sure they're using the correct pronunciation.

SB Act. 2 p. 12

1-07

Listen and number.

- Play track 1-07 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 12

1-08

Listen and say.

- Play track 1-08. Students listen and say the missing words while pointing at the correct pictures. Check pronunciation. (**Answers: 1** tired, **2** difficult, **3** interesting, **4** busy, **5** easy, **6** bored, **7** worried, **8** important)

Picture card activity

- Put the feeling picture cards on the board. Ask a student to leave the class. Discuss with the other students which card to remove.
- The student comes back and has to guess the missing word.

Differentiation

Stretch: With a confident student, you may decide to remove two cards at a time.

WB Act. 1 p. 10

Look, read, and circle.

WB Act. 2 p. 10

Read and circle.

WB Act. 3 p. 10

Read, choose, and write.

SB Act. 4 p. 12

Look and match. You can choose more than one.

- Students look at the pictures, read the speech bubbles, and find the correct pieces of advice.
- They check their answers in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COLLABORATION

- Put students into pairs.
- Student 1 says, e.g., *Read your books.* Student 2 points at one of the the correct pictures (a or e) and reads the sentence.

Extra activity

CRITICAL THINKING

Ask *How do you feel before a math/English/art test? When do you feel sad/happy/tired/bored? When are you busy/tired/happy?* Encourage students to use other feeling words, too.

SB Act. 5 p. 13

What about you? Choose and circle. You can circle more than one.

- Students circle the adjectives that best describe them.

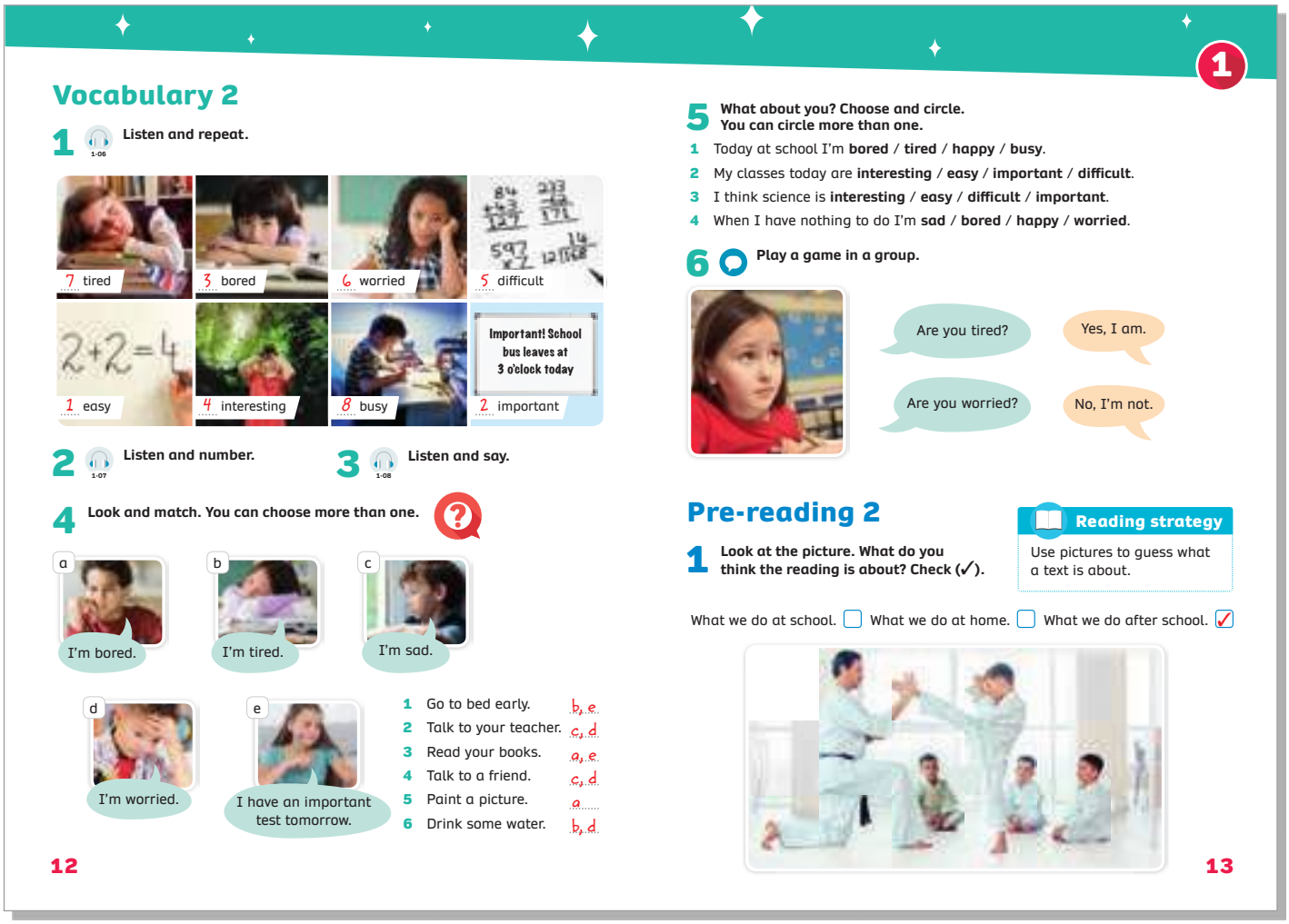
SB Act. 6 p. 13

COMMUNICATION

Play a game in a group.

- Model the dialog with a student. Put students in groups of four.
- Students ask each other questions about their feelings and record their answers.
- Each group reports to the class how each member feels.

For Internal Review Only



Vocabulary 2

1 Listen and repeat. 1-06

7 tired | 3 bored | 6 worried | 5 difficult

1 easy | 4 interesting | 8 busy | 2 important

Important! School bus leaves at 3 o'clock today

2 Listen and number. 1-07

3 Listen and say. 1-08

4 Look and match. You can choose more than one.

a I'm bored.

b I'm tired.

c I'm sad.

d I'm worried.

e I have an important test tomorrow.

1 Go to bed early. b, e
2 Talk to your teacher. c, d
3 Read your books. a, e
4 Talk to a friend. c, d
5 Paint a picture. a
6 Drink some water. b, d

5 What about you? Choose and circle. You can circle more than one.

1 Today at school I'm **bored** / **tired** / **happy** / **busy**.
2 My classes today are **interesting** / **easy** / **important** / **difficult**.
3 I think science is **interesting** / **easy** / **difficult** / **important**.
4 When I have nothing to do I'm **sad** / **bored** / **happy** / **worried**.

6 Play a game in a group.

Are you tired? Yes, I am.

Are you worried? No, I'm not.

Pre-reading 2

1 Look at the picture. What do you think the reading is about? Check (✓).

Reading strategy
Use pictures to guess what a text is about.

What we do at school. ☐ What we do at home. ☐ What we do after school. ☑

Differentiation

Struggling learners: Focus on students using the correct structure and adjective.

Stretch: Ask students to expand by giving a reason, e.g., *Today at school I'm worried because we have a test.*

WB Act. 4 p. 11

Find and circle eight words.

- Students circle the eight adjectives hidden in the word square.

Vocabulary challenge: relaxed, excited, angry

WB Act. 5 p. 11

Look, read, and circle.

- Students circle the words that best match the pictures.

WB Act. 6 p. 11

Read and write. Use the words from Activity 5.

- Students answer the questions for themselves.

Objective review

Ask students to list three new words to describe their feelings. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use pictures to guess what a text is about.

SB Act. 1 p. 13

CRITICAL THINKING

Look at the picture. What do you think the reading is about? Check (✓).

- Ask *Do you remember what helped you guess what* Billy the Dragon *was about? What was it?*
- Put students into pairs. Focus their attention on the picture. Ask them to discuss what is happening and to think where and when an activity like this may be done.
- Students guess what the text is about by using the picture to choose the best option.

Stretch activity

COLLABORATION

Students work in pairs or small groups to make a list of activities that can be done at home, at school, and after school. Make sure they write them down in their notebooks.

For Internal Review Only

1 Reading 2

OBJECTIVES

Reading:	Can understand short, simple descriptions of someone's typical day, if supported by pictures.
Speaking:	Can describe their daily routines in a simple way.
Vocabulary:	kick, punch, shout, polite, roll, stretch, chalk, slip, take turns
Passive vocabulary:	stand straight
Revised vocabulary:	happy, sad
Expressions:	It's easy.

MATERIALS

SB pp. 14–15
WB p. 12
WB key p. 210
SB audio track 1-09
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask students to discuss their lists of activities that they do at home, at school, and after school.
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using the pictures to guess what the text is about.

SB Act. 2 p. 14

1-09

Read *After School*. Check your answer from Activity 1.

- Focus students' attention on the pictures. Apply the reading strategy by discussing what they can see in each, and encouraging them to guess what the text is about.
- Students read and listen to the text.
- Ask if students found answers to the question from Activity 1.
- Ask those who guessed correctly to raise their hands. Praise their effort.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.
Stretch: Ask different students to read the description of the different activities aloud.

Stretch activity

CRITICAL THINKING

Ask *What helped you decide what the text was about? Was it the pictures? Which pictures?*

Extra activity

Vocabulary work

- Ask students to go back to the text and look for words related to actions. Underline these with a green crayon.
- Ask students to find all the words that describe feelings or attitudes. Underline these with a blue crayon.
- Ask students to find a word that has a similar meaning to *shout* (*roar*).

SB Act. 3 p. 15

Read again and check (✓).

- Students read the text again. In pairs, they check the corresponding column in the chart.
- Students work in teams. Say a characteristic from one of the activities in the text, e.g. "They don't wear shoes." Each team writes a list of as many after school activities they can think of in which they don't wear shoes. The team with the most correct activities on their list gets a point and wins that round.

WB Act. 1 p. 12

Read *After School*. Circle T (true) or F (false).

- Refer students back to the text on SB pp. 14 and 15.
- Students read the text and decide whether the sentences are true or false.

WB Act. 2 p. 12

Read *After School* again and match.

- Students match the sentence halves.

For Internal Review Only

Reading 2

2 1-09 **Read *After School*. Check your answer from Activity 1.**

Reading strategy
Use pictures to guess what a text is about.

3 **Read again and check (✓).**

	Karate	Gymnastics	Drama
They don't wear shoes.	✓	✓	
They jump.	✓	✓	
They kick and shout.	✓		
They dance and sing.			✓
They take turns.			✓

4 **Talk with a friend. What do you do after school? Do you see your friends?**



SB Act. 4 p. 15

COMMUNICATION

Talk with a friend. What do you do after school? Do you see your friends?

- Ask students to discuss the questions. Use this as an opportunity to review activity words and words that describe feelings.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COLLABORATION

- Do a class survey on which after-school activities students like best.
- Ask students to list the activities from the text. Ask *What after-school activities do the children in the text do? What after-school activities do you do?*
- Write the responses on the board: *karate class*, *drama class*, *gymnastics*, *chess club*, *piano practice*, *soccer*, etc.
- Let the class vote on their favorite ones. Write the results of the survey on the board.
- With a confident class, you may want to write a short summary of the survey.

WB Act. 3 p. 12

CREATIVITY

What do you do in your favorite after-school class? Draw and write.

- Students draw what they do in their favorite after-school class and complete the sentences. They check their answers in pairs.
- Ask some students to show their drawings and read their answers to the class.

Objective review

Ask students what after-school activities are mentioned in the text and how the pictures helped them guess what the story was about. Praise their effort.

For Internal Review Only

1 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar:	Can use "Do you … ?" with the Present Simple and a few basic prepositions and places.
Listening:	Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.
Speaking:	Can describe their daily routines in a simple way.
Revised vocabulary:	in the morning/afternoon

MATERIALS

SB pp. 16–17
WB pp. 13–14
WB key p. 210
SB audio track 1-10
Videos 1-3 and 1-4
Video script p. 246
Pearson English Platform
Grammar Book 2, Unit 2
Speaking and Vocabulary Book 2, Unit 1

Warm-up

Ask students what school and after-school activities they have today and to describe their feelings toward them.

Lesson objective

Explain the lesson objective: To talk about activities they do on certain days of the week.

SB Act. 1 p. 16

1-3

Watch Part 2 of the story video. Where are Suzie and Tommy?

- Students watch Part 2 of the video. Ask *Where are Suzie and Tommy?* (**Answer:** in science class)
- Ask *Do Tommy and Suzie like science?* (Yes, they do.) *Why?* (It's interesting.) *What happens after the experiment?* (Cranky, Suzie, and Tommy disappear.)
- Focus students' attention on the example text and read the sentence aloud.

SB Act. 2 p. 16

Read the grammar box and write *Do* or *Does*.

- Students complete the sentences in the grammar box. Elicit they have to complete them using the auxiliary.

SB Act. 3 p. 16

Read *After School* again and circle examples of *don't* and *do you?*

- Refer students back to the text on SB pp. 14 and 15.
- Students circle the examples.

SB Act. 4 p. 16

Write what you do: at school, after school, and at home.

- Students think of what they do at school, after school, and at home.
- They compare their answers in pairs. Ask some pairs to read their lists aloud.

SB Act. 5 p. 17

COMMUNICATION

Ask and answer with a friend. Write *Yes, he/she does*. or *No, he/she doesn't*.

- Put students into pairs. They take turns reading the questions and answering them. They write their partner's answers.
- Ask different pairs to tell the class what they and their friends do.

WB Act. 1 p. 13

Read and check (✓).

- Focus students' attention on the grammar box.
- Students choose and check the correct response.

WB Act. 2 p. 13

Read and circle.

- Students circle the correct auxiliary.

WB Act. 3 p. 13

Look at Activity 2. Write for you.

- Students complete the answers using the correct auxiliary.

Extra activity

CRITICAL THINKING

- Write the words *Does*, *play soccer*, *she*, *Do*, *take turns*, *you*, and *and your friend* on the board in any order.
- Ask students to say the order in which the words are found in questions (*Does she play soccer? Do you and your friend take turns?*).

WB Act. 4 p. 14

Read and write *do* or *does*.

- Students look at the pictures and complete the questions and answers with the correct auxiliary.

For more grammar practice, go to Grammar Book 2, Unit 2.

For Internal Review Only

Grammar 2

1 1-3 **Watch Part 2 of the story video. Where are Suzie and Tommy?**



Do Suzie and Tommy like science?

2 **Read the grammar box and write *Do* or *Does*.**

Grammar

1	Do	you play the piano?	Yes, I do.
2	Do	you and your friends go to gymnastics after school?	No, we don't.
3	Do	your friends like math?	Yes, they do.
4	Does	he go to karate class?	No, he doesn't.
5	Does	she play the piano?	Yes, she does.

3 **Read *After School* again and circle examples of *don't* and *do you*?**

4 **Write what you do: at school, after school, and at home.**



5 **Ask and answer with a friend. Write *Yes, he/she does*. or *No, he/she doesn't*.**

My friend's name is .....
Does he/she go to karate classes? .....
Does he/she walk to school? .....
Does he/she like science? .....

We have karate classes **on** Monday.
We have English classes **in** the morning.

Listening and Speaking

6 1-10 **Listen and circle. Then ask and answer with a friend.**


Jenny

MY WEEK

	Morning	Afternoon
Monday	math / English	art / gymnastics
Tuesday	art / science	English / piano practice
Wednesday	computer science / P.E.	gymnastics / drama
Thursday	music / math	computer science / P.E.
Friday	English / piano practice	violin practice / art

Do you have gymnastics on Monday?

No, I don't. On Monday, I have English in the morning. I have karate in the afternoon.

7 1-4 **Watch Part 3 of the story video. Does Cranky like science?**

Listening and Speaking

SB Act. 6 p. 17

1-10

Listen and circle. Then ask and answer with a friend.

- Read the first speech bubble. Focus students' attention on the preposition *on* followed by the day of the week. Then repeat the procedure for *in* followed by a time in the day for the second speech bubble.
- Play track 1-10 twice. Students listen and circle the corresponding school and after-school activities.
- Put students into pairs. Model the example.
- Ask students to take turns asking and answering the question.

Differentiation

Struggling learners: Ask students to focus on the key language of the lesson.

Stretch: Ask students to say what after-school activities they do and when.

SB Act. 7 p. 17

1-4

Watch Part 3 of the story video. Does Cranky like science?

- Students watch Part 3 of the video. Ask *Does Cranky like science?* (**Answer:** Yes, he does.)
- Ask *Why are the children sad?* (They can't paint pictures.) *What happens when Cranky completes the new experiment?* (The teacher can see Cranky, Suzie, and Tommy again.)

Objective review

Ask students to report to the class which school and after-school activities they do on the different days of the week. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 1.

For Internal Review Only

1 Writing • Now I Know

OBJECTIVES

Reading: Can understand short, simple descriptions of someone's typical day, if supported by pictures.

Speaking: Can give very basic information about personal details.

Writing: Can write short, basic descriptions of everyday activities, given prompts or a model.

MATERIALS

SB pp. 18–19
WB pp. 15–17
WB key p. 211
Picture cards 1–16
Pearson English Platform
Test Book 2, Unit 1

Warm-up

Ask students if they can remember any of the writing strategies they learned in Level 1.

Lesson objective

Explain the lesson objective: To write a school schedule for one day while applying the writing strategy.

SB Act. 1 p. 18

Look at the pictures to illustrate Maria's school day and make predictions.

- Students look at the pictures and answer the questions without reading the text. (**Answers: 1** yes, **2** yes, **3** yes, **4** yes)

SB Act. 2 p. 18

Now read Maria's description and check your answers.

- Ask students to read Maria's text.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing. Ensure they understand that we use the prepositions *in the*, *after*, and *on* when we want to say when we do certain activities.

SB Act. 3 p. 18

Read the text again. Circle *in the*, *after*, *on*.

- Ask students to circle *in the*, *after*, and *on*, and to underline the word or words that follow.
- Ask what they found. (*We use "after" with a point in time, "on" with a day of the week, and "in the" with a precise time during the day.*)

SB Act. 4 p. 18

Find or draw pictures of your school day. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

Remember!

WB p. 15

Focus students' attention on the Remember! box.

WB Act. 1 p. 15

Read Ben's schedule. Write sentences with *and*.

WB Act. 2 p. 15

Choose a school day. Complete the chart for you.

WB Act. 3 p. 15

Write about your schedule for one day. Use your notes from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their descriptions aloud. Praise their effort.

Now I Know

Warm-up

Put students into two teams. Draw a tic-tac-toe board and fill it in with the Unit 1 picture cards. Each team chooses one picture to make a sentence. They have to complete one line of the board horizontally, vertically, or diagonally to win.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

For Internal Review Only

Writing

1 **Look at the pictures to illustrate Maria's school day and make predictions.**

1 Does Maria have English at school?
2 Does she do art?
3 Does she play the piano?
4 Does she like school?

2 **Now read Maria's description and check your answers.**



3 **Read the text again. Circle *in the*, *after*, *on*.**

4 WB 15 **Find or draw pictures of your school day. Then go to the Workbook to do the writing activity.**

Writing strategy

We use **in the morning**, **after**, and **on** to say when something happens. *On Monday I have piano practice*
After school … .

Now I Know

1 **What do we do on school days? Read and think. Add your own ideas.**

At school we …

make friends speak English do math paint pictures

....

After school we …

play video games talk to our families help friends

....

2 **Choose a project.**

Present your week.

1 Think about what you do at school and after school.
2 Make notes about:
- what you learn.
- who you play with.
- what you like.

3 Present your week to the class.

or

Make a *My Week* calendar

1 Write the days of the week on five pages.
2 Write about:
- the classes you have.
- the friends you play with.
- what you do after school.

3 Draw pictures to decorate your calendar.
4 Show your calendar to the class.

★ ★ ★ Read and color the stars ★ ★ ★

I can understand short conversations about school.
I can say what I do every day.
I can understand short stories about everyday activities.
I can write about everyday activities.

SB Act. 1 p. 19

CRITICAL THINKING

What do we do on school days? Read and think. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 16

Look at Tina's schedule for Thursday. Read, choose, and write.

WB Act. 2 p. 16

Read and circle.

WB Act. 3 p. 17

Read, choose, and write.

Project

SB Act. 2 p. 19

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 17

What do you do and learn at school? Write six words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 17

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 17

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 19

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 1.

For Internal Review Only

2 Where do wild animals live?

SKILLS

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Reading: Can understand short, simple descriptions of objects, people, and animals if supported by pictures.

Speaking: Can describe where an animal lives in a simple way.

Writing: Can write simple sentences to describe an animal's appearance.

GRAMMAR

Grammar 1: Can use "their," "your," "our," "its" with a few simple objects.

Grammar 2: Can ask for information about time, measurement, size, etc. with "how" + adjective/quantifier.

VOCABULARY

Key vocabulary 1: crocodile, kangaroo, panda, snake, cheetah, seal, camel, whale

Key vocabulary 2: angry, smart, fat, thin, funny, lazy, dangerous, strong

Video vocabulary: savannah, forest, jungle, outback, grass, ocean, habitat, desert, bear

Reading 1 vocabulary: world, plane, hump, Sahara Desert, Africa, China, South America, Atlantic Ocean, teeth, mountains

Reading 2 vocabulary: vitamin, insect, chase, strange, hard, smell

Passive vocabulary: wild, lizard, hyena, meerkat, armadillo, sound, quite, change, laugh

Revised vocabulary: elephant, hippo, tiger, zebra

Expressions: Let's go!

PROJECTS

Make animal cards

Do an animal presentation

VIDEOS

Brain Crunch: Geography – Animals and their Habitats (2-1)

Tommy Zoom: The Zoo Animals Parts 1–3 (2-2, 2-3, 2-4)

VALUE

Go exploring

Unit opener

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can describe where an animal lives in a simple way.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 20–21
WB p. 18
WB key p. 211
Video 2–1
Video script pp. 246–247
Pearson English Platform

Big Question

- Ask students what words for wild animals they know.
- Read the Big Question *Where do wild animals live?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about wild animals and where they live.

SB Act. 1 p. 21

CRITICAL THINKING

What wild animals do you know? Write one animal for each heading.

- Students write a wild animal with the characteristics asked for. Write them on the board.

Extra activity

CRITICAL THINKING

Ask *What is the difference between wild animals and pets?*

For Internal Review Only



SB Act. 2 p. 21

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Struggling learners: Ask *What are these animals? Where can you see them? Do you know where they live?*

Stretch: Ask *What are the two main kinds of elephants? What are the main differences between them?*

WB p. 18

What do you know?

- Ask students to think of the Big Question and write in the box the words for wild animals they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 18

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 21

2-1

Watch the video and match. Where do these animals live?

- Ask students to look at the video still. They guess what the video is about (*animals and where they live*) and where each of the animals lives.
- Play the video. Students match the animals to the habitats.

Extra activity

COLLABORATION

Students match wild animals to habitats in their country.

WB Act. 2 p. 18

2-1

Watch the video. Read, choose, and write.

WB Act. 3 p. 18

2-1

Look, choose, and write. Watch the video again to check.

WB Act. 4 p. 18

CREATIVITY

Where does each animal live? Look at Activity 3 and draw.

Objective review

Ask students what wild animals they like best, and why.

For Internal Review Only

2 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can describe where an animal lives in a simple way.

Vocabulary: crocodile, kangaroo, panda, snake, cheetah, seal, camel, whale

MATERIALS

SB pp. 22–23
WB pp. 19–20
WB key p. 211
SB audio tracks 1-11, 1-12, and 1-13
Picture cards 17–24
Pearson English Platform

Warm-up

Review the wild animals students know and where they live. Say *Tell me which animals live in the savannah/the jungle/the outback/the forest?*

Lesson objective

Explain the lesson objective: To talk about wild animals and their characteristics.

SB Act. 1 p. 22

1-11

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-11 twice, pausing after each word. Students point at the pictures and then repeat the words. Make sure they're using the correct pronunciation.

SB Act. 2 p. 22

1-12

Listen and number.

- Play track 1-12 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 22

1-13

Listen and say. What is it?

- Play track 1-13. Students listen and say the words while pointing at the correct pictures. **(Answers: 1** cheetah, **2** whale, **3** snake, **4** panda, **5** crocodile, **6** kangaroo, **7** seal, **8** camel)

Extra activity

CRITICAL THINKING

Ask *Do we have these animals in our country? Which animals have you seen in the zoo? Which animals do you like? Which one would you like to have as a pet? Why?*

Picture card activity 1

Stick the picture cards around the class. Say an animal and ask students to point at the correct picture card and say the name.

Picture card activity 2

Hold up the picture cards, one by one, and say *It's a …* and either the correct or an incorrect animal name. Students say *Yes, it's a cheetah.* or *No, it's a whale.*

WB Act. 1 p. 19

Look and write the letters in order.

- This is a Pre A1 Starters Reading & Writing Part 3 task.
- Students write the words corresponding to the pictures using the letters given.

SB Act. 4 p. 22

CRITICAL THINKING

Which animal is it? Look and say. Then answer the questions.

- Model the dialog with a student. Explain that they have to say which animal they think it is, based on what they can see.
- Students work in pairs to decide which animal is which, and then write answers to the questions.

WB Act. 2 p. 19

Read and match.

- Students match the sentence halves.

SB Act. 5 p. 23

CRITICAL THINKING

Look at these habitats and think of animals from Activity 1 that live in them.

- Explain that students have to say in which of the six habitats they think the animals from Activity 1 live.
- Model the sentence in the speech bubble. Put students into pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Ask *Where do camels live?*

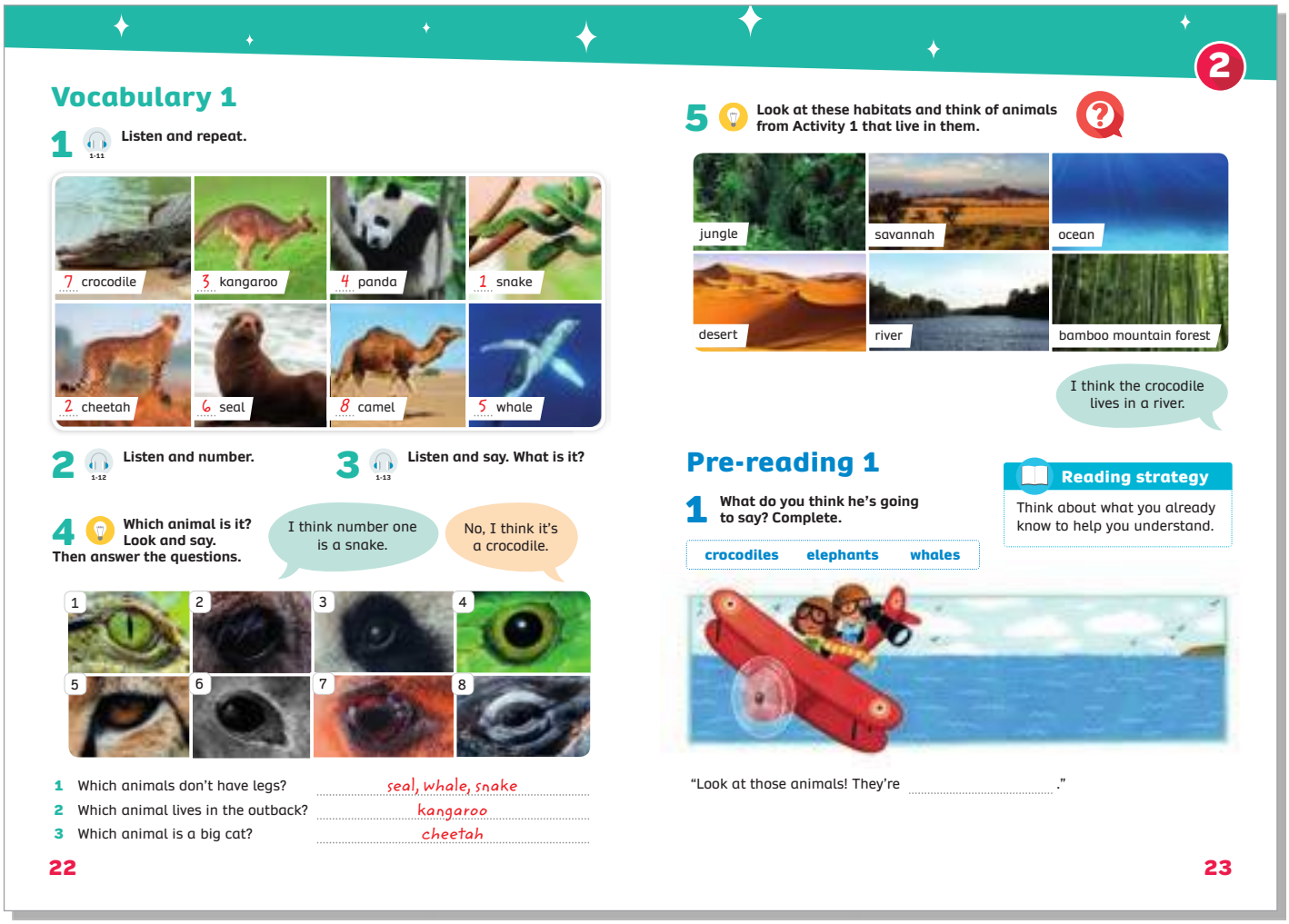
Stretch: Ask *Can a whale live in a river? Why?* Ask them similar questions about the other animals.

WB Act. 3 p. 20

Where do these animals live? Look and write.

- Students complete the words for each habitat.

For Internal Review Only



Vocabulary 1

1 Listen and repeat. 1-11

7 crocodile | 3 kangaroo | 4 panda | 1 snake
2 cheetah | 6 seal | 8 camel | 5 whale

2 Listen and number. 1-12

3 Listen and say. What is it? 1-13

4 Which animal is it? Look and say. Then answer the questions.

I think number one is a snake.

No, I think it's a crocodile.

1 Which animals don't have legs? seal, whale, snake
2 Which animal lives in the outback? kangaroo
3 Which animal is a big cat? cheetah

5 Look at these habitats and think of animals from Activity 1 that live in them.

jungle | savannah | ocean
desert | river | bamboo mountain forest

I think the crocodile lives in a river.

Pre-reading 1

1 What do you think he's going to say? Complete.

crocodiles elephants whales

"Look at those animals! They're ____."

Reading strategy
Think about what you already know to help you understand.

22 23

WB Act. 4 p. 20

Read and circle.

- Students read the description of an animal or a habitat and circle the correct word.

Word study: the sound *h*

WB Act. 5 p. 20

Write the missing letters.

- Students write the missing letters in each word.

WB Act. 6 p. 20

Look at Activity 5. In which words do we say the sound *h*? In which words is *h* silent? Circle the words with a silent *h*.

- Elicit that the letter *h* is silent in final position.

Extra activity

COLLABORATION

- Ask *What's your favorite animal?*
- Students work in small groups to find out what the group's favorite animal is and why.
- Ask groups to come to the front and make a short presentation.

Objective review

Ask students to make sentences following this pattern: *My favorite animal is the … . It lives in … .* Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Think about what you already know to help you understand.

SB Act. 1 p. 23

CRITICAL THINKING

What do you think he's going to say? Complete.

- Put students into groups. Focus their attention on the picture. Ask them to discuss what they can see and to then think about the animals and habitats they already know.
- Encourage groups to think of which animal lives in the habitat shown in the picture to complete the sentence.

Differentiation

Stretch: Ask students why they think their choice is the correct one.

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2 Reading 1

OBJECTIVES

Reading: Can follow simple dialogs in short illustrated stories, if they can listen while reading.

Speaking: Can talk about their hobbies and interests, using simple language.

Vocabulary: world, plane, hump, Sahara Desert, Africa, China, South America, Atlantic Ocean, teeth, mountains

Expressions: Let's go!

MATERIALS

SB pp. 24–25
WB p. 21
WB key p. 211
SB audio track 1-14
Pearson English Platform

Warm-up

Remind students what they said about the story in the previous class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by thinking about what they already know to help them understand.

SB Act. 2 p. 24

1-14

Read *Max and Mandy's Adventure!* Check your answer from Activity 1.

- Students read and listen to the text.
- Ask if they found the answers to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students underline the words they don't know.

Stretch activity

CRITICAL THINKING

Ask *What helped you find the answers in the text? What did you already know about these animals?*

SB Act. 3 p. 25

Now complete the story. Choose and write.

- Students read the story again.
- They apply the reading strategy by thinking about what they already know about the animals and their habitats to help them complete the missing words.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

Ask individual students to say a characteristic of an animal from the text. Other students guess which animal he/she's talking about.

WB Act. 1 p. 21

Read *Max and Mandy's Adventure!* Look at the map and number the places they visit in the correct order.

- Refer students back to the text on SB pp. 24 and 25.
- Students number the places visited by Max and Mandy in order.

WB Act. 2 p. 21

Read *Max and Mandy's Adventure!* again and circle T (true) or F (false).

- Students decide whether the sentences are true or false according to the text.

Extra activity

Vocabulary work

- Ask students to find new words in the story (*plane*, *Atlantic Ocean*, *hump*, *teeth*, *mountains*).
- Write beginnings of sentences on the board, one by one: *Mandy and Max are flying in a … , Animals with humps are … , Crocodiles have a lot of … , Cheetahs live in the … , We can see whales in the … .*
- Students complete the sentences in their notebooks.
- Ask some students to read their sentences aloud.

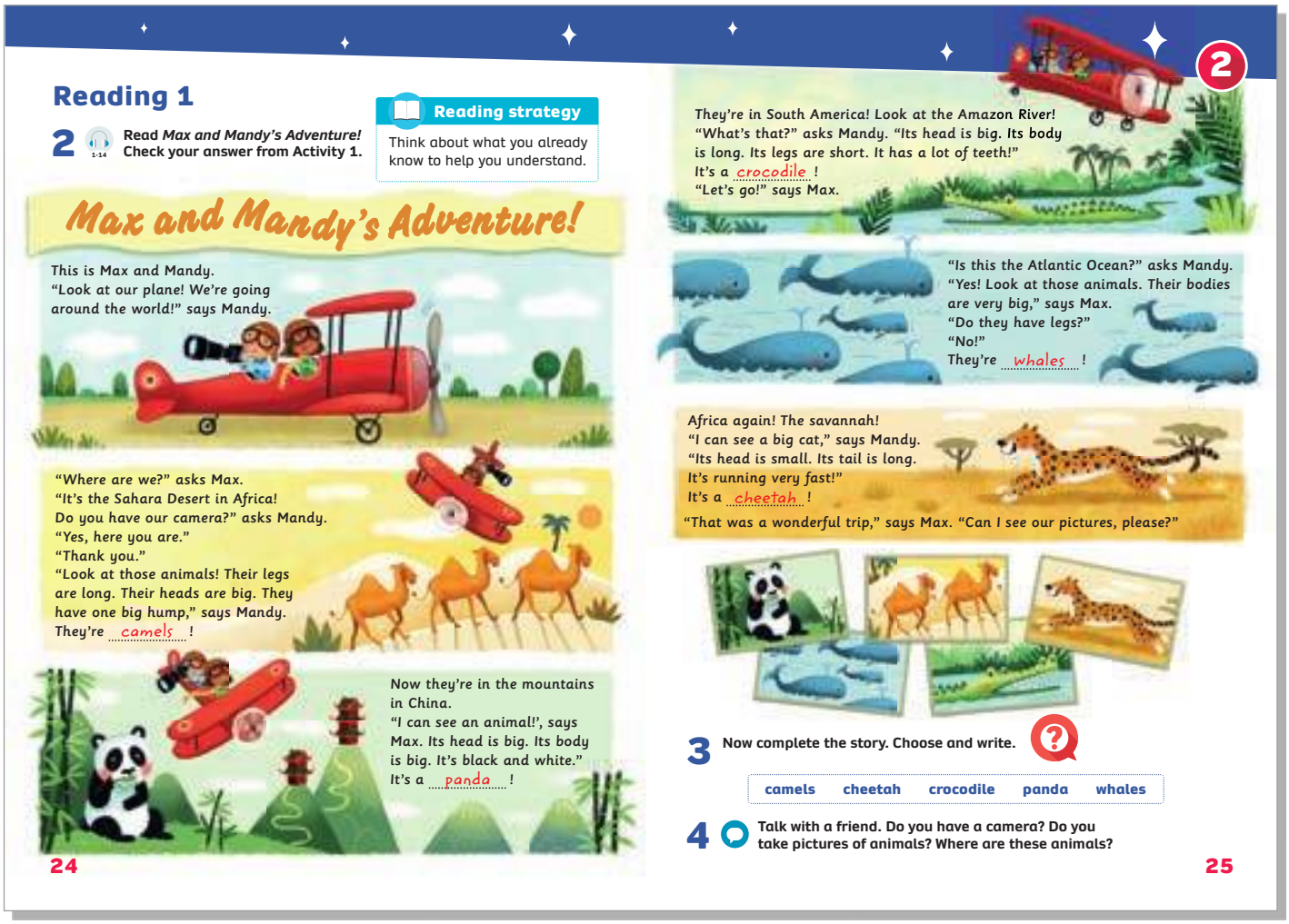
WB Act. 3 p. 21

CRITICAL THINKING

Think and write.

- Students complete the sentences.

For Internal Review Only



Reading 1

2 1-14 **Read *Max and Mandy's Adventure!* Check your answer from Activity 1.**

Reading strategy
Think about what you already know to help you understand.

Max and Mandy's Adventure!

This is Max and Mandy.
"Look at our plane! We're going around the world!" says Mandy.

"Where are we?" asks Max.
"It's the Sahara Desert in Africa!
Do you have our camera?" asks Mandy.
"Yes, here you are."
"Thank you."
"Look at those animals! Their legs are long. Their heads are big. They have one big hump," says Mandy.
They're camels !

Now they're in the mountains in China.
"I can see an animal!', says Max. Its head is big. Its body is big. It's black and white."
It's a panda !

2

They're in South America! Look at the Amazon River!
"What's that?" asks Mandy. "Its head is big. Its body is long. Its legs are short. It has a lot of teeth!"
It's a crocodile !
"Let's go!" says Max.

"Is this the Atlantic Ocean?" asks Mandy.
"Yes! Look at those animals. Their bodies are very big," says Max.
"Do they have legs?"
"No!"
They're whales !

Africa again! The savannah!
"I can see a big cat," says Mandy.
"Its head is small. Its tail is long. It's running very fast!"
It's a cheetah !
"That was a wonderful trip," says Max. "Can I see our pictures, please?"

3 **Now complete the story. Choose and write.**

camels cheetah crocodile panda whales

4 **Talk with a friend. Do you have a camera? Do you take pictures of animals? Where are these animals?**

Extra activity

CRITICAL THINKING

Help students make connections between the video about animals and their habitat and this text. Ask *What animals did you see in the video? Did you see the same animals or different animals from the reading text? What animals from the video live in the same places as the animals in the story?*

SB Act. 4 p. 25

COMMUNICATION

Talk with a friend. Do you have a camera? Do you take pictures of animals? Where are these animals?

- Ask students to answer the questions.
- In pairs, students discuss where they can take, or have taken, pictures of animals.
- Ask *Where can you take pictures of animals? Where did you take pictures of animals? Where were the animals you took pictures of?*

Extra activity

COLLABORATION

Ask students to think about their answers to Activity 4. Ask *Were the animals Mandy and Max saw in a zoo or in the wild? What about the animals you saw? How do you think animals in a zoo feel? How would you feel if you were in a zoo? Why do we have zoos?* Put students into groups. Ask them to discuss whether animals should be kept in a zoo or in the wild. Ask the groups to present their ideas to the class.

Value

Go exploring

Ask *Why does Max think their trip was wonderful?* (because they saw a lot of wild animals). Tell students they don't have to go abroad to explore. They can explore things in their yard or in the neighborhood. Point out that they should not go exploring without their parents' permission.

Objective review

Ask students how what they already knew about the different countries and animals helped them understand the story. Have they learned new things about animals? Praise their effort.

For Internal Review Only

2 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar:	Can use "their," "your," "our," "its" with a few simple objects.
Listening:	Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
Speaking:	Can ask basic questions about objects.
Revised vocabulary:	elephant, hippo, tiger

MATERIALS

SB pp. 26–27
WB pp. 22–23
WB key p. 211
SB audio track 1-15
Video 2-2
Video script p. 247
Pearson English Platform
Speaking and Vocabulary Book 2, Unit 2

Warm-up

Review *Max and Mandy's Adventure!* Ask *What are Max and Mandy doing? What countries are they visiting? What animals do they see? Where do the animals live?*

Lesson objective

Explain the lesson objective: To talk about animals' characteristics.

SB Act. 1 p. 26

Watch Part 1 of the story video. Circle the words you hear.

- Students watch Part 1 of the video.
- Focus students' attention on the example text. Say *Look at the tigers! Their tails are long!*
- Play the video again.
- Students circle the words for animals that they saw or heard.

SB Act. 2 p. 26

Read the grammar box. Choose and write. Then read *Max and Mandy's Adventure!* again and circle *it's*, *their*, and *our*.

- Focus students' attention on the grammar box. Write the possessive adjectives on the board and ask students to provide the correct pronoun, e.g., *their* ➜ *they*, *our* ➜ *we*.
- Read the sentences with the class. Students complete them with the possessive adjectives from the box.
- Refer students back to the text on SB pp. 24 and 25.
- Students circle the possessive adjectives.

SB Act. 3 p. 26

Look and write. Which animal is it?

- Ask students to look at the picture, read the sentences, and write the names of the correct animals. Students check their answers in pairs.
- Ask students to read their answers aloud to check them with the class.

Extra activity

COMMUNICATION

- Put students into pairs.
- Ask Student 1 to point at an animal in the picture in Activity 3 and ask *Are elephants' ears big or small?* Student 2 answers *Their ears are big.*

WB Act. 1 p. 22

Read and circle.

- Focus students' attention on the grammar box and ask them to circle the correct possessive adjective.
- You may want to point out the similarity in pronunciation and the difference in meaning between *There* and *Their*.

WB Act. 2 p. 22

Look, read, and match.

- Students look at the pictures, read the descriptions, and match each description to a picture.

SB Act. 4 p. 27

Read and write *Its*, *Their*, *Your*, or *Our*.

- Ask students to complete the sentences with the correct possessive adjectives.
- Students check their answers in pairs and then aloud with the class.

WB Act. 3 p. 23

Read and write. Use *its*, *their*, *your*, or *our*.

- Students complete the dialog using the correct possessive adjectives.
- Check by asking pairs of students to read the dialog to the class.

WB Act. 4 p. 23

Read and write. Use *its* or *their*.

- Students read and complete the text using the correct possessive adjectives.

For Internal Review Only

Grammar 1

1 2-2 **Watch Part 1 of the story video. Circle the words you hear.**

pandas crocodiles seal
cheetahs tigers hippos
elephants kangaroos whales



Look at the tigers! Their tails are long!

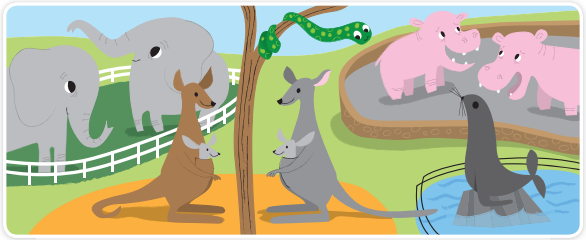
2 **Read the grammar box. Choose and write. Then read *Max and Mandy's Adventure!* again and circle *its*, *their*, and *our*.**

Grammar

their your our its

1 The crocodile has big teeth. *Its* teeth are big!
2 The camels have long legs. *Their* legs are long.
3 Max and Mandy, is this *your* camera?
4 Yes! This is *our* camera!

3 **Look and write. Which animal is it?**



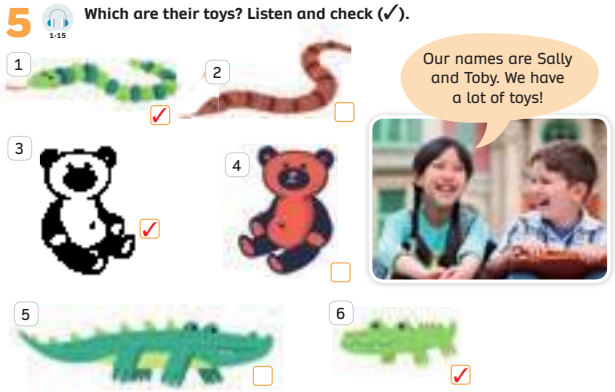
1 Their tails are long. *kangaroos*
2 Their ears are big. *elephants*
3 We are brothers, our mouths are big. *hippos*
4 Its body is long. *snake*
5 Its eyes are big. *seal*

4 **Read and write *Its*, *Their*, *Your*, or *Our*.**

1 Look at the elephants. *Their* noses are called trunks.
2 Look at the kangaroos. *Their* babies sit in pouches.
3 We are the hippos. *Our* ears are small.
4 Hi, you beautiful seal. *Your* feet are called flippers.
5 Look at the snake. *Its* eyes are yellow.

Listening and Speaking

5 1-15 **Which are their toys? Listen and check (✓).**



6 **Look at Activity 5. Circle your favourite toy. Then ask and answer with a friend.**

Is your favorite snake green?

No. Our favorite snake is brown.

Listening and Speaking

SB Act. 5 p. 27

1-15

Which are their toys? Listen and check (✓).

- Focus students' attention on the toys. Play track 1-15.
- Ask *What color is their snake? Is it green or brown?* and check the correct box.
- Play the audio again. Students complete the activity and check their answers in pairs.

WB Act. 5 p. 23

CRITICAL THINKING

Think of a wild animal. Write about it using *its* and the words in the box.

- Students complete the description of a wild animal using some of the words in the box.

SB Act. 6 p. 27

COMMUNICATION

Look at Activity 5. Circle your favourite toy. Then ask and answer with a friend.

- Model the dialog with a student. Students circle their favorite animal.
- Put students into pairs. Students take turns asking and answering questions.

Differentiation

Struggling learners: Focus on the correct use of the possessive adjectives.

Stretch: Ask students to tell the class about the toy their friend likes.

Objective review

Ask students if they can now talk about and describe wild animals. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 1, Unit 2.

For Internal Review Only

2 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can describe basic differences between common objects or animals, given a model.

SB vocabulary: angry, smart, fat, thin, funny, lazy, dangerous, strong

WB vocabulary: claw, paw, roar, zookeeper

MATERIALS

SB pp. 28–29
WB pp. 24–25
WB key p. 211
SB audio tracks 1-16, 1-17, and 1-18
Picture cards 25–32
Pearson English Platform

Warm-up

Review animal vocabulary. Point at Student 1 and say *Kangaroos have short tails.* or *A camel has long legs.* Student 1 responds *No, their tails are long.* or *Yes, their legs are long.* Cue different animals and point at different students to respond to the statements.

Lesson objective

Explain the lesson objective: To use words that describe animals.

SB Act. 1 p. 28

1-16

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-16 twice, pausing after each word. Students point at the pictures and then repeat the words. Check pronunciation.

SB Act. 2 p. 28

1-17

Listen and number.

- Play track 1-17 twice, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 28

1-18

Listen and say.

- Play track 1-18. Students listen and say the missing words while pointing at the correct pictures. (**Answers: 1** fat, **2** thin, **3** funny, **4** angry, **5** lazy, **6** smart, **7** dangerous, **8** strong)

Picture card activity

- Put the animal characteristic picture cards on the board, then ask students to turn around. Shuffle the picture cards and remove one.
- Students guess the missing word.

Differentiation

Stretch: Once students feel confident, or with a more advanced class, try reshuffling the picture cards and removing two picture cards at a time.

WB Act. 1 p. 24

Look, read, and circle.

- Students choose the word that best describes the animal in the picture.

WB Act. 2 p. 24

Read and write.

- Students complete the sentences with the correct adjectives.

SB Act. 4 p. 28

Read and write. Describe the animals.

- Ask students to look at the pictures, read the sentences, and complete them with the correct phrase.
- Put students into pairs to check their answers.

Extra activity

COMMUNICATION

- Put students into pairs.
- Ask Student 1 to say, e.g., *It's fat.* Student 2 points at the correct picture in Activity 4 and says *Yes, it's a fat hippo.*

WB Act. 3 p. 25

Read, choose, and write. How would you answer the lion?

- Students read the words in the box and choose the best words to complete the gaps in the two short texts.

SB Act. 5 p. 29

CRITICAL THINKING

What do you think? Check (✓) or cross (✗).

- Ask students to check or cross the adjective for each animal.

SB Act. 6 p. 29

COMMUNICATION

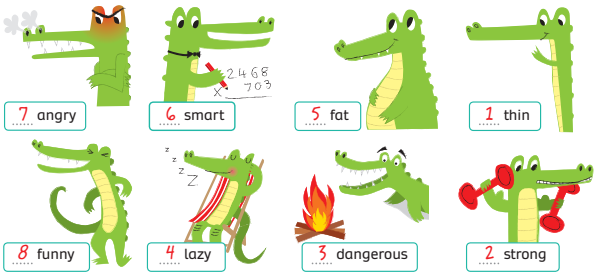
Look at Activity 5. Talk with a friend.

- Model the dialog with a student.
- Put students into pairs. They ask each other questions and record their answers.
- Ask different pairs to report to the class what they think about animals.

For Internal Review Only

Vocabulary 2

1 Listen and repeat.

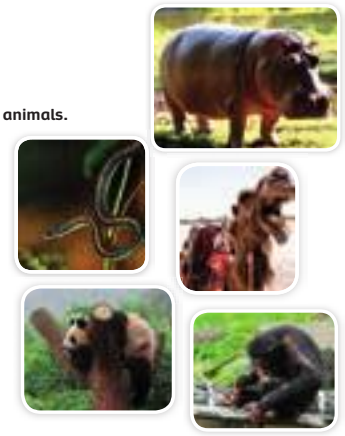


2 Listen and number.

3 Listen and say.

4 Read and write. Describe the animals.

1 The hippo eats a lot!
It's a fat hippo .
2 The snake isn't fat!
It's a thin snake .
3 The camel isn't happy.
It's an angry camel .
4 The panda is always sleeping.
It's a lazy panda .
5 The monkey is doing a puzzle.
It's a smart monkey .



5 What do you think?
Check (✓) or cross (✗).

	dangerous	strong	smart
crocodile			
seal			
snake			
elephant			
panda			
whale			

6 Look at Activity 5. Talk with a friend.

Do you think crocodiles are dangerous?

Yes, I do.

Pre-reading 2

1 Read and match. What do you think the story is about?

Reading strategy
Think about what you already know to help you understand.

a



b



1 Its eyes are small. Its nose is long. b
2 They're in the sun. They're lazy. a

Differentiation

Struggling learners: Focus on students' using the correct structure and adjective.

Stretch: Students expand by giving a reason, e.g., *I think crocodiles are dangerous because they have big teeth.*

Extra activity

COLLABORATION

Put students into pairs or in groups of four. Give them two minutes to write down as many words as they can from this lesson. The pair that can remember the most items wins.

Vocabulary challenge: animal world

WB Act. 4 p. 25

Look, choose, and write.

- Students label the pictures with the correct words from the word box.

WB Act. 5 p. 25

Read and write. Use the words from Activity 4.

- Students complete the sentences with the correct words.

Objective review

Ask students to list three new words to describe three animals. Praise their effort.

Pre-reading 2

Reading strategy

Explain the lesson objective: Think about what you already know to help you understand.

SB Act. 1 p. 29

CRITICAL THINKING

Read and match. What do you think the story is about?

- Ask *Do you remember what helped you understand Max and Mandy's Adventure!? What was it?*
- Ask students to look at the pictures. Ask *Do you know each what these two animals are? What do you know about them?* Allow use of L1. Make them conscious of their knowledge in their mother tongue and encourage them to use it to answer the questions.
- Ask students which of these two animals they think will be described in the story.
- Students match the descriptions to the pictures and then discuss their ideas in pairs.
- Ask students to share their answers with the class.

Stretch activity

COLLABORATION

Students work in pairs or small groups to make a list of the characteristics of two wild animals from their country.

For Internal Review Only

2 Reading 2

OBJECTIVES

Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can describe the appearance of a person or animal using simple language.
Vocabulary:	vitamin, insect, chase, strange, hard, smell
Passive vocabulary:	wild, lizard, hyena, meerkat, armadillo, sound, quite, change, laugh
Revised vocabulary:	zebra

MATERIALS

SB pp. 30–31
WB p. 26
WB key p. 211
SB audio track 1-19
Picture cards 17–32
Pearson English Platform

Warm-up

Put picture cards of the animals and descriptive adjectives up on the board. Ask students to make sentences describing the animals, e.g., *A crocodile is … .*

Lesson objective

Explain the lesson objective: To apply the reading strategy by thinking about what they already know to help them understand.

SB Act. 2 p. 30

1-19

Read *In the Wild.* Check your answers from Activity 1.

- Focus students' attention on the pictures. Discuss what they can see.
- Students read and listen to the text.
- Ask if students found answers to the question from Activity 1.
- Ask those who guessed correctly to raise their hands. Praise their effort.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat.

Stretch: Ask different students to read the description of the different animals aloud.

Stretch activity

CRITICAL THINKING

Ask *What helped you understand the text? Did you already have information about these animals? What did you know?* Allow weaker students to use L1. The point is to make students conscious of using what they know in their first language to understand new texts in English.

SB Act. 3 p. 31

Write the names of the animals.

- Students read the text again and apply the reading strategy by thinking about what they already know to help them write the names of the animals under the pictures. **(Answers:** meerkats, armadillo, hyenas, lizards)

Extra activity

Vocabulary work

- Put students into four groups. Assign each group one of the four animals. They make a list of all the words that describe the animal and another list of what the animal eats.
- Reorder the groups so students from the different groups can compare their lists. Are they similar? Are they different?
- Ask students to find a word that has a different meaning from *funny*, but which can be used as a synonym (*strange*).

SB Act. 4 p. 31

Read and check (✓).

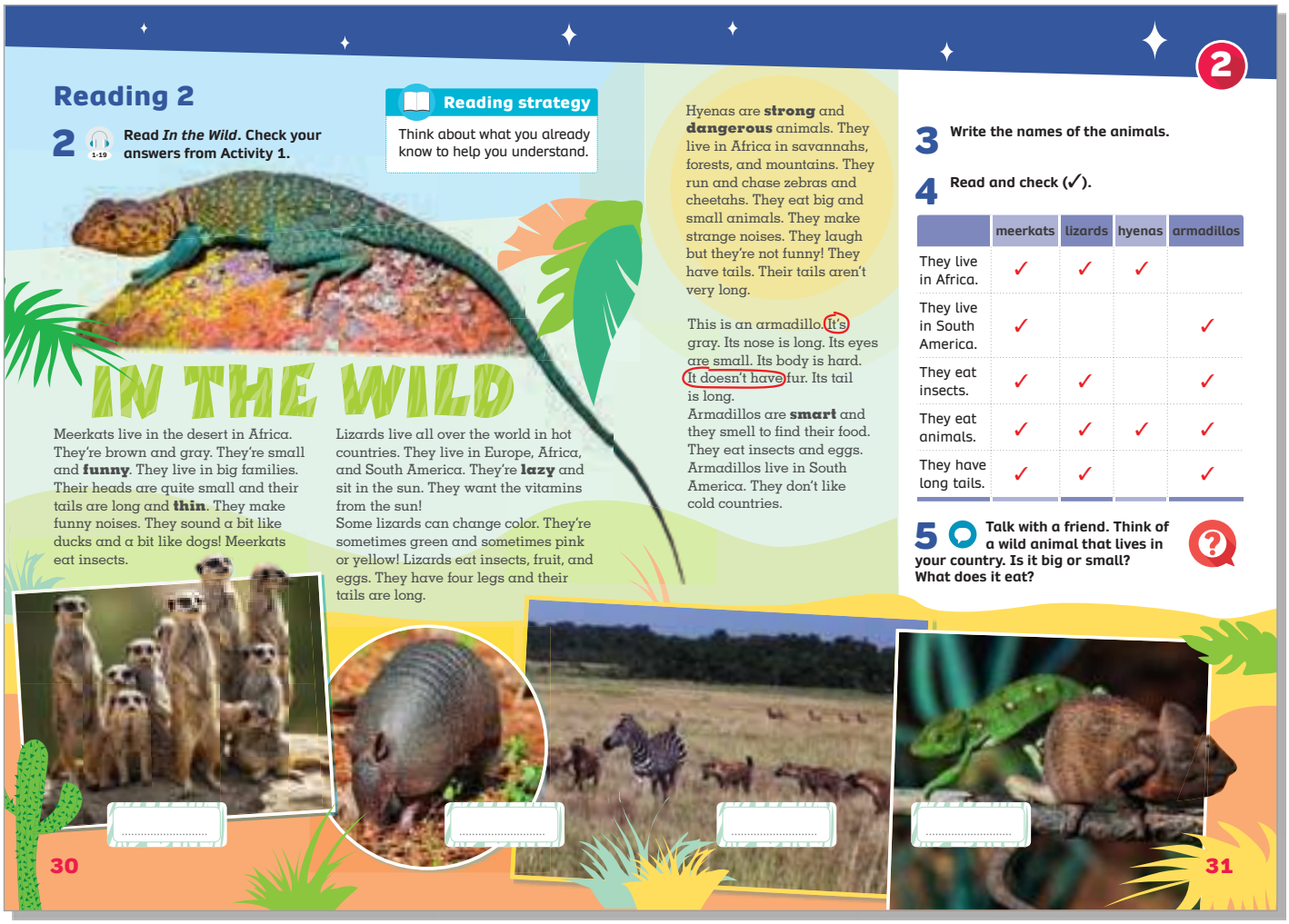
- Students read the texts again and, in pairs, check the correct column in the chart.

Extra activity

COMMUNICATION

Students work in groups. Each student writes a descriptive sentence to describe a wild animal from their country. They read their sentence aloud for the rest of the group to guess the animal.

For Internal Review Only



	meerkats	lizards	hyenas	armadillos
They live in Africa.	✓	✓	✓	
They live in South America.	✓			✓
They eat insects.	✓	✓		✓
They eat animals.	✓	✓	✓	✓
They have long tails.	✓	✓		✓

WB Act. 1 p. 26

Read *In the Wild* and match.

- Refer students back to the text on SB pp. 30 and 31.

WB Act. 2 p. 26

Read *In the Wild* again and write.

- Students complete the sentences using information from the text.

WB Act. 3 p. 26

CRITICAL THINKING

Think and write.

- Students answer the questions using information from the text.

SB Act. 5 p. 31

COMMUNICATION

Talk with a friend. Think of a wild animal that lives in your country. Is it big or small? What does it eat?

- Ask students to discuss the questions. They can use the lists of animals they made in the previous class. Use this as an opportunity to review and integrate the vocabulary students have learned.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

- Do a group presentation on a wild animal that lives in your country. Put students in groups of four. Ask them to use the information they gathered in Activity 5 to prepare a poster about a wild animal that lives in their country. Make sure they include pictures of the animal and information about its characteristics and habitat.
- Ask the different groups to present their posters to the class.

Objective review

Ask students how what they knew about wild animals helped them understand the text. Praise their effort.

For Internal Review Only

2 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can ask for information about time, measurement, size, etc. with "how" + adjective/quantifier.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can ask basic questions about objects.

Writing: Can write a short description of an animal.

MATERIALS

SB pp. 32–33
WB pp. 27–28
WB key pp. 211–212
Videos 2-3 and 2-4
Video script p. 247
Picture cards 17–24
Pearson English Platform
Grammar Book 2, Unit 18
Speaking and Vocabulary Book 2, Unit 2

Warm-up

Set up a chain by pointing at different students in any order. Show different animal picture cards and say an adjective, e.g., *lazy*, or a characteristic, e.g., *big teeth*, or a habitat, e.g., *savannah*, for students to say a sentence.

Lesson objective

Explain the lesson objective: To talk about two characteristics animals have or two actions they can do.

SB Act. 1 p. 32

2-3

Watch Part 2 of the story video. Where is Cranky?

- Students watch Part 2 of the video. Ask *Where is Cranky?* (**Answer:** He's at the zoo.)
- Ask *What animals can Cranky see?* (elephants, hippos, crocodiles, kangaroos, tigers) *What can kangaroos do?* (They can jump.) *What does Cranky do?* (He opens the cages.) *Why?* (because he wants to play with the animals).

SB Act. 2 p. 32

What is it? Read the grammar box and match.

- Students read the sentences, say the names of the animals they describe, and match them to the pictures.

SB Act. 3 p. 32

Read *In the Wild* again and circle examples of *it's* and *it doesn't have*.

- Students read the text again and circle the examples.

SB Act. 4 p. 32

Choose and write.

- Refer students back to the text on SB pp. 30 and 31.
- Students work in pairs to identify the animals.

Stretch activity

CRITICAL THINKING

In pairs, students think of three more animals that they could order, either in terms of how dangerous they are or how big they are.

SB Act. 5 p. 32

Look and answer.

- Ask students to answer the questions.

SB Act. 6 p. 33

CRITICAL THINKING

Read the grammar box. What do you think? Choose and write.

- Read the grammar box with the students. Focus on the words before and after *and*. Explain these are words that describe (adjectives) or show actions (verbs).
- Students complete the sentences and check their answers in pairs.

Differentiation

Struggling learners: Ask students to focus on the key language of the lesson.

Stretch: Ask students to give reasons for their choices.

WB Act. 1 p. 27

Read and write.

- Focus students' attention on the grammar box.
- Students complete the questions with *How*.

WB Act. 2 p. 27

Write the words in order to make questions.

WB Act. 3 p. 27

Look at Activity 2 and write the answers. Use *very*.

- Students look at Activity 2 and write the answers.

WB Act. 4 p. 28

Read and match.

- Focus students' attention on the grammar box. Then, ask them to match the sentence halves.

WB Act. 5 p. 28

Write sentences with *and*.

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Grammar 2

1 Watch Part 2 of the story video. Where is Cranky?

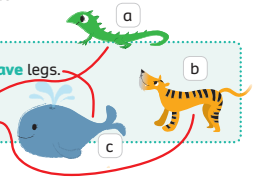


An elephant is big. It isn't small.

2 What is it? Read the grammar box and match.

Grammar

1 **How many** legs does it have? **It doesn't have** legs.
2 **How big** is it? **It's** not very big. It's small.
3 **How dangerous** is it? **It's** very dangerous.



3 Read *In the Wild* again and circle examples of *it's* and *it doesn't have*.

4 Choose and write.

How dangerous is it?

crocodile lizard kangaroo

It's not dangerous. lizard
It's dangerous. kangaroo
It's very dangerous. crocodile

How big is it?

elephant mouse panda

It's not very big. mouse
It's big. panda
It's very big. elephant

5 Look and answer.



1 How many legs does the dog have? It has four legs.
2 How big is it? It's not very big. / It's small.
3 How dangerous is it? It's not very dangerous.

6 Read the grammar box. What do you think? Choose and write.

beautiful big dangerous funny jump long rare run small smart swim thin walk

The meerkats are small **and** funny.

Hyenas run **and** chase zebras.

1 Kangaroos are big and funny.
2 Cheetahs run and jump.
3 Snakes are long and thin.
4 Elephants are big and smart.
5 Crocodiles swim and walk.
6 Pandas are beautiful and rare.

Speaking

Speaking strategy

Be open to others by not crossing arms in front of you.

7 Play a game with your friends.



8 Watch Part 3 of the story video. What does the zookeeper do?

WB Act. 6 p. 28

Choose two facts for each animal. Write sentences with *and*.

WB Act. 7 p. 28

CRITICAL THINKING

Think and write two facts about yourself. Use *and*.

Extra activity

CRITICAL THINKING

- Write these words on the board in any order: *and are black strong Pandas lion white and A is dangerous*.
- Ask students to make two true sentences out of them (*Pandas are black and white. A lion is strong and dangerous.*) and then think of two more describing or action words that could be used with these animals.

For more grammar practice, go to Grammar Book 2, Unit 18.

Speaking

Speaking strategy

Explain the speaking strategy: Be open to others by not crossing arms in front of you. This is so that you fully engage in conversation and make others feel comfortable speaking to you.

SB Act. 7 p. 33

COMMUNICATION

Play a game with your friends.

- Put students into pairs. Model the example.
- Ask them to take turns asking and answering the questions, while applying the speaking strategy.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

SB Act. 8 p. 33

Watch Part 3 the story video. What does the zookeeper do?

- Students watch Part 3 of the video. Ask *What does the zookeeper do?* (**Answer:** He counts his animals.)
- Ask *Where are the animals?* (They're out of their cages.) *Are these animals wild?* (No, they're zoo animals.) *Where do these animals live?* (They live in the zoo.)

Objective review

Ask students to make sentences joining two characteristics of an animal or two actions it can do, with *and*. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 2.

For Internal Review Only

2 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can describe the appearance of a person or animal using simple language.

Writing: Can write simple sentences to describe an animal's appearance.

MATERIALS

SB pp. 34–35
WB pp. 29–31
WB key p. 212
Pearson English Platform
Test Book 1, Unit 2

Warm-up

Review the Unit 1 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about a wild animal, while applying the writing strategy.

SB Act. 1 p. 34

Look at Harry's blog and answer.

- Students answer the questions without reading the blog. (**Answers: 1** His favorite animals are seals. **2** They live in oceans. **3** They can be dangerous. **4** They swim quickly, move slowly on land, and eat fish. **5** They are gray or white.)

SB Act. 2 p. 34

Read Harry's blog and check your answers.

- Ask students to read Harry's blog to check their answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 34

Read the text again. Circle the describing words.

Extra activity

CRITICAL THINKING

Ask *How many of the describing words are just words joined by "and"? Are there sentences that describe seals? What are they?*

SB Act. 4 p. 34

Find or draw a picture of a wild animal. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 29

Focus students' attention on the Remember! box.

WB Act. 1 p. 29

Read, choose, and write.

WB Act. 2 p. 29

Complete the chart. Use the words in the box.

WB Act. 3 p. 29

Draw a picture of a wild animal. Then write about it. Use the words from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their writing compositions aloud. Praise their effort.

Now I Know

Warm-up

Ask some students to think of an animal. Ask *Where does this animal live? What does it do? What does it eat? Is it dangerous?* The rest of the class guesses the answer.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 35

CRITICAL THINKING

Where do wild animals live? Write the names of three wild animals that live in Africa.

- Students use their consolidated knowledge of the Big Question to answer.

For Internal Review Only

Writing

1 **Look at Harry's blog and answer.**

1 What are Harry's favorite wild animals?
2 Where do they live?
3 Are they dangerous?
4 What do they do?
5 What color are they?

2 **Read Harry's blog and check your answers.**

home | about me | gallery

Harry's blog





Hi! I'm Harry.

My favorite wild animals are seals. They live in oceans. They're quite big and long. They're funny and smart. They swim quickly but move slowly on land. Seals can be dangerous. They eat fish. Most seals are gray but some are white. Gray seals are bigger than white seals. They live all over the word, from the polar regions to tropical areas. I like seals very much!

3 **Read the text again. Circle the describing words.**

4 WB 29 **Find or draw a picture of a wild animal. Then go to the Workbook to do the writing activity**

Writing strategy

We use describing words to add more interest to our writing.
*They are **funny** and **smart**.*

Now I Know

1 **Where do wild animals live? Write the names of three wild animals that live in Africa.**

2 **Think. Read and write T (true) or F (false).**

1 All wild animals live in Africa. F
2 Some wild animals live in zoos. T
3 Some live in rivers and oceans. T
4 Some live in savannahs and jungles. T
5 Some wild animals live in my country. T/F

3 **Choose a project.**

Do an animal presentation.
1 Find pictures of an animal you think your friends don't know.
2 Say three important things about the animal.
3 Make a poster.
4 Present your poster to the class.

or

Make animal cards.
1 Cut out six cards.
2 On one side of the card, draw a wild animal.
3 On the other side, write about the animal.
4 Show your animal cards to the class.

Read and color the stars

I can understand descriptions of animals.
I can describe where an animal lives.
I can understand what animals look like.
I can write about what an animal looks like.

SB Act. 2 p. 35 — CRITICAL THINKING

Think. Read and write T (true) or F (false).

- Students decide if the sentences are true or false.

WB Act. 1 p. 30

Find six animal words. Then complete the chart.

WB Act. 2 p. 30

Look, choose two words, and write.

WB Act. 3 p. 31

Write the question. Then complete the answers with *is very* or *are very*.

WB Act. 4 p. 31

Read, choose, and write.

Project

SB Act. 3 p. 35

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 31

What do you know about wild animals? Write two facts.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 31

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 31

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p.35

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 1, Unit 2.

For Internal Review Only

3 How does the weather change?

SKILLS

Listening: Can understand simple phrases about likes and dislikes.

Reading: Can understand simple sentences about the weather, if supported by pictures.

Speaking: Can say what the weather is like using basic phrases.

Writing: Can write simple sentences about what people are wearing, given prompts or a model.

GRAMMAR

Grammar 1: Can use "It's …" with adjectives and verbs in the "-ing" form to refer to weather.

Grammar 2: Can use "I'm wearing …" with common items of clothing.

VOCABULARY

Key vocabulary 1: windy, foggy, thunder, lightning, storm, hail, sleet, tornado

Key vocabulary 2: scarf, cap, sunglasses, sweat suit, sneakers, flip flops, robe, slippers

Video vocabulary: rain, vase, jug, bowl, ice, steam, air, pour

Reading 1 vocabulary: sun, water, change, sky, cloud, grass, tree, fall, go around

Reading 2 vocabulary: amazing, blow, coat, snow, wet, boots, splash, puddle

Passive vocabulary: heavy, light, cycle, vapor

Revised vocabulary: wear, like, sunny, rainy, hot, warm, cold, snowy

PROJECTS

Make a *My Weekend Clothes* chart

Make a weather postcard

VIDEOS

Vloggers: A Weather Experiment (3-1)

Tommy Zoom: The Wrong Weather Parts 1–3 (3-2, 3-3, 3-4)

VALUE

Wear the right clothes for the weather

Unit opener

OBJECTIVES

Listening: Can identify the context of short, simple dialogs related to familiar everyday situations.

Speaking: Can describe weather conditions in their country using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 36–37
WB p. 32
WB key p. 212
Video 3-1
Video script p. 247
Pearson English Platform

Big Question

- Ask students about the weather today to check what weather words they already know.
- Read the Big Question *How does the weather change?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster and put it up on the wall. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about rainy weather.

SB Act. 1 p. 37

Circle the weather words in blue and the clothes in red.

- Ask students to identify and circle the words.

SB Act. 2 p. 37

COMMUNICATION

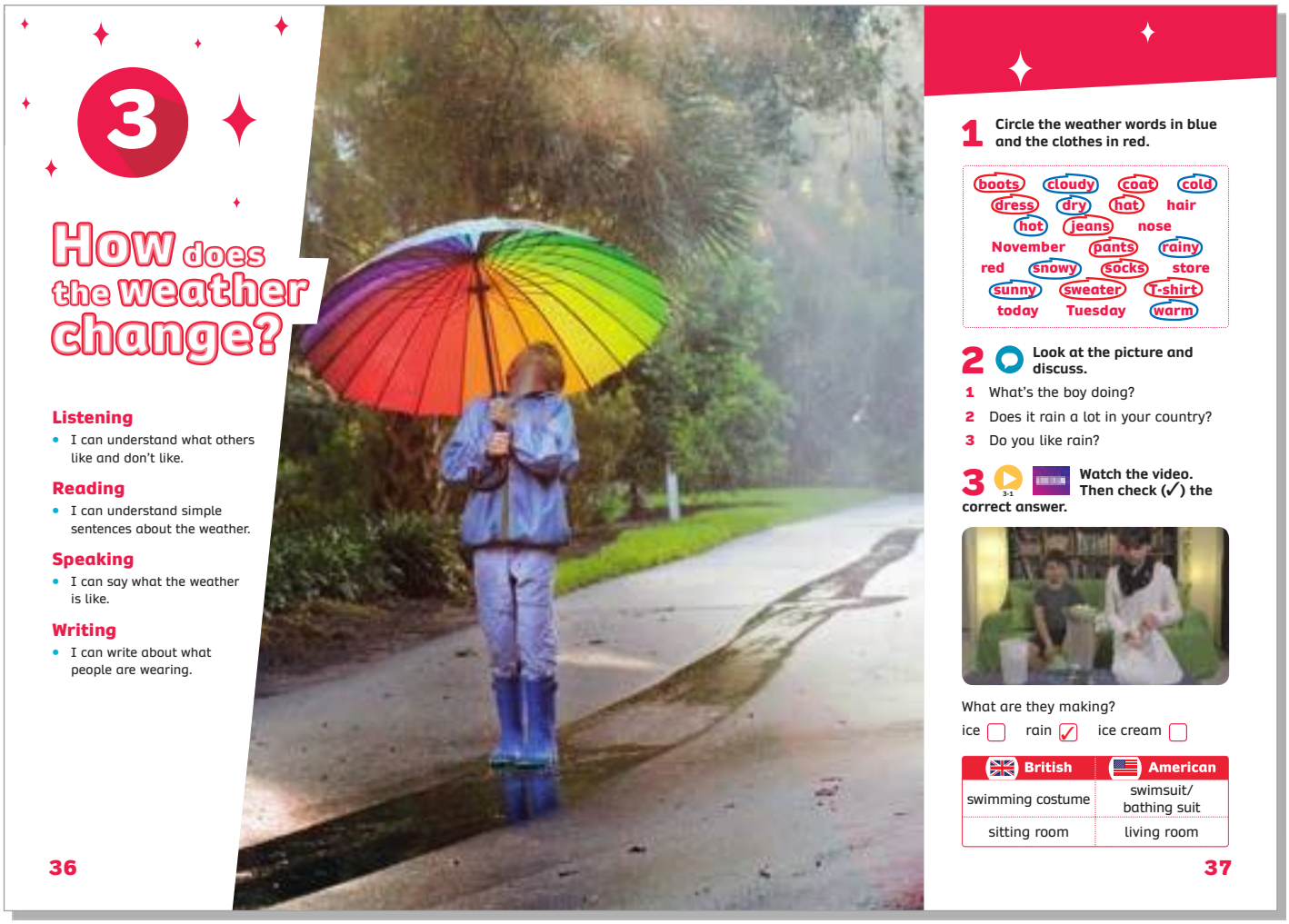
Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Struggling learners: Students say five words from the picture.

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WB p. 32

What do you know?

- Ask students to think of the Big Question and write in the box the weather words they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 32

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 37

3-1

Watch the video. Then check (✓) the correct answer.

- Ask students to look at the video still and read the options. Can they guess what the children are making?
- Play the video.

International English

Focus students' attention on the difference between British and American English for the same words: *swimming costume* and *swimsuit/bathing suit*; *sitting room* and *living room*. Can they think of any others?

Extra activity

COLLABORATION

Put students into groups. Ask them to identify and draw key stages of the experiment.

WB Act. 2 p. 32

3-1

Watch the video. Read and circle.

WB Act. 3 p. 32

3-1

Watch the video again. Number the sentences in the correct order.

WB Act. 4 p. 32

What's the weather like in your town/city today? Draw and write.

Stretch activity

COLLABORATION

Students work in pairs or in small groups to find out more information about the weather today in a chosen region in their country, or in another country.

Objective review

Ask students what they like about rainy weather. Praise their effort.

For Internal Review Only

3 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can understand basic phrases about the weather, if spoken slowly and clearly.

Speaking: Can say what the weather is like using basic phrases.

Vocabulary: windy, foggy, thunder, lightning, storm, hail, sleet, tornado

MATERIALS

SB pp. 38–39
WB pp. 33–34
WB key p. 212
SB audio tracks 1-20, 1-21, and 1-22
Picture cards 33–40
Pearson English Platform

Warm-up

Review weather vocabulary. Say *Tell me words to describe a summer/winter/spring/fall day.*

Lesson objective

Explain the lesson objective: To talk about weather conditions.

SB Act. 1 p. 38

1-20

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-20 twice, pausing after each word. Students point at the pictures and then repeat the words. Check pronunciation. Explain that the letters *gh* in *lightning* are silent.

SB Act. 2 p. 38

1-21

Listen and number.

- Play track 1-21 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 38

1-22

Listen and say.

- Play track 1-22. Students listen and say the missing words while pointing at the correct pictures. (**Answers: 1** storm, **2** thunder, **3** hail, **4** sleet, **5** foggy, **6** windy, **7** tornado, **8** lightning)

Extra activity

CRITICAL THINKING

Ask *Which word is **not** related to storms? Which weather is dangerous? Which is summer/winter weather? Which weather is common in our town?*

Picture card activity 1

Hold up the picture cards one by one and say various weather and storm words. Students say *Yes, it's windy.* or *No, it's a tornado*.

Picture card activity 2

- Put all picture cards on the board, ask students to turn around and then remove one card.
- Students guess the missing weather word.

SB Act. 4 p. 38

Write. Describe the weather in the pictures.

- Read the example. Students write sentences describing each picture following the model.
- Ask students to read their sentences. (**Answers: Picture 1:** There are dark clouds in the sky. There's thunder and lightning. **Picture 2:** There are clouds. It's foggy. There's a storm.)

Extra activity

COMMUNICATION

Students work in pairs. One describes a picture, and the other has to guess which it is.

WB Act. 1 p. 33

Read and circle.

- Students read the sentences and circle the correct words.

WB Act. 2 p. 33

Look, read, and circle T (true) or F (false). Then write the correct word.

- Students read the sentences and decide whether they're true or false according to the calendar.
- Then they correct the false sentences.

WB Act. 3 p. 34

Look, read, and write.

- Students look at the pictures and complete the sentences.

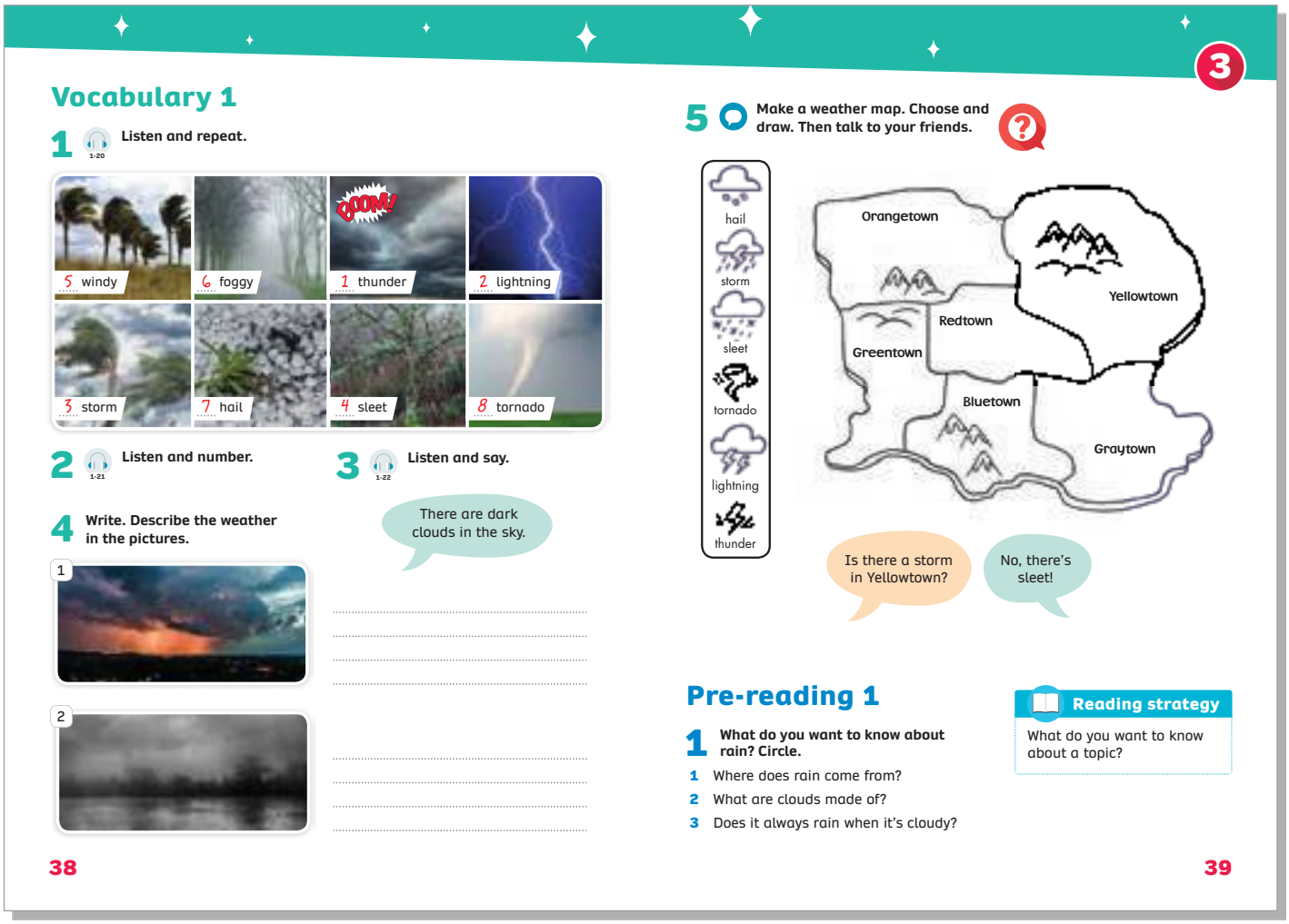
SB Act. 5 p. 39

COMMUNICATION

Make a weather map. Choose and draw. Then talk to your friends.

- Ask students to complete the map by drawing the weather symbols in the different areas.
- Model the conversation in the speech bubbles with a student. Put students in groups of four to ask and answer questions about their maps.
- Ask *What season is it on your map? Why? What season is it on your friend's map?*
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

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Word study: weather words ending in *-y*

WB Act. 4 p. 34

Read and write.

- Students differentiate between things (nouns) and describing words (adjectives). Make sure they understand the difference. Elicit that these adjectives to describe the weather are formed from nouns by adding *-y*.

WB Act. 5 p. 34

Circle the weather words ending in *-y*.

- Students circle the adjectives.

Extra activity

CREATIVITY

- Ask *Is the weather in your city the same in the summer and in the winter?*
- Students work in pairs to create a poster and describe the weather in their city in the different seasons.
- Ask groups to come to the front and make a short presentation.

Objective review

Ask students to describe a really bad storm. What do they do when the weather turns stormy? Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: What do you want to know about a topic?

SB Act. 1 p. 39

CRITICAL THINKING

What do you want to know about rain? Circle.

- Explain that the text is going to be about the rain. Ask students to apply the reading strategy and circle what they would like to know about the rain.
- Put students into groups. Ask them to think of possible answers to these questions.
- Ask students to share their answers with the class.

Differentiation

Stretch: Ask students if there are other things they would like to learn about the rain. Make sure they write them down in their notebooks.

For Internal Review Only

3 Reading 1

OBJECTIVES

Reading:	Can follow the sequence of events in short, simple cartoon stories that use familiar key words.
Speaking:	Can talk about common everyday objects using single words, if supported by pictures.
Vocabulary:	sun, water, change, sky, cloud, grass, tree, fall, go around
Passive vocabulary:	heavy, light, cycle, vapor

MATERIALS

SB pp. 40–41
WB p. 35
WB key p. 212
SB audio track 1-23
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask students to read the questions about the rain they want to get answers to. Write them on the board.
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by deciding what they want to know about the water cycle.

SB Act. 2 p. 40

1-23

Read *The Water Cycle*. Check your answers from Activity 1.

- Students read and listen to the text, and apply the reading strategy by focusing on the areas they wanted to know more about.
- Ask if they found answers to their questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students underline words they don't know.

Stretch activity

CRITICAL THINKING

Ask *What helped you find the answers in the text? Was it pictures? Which pictures? Was it words? Which words?*

SB Act. 3 p. 41

Read the *The Water Cycle* again. Label the picture. Choose and write.

- Students label the pictures in frame 6.

Extra activity

CRITICAL THINKING

Ask individual students to read a random section of the text aloud. Other students guess which part of the water cycle it refers to.

WB Act. 1 p. 35

Read *The Water Cycle*. Number the sentences in the correct order.

- Refer students back to the text on SB pp. 40 and 41.
- Students order the sentences according to what they read in the SB text.

WB Act. 2 p. 35

Look at Activity 1. Number the pictures in the correct order.

- Students match the sentences from Activity 1 to the pictures.

Extra activity

Vocabulary work

- Ask students to find all the words related to the water cycle in the text (*ocean*, *rain*, *vapor*, *cloud*).
- Write beginnings of sentences on the board: *The water in the ocean … The vapor … The cloud …*
- Ask students to complete the sentences in their notebooks. Students read their sentences to check.

Extra activity

CRITICAL THINKING

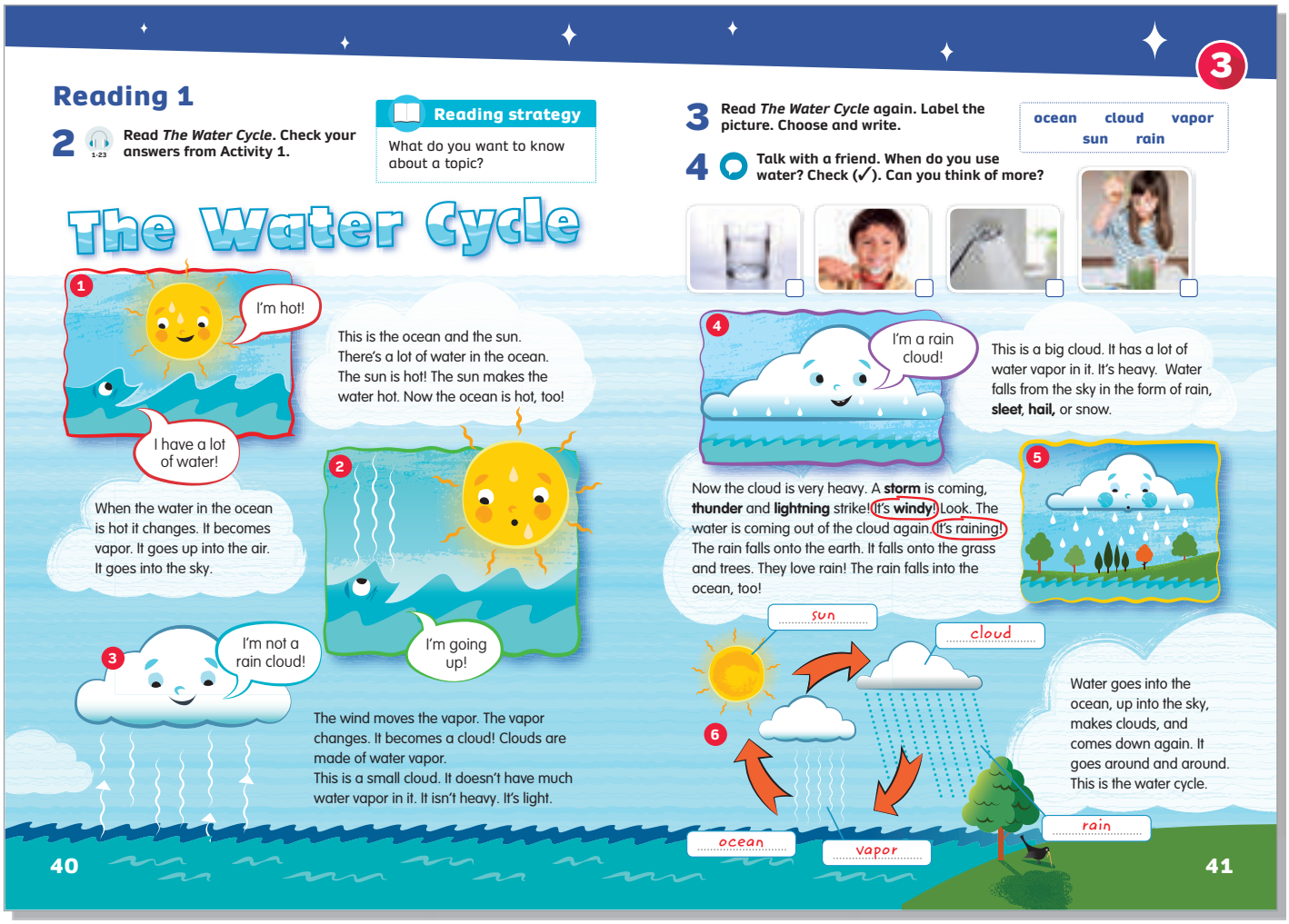
- Help students make connections between the weather experiment video and this text.
- Ask *Do you remember how Kitty and Max made rain in the video? What did they use? Did they create vapor? Clouds? Rain? How could they do it without the sun?*

Stretch activity

COLLABORATION

Ask different groups of students to describe the water cycle from the point of view of the sun, the rain, the clouds, and the ocean.

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SB Act. 4 p. 41

COMMUNICATION

Talk with a friend. When do you use water? Check (✓). Can you think of more?

- Ask students to check the uses of water.
- In pairs, students make a list of other uses of water.
- Put students into different pairs. Ask students to compare their lists. Are their lists similar or different? In what way?
- Ask *Can you guess how much water an average person uses per day? Is this a lot? How much water do you use per week?*

Extra activity

COLLABORATION

- Students look back at all their answers to Activity 4. Ask *Can we use less water?*
- Put students into groups. Ask them to divide the different uses of water into two groups: one where we can save water, e.g., watering plants with rainwater, taking showers instead of baths, turning off water when not using it, and one where we can't, e.g., drinking water, washing.
- Ask the groups to present to the class.

WB Act. 3 p. 35

CRITICAL THINKING

Why do we need rain? Think and write.

- Students write two sentences to explain why rain is necessary.

Extra activity

CREATIVITY

Students draw their own picture of the water cycle. They can base it on picture 6, or if you feel they're confident, draw it in groups from memory. Ask them to present their work to the class.

Objective review

Ask students if they found the information they were looking for in the text. What new things did they learn about the water cycle? Praise their effort.

For Internal Review Only

3 Grammar 1 • Speaking

OBJECTIVES

Grammar: Can use "It's …" with adjectives and verbs in the "-ing" form to refer to weather.

Listening: Can understand basic phrases about the weather, if spoken slowly and clearly.

Speaking: Can say what the weather is like using basic phrases.

Revised vocabulary: sunny, rainy, hot, cold

MATERIALS

SB pp. 42–43
WB pp. 36–37
WB key p. 212
Video 3-2
Video script p. 248
Pearson English Platform
Speaking and Vocabulary Book 2, Unit 3

Warm-up

Review the water cycle. Ask *Do you remember the water cycle? What happens? Can you retell the water cycle from the point of view of the sun/the clouds?*

Lesson objective

Explain the lesson objective: To talk about different weather conditions.

SB Act. 1 p. 42

Watch Part 1 of the story video. Circle the weather words you hear.

- Students watch Part 1 of the story video.
- Students circle the weather words they hear.
- Ask *What is the weather like in the story?* (The weather is strange. It's changing very fast.)
- Focus students' attention on the example speech bubble. Ask *What's the weather like?* (It's too windy!)

SB Act. 2 p. 42

Read the grammar box. What's the weather like? Write.

- Focus students' attention on the grammar box and read the sentence together.
- Students write sentences describing the weather.
- Ask students to read their sentences aloud.

Extra activity — COMMUNICATION

- Put students into pairs.
- Ask Student 1 to point at a picture in Activity 2 and ask *What's the weather like?* Student 2 answers.

SB Act. 3 p. 42

Read *The Water Cycle* again and circle examples of *It's* + weather.

- Students read the text again and circle the examples.

SB Act. 4 p. 42 — CRITICAL THINKING

Think and answer.

- Students answer the question.

Extra activity — COLLABORATION

Students think of a kind of weather and write a list of clothing or things they need for that weather. They read their list aloud for their partner to guess what the weather is, e.g. sunglasses, sunblock, shorts (It's sunny.)

WB Act. 1 p. 36

What's the weather like? Read and write.

- Focus students' attention on the grammar box and ask them to write sentences.
- Remind students of what they learned about nouns and adjectives on p. 34 *Word study*.

WB Act. 2 p. 36

What's the weather like around the world? Look and write.

- Students look at the map and complete the sentences.
- Ask students to check their answers in pairs.

SB Act. 5 p. 43

Read the grammar box. Choose and write.

- Ask students to look at the video still in Activity 1 again. Ask *What is Cranky saying?* (It's too windy now.)
- Point at the grammar box. Read the sentences aloud. Elicit from students when we use *too* (*when something is excessive*).
- Students look at the pictures and complete the sentences.
- Ask students to read their answers aloud to check them with the class.
- Ask *Is it sunny today? Is it too sunny? Is it windy? Is it too windy? Are you cold? Are you too cold?*

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Grammar 1

1 3-2 **Watch Part 1 of the story video. Circle the weather words you hear.**

cloudy cold hot foggy storm sunny thunder windy



2 **Read the grammar box. What's the weather like? Write.**

Grammar

1  It's rainy.

2  It's sunny.

3  It's foggy.

4  It's stormy.

5  It's cloudy.

6  It's windy.

3 **Read *The Water Cycle* again and circle examples of *It's* + weather.**

4 **Think and answer.**

What's the weather like today? .....

Hot. **Too** hot!



Cold. **Too** cold!



5 **Read the grammar box. Choose and write.**

cold hot too cold too hot



1 Oh! I can't eat this soup. It's *too hot* .



3 I'm hot today! I like this drink. It's *cold* .



2 I'm wearing a hat and coat. I can't swim today. It's *too cold* .



4 It's a sunny day. It's *hot* .

Speaking

6 **Talk with a friend.**

Speaking strategy

Lift your head and look directly at the person you're speaking to.

What's the weather like?

It's really hot. It's too hot today!

WB Act. 3 p. 37

Look, choose, and write.

- Focus students' attention on the grammar box.
- Students look at the pictures and write the corresponding sentences from the box.

Speaking

Speaking strategy

Explain the speaking strategy: Lift your head and look directly at the person you're speaking to so that you fully engage with them and show interest in what they are saying.

SB Act. 6 p. 43

COMMUNICATION

Talk with a friend.

- Ask *Does the weather change with the seasons? What's it like in March/January/December/May?*
- Model the dialog. Put students into pairs and ask them to do the dialog for the different seasons/months, while applying the speaking strategy.
- Walk around the class to monitor students. Ask some pairs to act out their dialogs.

Differentiation

Struggling learners: Focus on language from this lesson.

Stretch: Ask students to describe the weather in greater detail, e.g., *It's too hot. It's very sunny. The clouds are small.*

Objective review

Ask students if they can talk about the weather. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 3.

For Internal Review Only

3 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening:	Can understand simple language related to naming and describing people's clothes.
SB vocabulary:	scarf, cap, sunglasses, sweat suit, sneakers, flip flops, robe, slippers
WB vocabulary:	cold, hot, warm
Revised vocabulary:	wear

MATERIALS

SB pp. 44–45
WB pp. 38–39
WB key p. 212
SB audio tracks 1-24, 1-25, and 1-26
WB audio track 02
Picture cards 41–48
Pearson English Platform

Warm-up

Review clothes vocabulary. Point at Student 1 and ask *What are you wearing?* Student 1 answers and asks Student 2 the same question. Cue items they already know and point at different students to ask and answer the question.

Lesson objective

Explain the lesson objective: To talk about the clothes they wear in different weather.

SB Act. 1 p. 44

1-24

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-24 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 44

1-25

Listen and number.

- Play track 1-25 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 44

1-26

Listen and say.

- Play track 1-26. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** sunglasses, **2** cap, **3** slippers, **4** flip flops, **5** sweat suit, **6** sneakers, **7** scarf, **8** robe)

Extra activity

CRITICAL THINKING

Ask students to say which clothes they wear in the summer, and which they wear in the winter. Encourage them to use other clothes words, too.

Picture card activity

- Put all the picture cards on the board and draw a grid around them. Point at the cards and ask students to say the words in order.
- Remove one picture card and ask students to say the list as if the removed card was still there. Keep removing the cards until students have to say the complete list by heart.

WB Act. 1 p. 38

Find and circle eight clothes words.

- Students circle the clothes words.

WB Act. 2 p. 38

Complete the chart. Use the words from Activity 1.

- Students write the words from Activity 1 in the corresponding place in the chart.

SB Act. 4 p. 44

Look and complete. What's different? Look and say.

- Students look at the pictures, find the differences, and complete the sentences.
- Ask students to check their answers in pairs.
- Then they make pairs of sentences about the pictures.

Extra activity

COLLABORATION

Put students into pairs. Student 1 says *He's wearing white sneakers*. Student 2 points at the correct picture.

Extra activity

CRITICAL THINKING

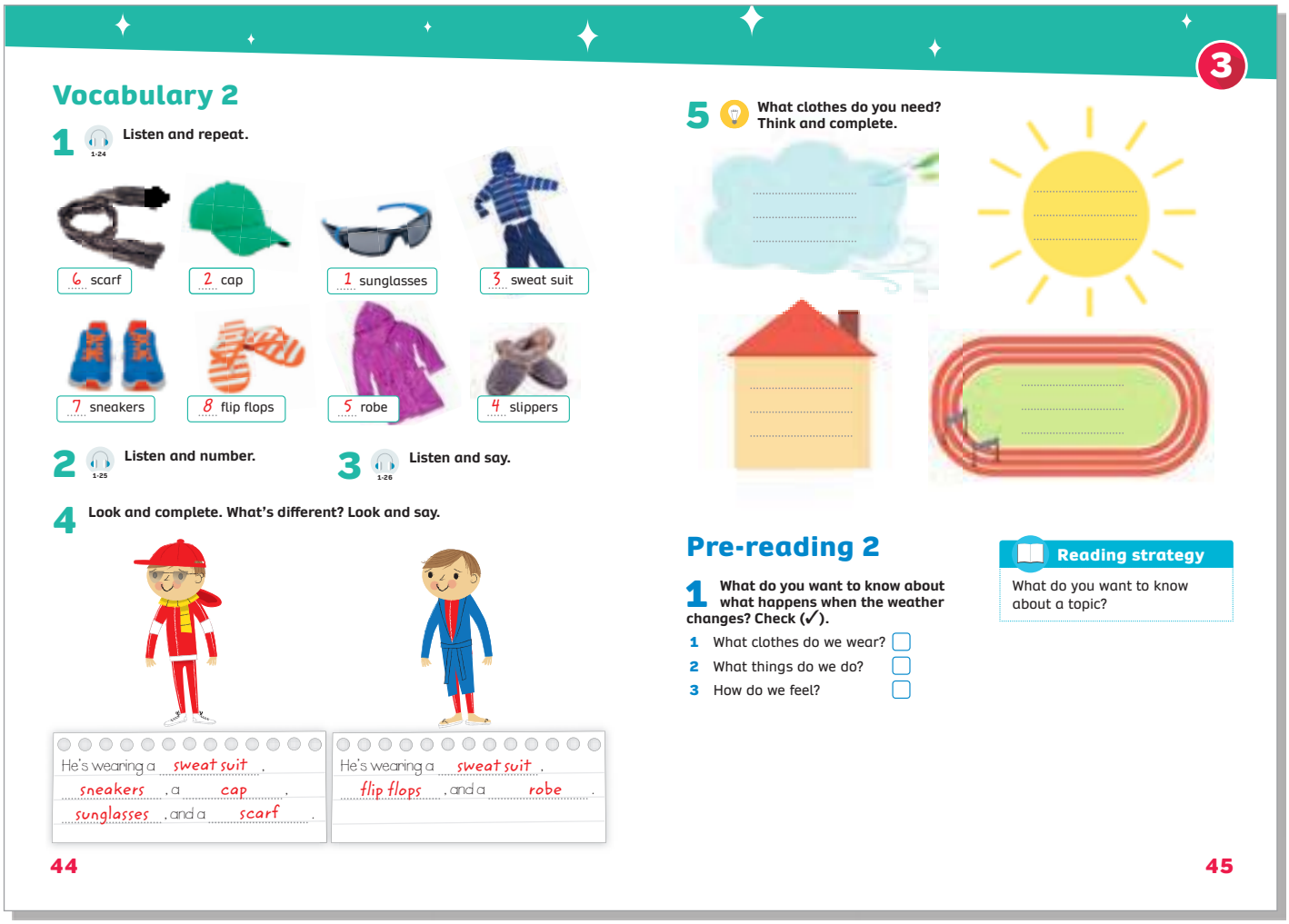
Students look at the pictures again and close their books. Say *In the first picture, the boy is wearing flip flops.* Ask students to correct you by saying *No, he's wearing sneakers.*

WB Act. 3 p. 38

Look, read, and circle.

- Students look at the pictures and circle the items that the children are wearing.

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Vocabulary 2

1 Listen and repeat. 1-24

6 scarf | 2 cap | 1 sunglasses | 3 sweat suit

7 sneakers | 8 flip flops | 5 robe | 4 slippers

2 Listen and number. 1-25

3 Listen and say. 1-26

4 Look and complete. What's different? Look and say.

He's wearing a sweat suit, sneakers, a cap, sunglasses, and a scarf.

He's wearing a sweat suit, flip flops, and a robe.

44

5 What clothes do you need? Think and complete.

Pre-reading 2

1 What do you want to know about what happens when the weather changes? Check (✓).

1 What clothes do we wear? ☐
2 What things do we do? ☐
3 How do we feel? ☐

Reading strategy

What do you want to know about a topic?

45

SB Act. 5 p. 45

CRITICAL THINKING

What clothes do you need? Think and complete.

- Focus on the first picture. Ask the class what clothes they would wear in windy weather.
- Put students into groups and ask them to list items of clothing for the remaining pictures.

WB Act. 4 p. 39

02

Listen and color.

- This is a Pre A1 Starters Listening Part 4 task.
- Play track 0-2 twice. Students listen to the audio and color the picture accordingly.
- Play track 0-2 again for students to check their answers in pairs.

Vocabulary challenge: temperature

WB Act. 5 p. 39

Look, choose, and write.

- Students write the words from the box that correspond to the temperatures.

WB Act. 6 p. 39

CRITICAL THINKING

Look at Activity 5. Read and write.

- Students read and answer the questions.

Objective review

Ask students to list three new words for clothes they would wear in hot weather. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: What do you want to know about a topic?

SB Act. 1 p. 45

CRITICAL THINKING

What do you want to know about what happens when the weather changes? Check (✓).

- Ask students to apply the reading strategy and check the question that they want to know the answer to.
- Discuss their answers with the class.

Stretch activity

COLLABORATION

Students work in pairs or small groups to make a list of the activities that they can do in different kinds of weather. Make sure they write them down in their notebooks and bring them for the next class.

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3 Reading 2

OBJECTIVES

Reading:	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.
Speaking:	Can describe their daily routines in a simple way.
Vocabulary:	amazing, blow, coat, snow, wet, boots, splash, puddle
Revised vocabulary:	like, warm, snowy

MATERIALS

SB pp. 46–47
WB p. 40
WB key p. 213
SB audio track 1-27
Optional: green, red, and blue crayons
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask students to discuss their lists of activities they wrote in the previous class. Do they all agree?
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by deciding what they want to know about what happens when the weather changes.

Reading text in British English

This is one of the texts in Level 2 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Highlight *favourite/favorite.*

SB Act. 2 p. 46

1-27

Read *Our Favourite Weather*. Check your answers from Activity 1.

- Focus students' attention on the artwork. Discuss what they can see.
- Students read and listen to the text, and apply the reading strategy by focusing on the areas they want to know more about.
- Ask if students found answers to the questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Give students the roles of the wind, the sun, the white cloud, the black cloud, the children, and the narrator. Ask them to read their part aloud.

Stretch activity

CRITICAL THINKING

Ask *What helped you find the answers in the text? Was it pictures? Which pictures? Was it words? Which words?*

Extra activity

Vocabulary work

- Ask students to go back to the text and underline clothes words with a green crayon, and words that have to do with actions we do with clothes in red.
- Ask students to underline all the weather words with a blue crayon. Ask them to make sentences using all three.
- Ask *Can you find words that have a similar meaning to "fantastic"?* (amazing, wonderful).

WB Act. 1 p. 40

Read *Our Favourite Weather*. Look, read, and match.

- Refer students back to the text on SB pp. 46 and 47.
- Ask students to match the sentences to the pictures.

WB Act. 2 p. 40

Read *Our Favourite Weather* again and check (✓).

- Students read the text again and answer the multiple-choice questions.

SB Act. 3 p. 47

Read and write.

- Students answer the questions. (**Answers**: when it's windy: They put their hats and scarves on and fly kites., when it's sunny: They take their coats and hats off and play at the beach., when it's snowy: They put their coats and hats on and build snowmen. when it's rainy: They put on their boots and put their umbrellas up and splash in puddles.)

Extra activity

COLLABORATION

- Do a class survey on activities students like best.
- Ask students to look at the words they underlined in the text with a red crayon.
- Let the class vote on their favorite ones. Write the results of the survey on the board.
- With a confident class, you may want to write a short summary of the survey, e.g., *Six students like running … .*

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Reading 2

2 1-27 **Read *Our Favourite Weather*. Check your answers from Activity 1.**

Reading strategy
What do you want to know about a topic?

Our Favourite Weather

The sun, the wind and the clouds are talking.
"I'm great!" says the wind. "Look at me!"
The wind is blowing.
Children are running.
They're putting on their **hats** and **scarves**.
They're flying kites.
"I'm amazing!" says the sun.
"Look at me!"

The sun is shining. The children are too hot. They're taking off their coats and hats. They're wearing **sunglasses**, **flip flops** and **caps**. They're playing at the beach.
"I'm fantastic!" says a big, white snow cloud. "Look at me!"

3

The cloud is snowing. The children are too cold. They're putting on their coats and hats. They're making snowmen.
"I'm wonderful!" says a big, black rain cloud. "Look at me!"

The cloud is raining. The children are wet. They're putting on their boots. They're putting up their umbrellas. They're splashing in puddles. Then they go home and put on warm clothes and **slippers** to get warm.

The sun, the wind and the clouds ask the children "What's your favourite weather?"
"Do you like the sun, the wind or the clouds?"
"We like the sun," say the children. "We like the wind, too! And we like the clouds.

We like the rain and the **snow**! We do different things when the weather changes. We like you all!"
The sun, the wind and the clouds are all happy!

3 **Read and write.**

What are the children doing when ...
it's windy? .....
it's sunny? .....
it's snowy? .....
it's rainy? .....

4 **Talk with a friend. When do you take off your coat? When do you put on your boots?**

SB Act. 4 p. 47

COMMUNICATION

Talk with a friend. When do you take off your coat? When do you put on your boots?

- Ask students to discuss the questions. Use this as an opportunity to review weather words and place names.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Stretch activity

COMMUNICATION

In pairs, students ask *When do you take off ... ?* and *When do you put on ... ?* with other items of clothing.

WB Act. 3 p. 40

CRITICAL THINKING

Think and write.

- Students write sentences to answer the questions.
- Ask students to read their sentences to the class.

Value

Wear the right clothes for the weather

Ask *Why is it important to wear the right clothes for the weather?* (so that we are not too cold or too hot) *What happens when you are too cold or wear wet clothes?* (You might get a bad cold.)

Objective review

Ask students what clothes the children in the story are wearing in the different kinds of weather. Praise their effort.

For Internal Review Only

3 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can use "I'm wearing …" with common items of clothing.

Listening: Can understand simple phrases about likes and dislikes.

Speaking: Can express likes and dislikes in relation to familiar topics in a basic way.

MATERIALS

SB pp. 48–49
WB pp. 41–42
WB key p. 213
SB audio track 1-28
Videos 3-2, 3-3, and 3-4
Video script p. 248
Picture cards 41–48
Pearson English Platform
Grammar Book 2, Unit 6
Speaking and Vocabulary Book 2, Unit 3

Warm-up

Set up a chain by pointing at different students in any order. Show them different clothes picture cards and say a weather condition, e.g., *foggy* or *stormy*, for students to say a sentence.

Lesson objective

Explain the lesson objective: To talk about things they are doing at the moment.

SB Act. 1 p. 48

3-2

Watch Part 1 of the story video again. What's Cranky wearing when it's hot?

- Students watch Part 1 of the video again.
- Ask *What's Cranky wearing?* (**Answer:** a coat, shorts, sunglasses, a cap, a warm jacket, gloves, a scarf, and socks) *Why?* (because the weather is changing).
- Ask students to look at the video still and read the example in the speech bubble aloud.

SB Act. 2 p. 48

Look at the grammar box and read.

- Ask students to read the grammar box.

SB Act. 3 p. 48

Read *Our Favourite Weather* again and circle all the *ing* words.

- Refer students back to the text on SB pp. 46 and 47.
- Students read the text again and circle all the *-ing* forms.

SB Act. 4 p. 48

Look and write.

- Students look at the picture and complete the sentences.

SB Act. 5 p. 49

COMMUNICATION

What are you wearing? Ask your friend and write. Then say.

- Model the activity. Put students into pairs. Student 1 asks *What are you wearing?* Student 2 answers. They complete their charts.
- Then they tell each other what they're wearing.
- Ask different pairs to say to the class what they and their partners are wearing to check the answers.

WB Act. 1 p. 41

Look, read, and circle.

- Focus students' attention on the grammar box. Students choose the correct answers.

WB Act. 2 p. 41

Read and write.

- Students complete the sentences.

WB Act. 3 p. 42

Write sentences. Then look and match.

- Students write sentences about the people in the pictures using the words given.

Extra activity

CRITICAL THINKING

- Write the words *a*, *is*, *she*, *sweat suit*, *wearing*, and *red* on the board in any order.
- Ask students to say in which order we find the words in a sentence. (*She is wearing a red sweat suit.*)

For more grammar practice, go to Grammar Book 2, Unit 6.

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Grammar 2

1 3-3 **Watch Part 1 of the story video again. What's Cranky wearing when it's hot?**



2 **Look at the grammar box and read.**

Grammar

I'm running.	We're playing soccer.
You're wearing a robe.	You're wearing caps.
He's talking.	They're putting up their umbrellas.

3 **Read *Our Favourite Weather* again and circle all the *ing* words.**

4 **Look and write.**

1 The children are playing in the rain.
2 They're splashing in puddles.
3 They're putting up their umbrellas.
4 They're wearing their boots.
5 The cloud is raining .



5 **What are you wearing? Ask your friend and write. Then say.**

	Me	My friend
Our clothes		

I'm wearing ... . You're ... .

I **love** my scarf.  I **hate** my sweat suit. 

Listening and Speaking

6 1-28 **Listen to Joe talking about his clothes.**

Draw or .

1 black cap
2 brown flip flops
3 green slippers
4 blue sunglasses

7 **What about you? Talk about your clothes with a friend.**



8 3-4 **Watch Parts 2 and 3 of the story video. Why is the weather wrong?**

Listening and Speaking

SB Act. 6 p. 49

1-28

Listen to Joe talking about his clothes.
Draw or .

- Point to the picture of the scarf in the grammar box, draw a smiley face on the board, and say *I love my scarf.* Point to the picture of the sweat suit in the grammar box, draw a sad face, and say *I hate this sweat suit.*
- Play track 1-28 twice. Students listen and draw the corresponding faces.

SB Act. 7 p. 49

COMMUNICATION

What about you? Talk about your clothes with a friend.

- Model the activity. Put students into pairs. Ask them to say which of their clothes they love and hate.

Differentiation

Struggling learners: Ask students to focus on the key language of the lesson.

Stretch: Ask students to report to the class the clothes their partners love and hate.

WB Act. 4 p. 42

What about you? Read and circle.

WB Act. 5 p. 42

CREATIVITY

Draw and write about your clothes.

- Students draw and write a sentence about the clothes they love and hate, and then share with the class.

SB Act. 8 p. 49

3-3

Watch Parts 2 and 3 of the story video.
Why is the weather wrong?

- Students watch Parts 2 and 3 of the video.
- Ask *Why is the weather wrong?* (**Answer:** The weather keeps changing because the weatherman feels lonely.) *Is the weatherman happy now?* (Yes, because he has a friend – the lizard.)

Extra activity

CRITICAL THINKING

Ask *What happens when we have no friends?* Discuss the importance of making friends and including everyone in play.

Objective review

Ask students to describe what you are wearing. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 3.

For Internal Review Only

3 Writing • Now I Know

OBJECTIVES

Reading: Can understand basic sentences describing familiar everyday items, if supported by pictures.

Speaking: Can describe what someone is wearing using a fixed expression.

Writing: Can say what the weather is like using basic phrases.

MATERIALS

SB pp. 50–51
WB pp. 43–45
WB key p. 213
Picture cards 33–48
Pearson English Platform
Test Book 2, Unit 3

Warm-up

Review the Unit 2 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a diary entry, while applying the writing strategy.

SB Act. 1 p. 50

Look at Sara's journal and answer.

- Students answer the questions without reading the text. (**Answers: 1** a white and gray sweat suit and gray sneakers, **2** gray, **3** windy and cold, **4** She plays outside with her friends.)

SB Act. 2 p. 50

Read the Sara's journal again and check your answers.

- Students read the journal and check their answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 50

Read the text again. Circle the color and clothes words.

- Ask students if what they found coincides with the writing strategy.

SB Act. 4 p. 50

Find or draw pictures of your clothes. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

Focus students' attention on the Remember! box.

WB Act. 1 p. 43

Look, choose, and write.

WB Act. 2 p. 43

Write for you.

WB Act. 3 p. 43

Draw a picture of your clothes and write a journal. Use the sentences in Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their journal entries aloud.

Now I Know

Warm-up

Put students into two teams. Make two piles with the picture cards: clothes in one and weather conditions in the other. Each team chooses a picture from each pile and makes a sentence using both words to score a point.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 54

CRITICAL THINKING

How does the weather change? Match.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 44

Look and write the letters in order.

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Writing

1 **Look at Sara's journal and answer.**

1 What's Sara wearing?
2 What color are her sneakers?
3 What's the weather like?
4 What does she do when it's windy?

2 **Read Sara's journal again and check your answers.**



3 **Read the text again. Circle the color and clothes words.**

4 **Find or draw pictures of your clothes. Then go to the Workbook to do the writing activity.**

Writing strategy

We put color words before clothes words.
I'm wearing a blue sweat suit.

Now I Know

1 **How does the weather change? Match.**

1	It's hot and sunny.	a	I don't go out. It's dangerous!
2	There's a tornado.	b	I wear a scarf and a coat. It's cold!
3	It's windy.	c	I fly my kite!
4	There's sleet and hail.	d	I wear a cap and sunglasses. It's hot!

2 **Choose a project.**

Make a *My Weekend Clothes* chart.
1 Write the days of the weekend.
2 Draw your clothes.
3 Label them. Remember to write the colors, too.
4 Present your chart to the class.

or

Make a weather postcard.
1 On one side of the card draw or stick a picture of weather.
2 You can draw windy weather, stormy weather, or a tornado. You decide.
3 On the back of the card write about the picture.
4 Show your weather postcard to the class.

Read and color the stars

I can understand what others like and don't like.
I can say what the weather is like.
I can understand simple sentences about the weather.
I can write about what people are wearing.

WB Act. 2 p. 44

Look and write.

WB Act. 3 p. 44

Read and write *too hot* or *too cold*.

WB Act. 4 p. 45

Look and write. Use color words.

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 45

What weather words do you know? What clothes are you wearing in that weather?

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 45

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 51

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 3.

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4 What can you find in big cities?

SKILLS

Listening: Can identify the context of short, simple dialogs related to familiar everyday situations.

Reading: Can understand a simple written dialog on a familiar topic.

Speaking: Can ask about the location of an object using a basic phrase.

Writing: Can describe their home town or city using simple language.

GRAMMAR

Grammar 1: Can use "No, … isn't." to answer questions in the Present Progressive.

Grammar 2: Can use "Yes, we/they are." / "No, we/they aren't." to answer questions in the Present Progressive.

VOCABULARY

Key vocabulary 1: bookstore, library, playground, toy store, bank, computer store, movie theater, restaurant

Key vocabulary 2: factory, train station, gas station, street, traffic, small town, fields, market

Video vocabulary: papier mâché, paper, cardboard, cut, stick, together, leave, glue, paper, scissors, box, paint

Reading 1 vocabulary: open, closed, money, machine, out of order, librarian, shout

Reading 2 vocabulary: small town, across from the street, behind, in front of

Passive vocabulary: shop (v), grocery store, rude, think, luckily, everyone, candy store, noisy

Revised vocabulary: cousin, old, take a picture

PROJECTS

Make an ad about your favorite place
Make a city or a small town

VIDEOS

Big World Kids: Model Town (4-1)
Tommy Zoom: The Hiding Game Parts 1–3 (4-2, 4-3, 4-4)

VALUE

Be polite

Unit opener

OBJECTIVES

Listening: Can identify the context of short, simple dialogs related to familiar everyday situations.

Speaking: Can talk about a familiar place in a basic way.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 52–53
WB p. 46
WB key p. 213
Video 4-1
Video script p. 248
Pearson English Platform

Big Question

- Ask students what cities are like to check what city words they already know.
- Read the Big Question *What can you find in big cities?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about people who live in cities and what they do and see every day.

SB Act. 1 p. 53

CRITICAL THINKING

What's your favorite place in the city? Think and write.

- Ask students to write their favorite place in the city.

SB Act. 2 p. 53

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Stretch: Ask *Can you see any people in the picture? What time of day/day of the week do you think it is? Why?*

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WB p. 46

What do you know?

- Ask students to think of the Big Question and write in the box the words for places in cities they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 46

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 53

Watch the video and circle. What are they using to make the model?

- Ask students to look at the picture and guess what the video is about (*making a model city*).
- Play the video. Students check if they were correct and circle the words they hear.

International English

Focus students' attention on the difference between British and American English for the same place words: *sweet shop* and *candy store*; *bookshop* and *bookstore*. Can they think of any others?

Extra activity

COLLABORATION

Put students into groups. Ask them to make a list of the buildings around their own homes and school. Ask different groups to compare their lists.

WB Act. 2 p. 46

Watch the video. Number the sentences in the correct order.

WB Act. 3 p. 46

Watch the video again. Circle T (true) or F (false).

WB Act. 4 p. 46

CREATIVITY

Draw yourself in your favorite place in your town/city and write. What are you doing?

Stretch

COLLABORATION

Students work in pairs or in small groups to draw their ideal place in the city and explain why they like it.

Objective review

Ask students what place in their city they like best and why. Praise their effort.

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4 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can say what's in a town using basic words and phrases.

Vocabulary: bookstore, library, playground, toy store, bank, computer store, movie theater, restaurant

MATERIALS

SB pp. 54–55
WB pp. 47–48
WB key p. 213
SB audio tracks 1-29, 1-30, and 1-31
WB audio track 03
Picture cards 49–56
Pearson English Platform

Warm-up

Review places in a town/city that students like. Say *Tell me where you go on weekends/after school/to play soccer/to meet your friends.*

Lesson objective

Explain the lesson objective: To talk about places in a town or city.

SB Act. 1 p. 54

1-29

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-29 twice, pausing after each word. Students point at the pictures and then repeat the words. Check pronunciation.

SB Act. 2 p. 54

1-30

Listen and number.

- Play track 1-30 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 54

1-31

Listen and say.

- Play track 1-31. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** movie theater, **2** library, **3** bookstore, **4** toy store, **5** restaurant, **6** computer store, **7** playground, **8** bank)

Extra activity

CRITICAL THINKING

Ask *Do we have all these places in our town/city? Which places do you like? Which place is fun? Which place is boring? How often do you go to the library/bookstore/playground/toy store/movie theater?*

Picture card activity 1

Hold up the picture cards one by one and say either a correct or an incorrect place name. Students say *Yes, it's the playground.* or *No, it's the computer store.*

Picture card activity 2

- Put all the picture cards on the board and draw a grid around them. Point at the picture cards and ask students to say the words in order.
- Remove one picture card and ask students to say the list as if the removed item was still there. Keep removing the picture cards until students can say the complete list by heart.

SB Act. 4 p. 54

CRITICAL THINKING

Where do they want to go? Look and match.

- Students match what they want to do, to the places they can do them in. Do the first item with the class.
- Students check their answers in pairs.

Differentiation

Struggling learners: Ask them to read their answers to the class.

Stretch: Ask students to think of other activities that people can do in these places.

WB Act. 1 p. 47

03

Listen and check (✓).

- This is an A1 Movers Listening Part 4 task.
- Play track 03. Students listen to the audio and check the correct picture for the characters.

WB Act. 2 p. 47

Find and circle five words for places. Use the extra letters to write another word.

WB Act. 3 p. 48

Read, choose, and write.

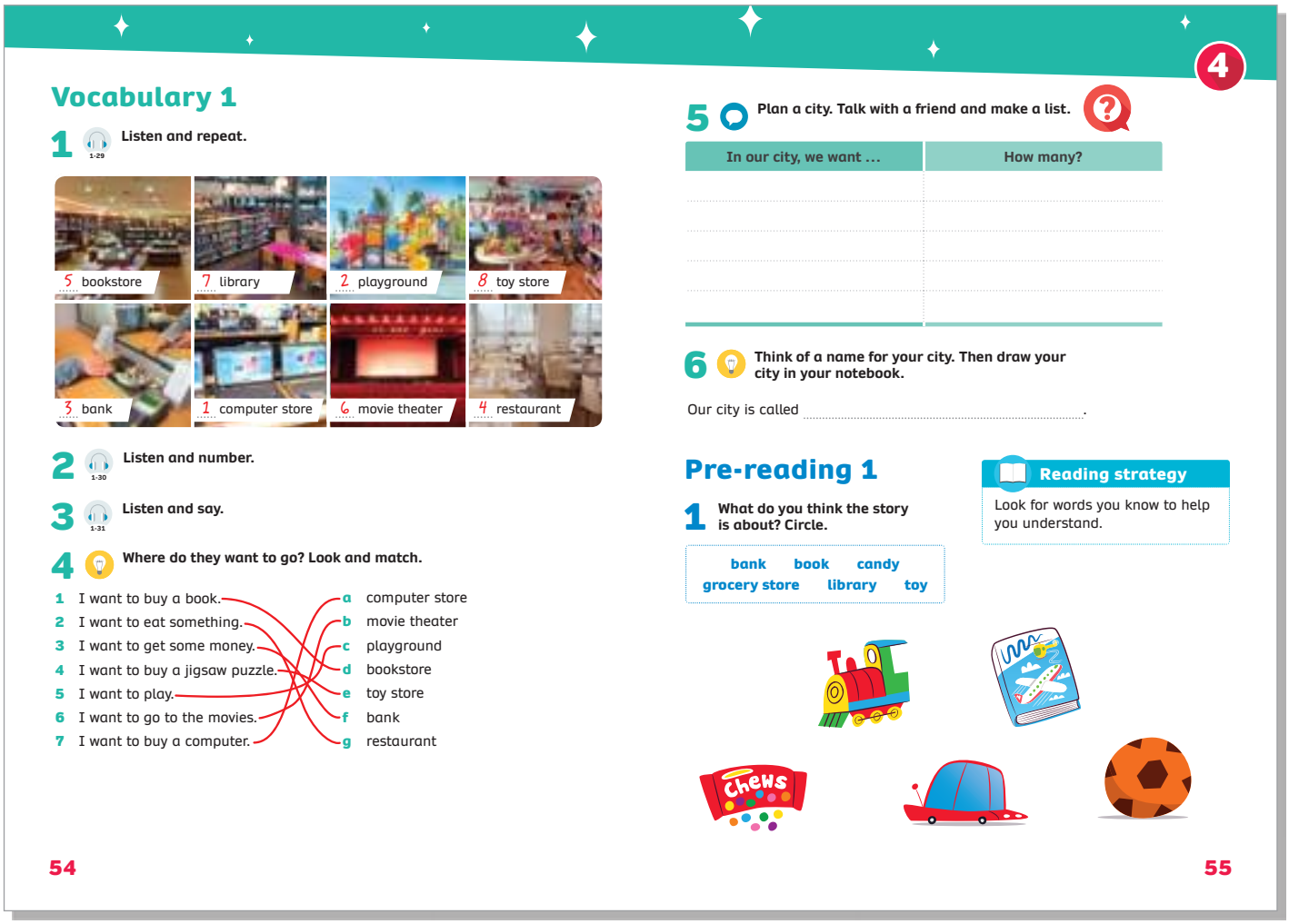
SB Act. 5 p. 55

CREATIVITY

Plan a city. Talk with a friend and make a list.

- Ask *What places do you want in your city? How many toy stores/computer stores/playgrounds do you want?*
- Put students into pairs to make their lists.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

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Vocabulary 1

1 1-29 **Listen and repeat.**

5 bookstore | 7 library | 2 playground | 8 toy store

3 bank | 1 computer store | 6 movie theater | 4 restaurant

2 1-30 **Listen and number.**

3 1-31 **Listen and say.**

4 **Where do they want to go? Look and match.**

1	I want to buy a book.	a	computer store
2	I want to eat something.	b	movie theater
3	I want to get some money.	c	playground
4	I want to buy a jigsaw puzzle.	d	bookstore
5	I want to play.	e	toy store
6	I want to go to the movies.	f	bank
7	I want to buy a computer.	g	restaurant

5 **Plan a city. Talk with a friend and make a list.**

In our city, we want …	How many?

6 **Think of a name for your city. Then draw your city in your notebook.**

Our city is called _____.

Pre-reading 1

1 **What do you think the story is about? Circle.**

bank book candy
grocery store library toy

Reading strategy

Look for words you know to help you understand.

SB Act. 6 p. 55 — CRITICAL THINKING

Think of a name for your city. Then draw your city in your notebook.

- Ask the pairs to show their pictures to the class, say the name of their city, and say what's in it.

Word study: compound words

WB Act. 4 p. 48

Read, then look and write.

- Students apply the rule to complete the compound words.

Extra activity — COLLABORATION

- Ask *What's your favorite place in the city?*
- Students work in small groups to find what the group's favorite place in the city is, and why.
- Ask groups to come to the front and make a short presentation.

Objective review

Ask students to say if they have a favorite or special place in the city depending on the day of the week. Which is their favorite place on Sundays? Which is their favorite place on weekdays? Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Look for words you know to help you understand.

SB Act. 1 p. 55 — CRITICAL THINKING

What do you think the story is about? Circle.

- Put students into groups. Ask them to apply the reading strategy by looking at the words and circling those they think the story is about.
- Ask students to share their answers with the class.

Differentiation

Stretch: Ask students to give reasons for their choices.

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4 Reading 1

OBJECTIVES

Reading:	Can follow simple dialogs in short illustrated stories, if they can listen while reading.
Speaking:	Can describe their daily routines in a simple way.
Vocabulary:	open, closed, money, machine, out of order, librarian, shout
Passive vocabulary:	shop (v), grocery store, rude, think, luckily
Revised vocabulary:	cousin, old

MATERIALS

SB pp. 56–57
WB p. 49
WB key p. 213
SB audio track 1-32
Pearson English Platform

Warm-up

Students remember what they said the story was about and give the reasons for their choices.

Lesson objective

Explain the lesson objective: To apply the reading strategy by looking for words they know to help them understand the text.

SB Act. 2 p. 56

1-32

Read *Open and Closed*. Then check your answers from Activity 1.

- Students read and listen to the text.
- Ask students to apply the reading strategy by underlining the words they know.
- Ask if they found the answers to the question from Activity 1.
- Ask students to find the words in bold. Make sure they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students read the words they underlined and say what they mean. Ask how the words helped them understand the story.

Extra activity

CRITICAL THINKING

Ask individual students to read a quotation from the text. Other students say which character said it.

SB Act. 3 p. 57

Write *open* or *closed*.

- Students decide whether the places are open or closed in the story.

Extra activity

Vocabulary work

- Ask *What/Who can you find at the library/candy store/bookstore?* to elicit: *candy*, *toys*, *books*, *machine*, *money*, *librarian.*
- Write beginnings of sentences on the board, one by one: *Bobby wants …* , *Tommy's mom wants to buy … at the candy store, but it's …* , *Tommy's mom needs some …* , *The bank … is …* , *The only open place is the …* , *A … works in the library. There are … at the library.* Ask students to complete the sentences in their notebooks. Ask them to read their sentences.

WB Act. 1 p. 49

Read *Open and Closed*. Check (✓) the places Bobby, Tommy, and his mom go to. Then write the places in the correct order.

- Refer students back to the text on SB pp. 56 and 57.
- Students do the task individually.

WB Act. 2 p. 49

Read *Open and Closed* again and write.

- Students answer the questions.

WB Act. 3 p. 49

What's true for you? Read and circle.

- Students read the sentences and circle the correct options.

Extra activity

CRITICAL THINKING

Help students make connections between the video about the town the children are making and this text. Ask *What are the children doing in the video? What buildings are there in their town? What buildings did Tommy, his mom, and his cousin see? Is there a candy store in their town?*

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Reading 1

2 1-32 **Read *Open and Closed*. Then check your answers from Activity 1.**

Reading strategy
Look for words you know to help you understand.

Open and Closed

Tommy is eight years old. He's shopping with his mom and cousin. His cousin's name is Bobby. Bobby is three. He isn't talking, he's shouting! "I want a toy! I want a book! I want some candy!" shouts Bobby.

First, they go to the grocery store.
"It's closed!" says Tommy.
"Oh, no!" says his mom.

"I want a toy! I want a book! I want some candy!" says Bobby. The **toy store** and the **bookstore** are closed.

They go to the candy store.
"It's closed!" says Tommy.
"Oh, no!" says his mom.

"Everywhere is closed!" shouts Bobby.

The candy store is closed. Mom just wants Bobby to stop shouting!

Tommy's mom needs some money. They go to the **bank**.
"It's closed!" says Tommy.
"And the machine is out of order."
"Oh, no!" says his mom.
'I don't have any money!"

Luckily, the library is open. There are a lot of books in the **library**. There are toys, too!
"Would you like some candy?" asks the librarian.
"Yes, please. Thank you!" says Bobby.
Bobby isn't shouting now. He's sorry for being rude. He's reading a book, playing with a car, and thinking about playing on the playground.

3 **Write *open* or *closed*.**

1 The candy store is closed.
2 The grocery store is closed.
3 The bank is closed.
4 The library is open.

4 **Talk with a friend. Where do you get your books from?**

Stretch activity
COLLABORATION

Ask different groups of students to think and make a list of the activities they can do at the different places in the city.

SB Act. 4 p. 57
COMMUNICATION

Talk with a friend. Where do you get your books from?

- In pairs, students discuss the question. To help and encourage discussion, ask *Do you get your books from the library? Do you get them from a bookstore? How often do you go to the library/bookstore? Who do you go to the library/the bookstore with? What can you do at a library that you can't do at a bookstore?*
- Ask different pairs to report their conversations.

Extra activity
CREATIVITY

Put students into groups. Ask them to devise their ideal library. Ask *What can you find there? When is it open? What can you do there besides reading?* Ask the groups to present their ideal library to the class.

WB Act. 4 p. 49
CRITICAL THINKING

Draw the hands on the clock. Read and write.

- Students draw the hands on the clock, then complete the sentences for themselves. Then, they read them to the class to check.

Value

Be polite

Ask students why Bobby feels sorry at the end of the story (*because he was rude*). Discuss with the class the importance of being polite. Ask *What do we do to be polite?* Elicit their ideas, e.g., say *hello*, *good morning*, *please*, and *thank you*; look at your speaker; don't shout or interrupt.

Objective review

Ask students if the words they knew helped them understand the story. Have they learned new things about the different places in town? Praise their effort.

For Internal Review Only

4 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use "No, … isn't." to answer questions in the Present Progressive.

Listening: Can understand simple instructions, if spoken slowly and clearly.

Speaking: Can give simple instructions to a classmate to complete a task.

MATERIALS

SB pp. 58–59
WB pp. 50–51
WB key p. 213
SB audio track 1-33
Video 4-2
Video script p. 248
Pearson English Platform
Grammar Book 2, Unit 6
Speaking and Vocabulary Book 2, Unit 4

Warm-up

Review the *Open and Closed* story. Ask *Who's Tommy? Why is Bobby angry? What does Tommy's mom try to do? Why is Bobby happy in the end?*

Lesson objective

Explain the lesson objective: To talk about what people are doing.

SB Act. 1 p. 58

4-2

Watch Part 1 of the story video. Where are Tommy, Suzie, and Cranky?

- Students watch Part 1 of the video.
- Focus students' attention on the example text. Ask *Where are the children? What's Tommy/Suzie/Cranky doing? Is Tommy hiding behind a tree?*
- Ask students to answer the question. (**Answer:** They're on the playground, playing hide-and-go-seek.)

SB Act. 2 p. 58

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences together.

SB Act. 3 p. 58

Read *Open and Closed* again and circle examples of *isn't + ing*.

- Refer students back to the text on SB pp. 56 and 57.
- Students do the activity individually.

SB Act. 4 p. 58

Look and write.

- Students read the sentences in the grammar box again. Focus their attention on the formation of the negative.
- Ask students to complete the sentences using the negative form of the Present Progressive.
- Students read their sentences to the class.

Extra activity

CRITICAL THINKING

Students write five sentences about what they, their friends, or their family aren't doing now.

WB Act. 1 p. 50

Look, read, and circle.

- Focus students' attention on the grammar box. Then ask them to look at the pictures and circle the correct options.

WB Act. 2 p. 51

Look at Picture 1 below and circle T (true) or F (false).

- Students decide whether the sentences are true or false according to Picture 1.

SB Act. 5 p. 59

Choose and write.

- Students complete the sentences with *isn't* or *aren't* and the verbs in the box.

Extra activity

COMMUNICATION

- Put students into pairs.
- Student 1 points at a person in the picture in Activity 5 and asks *What's this woman doing?* Student 2 answers *She's cleaning the windows.*

WB Act. 3 p. 51

Look at Picture 2 in Activity 2 and write five differences.

- Students complete the sentences with the differences between the two pictures.

For more grammar practice, go to Grammar Book 2, Unit 6.

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4

Grammar 1

1 4-2 **Watch Part 1 of the story video. Where are Tommy, Suzie, and Cranky?**



Cranky isn't sleeping.

2 **Look at the grammar box and read.**

Grammar

I'm **not** sleeping!
You **aren't** sleeping.
She **is not** sleeping.
She **isn't** sleeping.



3 **Read *Open and Closed* again and circle examples of *isn't + ing*.**

4 **Look and write.**

1 We aren't cleaning . (✗ clean)
2 He isn't digging . (✗ dig)
3 I 'm not cooking . (✗ cook)
4 You aren't eating . (✗ eat)
5 They aren't shopping . (✗ shop)

5 **Choose and write.**

cleaning digging eating sleeping



1 The woman is sleeping.
No, she isn't sleeping , she's cleaning.
2 The man is eating.
No, he isn't eating , he's digging.
3 The dog is eating.
No, it isn't eating , it's sleeping.
4 The mother and son are cleaning.
No, they aren't cleaning , they're eating.

Listening and Speaking

6 1-33 **Play a game. Listen and do.**

7 **Play with your friends. Say something and they do it!**



Listening and Speaking

SB Act. 6 p. 59

1-33

Play a game. Listen and do.

- Play track 1-33. Ask students to mime the actions described during each pause.

SB Act. 7 p. 59

COLLABORATION

Play with your friends. Say something and they do it!

- Put students into small groups. Model the activity with one group.
- Encourage students to say all the actions they know. Make sure all students in the group say the two sentences, and the others do the actions. Monitor the activity.

Differentiation

Struggling learners: Focus on the correct use of the Present Progressive.

Stretch: Ask students to provide more details, e.g., *You aren't eating an apple. You're sleeping in your bed!*

Objective review

Ask students if they can talk about the activities people are doing in the city. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 4.

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4 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can say what's in a town using basic words and phrases.

SB vocabulary: factory, train station, gas station, street, traffic, small town, fields, market

WB vocabulary: bus stop, corner, crosswalk, parking lot, sidewalk, traffic light

MATERIALS

SB pp. 60–61
WB pp. 52–53
WB key p. 213
SB audio tracks 1-34, 1-35, and 1-36
Picture cards 57–64
Pearson English Platform

Warm-up

Review the learned vocabulary for places in a town. Organize a question chain. Student 1 asks *Where can you find books?* Student 2 answers, and asks Student 3 a similar question. Cue different objects and ask different students to ask and answer the questions.

Lesson objective

Explain the lesson objective: To talk about different places in a city and in a small town.

SB Act. 1 p. 60

1-34

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-34 twice, pausing after each word. Students point at the pictures and then repeat the words. Check pronunciation.

SB Act. 2 p. 60

1-35

Listen and number.

- Play track 1-35 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 60

1-36

Listen and say.

- Play track 1-36. Students listen and say the words while pointing at the correct pictures. Check that they're using the correct pronunciation. (**Answers: 1** train station, **2** market, **3** gas station, **4** traffic, **5** fields, **6** small town, **7** factory, **8** street)

Picture card activity 1

- Put all the places picture cards on the board, ask students to turn around, shuffle the picture cards, and remove one.
- Students guess the missing word.

Differentiation

Stretch: Once students feel confident, try reshuffling the picture cards and removing two at a time.

WB Act. 1 p. 52

Read and circle.

- Students choose the correct word for each sentence.

WB Act. 2 p. 52

Look, choose, and write. Then complete the sentences.

- Focus students' attention on the map. They write the correct place names, and then answer the questions accordingly.

WB Act. 3 p. 53

Read and match.

- Students match the sentences.

SB Act. 4 p. 60

Which place? Look and write.

- Ask students to look at the pictures and write the words.

SB Act. 5 p. 61

CRITICAL THINKING

What do you think you find in these places? Talk with your friend and write.

- Put students into small groups. Ask them to discuss the question using the previous activity as a guide.
- Students complete the chart.

Extra activity

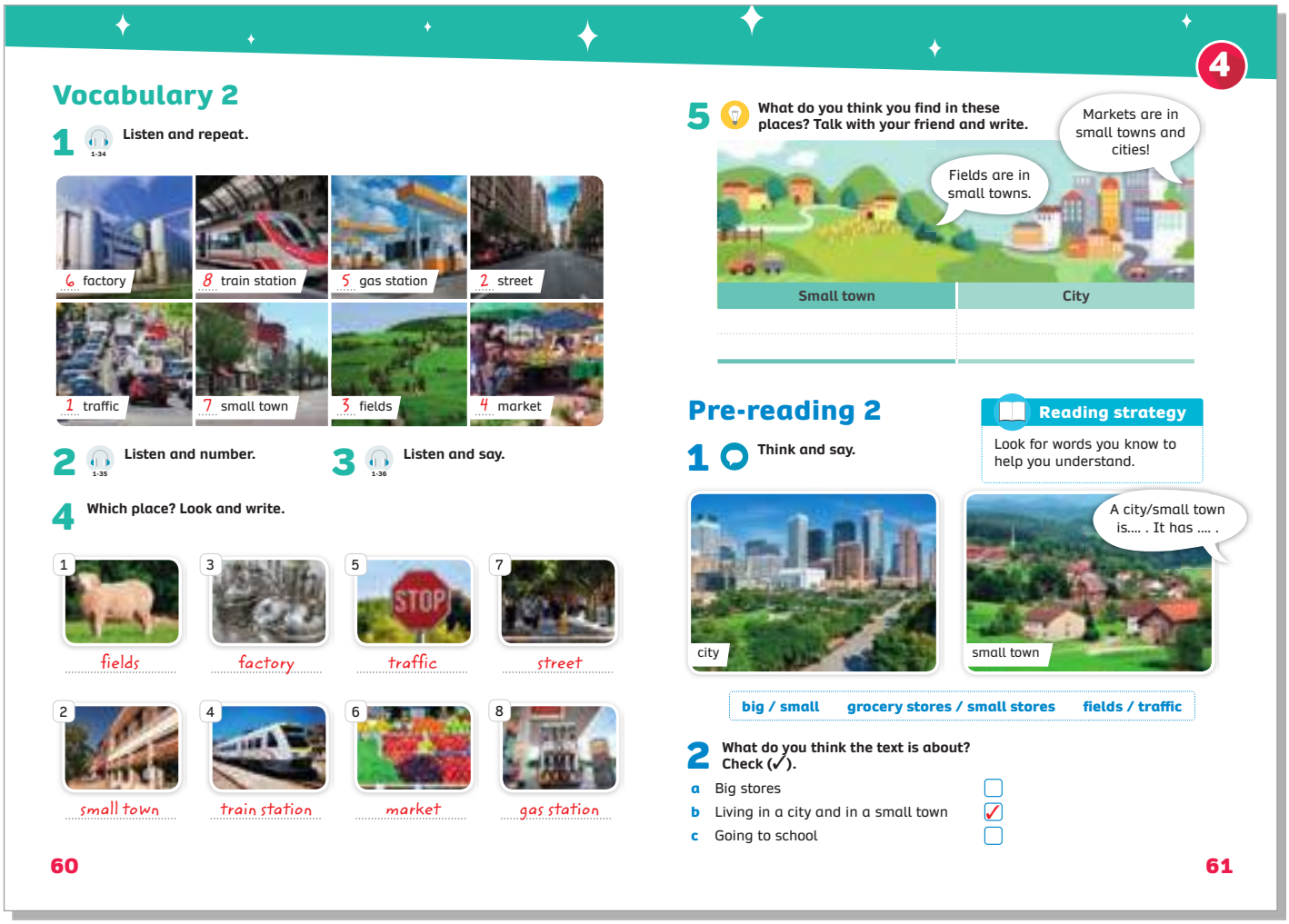
COLLABORATION

Ask students to think of all the places in cities and towns they have learned, and to talk about where they live. Ask *Is there a … in this city/town? How many … are there? Where is it? What can you see/do there?* Encourage them to give complete answers.

Picture card activity 2

- Put all the place picture cards on the board. Put students into pairs.
- Ask Student 1 to say, e.g., *I can take the train.* Student 2 points at the correct picture and says *You're at the train station*.

For Internal Review Only



Vocabulary 2

1 Listen and repeat. 1-34

6 factory | 8 train station | 5 gas station | 2 street

1 traffic | 7 small town | 3 fields | 4 market

2 Listen and number. 1-35

3 Listen and say. 1-36

4 Which place? Look and write.

1 fields | 3 factory | 5 traffic | 7 street

2 small town | 4 train station | 6 market | 8 gas station

5 What do you think you find in these places? Talk with your friend and write.

Markets are in small towns and cities!

Fields are in small towns.

Small town | City

Pre-reading 2

1 Think and say.

Reading strategy

Look for words you know to help you understand.

A city/small town is.... . It has .... .

city | small town

big / small | grocery stores / small stores | fields / traffic

2 What do you think the text is about? Check (✓).

a Big stores ☐

b Living in a city and in a small town ☑

c Going to school ☐

60 61

Differentiation

Struggling learners: Focus on students using the correct structures.

Stretch: Ask students to expand their answers, e.g., *I can take the train to go to my grandmother's house.*

Vocabulary challenge: city words

WB Act. 4 p. 53

Look, choose, and write.

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

WB Act. 5 p. 53

Read and circle.

- Students circle the correct option to complete the sentences.

Objective review

Ask students to list the new words they have learned to talk about places in the city. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Look for words you know to help you understand.

SB Act. 1 p. 61

COMMUNICATION

Think and say.

- Ask *Do you remember what helped you understand the* Open and Closed *story? What was it?*
- Explain that students are going to read a text about places like the ones in the pictures.
- Students think of the places where the word options are likely to be found. They discuss their ideas in pairs.
- Ask students to share their ideas with the class.

SB Act. 2 p. 61

CRITICAL THINKING

What do you think the text is about? Check (✓).

- Ask students to apply the reading strategy by looking at the words in Activity 1 and thinking of what they know about them in relation to the topic options.
- Ask students to choose what they think is the most appropriate option.

Stretch activity

COLLABORATION

Students work in pairs or small groups to make a list of words for places they have learned so far, and know can be found in a city, a small town, or in both, and what they can do in each one. Ask them to write their lists in their notebooks and bring them to the next class.

For Internal Review Only

4 Reading 2

OBJECTIVES

Reading:	Can understand a written conversation about a town or city.
Speaking:	Can talk about a familiar place in a basic way.
Vocabulary:	small town, city, stores, across the street from, behind, in front of
Passive vocabulary:	everyone, candy store, noisy
Revised vocabulary:	take a picture

MATERIALS

SB pp. 62–63
WB p. 54
WB key p. 213
SB audio track 1-37
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask students to present and discuss their lists of places that can be found in a small town, a city, or both, and what they can do in each.
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by looking for words they know to help them understand the text.

SB Act. 3 p. 62

1-37

Read *Where I Live.* Check your answers from Activities 1 and 2.

- Focus students' attention on the text.
- Ask students to apply the reading strategy by underlining the words they know.
- Students read and listen to the text.
- Ask if students found answers to their questions from Activities 1 and 2.
- Ask those who guessed correctly to raise their hands. Praise their effort.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Ask different students to read the two children's answers aloud.

Extra activity

COMMUNICATION

Students work in pairs to ask and answer the questions in the text for themselves (*Do you live in a city? …*)

Stretch activity

CRITICAL THINKING

Ask *Which words did you underline? How did they help you understand the text?*

SB Act. 4 p. 63

1-37

Anna and Scott are talking about where they live. Listen, read their answers again, and write *A* (Anna) or *S* (Scott).

- Play the audio again. In pairs, students read the text and write the correct letter in the box.

Extra activity

Vocabulary work

- Ask students to go back to the text and look for the names of places or characteristics of their town or city that the children like. Underline these with a green crayon.
- Ask students to find the places or characteristics of the town or city that they don't like. Underline these with a blue crayon.
- Ask students to find the words that explain why the children like or don't like some places or characteristics of the town or city.

WB Act. 1 p. 54

Read *Where I Live* and circle.

- Refer students back to the text on SB pp. 62 and 63.
- Students choose the correct option to complete the sentences.

WB Act. 2 p. 54

Read *Where I Live* again. Choose and write.

- Students look at the pictures and complete the sentences with the words in the box.

For Internal Review Only



Reading 2

3 1-37 **Read *Where I Live*. Check your answers from Activities 1 and 2.**

Reading strategy
Look for words I know to help you understand.

Scott

Where I Live

Anna

Do you live in a city?
No, I don't live in a city. I live in a **small town**. A
Yes, I do. I live in a big city. S

Is your school big?
No, it isn't. It's a small school, but I have a lot of friends. A
Yes, it's a very big school. S

What stores are there in your neighborhood?
There's a mall and a lot of grocery stores. There's a library, too. S
There isn't a mall, but there's a grocery store and a **market**.
There's also a candy store across the **street** from our school. A

4

Is there a playground close to you?
No, there isn't a playground. There are **fields** behind our school. A
Yes, there are a lot of playgrounds. S

What do you like about where you live?
I like the movie theaters and the library. S
I like that I know everyone in the town! A

What don't you like?
I don't like the **traffic**! There's a street in front of our school with a lot of traffic. It's very noisy! S
We don't have a movie theater. I don't like that! A

Do you have a picture of where you live?
Yes. These are my friends. We're playing in the field! A
Yes. These are my friends. We're playing on the school playground! S

Are you taking the picture?
Yes, I am! S
Yes, I am! A

4 1-37 **Anna and Scott are talking about where they live. Listen, read their answers again, and write *A* (Anna) or *S* (Scott).**

5 **Talk with your friend. What do you like about where you live? What don't you like?**

SB Act. 5 p. 63

COLLABORATION

Talk with your friend. What do you like about where you live? What don't you like?

- In pairs, students make a list of the things they like and dislike about their town/city. Remind them of *love* and *hate*, which they learned in the previous unit.
- Ask some pairs to read their answers to the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

- Use students' lists to do a class survey on the place in the city or town they like best. Write students' choices on the board: *movie theater*, *candy store*, *bookstore*, *supermarket*, *mall*, etc. Ask *What places in our town/city do you like best? What places don't you like? What places do you hate? What places do you love?*
- Let the class vote on their favorite place. Write the results of the survey on the board.

WB Act. 3 p. 54

CRITICAL THINKING

Think and write.

- Ask students to discuss and answer the questions.

Objective review

Ask students what places in the town/city are mentioned in the text, and how the words they knew helped them understand what the text was about. Praise their effort.

For Internal Review Only

4 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can use "Yes, we/they are. / No, we/they aren't." to answer questions in the Present Progressive.

Listening: Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures.

Speaking: Can ask about the location of an object using a basic phrase.

MATERIALS

SB pp. 64–65
WB pp. 55–56
WB key pp. 213–214
Videos 4-3 and 4-4
Video script p. 249
Picture cards 49–64
Pearson English Platform
Grammar Book 2, Unit 5
Speaking and Vocabulary Book 2, Unit 4

Warm-up

Set up a sentence chain by pointing at different students in any order. Show different place picture cards and say a word, e.g., *candy store* / *candy*, for students to say a sentence. With more advanced classes, you can simply show the picture card and ask for the sentence.

Lesson objective

Explain the lesson objective: To talk about where people are doing an activity.

SB Act. 1 p. 64

4-3

Watch Part 2 of the story video. Where's Cranky?

- Students watch Part 2 of the video.
- Ask students to look at the video still and read the example text.
- Ask *What are Tommy, Cranky, and Suzie doing?* (They're playing a game.) *Is Cranky hiding?* (Yes, he is.) *Is he hiding on the playground?* (No, he isn't.) *Where does Cranky hide?* (in the toy store and the candy store) *Where's he now?* (**Answer:** He's in the library.)

SB Act. 2 p. 64

Look at the grammar box and read.

- Focus students' attention on the grammar box.

SB Act. 3 p. 64

Read *Where I Live* again and underline examples of the words in the grammar box.

- Refer students back to the text on SB pp. 62 and 63.
- Students read the text and circle the examples.

SB Act. 4 p. 64

Think about your classroom and answer.

- Ask students to think about the classroom and write answers to the questions.

WB Act. 1 p. 55

Look, read, and write. Use *behind*, *in front of*, *between*, and *across from*.

- Focus students' attention on the grammar box.
- Students complete the sentences.

SB Act. 5 p. 65

Choose and write.

- Focus students' attention on the grammar box. Answer the first question as a model.
- Students answer the questions and check their answers in pairs.

SB Act. 6 p. 65

Write *Is* or *Are*. Look and circle.

- Put students into pairs. Students look at the pictures, complete the questions, and then circle the correct answers.

Extra activity

CRITICAL THINKING

- Write the words *Is*, *playing*, *she*, *Are*, *watching*, *you*, *a movie?*, *with her friends?* on the board in any order.
- Ask students to order the words to create two questions. (*Is she playing with her friends? Are you watching a movie?*)

WB Act. 2 p. 55

Draw a street in a town/city and write. Where are the buildings?

WB Act. 3 p. 56

Read and circle.

WB Act. 4 p. 56

Look and write the words in order to make questions.

WB Act. 5 p. 56

Look at Activity 4. Write the answers.

For more grammar practice, go to Grammar Book 2, Unit 5.

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Grammar 2

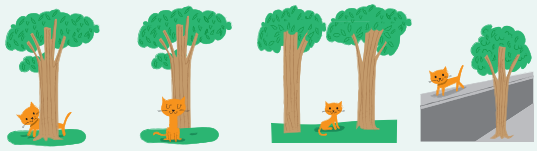
1 4-3 **Watch Part 2 of the story video. Where's Cranky?**



Cranky is hiding behind the toys.

2 **Look at the grammar box and read.**

Grammar



behind | in front of | between | across from

3 **Read *Where I live* again and underline examples of the words in the grammar box.**

4 **Think about your classroom and answer.**

1 Who's sitting behind you? .....
2 Who's sitting in front of you? .....
3 What can you see between the door and the board? .....
4 What can you see across from your classroom? .....

5 **Choose and write.**

Yes, he **is**. **Yes**, they **are**. **No**, he **isn't**. **No**, they **aren't**.

1 **Are** they play**ing** a game? (✓) *Yes, they are.*
2 **Are** they play**ing** tennis? (✗) *No, they aren't.*
3 **Is** he hid**ing** behind the tree? (✓) *Yes, he is.*
4 **Is** he hid**ing** in front of the tree? (✗) *No, he isn't.*

6 **Write *Is* or *Are*. Look and circle.**



1 *Are* you taking a selfie?
(Yes, I am.)/ No, I'm not.
2 *Is* he driving?
Yes, he is. / (No, he isn't.)
3 *Is* it sleeping?
Yes, it is. / (No, it isn't.)
4 *Are* they smiling?
(Yes, they are.)/ No, they aren't.

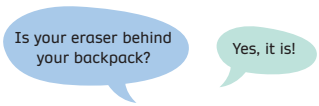
Speaking

Speaking strategy

Smile to show interest.

7 **Hide an object and play a game with a friend.**

One of you hides an object and the other guesses where the object is.



8 4-4 **Watch Part 3 of the story video. Why are people angry at Cranky?**

Speaking

Speaking strategy

Explain the speaking strategy: Smile to show interest.

SB Act. 7 p. 65

COMMUNICATION

Hide an object and play a game with a friend.

- Read the instructions with the whole class.
- Put students into pairs. Model the example.
- Ask them to take turns hiding an object, and then asking and answering the question, while applying the speaking strategy.

SB Act. 8 p. 65

4-4

Watch Part 3 of the story video. Why are people angry at Cranky?

- Students watch Part 3 of the video.
- Ask *Why are people angry at Cranky?* (**Answer:** He made a mess at the library.)

Differentiation

Struggling learners: Focus on students' correct use of the affirmative, negative, and question form of the Present Progressive, and prepositions.

Stretch: Ask students to give detailed answers, e.g., why they think Cranky is hiding in the candy store, what he's doing in the toy store and why, or why he's naughty in the library.

Objective review

Ask students to report to the class what the different students are doing. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 4.

For Internal Review Only

4 Writing • Now I Know

OBJECTIVES

Reading: Can understand information in a text.

Speaking: Can say what's in a town using basic words and phrases.

Writing: Can describe their home town or city using simple language.

MATERIALS

SB pp. 66–67
WB pp. 57–59
WB key p. 214
Picture cards 49–64
Pearson English Platform
Test Book 2, Unit 4

Warm-up

Review the Unit 3 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a report about their town/city, while applying the writing strategy.

SB Act. 1 p. 66

Look at Micky's report and answer.

- Students answer the questions without reading the text. (**Answers: 1** Oak Park, **2** houses, stores, schools, a library, a movie theater, a playground, a bank, a mall, toy stores, bookstores, and restaurants, **3** the mall)

SB Act. 2 p. 66

Read Micky's report and check your answers.

- Students read the report and check their answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 66

Read the text again. Circle *There is* and *There are*.

- Focus students' attention on the writing strategy. They read the text and circle *There is* and *There are*.

SB Act. 4 p. 66

Find or draw pictures of places in your city. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 57

Focus students' attention on the Remember! box.

WB Act. 1 p. 57

Read and write. Use *There is* or *There are*.

WB Act. 2 p. 57

Check (✓) the places that are in your town or city.

WB Act. 3 p. 57

Draw and write about your town or city. Use *There is/are* and the words in the box.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Students read their reports aloud. Praise their effort.

Now I Know

Warm-up

Put students into two teams. Choose a Unit 4 picture card. Draw dashes on the board for each letter and a stick figure. Students guess the letters. For each wrong guess, erase part of the figure. The team to guess the word before the figure disappears wins.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 67

CRITICAL THINKING

What can you find in cities? Check (✓) or cross (✗).

- Students use their consolidated knowledge of the Big Question to answer.

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Writing

1 Look at Micky's report and answer.

1 What's the town called?
2 What's in the town?
3 What's Micky's favorite place?

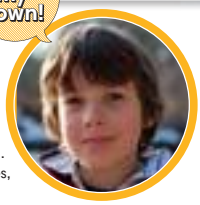
2 Read Mickey's report and check your answers.



MY TOWN

My town is called Oak Park. It isn't big, but there are a lot of houses, stores, and schools. There is a library and a movie theater. Behind my school there is a playground. My dad is a teacher at my school and my mom works at the bank. My favorite place is the mall. I go there every weekend! There are toy stores, bookstores, and restaurants.

I love my town!



3 Read the text again. Circle *There is* and *There are*.

4 WB 57 Find or draw pictures of places in your city. Then go to the Workbook to do the writing activity.

Writing strategy

We can use There is or There are to write about what's in a city.
There are a lot of houses.
There is a library.

Now I Know

1 What can you find in cities? Check (✓) or cross (✗).

1 There are stores and supermarkets. ✓
2 There is fresh air. ✗
3 You can go to the movie theater. ✓
4 People like the traffic. ✗
5 There are banks, libraries, and gas stations. ✓
6 People like playing in fields. ✗

2 Choose a project

Make an ad about your favorite place.

1 Find or draw a picture of your favorite place.
2 Where is it?
3 Why is it great?
4 What can you do there?
5 Show your picture to the class.

or

Make a city or a small town.

1 Make stores and houses from cardboard boxes.
2 Color them and think of names for the stores.
3 Make streets from paper.
4 You can make cardboard people or use small toys.
5 Present your city/town to the class.

Read and color the stars

- I can understand simple conversations about everyday situations.
- I can ask where an object is.
- I can understand a written conversation about a town or city.
- I can write about where I live.

WB Act. 1 p. 58

Look, read, and circle. Then choose and write.

- Students look at the map to choose the missing words and circle the appropriate options.

WB Act. 2 p. 59

Read and circle.

WB Act. 3 p. 59

Read and write.

- Point out that students need to use negative forms.

Project

SB Act. 2 p. 67

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 59

What can you find in your town/city? Write six places.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 59

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 59

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 67

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 4.

For Internal Review Only

5 How do we celebrate?

SKILLS

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can order food and drink in a café or restaurant, using simple language.

Writing: Can write short descriptive texts on familiar personal topics, given a model.

GRAMMAR

Grammar 1: Can use "some" and "any" as quantifiers in negative statements and questions with mass and count nouns.

Grammar 2: Can use "Can I … ?" to ask for permission and "Would you like … ?" with common nouns and noun phrases.

VOCABULARY

Key vocabulary 1: balloon, card, candle, burger, cupcake, milkshake, popcorn, fruit salad

Key vocabulary 2: ice rink, bowling alley, aquarium, theme park, adventure playground, arts center, swimming pool, nature center

Video vocabulary: plus, minus, equals, add, cakes, mangoes, watermelon, cans of soda

Reading 1 vocabulary: invitation, put up decorations, prepare

Reading 2 vocabulary: decorate, decorations, frosting, candies, pretend

Passive vocabulary: come, blow out, celebrate, safari, mask, look like, swimmer, receive, attend

Revised vocabulary: party, friends, birthday, paper, glue, scissors, paint

Expressions: Surprise! Happy Birthday!

PROJECTS

Create a birthday party menu

Make a party invitation

VIDEOS

Brain Crunch: Maths – Solving Problems (5-1)

Tommy Zoom: The Birthday Party Parts 1–3 (5-2, 5-3, 5-4)

VALUE

Be good to your friends

Unit opener

OBJECTIVES

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can draw simple conclusions about people in pictures, using a limited range of fixed expressions.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 68–69

WB p. 60

WB key p. 214

Video 5-1

Video script p. 249

Pearson English Platform

Big Question

- Read the Big Question *How do we celebrate?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

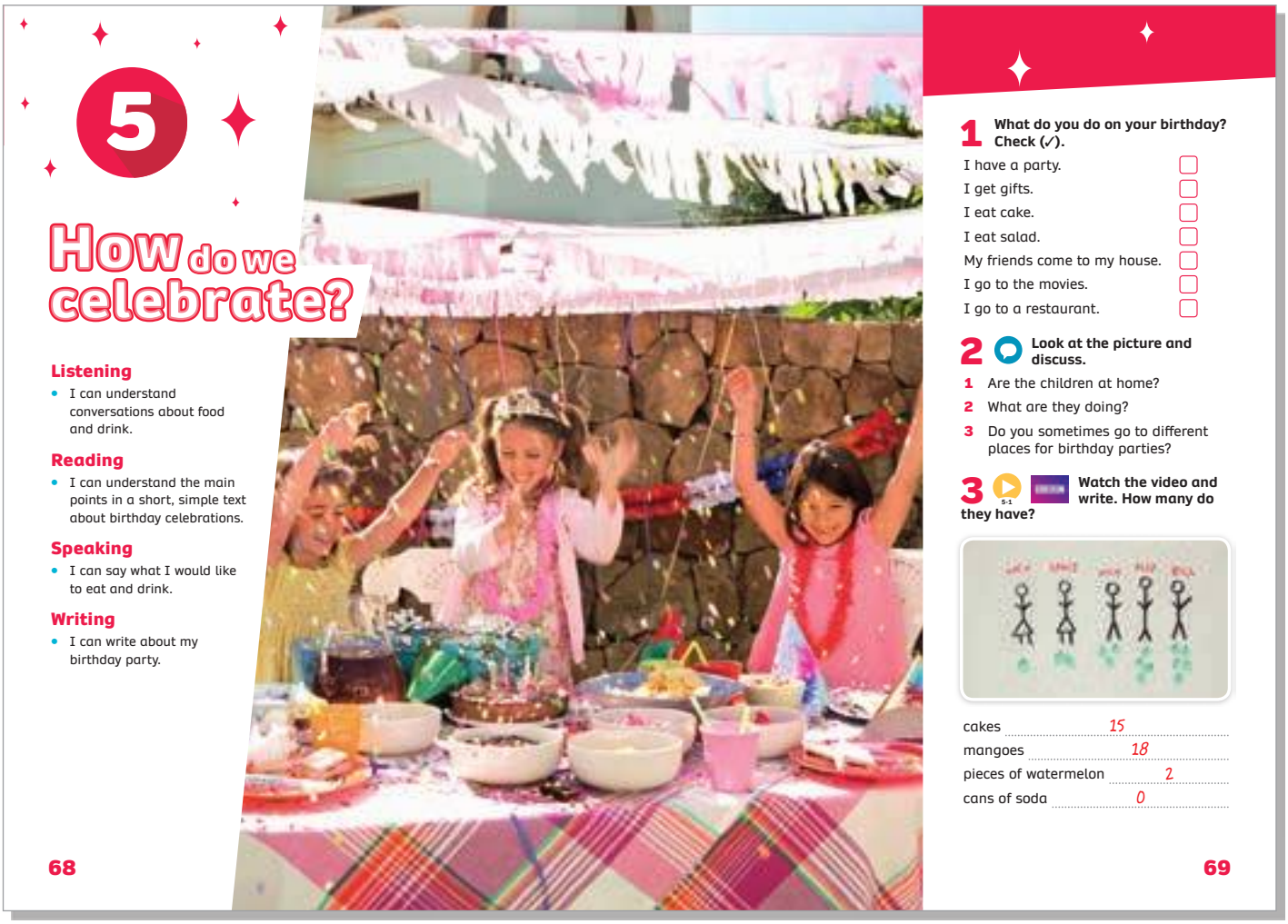
Lesson objective

Explain the lesson objective: To talk about what children do to celebrate their birthdays.

SB Act. 1 p. 69

What do you do on your birthday? Check (✓).

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SB Act. 2 p. 69

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Stretch: Ask *How do you know who's birthday it is? What do/did you do on your birthday?*

WB p. 60

What do you know?

- Ask students to think of the Big Question and write words for birthdays and parties they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 60

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 69

5-1

Watch the video and write. How many do they have?

- Ask students to look at the picture and guess what the video is about (*the children are doing math*).
- Play the video. Students check if they were correct and write how many there are of each item.

Extra activity

COLLABORATION

Put students into groups. Ask them to write a list of food they usually eat at a birthday party.

WB Act. 2 p. 60

5-1

Watch the video. Read, choose, and write.

WB Act. 3 p. 60

5-1

Watch the video again. Read and circle.

WB Act. 4 p. 60

Circle which food and drinks to have at your birthday party. Write one more example of each.

Stretch

COLLABORATION

Students work in pairs or in small groups to draw a list of the things they need and the activities they would like to do at their ideal birthday party.

Objective review

Ask students what things, besides birthdays, they would like to celebrate. Praise their effort.

For Internal Review Only

5 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can express likes and dislikes in relation to familiar topics in a basic way.

Vocabulary: balloon, card, candle, burger, cupcake, milkshake, popcorn, fruit salad

MATERIALS

SB pp. 70–71
WB pp. 61–62
WB key p. 214
SB audio tracks 1-38, 1-39, and 1-40
WB audio track 04
Picture cards 65–72
Pearson English Platform

Warm-up

Review the vocabulary students learned in the video by doing mental math. Say *2 + 3 – 4 = (1)*; *22 ÷ 11 = (2)*; *33 X 3 = (99).* Always figure out the result before giving the math problems to students.

Lesson objective

Explain the lesson objective: To talk about birthday parties and what they might find at them.

SB Act. 1 p. 70

1-38

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-38 twice, pausing after each word. Students point at the pictures and repeat the words. Check pronunciation.

SB Act. 2 p. 70

1-39

Listen and number.

- Play track 1-39 twice, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 70

1-40

Listen and say.

- Play track 1-40. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** fruit salad, **2** balloon, **3** milkshake, **4** cupcake, **5** popcorn, **6** card, **7** candles, **8** burger)

Picture card activity 1

Hold up the picture cards one by one and say either a correct or an incorrect party word. Students say *Yes, it's a candle.* or *No, it's a milkshake.*

Picture card activity 2

- Stick the picture cards on the board and draw a grid around them. Ask students to say the words as you point at them.
- Remove the picture cards one by one, but continue to point at the grid where the picture card was. Encourage students to say the missing word.
- Put the picture cards back in the correct place on the grid, asking students to say the words and where they go. Alternatively, you may ask students to come to the front, say the word, and place the picture card in the correct place on the grid.

Extra activity

CRITICAL THINKING

Ask *Did you have any of these things at your birthday party? Did you make cards to invite your friends? How many candles did you have on the cake? Which do you prefer: popcorn or burgers/cupcakes or fruit salad?*

WB Act. 1 p. 61

04

Listen and draw lines.

- This is an A1 Movers Listening Part 1 task.
- Play track 04 twice. Students listen and draw lines from the smaller pictures to the corresponding places in the larger picture.

SB Act. 4 p. 70

CRITICAL THINKING

Look at the words in Activity 1 and sort.

- Ask *Can you eat a burger?* Explain that students have to sort out the vocabulary into things they can eat or drink, and things they can't eat or drink.
- Put students into pairs to complete the chart.

Differentiation

Struggling learners: Ask students to read their answers to the class.

Stretch: Ask students to make sentences with the words on their lists.

WB Act. 2 p. 61

Read and write the letters in order.

- Students reorder the letters to find the correct words, and complete the sentences.

WB Act. 3 p. 62

Read and write. Then color.

- Students complete the missing words and color the objects.

For Internal Review Only

5

Vocabulary 1

1 Listen and repeat. 1-38



2 Listen and number. 1-39

3 Listen and say. 1-40

4 Look at the words in Activity 1 and sort.

You can eat or drink	You can't eat or drink
burger	balloon
cupcake	card
milkshake	candle
popcorn	
fruit salad	

5 Which food would you like at your party? Ask and answer with a friend.

What would you like at your party?

I would like burgers.

6 Plan a party. Think and write.

It's ..... 's birthday!
He/She is ..... years old.
These friends are coming to the party: .....
.....
We need ..... candles for the cake.
We want this food: .....
.....
We want the balloons to be these colors: .....
We're having the party at: .....



Pre-reading 1

1 Look at the sentences from the reading. What do you think happens in the story? Check (✓).



*Lucy has got **burgers**, **milkshakes**, **fruit salad** and **popcorn** for the party. She's got a big cake and eight **candles** to blow out. But Lucy hasn't got friends to celebrate with.*



1 Lucy's friends can't come to her birthday party. Lucy is sad. ✓
2 Lucy's friends come to her birthday party. Lucy is happy. ☐

Reading strategy
Find the main points of a story.

SB Act. 5 p. 70

COMMUNICATION

Which food would you like at your party? Ask and answer with a friend.

- Students discuss the question in pairs.

SB Act. 6 p. 71

CREATIVITY

Plan a party. Think and write.

- Put students into small groups. They have to decide whose party they're going to organize and then complete the list of all the things they need.
- Ask the different groups to read their lists aloud.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Word study: -s with words we can count

WB Act. 4 p. 62

Look at the words. Circle the letter that's different. Then complete the rule.

WB Act. 5 p. 62

Check (✓) the things you can count. Cross (✗) the things you can't count.

WB Act. 6 p. 62

Look at Activity 5. Write the words we can count. Add one more example.

Objective review

Ask students to say their favorite birthday foods. Which is the class's favorite birthday food? Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Find the main points of a story.

SB Act. 1 p. 71

CRITICAL THINKING

Look at the sentences from the reading. What do you think happens in the story? Check (✓).

- Put students into groups. Students read the sentences. Ask them to discuss what the story is about.
- Elicit that the story is going to be about a birthday party, and ask them to apply the reading strategy to check what they think happens in the story.

Stretch activity

CRITICAL THINKING

Ask students to give reasons why Lucy's friends might not be able to come to her birthday party.

For Internal Review Only

5 Reading 1

OBJECTIVES	
Reading:	Can follow simple dialogs in short illustrated stories, if they can listen while reading.
Speaking:	Can answer simple questions about their life and experiences.
Vocabulary:	invitation, put up decorations, prepare
Passive vocabulary:	come, blow out, celebrate
Revised vocabulary:	party, friends, birthday
Expressions:	Surprise! Happy birthday!

MATERIALS

SB pp. 72–73
WB p. 63
WB key p. 214
SB audio track 1-41
Pearson English Platform

Warm-up

Students remember what they said was going to happen in the story.

Lesson objective

Explain the lesson objective: To apply the reading strategy by finding the main points of the story.

Reading text in British English

This is one of the texts in Level 2 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *mum/mom*; *have got/got*.

SB Act. 2 p. 72

1-41

Read *Surprise!* Check your answers from Activity 1.

- Students read and listen to the text, while applying the reading strategy to find the main points.
- Ask if they found the answers to the question from Activity 1.
- Ask students to find the words in bold. Make sure they remember their meaning.

Differentiation

Struggling learners: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students underline the words they don't know.

Stretch activity

CRITICAL THINKING

Ask *What are the main points of the story?* Elicit students' ideas and write them on the board.

SB Act. 3 p. 73

Read the story again. Put the sentences in order.

- Students work individually, putting the sentences from the story in order.

Extra activity

CRITICAL THINKING

Ask individual students to read a random section of the text. Other students guess which picture it refers to.

Extra activity

Vocabulary work

- Ask students to find the words or phrases in the story that relate to organizing a party.
- Write beginnings of sentences on the board, one by one: *Lucy's mom is …* , *Her grandma is …* , *Her dad is …* , *Lucy has eight candles to …* , *Lucy's friends are saying …* Ask students to complete the sentences in their notebooks. Ask students to read their sentences aloud.

WB Act. 1 p. 63

Read *Surprise!* and match.

- Refer students back to the text on SB pp. 72 and 73.
- Students read the story and match the sentence halves.

WB Act. 2 p. 63

Read *Surprise!* again and write.

- Students read the story again and answer the questions.

Extra activity

CRITICAL THINKING

Help students make connections between the video they saw in the first lesson (Brain Crunch: Maths – Solving Problems) and this story. Ask *What can Lucy's friends eat at her party? Does she have mangoes and watermelon? What do Lucy's and Bill's parties have in common?*

For Internal Review Only



Reading 1

2 Read *Surprise!* Check your answers from Activity 1.

Reading strategy
Find the main points of a story.

Surprise!

It's Lucy's birthday and she's at school. She's talking to her friends. Lucy has got invitations for her friends and asks if they can come to her party. But her friends can't come. They've got after school clubs and piano lessons.

I've got karate at five o'clock.

We've got drama lesson at five o'clock. Sorry, Lucy!

Lucy is at home. It's four o'clock. Her mum is making cupcakes. Her dad is putting up decorations and **balloons**. Her grandma is preparing a lot of food.

Lucy, can you go and buy some milk, please?

Lucy has got **burgers**, **milkshakes**, *fruit salad* and **popcorn** for the party. She's got a big cake and eight **candles** to blow out. But Lucy hasn't got friends to celebrate with. Her mum needs Lucy to go to the shops.

72

5

92

All of Lucy's friends are at her house! They've got lots of presents and **cards** for Lucy. They're laughing! Lucy laughs too.

I've got a lot of friends. I'm very happy!

We haven't got karate, piano lessons, or drama lessons today! We've got your birthday party! Happy Birthday, Lucy!

3 Read the story again. Put the sentences in order.

Lucy goes to buy some milk.	4
Lucy says "Can you come to my party today?"	1
Lucy's friends are at her house. They say "Surprise!"	5
Lucy's friends say, "Sorry, Lucy. We can't come to your party."	2
Lucy and her family prepare for the party.	3

4 Do you like surprises? Do they make you happy? Do you like surprising your friends?

73

Stretch activity

COLLABORATION

Ask different groups of students to think about the food they like to eat at birthday parties. Ask *Do you eat the same things at a birthday party as you eat every day? What's the difference?*

SB Act. 4 p. 73

COMMUNICATION

Do you like surprises? Do they make you happy? Do you like surprising your friends?

- Ask students to discuss the questions as a group. Make three groups: those who like surprises, those who don't, and those who like to surprise their friends. Each group has to explain why they think the way they do. Which group is the largest?
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

In pairs, students tell about a particular surprise they had, or gave.

WB Act. 3 p. 63

CREATIVITY

Think of a gift for your mom, your dad, and your best friend. Draw and write.

- Students draw their gifts and write the words. Ask them to show their drawings to the class.

Value

Be good to your friends

Ask *How does Lucy feel just before the party?* (probably sad because she doesn't have friends to celebrate with) *How does she feel later?* (happy) Discuss the importance of having friends and being good to them. Elicit what we should or shouldn't do, e.g., We should arrive on time. We shouldn't tell them lies.

Objective review

Ask students why they think that finding the main points of a story is important. Praise their effort.

For Internal Review Only

5 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use "some" and "any" as quantifiers in negative statements and questions with mass and count nouns.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can repeat phrases and short sentences, if spoken slowly and clearly.

MATERIALS

SB pp. 74–75
WB pp. 64–65
WB key p. 214
SB audio track 1-42
Video 5-2
Video script p. 249
Pearson English Platform
Grammar Book 3, Unit 10
Speaking and Vocabulary Book 2, Unit 5

Warm-up

Review *Surprise!* by asking questions about the main points in the story: *What day is today? Who does Lucy invite to her birthday party? Can her friends come to her party? What's her mom/dad/grandma doing? What do her friends bring her? Why is Lucy happy now?*

Lesson objective

Explain the lesson objective: To talk about the things they have or don't have in order to throw a party.

SB Act. 1 p. 74

5-2

Watch Part 1 of the story video. What's on Suzie's shopping list? Check (✓).

- Students watch Part 1 of the video.
- Students check the words on Suzie's shopping list.
- Focus students' attention on the picture and read the example text together.

Extra activity

COMMUNICATION

- Put students into pairs.
- Ask Student 1 to say a word from the shopping list (e.g., *burgers*) for Student 2 to make a sentence with, e.g., *Suzie doesn't have any burgers*.

SB Act. 2 p. 74

Look at the grammar box. Circle.

- Focus students' attention on the grammar box and read the sentences together.
- Students circle the correct answer. Elicit that we use *some* in the affirmative and *any* in the negative.

SB Act. 3 p. 74

Read *Surprise!* again and circle examples of *'ve got* and *haven't got*.

- Refer students back to the text on SB pp. 72 and 73.
- Students read the text and circle the examples.

SB Act. 4 p. 74

Who says it? Look and read. Write *A* or *B*.

- Focus students' attention on the pictures next to each child. They have to match the sentences to the pictures.

WB Act. 1 p. 64

Read and circle.

- Focus students' attention on the grammar box. They circle *some* or *any* in the dialog.

WB Act. 2 p. 64

Read and write. Use *some* or *any*.

- Students look at the picture and complete the sentences.

SB Act. 5 p. 75

Look and write. Use *some* or *any*.

- Ask students to look at the list and write sentences. Students check their answers in pairs.
- Students read their answers aloud.

WB Act. 3 p. 65

Preeti and Diego are having their birthday parties. What do they/don't they have? Find and write six more differences. Use *some* and *any*.

- Students look at the two pictures and spot the differences. Then they write the sentences. Ask students to read their sentences to the class.

WB Act. 4 p. 65

Choose and write sentences. What do/don't you have in your kitchen?

- Students look at the list and decide for them. Then they write sentences.

For more grammar practice, go to Grammar Book 2, Unit 10.

For Internal Review Only

Grammar 1

1 5-2 **Watch Part 1 of the story video. What's on Suzie's shopping list? Check (✓).**



a watermelon	✓	tomatoes	✓
coconuts	✓	milk	✗
cakes	✗	noodles	✓
juice	✓	chocolates	✓
soda	✓	burgers	✓

We haven't got any chocolates.
Oh, I have some burgers.

2 **Look at the grammar box. Circle.**

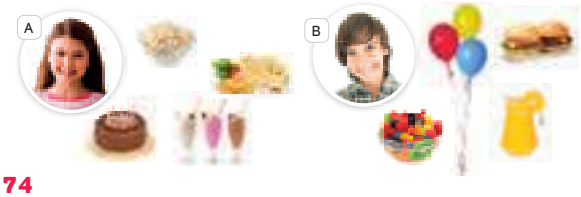
Grammar

I have some / any juice. I don't have some / any milk.

3 **Read *Surprise* again and circle examples of *'ve got* and *haven't got*.**

4 **Who says it? Look and read. Write *A* or *B*.**

1 I have some balloons.	B	5 I have some sandwiches.	A
2 I have some juice.	B	6 I have some candles.	A
3 I don't have any milkshakes.	B	7 I don't have any popcorn.	B
4 I don't have any burgers.	A	8 I have some fruit salad.	B



5 **Look and write. Use *some* or *any*.**



I have some popcorn.
I don't have any beans.
I have some burgers.
I have some soda.
I have some chocolate.
I don't have any cookies.
I don't have any bread.
I don't have any pasta.

Listening and Speaking

6 1-42 **What does he have? Listen and match.**



7 **Play the memory game.**

I have some bread.

I have some bread.
I have some apples.

I have some bread.
I have some apples.
I don't have any burgers.

Listening and Speaking

SB Act. 6 p. 75

1-42

What does he have? Listen and match.

- Play track 1-42. Students listen and draw lines from the objects mentioned in the audio to the cart.

SB Act. 7 p. 75

COMMUNICATION

Play the memory game.

- Students organize a chain. Model with three students. Read the first sentence. Student 1 reads the second sentence and Student 2 reads the next. Student 3 has to add a new sentence to the previous ones. When one of the students makes a mistake or forgets a sentence, the game starts again.
- Make sure students apply the speaking strategy during the game.

Differentiation

Struggling learners: Monitor students to make sure they use *some* and *any* correctly while playing the memory game.

Stretch: Ask students to play the memory game providing sentences with an affirmative and a negative verb, e.g., *Lucy has some milkshakes, but she doesn't have any balloons.*

Objective review

Ask students if they can talk about the things they need, and have or don't have, to throw a party. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 5.

For Internal Review Only

5 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Vocabulary: ice rink, bowling alley, aquarium, theme park, adventure playground, arts center, swimming pool, nature center

MATERIALS

SB pp. 76–77
WB pp. 66–67
WB key p. 214
SB audio tracks 1-43, 1-44, and 1-45
Picture cards 73–80
Pearson English Platform

Warm-up

Review words associated with birthdays. Play a memory game using affirmative and negative sentences. Student 1 says *I have some balloons.* Student 2 continues *I have some balloons, but I don't have any burgers.* Student 3 adds another sentence. You may help the review by providing the clues.

Lesson objective

Explain the lesson objective: To talk about different places to celebrate their birthday.

SB Act. 1 p. 76

1-43

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-43 twice, pausing after each word. Students point at the pictures and then repeat the words. Check pronunciation.

SB Act. 2 p. 76

1-44

Listen and number.

- Play track 1-44 twice, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 76

1-45

Where are they? Listen and say.

- Play track 1-45. Students listen and say where the people are, while pointing at the correct pictures. Check that they're using the correct pronunciation. (**Answers: 1** swimming pool, **2** nature center, **3** bowling alley, **4** adventure playground, **5** aquarium, **6** ice rink, **7** theme park, **8** arts center)

Picture card activity

- Put all the picture cards on the board, ask a student to leave the classroom, and discuss with the remaining students which picture card to remove.
- The student comes back in and guesses the missing word.

Differentiation

Stretch: Once students feel confident, or with a more advanced class, make all students close their eyes, reshuffle all the picture cards, and remove two picture cards at a time. The class has to decide which ones are missing.

WB Act. 1 p. 66

Read and circle.

- Students read the definitions and circle the correct place for a birthday party.

SB Act. 4 p. 76

Where should we go? Read and write.

- Read the example. Ask students to read the sentences and write the correct place for the party.
- Put students into pairs to check their answers.

Extra activity

COMMUNICATION

- Put students into pairs.
- Ask Student 1 to say, e.g., *I like swimming.* Student 2 points at the correct picture and says the corresponding sentence.

WB Act. 2 p. 66

Where are the children having their birthday parties? Look and write.

- Students look at the different invitations and write the place names.

Extra activity

CRITICAL THINKING

Ask students to say where they would like to celebrate their birthdays, and why. Encourage them to use *love/like* and all the activities and places they know.

WB Act. 3 p. 67

CREATIVITY

What's your favorite place for a party? What can you do there? Draw and write.

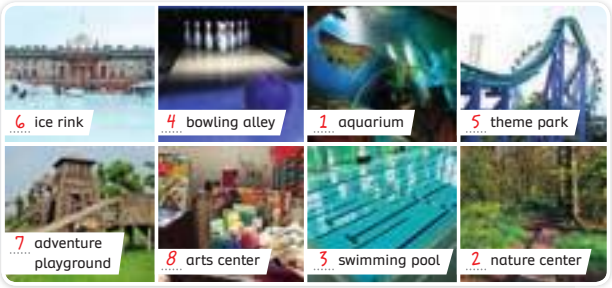
- Students do the activity and then show their drawings and read their sentences to the class.

For Internal Review Only

5

Vocabulary 2

1 Listen and repeat.



2 Listen and number.

3 Where are they? Listen and say.

4 Where should we go? Read and write.

1 I like castles and pirate ships. Let's go to the theme park!
2 I love painting. Let's go to the arts center!
3 I like climbing and running. Let's go to the adventure playground!
4 I like learning about fish. Let's go to the aquarium!
5 I love swimming. Let's go to the swimming pool!
6 I love bowling. Let's go to the bowling alley!
7 I like learning about trees and animals. Let's go to the nature center!
8 I like skating. Let's go to the ice rink!



5 What do you think? Write *Yes* or *No*.



1 You can have birthday parties at home. .....
2 You can climb and run at adventure playgrounds. .....
3 You can learn new things at parties. .....
4 You can play with your friends on your birthday. .....
5 You can go to a bowling alley on your birthday. .....
6 You can have a pool party for your birthday. .....
7 You can eat cake and drink juice at an aquarium. .....
8 You can paint and draw at an arts center. .....

Pre-reading 2

Reading strategy
Find the main points of a text.

1 Look at the sentences from the reading. What do you think the text is about? Check (✓).

You can make pirate hats.
You can wear animal masks.
You and your friends can play in the pool.

Dress-up clothes ☐ Different parties ☑ Summer vacations ☐

SB Act. 5 p. 77

CRITICAL THINKING

What do you think? Write *Yes* or *No*.

- Ask students to read the sentences and decide whether they can/can't do those activities in the places mentioned. Explain that there isn't one correct answer, but that they should give their own opinions.

Differentiation

Struggling learners: Focus on students providing *Yes* or *No* answers for themselves in complete sentences.

Stretch: Ask students to expand their answers, e.g., *No, I can't have birthday parties at home because my house is small. Yes, I can have a pool party for my birthday because all my friends can swim.*

Vocabulary challenge: action words

WB Act. 4 p. 67

Read and match. Then look and number.

- Students match the words on the left to their definitions, and then number the pictures.

WB Act. 5 p. 67

Read and write. Use the words from Activity 4.

- Students complete the sentences and read them aloud.

Objective review

Ask students to list new words for places to celebrate their birthdays. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Find the main points of a text.

SB Act. 1 p. 77

CRITICAL THINKING

Look at the sentences from the reading. What do you think the text is about? Check (✓).

- Ask *Do you remember what we looked for in* Surprise!*?* Reinforce that finding the main points of a story helps us understand the overall meaning by eliciting the main points in *Surprise!*.
- In pairs, students apply the reading strategy to discuss what the topic of the reading could be, and check the most appropriate answer.

Stretch activity

COLLABORATION

Students work in pairs or small groups to make a list of different birthday party locations and the activities they can do there.

For Internal Review Only

5 Reading 2

OBJECTIVES

Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can answer simple questions about their life and experiences.
Vocabulary:	decorate, decorations, frosting, candies, pretend
Passive vocabulary:	safari, mask, look like, swimmer, receive, attend
Revised vocabulary:	paper, glue, scissors, paint

MATERIALS

SB pp. 78–79
WB p. 68
WB key pp. 214–215
SB audio track 1-46
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask students to discuss their lists of different birthday party locations and the activities that can be done there.
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by finding the main points of the text.

SB Act. 2 p. 78

1-46

Read *Amazing Parties*. Check your answer from Activity 1.

- Focus students' attention on the pictures. Discuss what they can see.
- Students read and listen to the text, while applying the reading strategy to find the main points.
- Ask if students found answers to the question from Activity 1.
- Check the answer with the class. Ask those who guessed correctly to raise their hands. Praise their effort.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Ask different students to read the descriptions of the different activities aloud.

Extra activity

Vocabulary work

- Ask students to go back to the text and underline words related to activities that you can do at a birthday party, e.g., decorate cupcakes, eat cupcakes, play on a pirate ship, wear animal masks, paint your face, play games in the pool, have party food.
- Ask students to think about the place where they can do these activities. Ask *Can you play games in the pool at the aquarium?* (No, you can't.)

SB Act. 3 p. 79

Read the text again. Choose and write the headings.

- Students read the text again and decide which heading corresponds to each paragraph. Students may work in pairs.

Stretch activity

CRITICAL THINKING

Ask *What are the main points in the text? Where can you find them in each section? How did they help you choose the headings for each section?*

WB Act. 1 p. 68

Read *Amazing Parties* and check (✓).

- Refer students back to the text on SB pp. 78 and 79.
- Students check the places where each activity can be done according to the text.

WB Act. 2 p. 68

Read *Amazing Parties* again and match.

- Students match the sentence halves.

For Internal Review Only

Reading 2

2 1-46 **Read *Amazing Parties*. Check your answer from Activity 1.**

Reading strategy
Find the main points of a text.

3 **Read the text again. Choose and write the headings.**

Cupcake party | Pirate party | Pool party | Safari party

4 **What days do you celebrate in your family? Do you sometimes have parties?**

AMAZING Parties



1 *Cupcake party*

Would you like to decorate cupcakes on your birthday?

You and your friends can decorate beautiful cupcakes. You can put flowers, chocolates, frosting, and candies on your cupcakes. Then you can eat the cupcakes! You can have a cupcake party at the **aquarium**, the **bowling alley**, or the **ice rink**!

2 *Pirate party*

Would you like to be a pirate on your birthday?

You can make pirate hats and flags. You can play on a big pirate ship in an **adventure playground** or a **theme park**. We have paper, glue, scissors, and paints.





3 *Safari party*

Do you like wild animals?

You can have jungle decorations and green balloons in a **nature center** or at an **arts center**, and pretend you're on safari. You can wear animal masks and paint your faces to look like animals.

4 *Pool party*

Do you like swimming?

Would you like to have your birthday party at the **swimming pool**? You and your friends can play games in the pool and have a lot of fun! You can't eat your cake in the pool! After swimming you can have some party food with friends. All swimmers receive a medal for attending the party!



SB Act. 4 p. 79

CRITICAL THINKING

What days do you celebrate in your family? Do you sometimes have parties?

- Ask students to discuss the questions. Use this as an opportunity to review activity words and words for different kinds of celebrations. Discuss answers with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

- Do a class survey about birthday party activities the students like most.
- Ask students to list the activities from the text. Ask *What birthday party activities do the children in the text do? Do you do any of these activities on your birthday? Which is your favorite activity?*
- Write the responses on the board.
- Let students vote on their favorite ones. Write the results of the survey on the board.
- With a confident class, you may want to write a short summary of the survey.

WB Act. 3 p. 68

CREATIVITY

Draw and complete your party invitation.

- Students do the activity and then show their invitations to the class.

Extra activity

COLLABORATION

- Put students in groups of four. Ask them to write sentences about their ideal birthday party: *Who do you invite? Where's the party? What do you do at the party? What don't you do?*
- Ask some groups to read their answers to the class.

Objective review

Ask students what the main points in the story were, and how they found them. Praise their effort.

For Internal Review Only

5 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can use "Can I … ?" to ask for permission and "Would you like … ?" with common nouns and noun phrases.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can ask simple questions related to immediate personal needs.

MATERIALS

SB pp. 80–81
WB pp. 69–70
WB key p. 215
Videos 5-3 and 5-4
Video script pp. 249–250
Picture cards 73–80
Pearson English Platform
Grammar Book 2, Unit 9
Speaking and Vocabulary Book 2, Unit 5

Warm-up

Ask students to describe their ideal birthday party. Have a class vote of which party sounds the best.

Lesson objective

Explain the lesson objective: To ask for something politely, and to make and respond to polite offers.

SB Act. 1 p. 80

5-3

What food and drink can you see in the picture? Watch Parts 2 and 3 of the story video and write.

- Students watch Parts 2 and 3 of the video and complete the list.
- Ask *Whose birthday is it?* (It's Tommy's birthday.) *Why are Tommy's friends hiding?* (It's a surprise party.) *Why is Cranky unhappy?* (because he doesn't have a birthday) *What do the children decide to do?* (They celebrate Cranky's birthday together with Tommy's.)
- Ask students to look at the video still and read the example text aloud.

SB Act. 2 p. 80

Look at the grammar box and read.

- Focus students' attention on the grammar box. Students discuss the difference between the two questions. Elicit that one is a polite offer and the other is a polite request.

SB Act. 3 p. 80

Look at the picture in Activity 1. Complete the dialog and write your answers.

- Students read the questions, complete them with *some* or *any*, and answer them. They check their answers in pairs.

SB Act. 4 p. 80

COMMUNICATION

Imagine your friend is having dinner at your house. Ask them what they would like.

- Students ask and answer in pairs.

SB Act. 5 p. 81

Read *Amazing Parties* again and circle examples of *would you like* and *can*.

- Refer students back to the text on SB pp. 78 and 79.
- Students do the activity. Elicit which of the sentences with the circled words are offers, and which are requests.

WB Act. 1 p. 69

Read and circle.

- Focus students' attention on the grammar box. Remind them of the difference between an offer and a request. Students circle the question that matches the response.

WB Act. 2 p. 69

Read, choose, and write.

- Students answer the questions with the cues and the responses in the box.

SB Act. 6 p. 81

COMMUNICATION

Write questions about the places. Then ask and answer with a friend.

- Read the first question. Focus students' attention on the pictures. Students write their questions.
- Put students into pairs. They take turns asking and answering the questions.
- Ask pairs of students to say their questions and answers.

WB Act. 3 p. 70

Write the words in order to make questions.

- Students do the activity and then read their questions to the class to check.

For Internal Review Only

Grammar 2

1 5-3 **What food and drink can you see in the picture? Watch Parts 2 and 3 of the story video and write.**



cake
soda
watermelon
burgers
fruit
sausages
popcorn
tomatoes
pineapple

Can I have some cake, please?
Here you go!

2 **Look at the grammar box and read.**

Grammar

Would you **like** some juice? **Yes, please./No, thanks.**
Can I have some juice, please? **Here you go!**

3 **Look at the picture in Activity 1. Complete the dialog and write your answers.**

1 Can I have some sausages, please? Here you go!
2 Would you like some fruit?
3 Can I have some popcorn, please?
4 Would you like some tomatoes?
5 Would you like some burgers?

4 **Imagine your friend is having dinner at your house. Ask them what they would like.**

Would you like some pasta?
No, thanks. Can I have burgers, please?

5 **Read *Amazing Parties* again and circle examples of *would you like* and *can*.**

6 **Write questions about the places. Then ask and answer with a friend.**

Would you **like** to go to the movies?
Let's go at four o'clock.



1 Would you like to go to the ice rink?



3 Would you like to go to the adventure playground?



2 Would you like to go to the arts center?



4 Would you like to go to the nature center?

Speaking

7 **Work with a friend. What would you like to do?**

Speaking strategy
Keep your back straight.

Would you like to go the movies?
Let's go at four o'clock.
Great, see you there!

Extra activity — CRITICAL THINKING

- Write the words *tomatoes*, *Would*, *Can*, *some*, *you*, *sausages*, *like*, *I*, *have*, *please*, and *some* on the board in any order.
- Ask students to say the order in which the words are found in a polite request, and in an offer. (*Would you like some tomatoes? Can I have some sausages, please?*)

WB Act. 4 p. 70

Look at the example. Write questions and answers.

- Students use the picture and the cues to write short dialogs. They check their answers in pairs. Ask different pairs to read their dialogs to the class.

For more grammar practice, go to Grammar Book 2, Unit 9.

Speaking

Speaking strategy

Explain the speaking strategy: Keep your back straight. This is to show you're confident and engaged.

SB Act. 7 p. 81 — COMMUNICATION

Work with a friend. What would you like to do?

- Put students into pairs. Model the activity with a student. Students work in pairs creating similar dialogs. Remind them to use the speaking strategy.

Stretch activity — COLLABORATION

Ask students to create new situations using *Can I … ?* and *Would you like to … ?* and the vocabulary for birthday food, places, and activities they already know.

Extra activity — COMMUNICATION

Put the picture cards for the different places to hold birthday parties face down on your desk. Ask pairs of students to come to the front, take up one picture, and improvise a dialog similar to Activity 7.

Objective review

Ask students to choose a place for their next birthday party and tell the class the activities they'll do there. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 5.

For Internal Review Only

5 Writing • Now I Know

OBJECTIVES

Reading: Can understand information in a description.

Speaking: Can give a short, basic description of a special event, if guided by questions or prompts.

Writing: Can write short descriptive texts on familiar personal topics, given a model.

MATERIALS

SB pp. 82–83
WB pp. 71–73
WB key p. 215
Picture cards 65–80
Pearson English Platform
Test Book 2, Unit 5

Warm-up

Review the Unit 4 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about a birthday party, while applying the writing strategy.

SB Act. 1 p. 82

CRITICAL THINKING

Look at Danny's description and answer.

- Students answer the questions without reading the text. (**Answers: 1** They are on an adventure playground. **2** They are playing games and climbing trees. **3** Danny is eight. **4** They have a cake, burgers, pizzas, popcorn, and ice cream.)

SB Act. 2 p. 82

Read Danny's description and check your answers.

- Students read Danny's description and check their answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 82

Read the text again. Circle each time you see *too*.

- Students circle *too* and underline the sentence before it.

SB Act. 4 p. 82

Find or draw a picture of you at a party. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 71

- Focus students' attention on the Remember! box.

WB Act. 1 p. 71

Read, choose, and write the letter.

WB Act. 2 p. 71

Read and write.

WB Act. 3 p. 71

Draw and write about your birthday party.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their birthday texts aloud.

Now I Know

Warm-up

Play *Bingo!* Students draw a grid and write nine of the 16 words from Unit 5. Draw the picture cards at random. Students check their words as they appear. The first student to check all words shouts *Bingo!* and is the winner.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

For Internal Review Only

Writing

1 **Look at Danny's description and answer.**

1 Where are Danny and his friends?
2 What are they doing?
3 How old is Danny?
4 What food do they have?

2 **Read Danny's description and check your answers.**

My name is DANNY and it's my birthday today!
I'm having a party with my friends. We're on the adventure playground.



WE'RE PLAYING GAMES. WE'RE CLIMBING TREES, TOO!

I have a big birthday cake with eight candles. We have a lot of party food. We have burgers, pizzas, and popcorn. We have some strawberry ice cream, too.

I LOVE THIS PARTY!

3 **Read the text again. Circle each time you see *too*.**

4 **Find or draw a picture of you at a party. Then go to the Workbook to do the writing activity.**

Writing strategy

too
We use *too* when we add an extra idea. *We're playing games. We're climbing trees, too!*

Now I Know

1 **How do we celebrate? Think and write T (true) or F (false).**

We eat party food.	T	We read and write.	F
We have balloons.	T	We have parties at home.	T
We do our homework.	F	We make invitations.	T
We play with friends.	T	We sometimes do crafts.	T
We are not with our families.	F	We sometimes go swimming.	T
We sometimes have parties in interesting places.	T	We have candles on a big cake.	T
		We have decorations.	T

2 **Choose a project.**

Create a birthday party menu.
1 Think about the party food you would like to have.
2 Fold a large piece of card to make a menu.
3 Draw or stick pictures of food.
4 Label the food.
5 Present your menu to the class.

or

Make a party invitation.
1 Choose a place for your party.
2 Think about what to write:
- your name and age
- day and time
- place

3 Decorate your invitation.
4 Show your invitation to your friends.

Read and color the stars

- I can understand conversations about food and drink.
- I can say what I would like to eat and drink.
- I can understand the main points in a short, simple text about birthday celebrations.
- I can write about my birthday party.

SB Act. 1 p. 83

CRITICAL THINKING

How do we celebrate? Think and write T (true) or F (false).

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 72

Find and color six party things. Then write.

WB Act. 2 p. 72

Read, choose, and write.

WB Act. 3 p. 73

Read, choose, and write.

Project

SB Act. 2 p. 83

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 73

Where can you celebrate your birthday? Write six places.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 73

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 73

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 83

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 5.

For Internal Review Only

6 What jobs can I do?

SKILLS

Listening: Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures.

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures

Speaking: Can talk about common jobs using simple language.

Writing: Can write simple sentences about common jobs.

GRAMMAR

Grammar 1: Can use "I want to" with a range of common verbs.

Grammar 2: Can use "… love(s)/hate(s) …" with common verbs in the "-ing" form.

VOCABULARY

Key vocabulary 1: police officer, chef, dentist, vet, astronaut, doctor, hairdresser, photographer

Key vocabulary 2: check, help, fix, cook, whistle, perform, clean, study

Video vocabulary: sound, mime, clown, paper plane

Reading 1 vocabulary: to be good at, spaceship, neighbor, dog walker, to take dogs for walks, count

Reading 2 vocabulary: guitar, mistake, problem, Space Station, packages, equipment, float, gravity

Passive vocabulary: job, gift, list, pay, manage, proud, mechanic, have fun

Revised vocabulary: car mechanic, dancer, soccer player, teacher, pilot

Expressions: I'm (not) good at … I have a good idea! That's a good job. Don't worry.

PROJECTS

Give a job presentation
Make a job ID card

VIDEOS

Vloggers: Miming (6-1)
Tommy Zoom: The Pilot Parts 1–3 (6-2, 6-3, 6-4)

VALUE

Do things for others

Unit opener

OBJECTIVES

Listening: Can get the gist of short, simple stories, if told slowly and supported by pictures or gestures.

Speaking: Can draw simple conclusions about people in pictures, using a limited range of fixed expressions.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 84–85
WB p. 74
WB key p. 215
Video 6-1
Video script p. 250
Pearson English Platform

Big Question

- Ask students what jobs they know to check what words they already know.
- Read the Big Question *What jobs can I do?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about jobs that people do.

SB Act. 1 p. 85

What do you like doing? Check (✓).

- Ask students to check the activities they like doing.

Extra activity

CRITICAL THINKING

Ask students to grade the activities from 1 (their favorite activity) to 10 (their least favourite activity).

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SB Act. 2 p. 85

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB p. 74

What do you know?

- Ask students to think of the Big Question and write in the box the words for jobs they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 74

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 85

6-1

Watch the video and circle. What jobs are they miming?

- Ask students to look at the video still and guess what the video is about (*The children are miming jobs.*)
- Play the video. Students check if they were correct and circle the jobs.

International English

Focus students' attention on the difference between British and American English for the same job words: *policeman/policewoman* and *police officer*. Can they think of any others?

Extra activity

COLLABORATION

Play *What's my job?* as in the video. Model with the whole class.

WB Act. 2 p. 74

6-1

Watch the video. Number the jobs they mime in the correct order.

WB Act. 3 p. 74

6-1

Watch the video again. Read and circle.

WB Act. 4 p. 74

CREATIVITY

Write three things you like doing. What do you want to be one day? Draw.

Objective review

Ask students what jobs and associated activities they discussed in WB Activity 4. Praise their effort.

For Internal Review Only

6 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Vocabulary: police officer, chef, dentist, vet, astronaut, doctor, hairdresser, photographer

MATERIALS

SB pp. 86–87
WB pp. 75–76
WB key p. 215
SB audio tracks 1-47, 1-48, and 1-49
Picture cards 81–88
Pearson English Platform

Warm-up

Review the list of jobs students learned in the previous class. Play *What's my job?* Students work in small groups. One students acts out a job for the other students to guess.

Lesson objective

Explain the lesson objective: To talk about jobs.

SB Act. 1 p. 86

1-47

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-47 twice, pausing after each word. Students point at the pictures and then repeat the words. Check pronunciation.

SB Act. 2 p. 86

1-48

Listen and number.

- Play track 1-48 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 86

1-49

Listen and say.

- Play track 1-49. Students listen and say the words while pointing at the correct pictures. **(Answers: 1** photographer, **2** astronaut, **3** hairdresser, **4** doctor, **5** vet, **6** chef, **7** police officer, **8** dentist)

Extra activity

CRITICAL THINKING

Ask *Do you know people who do these jobs? Which job do you like? Which job don't you like? Which job is fun? Why? Which job is easy? Why?*

Picture card activity 1

Hold up the picture cards one by one and say either a correct or an incorrect job. Students say *Yes, it's a vet.* or *No, it's a doctor.*

Picture card activity 2

- Put all picture cards on the board, ask students to turn around, and remove one or more of the picture cards.
- Students guess the missing picture cards.

SB Act. 4 p. 86

Who works with this? Read and write the number.

- Model the first item with the class. Explain that students have to match the objects to the jobs.
- Students work in pairs. Walk around the classroom to monitor their progress.

WB Act. 1 p. 75

Read and circle.

- Students circle the correct options and read their sentences to check.

WB Act. 2 p. 75

Look and write.

- Students look at the pictures and write.

SB Act. 5 p. 87

CRITICAL THINKING

Think and say. Who works with people?

- Ask *Does a police officer work with people? What about an astronaut?*
- Put students into pairs to discuss the question and make a list.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Ask them to say their answers to the class.

Stretch: Ask them to explain who the different people work with when they do their jobs.

SB Act. 6 p. 87

Who does what? Complete the chart.

- Students complete the chart in pairs with the words in the box.

WB Act. 3 p. 76

Read and write.

- Students do the activity and check answers in pairs.

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Vocabulary 1

1 Listen and repeat.

6 police officer | 2 chef | 3 dentist | 1 vet

7 astronaut | 8 doctor | 4 hairdresser | 5 photographer

2 Listen and number.

3 Listen and say.

4 Who works with this? Read and write the number.

1 police officer
2 chef
3 dentist
4 vet
5 astronaut
6 doctor
7 hairdresser
8 photographer

5 | 3 | 7 | 8 | 6 | 2 | 4 | 1

5 Think and say. Who works with people?

6 Who does what? Complete the chart.

takes care of teeth | washes hair | takes pictures | keeps us safe | cooks food | takes care of animals | travels in space | takes care of people

Job	What they do
vet	takes care of animals
police officer	keeps us safe
chef	cooks food
dentist	takes care of teeth
hairdresser	washes hair
photographer	takes pictures
astronaut	travels in space
doctor	takes care of people

Pre-reading 1

1 Sam, from the story, is eight. What job do you think he can do? Check (✓).

Reading strategy

Use key information to make predictions.

Word study: *-er*, *-or*, and *-ist*

WB Act. 4 p. 76

Add *-er*, *-or*, or *-ist*.

- Focus students' attention on the possible endings for job words.

WB Act. 5 p. 76

Complete the chart. Use the words from Activity 4.

- Students do the activity in pairs.

WB Act. 6 p. 76

What jobs do your parents do? What letters do their job words end with?

- Students answer the questions in pairs.

Extra activity

COMMUNICATION

Put the job picture cards face down on your desk. One student comes to the front and draws a picture card. He/She mimes the job. The class guesses what it is. The student who guesses correctly takes his/her place. To have more fun, you can put students into two teams.

Objective review

Ask students to say what their favorite job is, and why. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Use key information to make predictions.

SB Act. 1 p. 87

Sam, from the story, is eight. What job do you think he can do? Check (✓).

- Explain that from the rubric we know something about the text: it's going to be about an eight-year-old boy.
- Put students into groups. Ask them to apply the reading strategy by looking at the pictures and discussing which of the three jobs they think an eight-year-old boy can do.
- Students check what they think is the correct answer.
- Ask students to share their answers with the class.

Stretch activity

CRITICAL THINKING

Students give reasons for their answers.

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6 Reading 1

OBJECTIVES

Reading:	Can follow simple dialogs in short illustrated stories, if they can listen while reading.
Speaking:	Can answer simple questions about their life and experiences.
Vocabulary:	to be good at, spaceship, dog walker, to take dogs for walks, neighbor, count
Passive vocabulary:	job, gift, list, pay, manage, proud
Expressions:	I'm (not) good at … , I have a good idea! That's a good job.

MATERIALS

SB pp. 88–89
WB p. 77
WB key p. 215
SB audio track 1-50
Pearson English Platform

Warm-up

Students remember what job they said the eight-year-old boy in the story could do, and why.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using key information to make predictions.

SB Act. 2 p. 88

1-50

Read *Sam's Job*. Check your answer from Activity 1.

- Students read and listen to the story while applying the reading strategy.
- Ask students if their prediction from Activity 1 was correct.
- Ask students what other key information about Sam, apart from his age, helped them predict what job he could or couldn't do.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students underline the words they don't know to increase their vocabulary.

Stretch activity

CRITICAL THINKING

Ask *What was the key information that helped you predict what was going to happen in the story? (Sam's age) What's the key information in each section of the story?* (That he likes dogs and running, and that it's his mom's birthday)

Extra activity

CRITICAL THINKING

Ask individual students to read something a character says. The other students guess who said it.

SB Act. 3 p. 89

Read the story again. Choose and write.

- Students complete the sentences with the words in the box.

WB Act. 1 p. 77

Read *Sam's Job* and circle T (true) or F (false).

- Refer students back to the text on SB pp. 88 and 89.
- Students decide whether the sentences are true or false according to the story.

WB Act. 2 p. 77

Read *Sam's Job again* and match.

- Students match the sentence halves.

Extra activity

Vocabulary work

Ask students to underline the new words. Write beginnings of sentences on the board, one by one: *A dog walker … , I'm good at … , I'm not good at … , I want to be a … .* Ask students to complete the sentences in their notebooks. Ask students to read their sentences.

Extra activity

CRITICAL THINKING

Use the previous activity to help students make connections between the story and jobs that they can do. Ask *You are good at walking. What can you be? You are good at math. What can you do?*

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Reading 1

2 1-50 **Read *Sam's Job*. Check your answer from Activity 1.**

Reading strategy
Use key information to make predictions.

SAM'S JOB

Sam is eight years old. It's his mom's birthday tomorrow.

"I want to buy a gift," thinks Sam. "But I don't have any money. I want to work, but what can I do?" Sam writes a list of jobs "I can't be a **chef** because I'm not good at cooking," thinks Sam. "I can't be an **astronaut** because I don't have a spaceship. I'm eight. I can't be a **doctor**, a **vet**, or a **police officer**. I'm too young. I can't be a **photographer**. I don't have a camera."

Sam is at the park with his friend, Penny. Sam asks Penny what he can do for a job.

"What do you like doing?" asks Penny. "I like dogs. I like playing at the park," says Sam. "I'm good at running."
"I have a good idea!" says Penny. "You can be a dog walker! You can take dogs for walks at the park."

Sam asks his neighbor, Mr. Clark. "Can I take your dog for a walk at the park? I'm a dog walker. It's my new job."
"That's a good job," says Mr. Clark. "Yes, you can! I can pay you five dollars!"

88

3 **Read the story again. Choose and write.**

birthday gift | dogs | dog walker | running

1 Sam wants to buy a birthday gift.
2 Sam wants to be a dog walker.
3 Sam is good at running.
4 Sam takes many dogs for walks at the park.

4 **Do you do jobs? Do you get pocket money? Do you buy gifts for your family?**

Sam works all day. He asks other friends and neighbors. He takes many dogs for walks at the park.

At the end of the day, Sam counts his money. He has 30 dollars!

Sam's mom loves reading. Sam buys three big books with his money. "Happy birthday, Mom!" says Sam. "Thank you, Sam!" says his mom. Sam is really happy he managed to get something for his mom. Mom is very proud and happy Sam gave her a gift.

89

SB Act. 4 p. 89 — COMMUNICATION

Do you do jobs? Do you get pocket money? Do you buy gifts for your family?

- Ask students to think about the questions.
- In pairs, students decide what jobs they can do to earn pocket money. What do they want to buy with that pocket money: something for themselves or something for their family?
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity — COLLABORATION

Students look back at their answers to Activity 4. Put students into different pairs and ask them to compare their ideas. Are they similar or different? In what way? Ask the pairs to present their ideas to the class.

WB Act. 3 p. 77 — CRITICAL THINKING

Ask your friend what he/she is and isn't good at. Then write and draw a job for them.

- Students do the activity. Ask students to read their sentences and show their drawings to the class.

Value

Do things for others

Ask *How does Sam's mom feel at the end of the story?* (She's proud and happy.) *Why?* (because Sam bought a gift for her with the money he earned) Discuss how students can do things for others when they don't have any money.

Objective review

Ask students if they can remember the key information from the story, and the way in which it helped them predict what was going to happen. Praise their effort.

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6 Grammar 1 • Speaking

OBJECTIVES

Grammar:	Can use "I want to" with a range of common verbs.
Listening:	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures.
Speaking:	Can ask simple questions about very familiar topics.
Revised vocabulary:	car mechanic, dancer, soccer player, teacher, pilot

MATERIALS

SB pp. 90–91
WB pp. 78–79
WB key p. 215
Video 6-2
Video script p. 250
Pearson English Platform
Grammar Book 2, Unit 8
Speaking and Vocabulary Book 2, Unit 6

Warm-up

Review *Sam's Job*. Ask *Who's Sam? How old is he? What does he want to do? Why does he want to work? What's he good at? Why is he happy now?*

Lesson objective

Explain the lesson objective: To talk about jobs and activities they want to do.

SB Act. 1 p. 90

6-2

Watch Part 1 of the story video. What jobs do they talk about in the video? Circle.

- Students watch Part 1 of the video twice.
- Focus students' attention on the example text. Ask *What does Tommy want to be?* (He wants to be a teacher.)
- Ask *What do Suzie and Cranky want to be?* (Suzie wants to be a doctor and Cranky doesn't know.)

SB Act. 2 p. 90

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences together.
- Ask students to say similar sentences saying what they want to be.

SB Act. 3 p. 90

Read *Sam's Job* again and circle examples of *want*.

- Refer students back to the text on SB pp. 88 and 89.
- Students do the activity in pairs and read the examples they have found to check.

SB Act. 4 p. 90

Write *want* or *wants*. Then circle.

- Ask students to complete the sentences with the correct verb form. Then ask them to circle the correct verbs. Students check their answers in pairs.

WB Act. 1 p. 78

Read and circle.

- Focus students' attention on the grammar box.
- Students read the job descriptions and circle the correct words.

SB Act. 5 p. 91

What do you want to be? Look and write. Choose *I want to be* or *I don't want to be*. Then match.

- Students identify which job is related to which object. Then they write sentences and match them to the object.
- Students check their answers in pairs.
- Ask students if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COLLABORATION

- Put students into pairs.
- Ask Student 1 to point at a picture in Activity 5 and ask *What do I want to be?* Student 2 answers *You want to be a police officer.*

WB Act. 2 p. 78

Look, read, and write.

- Students look at the pictures and complete the sentences in the thought bubbles.

WB Act. 3 p. 79

Read and write. Use *want(s) to* or *don't/doesn't want to*.

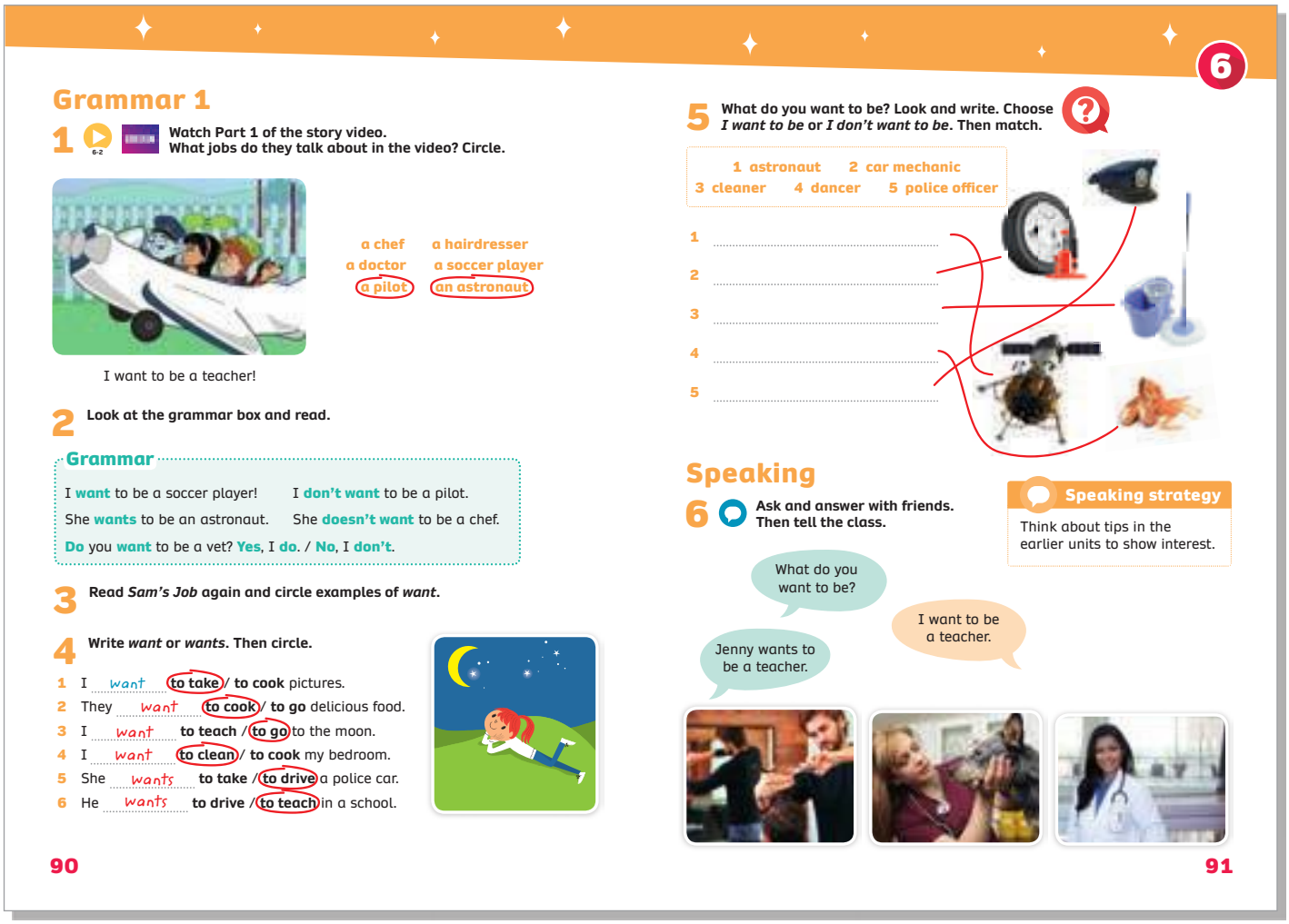
- Students complete the sentences.

WB Act. 4 p. 79

Write for you.

- Students answer the questions.

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Grammar 1

1 6-2 **Watch Part 1 of the story video. What jobs do they talk about in the video? Circle.**

a chef a hairdresser
a doctor a soccer player
a pilot an astronaut

I want to be a teacher!

2 **Look at the grammar box and read.**

Grammar

I **want** to be a soccer player! I **don't want** to be a pilot.
She **wants** to be an astronaut. She **doesn't want** to be a chef.
Do you **want** to be a vet? **Yes**, I **do**. / **No**, I **don't**.

3 **Read *Sam's Job* again and circle examples of *want*.**

4 **Write *want* or *wants*. Then circle.**

1 I want **to take** / **to cook** pictures.
2 They want **to cook** / **to go** delicious food.
3 I want **to teach** / **to go** to the moon.
4 I want **to clean** / **to cook** my bedroom.
5 She wants **to take** / **to drive** a police car.
6 He wants **to drive** / **to teach** in a school.

5 **What do you want to be? Look and write. Choose *I want to be* or *I don't want to be*. Then match.**

1 astronaut 2 car mechanic
3 cleaner 4 dancer 5 police officer

1 .....
2 .....
3 .....
4 .....
5 .....

Speaking

6 **Ask and answer with friends. Then tell the class.**

Speaking strategy
Think about tips in the earlier units to show interest.

What do you want to be?
I want to be a teacher.
Jenny wants to be a teacher.

WB Act. 5 p. 79

Use words from both boxes to write sentences.

- Students use the verbs from box a and the phrases from box b and complete the sentences.

WB Act. 6 p. 79

What about you? Read and write. Use *want* or *don't want*.

- Students complete the sentences for them.

For more grammar practice, go to Grammar Book 2, Unit 8.

Speaking

Speaking strategy

Explain the speaking strategy: Think about tips in the earlier units to show interest. These include keeping your hands away from your face when speaking; being open to others by not crossing your arms in front of you; lifting your head and looking directly at the person you're speaking to; smiling to show interest; and keeping your back straight.

SB Act. 6 p. 91

COMMUNICATION

Ask and answer with friends. Then tell the class.

- Model the dialog with a student. Put students in groups of three.
- Make sure all students ask and answer the question, while applying the speaking strategy.
- Ask members of different groups to report to the class what the members of their group want to be.

Differentiation

Struggling learners: While monitoring students, make sure they use *he/she wants to be a …* correctly.

Stretch: Ask students to provide more details in their exchanges, e.g., *Rosa wants to be a teacher because she likes children.*

Objective review

Ask students if they can talk about the jobs and the activities they want to do. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 6.

For Internal Review Only

6 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

SB vocabulary: check, help, fix, cook, whistle, perform, clean, study

WB vocabulary: create, discover, explore, rescue

Expressions: Don't worry.

MATERIALS

SB pp. 92–93
WB pp. 80–81
WB key p. 215
SB audio tracks 1-51, 1-52, and 1-53
Picture cards 89–96
Pearson English Platform

Warm-up

Review job vocabulary. Organize a chain. Student 1 asks *What do you want to be?* Student 2 answers and asks Student 3 the question.

Lesson objective

Explain the lesson objective: To talk about activities related to different jobs.

SB Act. 1 p. 92

1-51

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-51 twice, pausing after each word. Students point at the pictures and then repeat the words. Check pronunciation.

SB Act. 2 p. 92

1-52

Listen and number.

- Play track 1-52 twice, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 92

1-53

Listen and say.

- Play track 1-53. Students listen and say the words while pointing at the correct pictures. Check that they're using the correct pronunciation. (**Answers:** **1** check, **2** perform, **3** study, **4** cook, **5** whistle, **6** help, **7** fix, **8** clean)

Picture card activity 1

- Put all picture cards on the board. Ask students to turn around, then shuffle the cards and remove one.
- Students guess the missing word.

Picture card activity 2

Hang the picture cards for each of the new words in eight different places around the classroom. Ask a student to stand in the middle of the classroom with his/her eyes closed and count to 10, while the other students scramble to stand under one of the cards. At the count of 10, the student in the middle shouts Stop!, and points at and names one card. If he/she says the correct word, the student under it is "out" and must sit down. Otherwise, he/she sits down and another student takes his/her place.

WB Act. 1 p. 80

Read and circle.

- Students answer the questions by circling the correct words.

WB Act. 2 p. 80

Look and write the letters in order.

- This is an A1 Starters Reading & Writing Part 3 task.
- Students look at the pictures and reorder the letters to create the correct words.

SB Act. 4 p. 92

What do they do? Choose and write.

- Students complete the sentences with the words in the box.
- Put students into pairs to check their answers.

Extra activity

COLLABORATION

Put students into pairs. They take turns guessing what they want to be, e.g., Student 1 says *I want to help.* Student 2 says *You want to be a doctor.*

WB Act. 3 p. 81

Read, choose, and write.

- Students complete the text with the words in the box.

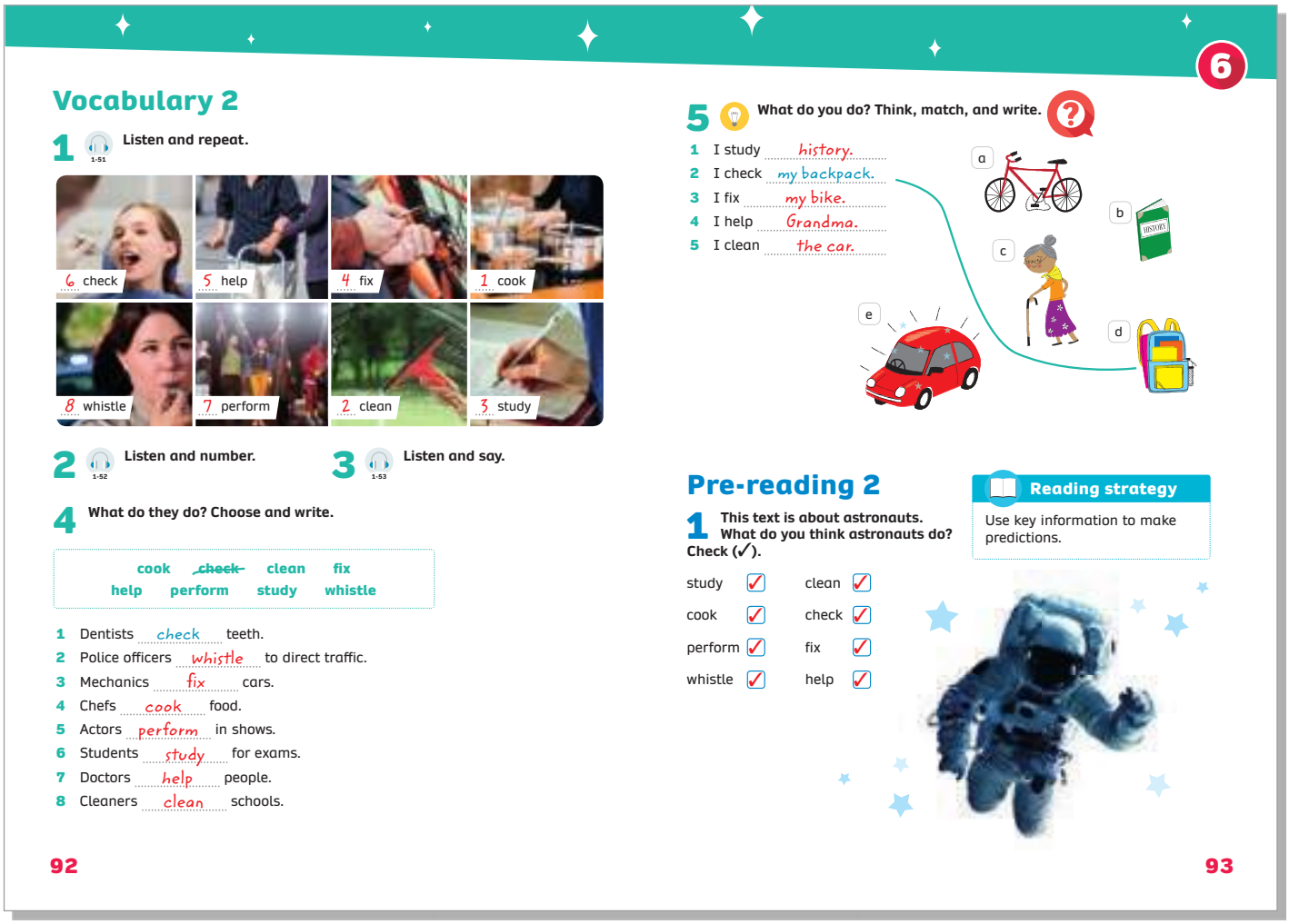
SB Act. 5 p. 93

CRITICAL THINKING

What do you do? Think, match, and write.

- Ask students to look at the pictures, match them to the verbs, and complete the sentences.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

For Internal Review Only



Differentiation

Struggling learners: Make sure students use the Present Simple correctly in their sentences.

Stretch: Ask students to expand their answers by including an adverb, time, or a reason, e.g., *I study English at school on Mondays and Wednesdays.*

Vocabulary challenge: action words

WB Act. 4 p. 81

Look, choose, and write.

- Students match the words in the box to the pictures and write the words. They check their answers in pairs.

WB Act. 5 p. 81

Read and write. Use the words from Activity 4.

- Students complete the sentences and read them to check.

WB Act. 6 p. 81

CRITICAL THINKING

Think and write.

- Students answer the questions and read their answers to check.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Objective review

Ask students to list the activities that people doing different jobs do. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Use key information to make predictions.

SB Act. 1 p. 93

CRITICAL THINKING

This text is about astronauts. What do you think astronauts do? Check (✓).

- Explain that students are going to read a text about astronauts. They have to apply the reading strategy to predict what activities astronauts do. Explain that this information is important.
- Students check their answers and then discuss their ideas in pairs.
- Ask students to share their answers with the class.

Stretch activity

COLLABORATION

Students work in pairs or small groups making a list of the activities they think an astronaut does, and explaining why they want to include each activity on their list.

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6 Reading 2

OBJECTIVES

Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can talk about their hobbies and interests, using simple language.
Vocabulary:	guitar, mistake, problem, Space Station, packages, equipment, float, gravity
Passive vocabulary:	mechanic, have fun

MATERIALS

SB pp. 94–95
WB p. 82
WB key p. 215
SB audio track 1-54
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask the pairs or small groups to discuss the lists they made and give their reasons for including, or not, each activity on their list.
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using key information to make predictions.

SB Act. 2 p. 95

1-52

Read *How Can I Be an Astronaut?* Check your answers from Activity 1.

- Focus students' attention on the pictures. Discuss what they can see.
- Play track 1-54. Students listen and read.
- Ask students if their predictions from Activity 1 were correct.
- Ask students what key information helped them predict what activities astronauts do.
- Check the answers with the class. Ask those who guessed correctly to raise their hands. Praise their effort.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Ask different students to pick a description of the different activities to read aloud but not the question – the rest of the class then correctly adds the question.

Stretch activity

CRITICAL THINKING

Ask *What was the key information that helped you predict what was coming next? What's the first sentence in the first/second/… paragraph about?*

Extra activity

Vocabulary work

- Ask students to go back to the text and underline the words referring to activities that astronauts do.
- Then ask students to circle the things they do those activities with, e.g., *check/equipment, clean/Space Station.*

SB Act. 3 p. 95

Read the text again. Write T (true) or F (false).

- Students read the text again and, in pairs, decide whether the sentences are true or false.

WB Act. 1 p. 82

Read *How Can I Be an Astronaut?* and circle.

- Refer students back to the text on SB pp. 94 and 95.
- Students read the text and circle the correct words to complete the sentences.

WB Act. 2 p. 82

Read *How Can I Be an Astronaut?* again and answer.

- Students read the text again and answer the questions.

SB Act. 4 p. 95

COMMUNICATION

What about you? Answer the questions. Say *Yes, I do.* or *No, I don't.*

- Ask students to draw two columns in their notebooks. Then they go back to the text and, in the column on the left, they write the numbers 1–10 and the activities that astronauts do. In the column on the right, they check the activities they like doing.
- Put students into pairs. Then they ask and answer the questions, responding *Yes, I do.* or *No, I don't*.
- Ask students to count the numbers of checks in their notebooks, look at the possibilities, and answer the question. How many will make good astronauts?

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SB Act. 5 p. 95

COLLABORATION

Do you think astronauts like their job? Talk with a friend about a job you like.

- Students discuss the answer to the question in pairs. Ask them to list the reasons why they may like or not like their job.
- Then ask them to say what jobs they like and make a list of reasons.
- Ask different pairs to share their answers with the class.

WB Act. 3 p. 82

CREATIVITY

You're an astronaut. What do you do in the spaceship every day? Circle one activity and draw.

- Students choose and then draw what they do in the spaceship.
- Ask students to show their drawings to the class.

Extra activity

COLLABORATION

- This is a continuation of WB Activity 3. Ask students to write the sentence corresponding to their drawing individually, and to check their answers in pairs.
- Ask some students to read their answers to the class.

Objective review

Ask students to say the activities that are mentioned in the text, and the key information that helped them make predictions about the text. Praise their effort.

For Internal Review Only

6 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can use "… love(s)/hate(s) …" with common verbs in the "-ing" form.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can express likes and dislikes in relation to familiar topics in a basic way.

MATERIALS

SB pp. 96–97
WB pp. 83–84
WB key p. 216
SB audio track 1-55
Videos 6-3 and 6-4
Video script p. 250
Picture cards 81–96
Pearson English Platform
Grammar Book 2, Unit 10
Speaking and Vocabulary Book 2, Unit 6

Warm-up

Put the picture cards of jobs and activities related to jobs face down in two piles on your desk. Students come to the front, pick one picture card from each pile, and make a sentence, e.g., *Police officers help people* or *Hairdressers don't fix bicycles.*

Lesson objective

Explain the lesson objective: To talk about jobs and activities they like/love or don't like/hate doing.

SB Act. 1 p. 96

6-3

Watch Parts 2 and 3 of the story video. Then read and write *Yes* or *No*.

- Students watch Parts 2 and 3 of the video.
- Ask students to look at the video still and read the example text in the speech bubbles aloud.
- Ask *Does Cranky like cooking? Does he want to be a chef?* (No, he doesn't.) *Does Cranky like playing sports?* (No, he doesn't.) *What does Cranky like?* (He likes studying and flying.) *What does Cranky want to be?* (He wants to be a pilot.)

SB Act. 2 p. 96

Read the grammar box. Choose and write.

- Students read the words in the box and look at the grammar box. Explain that *love* means you like doing something very much, and *hate* means you dislike doing something very much.
- Students complete the sentences according to the emojis.

SB Act. 3 p. 96

Draw 🙂, ☹️, 💛, or 😠. Then write sentences for you.

- Students look at the activities the children are doing and decide which they like, love, dislike, or hate. They draw the emoji and complete the sentence. They check their answers in pairs.

WB Act. 1 p. 83

Read and circle.

- Focus students' attention on the grammar box. Then ask them to read the sentences, look at the emojis, and decide which of the options they should circle.

WB Act. 2 p. 83

CRITICAL THINKING

What about you? Read and write. Use *love, like, don't like,* or *hate*.

- Students complete the sentences for them.

SB Act. 4 p. 97

Read and write.

- Focus students' attention on the word boxes and the speech bubbles. Put students into pairs. They read the words in the box and complete the sentences. They tell each other what the children love, like, and want.
- Ask different pairs to read their sentences aloud.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 83

Write the words in order.

- Students write sentences individually, and check them in pairs. Ask students to read their sentences to check.

Extra activity

CRITICAL THINKING

- Write the words *I*, *doctor*, *people*, *love*, *want*, *helping*, *I*, *to be a* on the board in any order.
- Ask students to order the words to make two sentences. (*I love helping people. I want to be a doctor.*)

WB Act. 4 p. 84

Complete the quiz. What do you want to be?

- Ask students to read their answers to the class.

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Grammar 2

1 6-3 **Watch Parts 2 and 3 of the story video. Then read and write *Yes* or *No*.**

2 **Read the grammar box. Choose and write.**

don't like hate
likes love

Grammar

I ♥ love riding my bike!
He ☺ likes swimming.
I ☹ don't like performing!
I 😠 hate cleaning my bedroom.

3 **Draw ☺, ☹, ♥, or 😠. Then write sentences for you.**

like / love	don't like / hate
I ♥ playing with friends.	I ☹ running to school.
I ○	I ○ .....
I ○	I ○ .....

96

4 **Read and write.**

cook fly

I love cooking ! I want to be a chef.
I like flying ! I want to be a pilot.

do help

I love helping animals. I want to be a vet.
I like doing hair. I want to be a hairdresser.

dance fix

I love fixing cars. I want to be a car mechanic.
I like dancing . I want to be a dancer.

Listening and Speaking

5 1-55 **What does Jody like doing? Listen and check (✓).**

6 **Ask and answer with a friend.**

What do you like doing?
I don't like cooking. I love walking my dog!

97

WB Act. 5 p. 84 — CRITICAL THINKING

Look at your answers in Activity 4. Write for you.

- Students write sentences according to their answers in Activity 4. Ask them to read their sentences to the class to check.

For more grammar practice, go to Grammar Book 2, Unit 10.

Listening and Speaking

SB Act. 5 p. 97

1-55

What does Jody like doing? Listen and check (✓).

- Play track 1-55. Students listen and check the correct picture.
- Play the audio again for students to check their answers in pairs.

SB Act. 6 p. 97 — COMMUNICATION

Ask and answer with a friend.

- Put students into pairs. Model the example.
- Ask them to take turns asking and answering the question.
- Walk around the classroom monitoring students.

Differentiation

Struggling learners: Students do the activity providing questions and answers following the example.

Stretch: Ask students to report to the class the activities their friends like, don't like, love, or hate doing.

Objective review

Write a list of activities students have learned in this unit on the board. Have a quick show of hands to see how many students like, love, hate, or don't like each activity. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 6.

For Internal Review Only

6 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can talk about common jobs using simple language.

Writing: Can write simple sentences about common jobs.

MATERIALS

SB pp. 98–99
WB pp. 85–87
WB key p. 216
Picture cards 81–96
Pearson English Platform
Test Book 2, Unit 6

Warm-up

Review the Unit 5 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a blog post about the job they want to do, while applying the writing strategy.

SB Act. 1 p. 98

Look at Jason's pictures and answer.

- Students answer the questions without reading the text. (**Answers: 1** Jason loves driving toy cars. **2** Jason wants to be a racing car mechanic.)

SB Act. 2 p. 98

Read Jason's description and check your answers.

- Students read Jason's description to check their answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 98

Read the text again. Circle each time you see *like* and *love*.

- Ask students to circle *like* and *love* and underline the words that follow them.
- Focus students' attention on the writing strategy. Ask what they found (using *love* gives more importance to the activity for him/her).

SB Act. 4 p. 98

Find or draw a picture of a job you love. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 85

Focus students' attention on the Remember! box.

WB Act. 1 p. 85

Read, choose, and write.

WB Act. 2 p. 85

Complete the chart for you.

WB Act. 3 p. 85

What do you want to be? Write your blog.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their blog posts aloud. Praise their effort.

Now I Know

Warm-up

Put students into two teams. Draw a tic-tac-toe board and fill it with the Unit 6 picture cards. Each team chooses one picture to make a sentence. They have to complete one line of the board horizontally, vertically, or diagonally to win.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

For Internal Review Only

Writing

1 **Look at Jason's pictures and answer.**

1 What does Jason love doing?
2 What does he want to be?

2 **Read Jason's description and check your answers.**





Hi, I'm Jason and I love cars! I love driving toy cars with my friends, cleaning cars, and fixing cars. I love everything about cars! I don't have a car. I'm too young. But I love going to the garage with my dad. I want to be a racing car mechanic. I like watching them work on TV. They check and fix the car very fast.
I think they're amazing!



3 **Read the text again. Circle each time you see *like* and *love*.**

4 **Find or draw a picture of a job you love. Then go to the Workbook to do the writing activity.**

Writing strategy

We use like and love to add importance.
I like watching them work on TV.
I love going to the garage with my dad.

Now I Know

1 **What do people do? What can you do? Check (✓).**

	checking things	fixing things	talking	studying	helping
teachers	✓		✓	✓	✓
police officers	✓		✓		✓
pilots	✓		✓	✓	
mechanics	✓	✓			
me					

2 **Choose a project.**

Give a job presentation.

1 Think about the job you would like to have.
2 Make notes about:
- what your job is
- what you need to do
- why you would like the job

3 Find pictures of the job.
4 Present your job to the class.

or

Make a job ID card.

1 Find or draw a picture of a job.
2 Stick the picture on a piece of cardboard.
3 Write:
- your name
- what you do in your job
- why you do it

4 Show your ID card to the class.

★ ★ ★ Read and color the stars ★ ★ ★

I can understand basic information about jobs.
I can talk about jobs I know.
I can understand the main points in a short, simple text about jobs.
I can write about what job I want to do.

SB Act. 1 p. 99

CRITICAL THINKING

What do people do? What can you do? Check (✓).

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 86

Look, match, and write the missing letters.

WB Act. 2 p. 86

Look, read, and circle.

WB Act. 3 p. 87

Look and write. Use *love*, *like*, *don't like*, or *hate*.

Project

SB Act. 2 p. 99

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 87

Which jobs do you know? Write four jobs.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 87

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 87

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 99

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 6.

For Internal Review Only

7 Why do we play sports?

SKILLS

Listening: Can understand the main information in short, simple dialogs about someone's hobbies and interests, if spoken clearly and supported by pictures.

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can talk about their hobbies and interests, using simple language.

Writing: Can write simple sentences about familiar things, given prompts or a model.

GRAMMAR

Grammar 1: Can use "good/bad at …" with nouns to refer to skills.

Grammar 2: Can give permission with "you can …". Can refuse permission with "you can't …".

VOCABULARY

Key vocabulary 1: badminton, baseball, field hockey, horseback riding, ping-pong, water polo, skiing, paddleboarding

Key vocabulary 2: bounce, catch, hit, kick, throw, hold, push, pull

Video vocabulary: win, lose, team sport

Reading 1 vocabulary: whistle, team, medal

Reading 2 vocabulary: swimming cap, board, life jacket, helmet

Passive vocabulary: excited, match, find, cheer, rules, follow, behave

Revised vocabulary: gymnastics, judo, tennis, bat

PROJECTS

Do a sports survey

Make a sports poster

VIDEOS

Pencil and Rubber: Sports Rules (7-1)

Tommy Zoom: The Computer Game Parts 1–3 (7-2, 7-3, 7-4)

VALUE

Be helpful

Unit opener

OBJECTIVES

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can answer simple questions about very familiar topics, if delivered slowly and clearly.

Vocabulary: Video vocabulary; revised vocabulary

MATERIALS

SB pp. 100–101

WB p. 88

WB key p. 216

Video 7-1

Video script p. 251

Pearson English Platform

Big Question

- Ask students about what sports they know and do to check which words for sports they already know.
- Read the Big Question *Why do we play sports?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about sports they can and can't do.

SB Act. 1 p. 101

What do you do? Circle and say.

- Discuss answers with the class.

SB Act. 2 p. 101

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Struggling learners: Ask *Where are the children? What animal can you see? What are the children wearing?*

Stretch: Ask *What are the children doing? Can you ride a horse?*

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WB p. 88

What do you know?

- Ask students to think of the Big Question and write in the box the words for sports they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 88

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 101

Watch the video and circle. What sports do they talk about?

- Ask students to look at the video still and guess what the video is about (*sport rules*).
- Play the video. Students circle the sports they hear.

International English

Focus students' attention on the difference between British and American English for the same sports: *table tennis* and *ping-pong*; *hockey* and *field hockey*. Can they think of any others?

Extra activity

CRITICAL THINKING

Students make a list of sports they do and then grade them 1 to 10 (least favorite to favorite). They present their lists to the class.

WB Act. 2 p. 88

Watch the video. Check (✓) the things you can do and cross (✗) the things you can't do.

WB Act. 3 p. 88

Read and write the sport. Watch the video again to check.

WB Act. 4 p. 88

CREATIVITY

What's your favorite sport? Is it a team sport? Draw and write.

Stretch

COLLABORATION

Students move around the classroom asking each other *What's your favorite sport?* Those students with the same answer form a group and tell the class why it's their favorite sport.

Objective review

Ask students which of the sports mentioned in class they do. Praise their effort.

For Internal Review Only

7 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can take part in a very simple conversation on a familiar topic, if the other speaker repeats questions and answers as necessary, and speaks slowly and clearly.

Vocabulary: badminton, baseball, field hockey, horseback riding, ping-pong, water polo, skiing, paddleboarding

MATERIALS

SB pp. 102–103
WB pp. 89–90
WB key p. 216
SB audio tracks 2-01, 2-02, and 2-03
Picture cards 97–104
Pearson English Platform

Warm-up

Review sports words. One student mimes a sport for the class to guess. The student who guesses correctly takes his/her place and mimes another sport.

Lesson objective

Explain the lesson objective: To talk about different kinds of sports.

SB Act. 1 p. 102

2-01

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-01 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 102

2-02

Listen and number.

- Play track 2-02 twice, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 102

2-03

Listen and say.

- Play track 2-03. Students listen and say the words while pointing at the correct pictures. (**Answers: 1** water polo, **2** skiing, **3** horseback riding, **4** ping-pong, **5** field hockey, **6** baseball, **7** paddleboarding, **8** badminton)

Extra activity

CRITICAL THINKING

Ask *Do you know other children who do these sports? Which are team sports? Which sport do you like / don't you like? Which is fun? Why? Which is easy/difficult? Why?*

Picture card activity 1

Hold up the picture cards one by one, and say either a correct or an incorrect sport. Students say e.g., *Yes, it's field hockey.* or *No, it's paddleboarding.*

Picture card activity 2

- Put the picture cards on the board and ask students to turn around. Remove one picture card.
- Students guess the missing sport.

SB Act. 4 p. 102

Write the sports. Check (✓) the sports you play in water.

- Do the first item with the class. Students work in pairs.

WB Act. 1 p. 89

Write the missing letters.

SB Act. 5 p. 103

What sports do you play? Write the sports in the chart.

- Students write sports for each category.
- They discuss their lists in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Students read their lists to the class.

Stretch: Students say the sports they play using complete sentences.

WB Act. 2 p. 89

Read and circle.

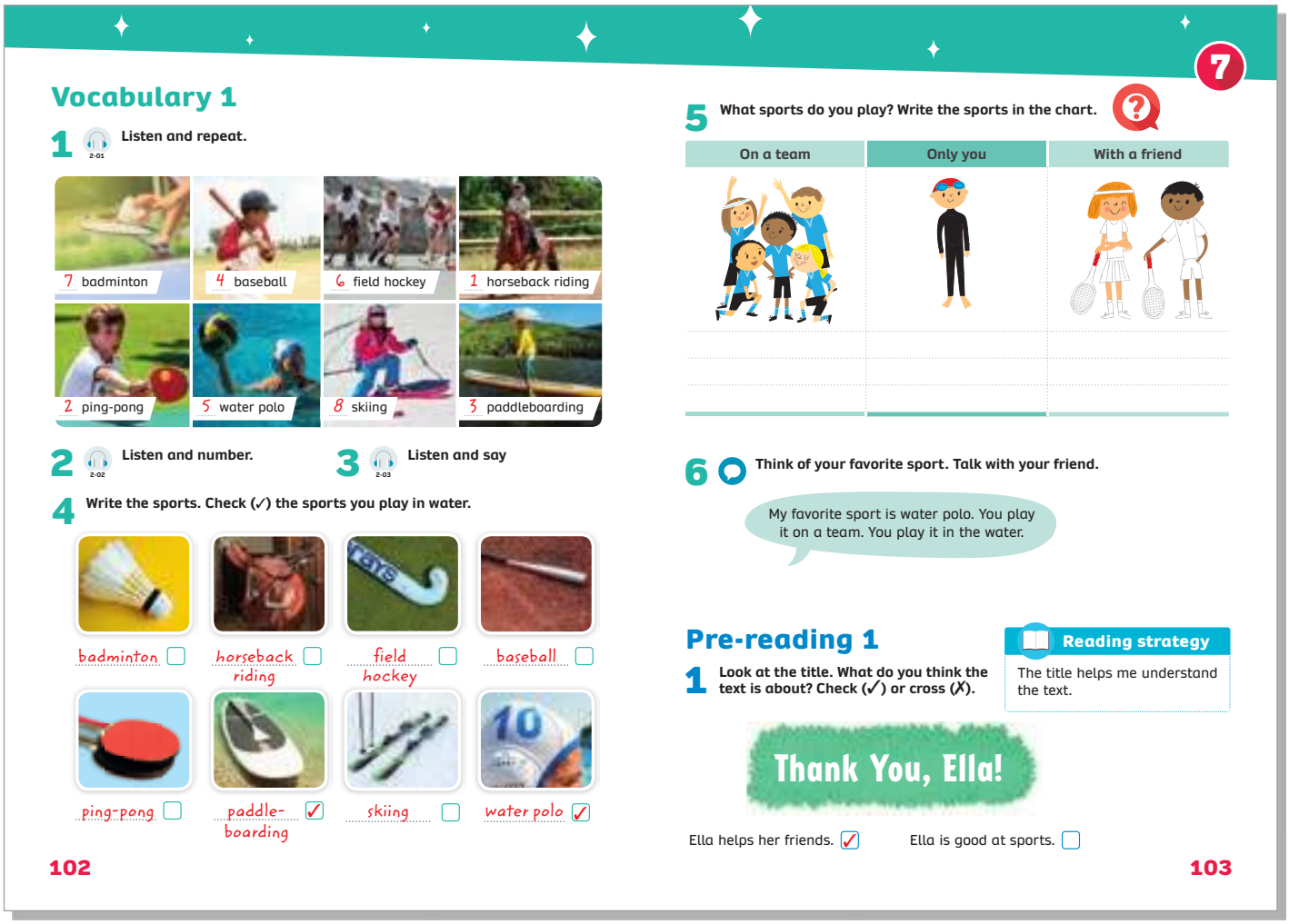
- Students read the sentences and circle the correct sport.

WB Act. 3 p. 90

Complete the chart. Check (✓) or cross (✗).

- Students look at the pictures and classify the sports.

For Internal Review Only



Vocabulary 1

1 Listen and repeat.

7 badminton | 4 baseball | 6 field hockey | 1 horseback riding
2 ping-pong | 5 water polo | 8 skiing | 3 paddleboarding

2 Listen and number.

3 Listen and say

4 Write the sports. Check (✓) the sports you play in water.

badminton ☐ | horseback riding ☐ | field hockey ☐ | baseball ☐
ping-pong ☐ | paddle-boarding ☑ | skiing ☐ | water polo ☑

102

5 What sports do you play? Write the sports in the chart.

On a team	Only you	With a friend

6 Think of your favorite sport. Talk with your friend.

My favorite sport is water polo. You play it on a team. You play it in the water.

Pre-reading 1

1 Look at the title. What do you think the text is about? Check (✓) or cross (✗).

Reading strategy
The title helps me understand the text.

Thank You, Ella!

Ella helps her friends. ☑ Ella is good at sports. ☐

103

WB Act. 4 p. 90

Look at Activity 3. Write about the sports.

- Students use the information from Activity 3 to write sentences about each sport.

SB Act. 6 p. 103

COMMUNICATION

Think of your favorite sport. Talk with your friend.

- Model the activity with a student. Put students into pairs to talk about their favorite sport.

Word study: a, e, i, o, u

WB Act. 5 p. 90

Underline *a*, *e*, *i*, *o* and *u*.

- Students circle the letters in each word.

WB Act. 6 p. 90

Write the missing letters. Use *a*, *e*, *i*, *o*, or *u*.

- Students add missing letters to complete the words.

Extra activity

CRITICAL THINKING

Draw three columns on the board with the headings *Team*, *With a friend*, and *Water*. Put the sports picture cards face down on your desk. Students take a picture card, put it in the correct column, and say whether they play the sport.

Objective review

Students say their favorite sports. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: The title helps me understand the text.

SB Act. 1 p. 103

Look at the title. What do you think the text is about? Check (✓) or cross (✗).

- Put students into groups. They first read the title and discuss what they think the text may be about.
- They then choose which sentence they think matches the title best, and share their answers with the class.

Differentiation

Struggling learners: Students say which sentence is the correct one.

Stretch: Students give reasons for their answers.

For Internal Review Only

7 Reading 1

OBJECTIVES

Reading:	Can follow simple dialogs in short illustrated stories, if they can listen while reading.
Speaking:	Can answer simple questions about very familiar topics, if delivered slowly and clearly.
Vocabulary:	whistle, team, medal
Passive vocabulary:	excited, match, find, cheer

MATERIALS

SB pp. 104–105
WB p. 91
WB key p. 216
SB audio track 2-04
Pearson English Platform

Warm-up

Students remember their answers to the question in Activity 1.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using the title of the text to help them understand the text.

SB Act. 2 p. 104

2-04

Read *Thank You, Ella!* Check your answers from Activity 1.

- Students read and listen to the text. You may want to explain that on Sports Day, the students of a school take part in sports events and win prizes.
- They apply the reading strategy by using their discussions about the title to help them understand the text.
- Ask if they found the answers to the question from Activity 1.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students underline the words they don't know.

Stretch activity

CRITICAL THINKING

Ask *Did you find the correct sentence in Activity 1? What's the story about? In what way is the title related to the story?*

Extra activity

CRITICAL THINKING

Ask individual students to read a line of dialog from the story. The other students guess who said the line.

SB Act. 3 p. 105

Read the story again and match.

- Students match the names to the medals. Check the activity with the class.

WB Act. 1 p. 91

Read *Thank You, Ella!* Look and write.

- Refer students back to the text on SB pp. 104 and 105.
- Students read the story again and then write the name of the corresponding character to complete the sentences.

WB Act. 2 p. 91

Read *Thank You, Ella!* again and write.

- Students do the activity individually and check their sentences with the class.

Extra activity

Vocabulary work

- Write beginnings of sentences on the board, one by one: *The gym teacher needs … , I like to play … sports. When you win a race, you get a … .*
- Ask students to find and underline words in the story to complete the sentences. They write the full sentences in their notebooks and then read them aloud to check.

WB Act. 3 p. 91

CRITICAL THINKING

Think and write.

- Students think and write answers to the questions.

SB Act. 4 p. 105

COMMUNICATION

Talk with a friend. What sports are you good at? How do you play?

- Put students into pairs. Students take turns asking and answering the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Stretch activity

COMMUNICATION

- Ask students to write down their friends' answers to Activity 4.
- Students report their friends' answers to the class.

For Internal Review Only

Reading 1

2 2-04 **Read *Thank You, Ella!* Check your answers from Activity 1.**

Reading strategy
The title helps me understand the text.

Thank You, Ella!

It's Sports Day at Ella's school. All her friends are excited. "I'm good at **badminton** and **baseball**!" says Julia.
"I'm good at **field hockey**," says Alexia. "We have a field hockey match today."

Ella isn't excited.
"I'm not good at sports," thinks Ella. "I'm not good at **ping-pong** or **water polo** or **horseback riding**. I'm not good at **skiing** or **paddleboarding**. I'm not good at anything!"

The children are waiting for the race to start. Miss Bright doesn't have her whistle!

Is it in the classroom? I can get your whistle.

Thank you, Ella!

Ella runs into the school.

She gets Miss Bright's whistle.

Thank you, Ella!

Alexia can't find the ball.

Where's the field hockey ball?

The ball is behind a tree. Ella runs and gets the ball.

Thank you, Ella!

It's the end of the day. Julia wins the badminton match. She gets a medal. Alexia and her team win the field hockey match. They get a medal.

This is a gold medal for Ella. She's very good at helping people. She's good at running! Running for whistles and field hockey balls!

Ella is very surprised! Everyone cheers for Ella "Good job, Ella!" say her friends.

For me? But I'm not good at sports!

3 **Read the story again and match.**

Alexia and her team.
Ella **Julia**



4 **Talk with a friend. What sports are you good at? How do you play?**

Extra activity

COLLABORATION

Students move around the classroom asking other students *What's your favorite sport?* Those students with the same answer form a group and tell the class why it's their favorite sport.

Value

Be helpful

Ask students to say how Ella helps on Sports Day. (*She brings Miss Bright's whistle from the classroom and gets the field hockey ball from behind a tree.*) Explain that Ella gets a medal because she is helpful. Discuss with the class the importance of being helpful. Ask *What can you do to be helpful at home/school?*

Objective review

Ask students if they can remember the way in which the title was related to Ella's story, and how it helped them understand what it was about. Praise their effort.

For Internal Review Only

7 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use "good/bad at …" with nouns to refer to skills.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can express ability or lack of ability in relation to basic everyday actions.

Revised vocabulary: bat

MATERIALS

SB pp. 106–107
WB pp. 92–93
WB key p. 216
SB audio track 2-05
Video 7-2 and 7-3
Video script p. 251
Pearson English Platform
Grammar Book 2, Unit 4
Speaking and Vocabulary Book 2, Unit 7

Warm-up

Review Ella's story. Ask *Who's Ella? Is she good at badminton/helping people/running for field hockey balls? What does Ella get for helping people? Is Ella happy now?*

Lesson objective

Explain the lesson objective: To talk about the sports they are or aren't good at.

SB Act. 1 p. 106

Watch Parts 1 and 2 of the story video. What sports do they play? Circle and answer.

- Students watch Parts 1 and 2 of the video.
- Focus students' attention on the example text. Ask *Is Cranky good at field hockey?*
- Students do the activity.
- Ask *Are the children playing badminton?* (No, Suzie's drawing a picture of a badminton game.) *What sports does Tommy like?* (football/soccer, baseball, hockey/field hockey, and basketball) *Is Tommy good at sports?* (Yes, he is.) *Is Cranky good at sports?* (No, he isn't.)

SB Act. 2 p. 106

Read the grammar box and check (✓) or cross (✗) for you.

- Focus students' attention on the grammar box and read the sentences.
- Students check or cross for themselves.

SB Act. 3 p. 106

Read *Thank You, Ella!* again and circle examples of *I'm good at/I'm not good at.*

- Refer students back to the text on SB pp. 104 and 105.

SB Act. 4 p. 106

CRITICAL THINKING

Think, circle, and write.

- Students choose the correct word and complete the sentences.

SB Act. 5 p. 106

Write about you. Choose *I'm good at …* or *I'm not good at … .*

- Students complete the sentences for themselves.

WB Act. 1 p. 92

Read and circle.

- Focus students' attention on the grammar box. Students circle the correct options.

WB Act. 2 p. 92

Look, choose, and write.

- Students look at the pictures, and complete the sentences.

WB Act. 3 p. 93

What are/aren't they good at? Write sentences.

- Students write sentences using the cues.

SB Act. 6 p. 107

Look at the grammar box. Read and check (✓) the correct picture.

- Focus students' attention on the grammar box and read the sentences. They decide which picture corresponds to the four commands.

SB Act. 7 p. 107

Choose and write.

- Remind students that commands begin either with the action or with *Don't* + action.
- They match the commands to the pictures and write them.

WB Act. 4 p. 93

Look, read, and write.

- Students read the grammar box, look at the pictures, and complete the sentences.

For Internal Review Only

Grammar 1

1 **Watch Parts 1 and 2 of the story video. What sports do they play? Circle and answer.**



rugby
ping-pong
field hockey
cricket
basketball
baseball

I'm good at field hockey!
I'm not!

2 **Read the grammar box and check (✓) or cross (✗) for you.**

3 **Read *Thank You, Ella!* again and circle examples of *I'm good at*/*I'm not good at*.**

Grammar

I'm good at swimming. ☐	My best friend is good at ping-pong. ☐
I'm not good at skiing! ☐	He/She isn't good at dancing. ☐

4 **Think, circle, and write.**

1 My dad **is** / **isn't** good at _____.
2 My mom **is** / **isn't** good at _____.
3 My grandma **is** / **isn't** good at _____.
4 My grandpa **is** / **isn't** good at _____.
5 My teacher **is** / **isn't** good at _____.
6 My friend **is** / **isn't** good at _____.

5 **Write about you. Choose *I'm good at …* or *I'm not good at …* .**

1 _____ running very fast.
2 _____ karate.
3 _____ swimming.
4 _____ playing on a team.

6 **Look at the grammar box. Read and check (✓) the correct picture.**

Close your eyes. Don't look. Count to ten. Run and hide.



✓



☐

7 **Choose and write.**

Stop! Run! Jump! Don't swim here!



1 Jump!
3 Don't swim here!
2 Run!
4 Stop!

Listening and Speaking

8 **Listen to Henry. What is he good at? Check (✓) or cross (✗).**

basketball ✓ soccer ✓ water polo ✓
paddleboarding ✗ skiing ✗

9 **What sports are you good at? Talk to your friends.**

What sports are you good at?

I'm good at ping-pong!

WB Act. 5 p. 93 — CRITICAL THINKING

Correct the school rules. Then write one more school rule.

- Students use the words from box to write two rules. They then write one more rule, using their own ideas.

Extra activity — COMMUNICATION

Play *Teacher says …* . Explain that students must obey your commands only when they begin *Teacher says*. If you say *Teacher says jump*, they must jump in their place. But if you simply say *Jump*, those that do jump are out.

For more grammar practice, go to Grammar Book 2, Unit 4.

Listening and Speaking

SB Act. 8 p. 107

2-05

Listen to Henry. What is he good at? Check (✓) or cross (✗).

- Play track 2-05 twice. Students check or cross the sports.

SB Act. 9 p. 107 — COMMUNICATION

What sports are you good at? Talk to your friends.

- Model the dialog. Put students into groups.
- Make sure all students ask and answer the questions.

Stretch activity — COMMUNICATION

Students answer the questions saying what they are and aren't good at: *I'm good at soccer, but I'm not good at rugby.*

Differentiation

Struggling learners: While monitoring Activity 9 and the stretch activity, make sure students use *What sports are you good at? I'm good at …/I'm not good at …* correctly.

Stretch: Students report to the class what their friends are and aren't good at: *Felicia's good at tennis, but she isn't good at swimming.*

Objective review

Students say what sports they are or aren't good at. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 7.

For Internal Review Only

7 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can express ability or lack of ability in relation to basic everyday actions.

SB vocabulary: bounce, catch, hit, kick, throw, hold, push, pull

WB vocabulary: gloves, net, goal, goggles, paddle

MATERIALS

SB pp. 108–109
WB pp. 94–95
WB key p. 216
SB audio tracks 2-06, 2-07, and 2-08
Picture cards 105–112
Pearson English Platform

Warm-up

Review sports vocabulary. Student 1 asks *What sports are you good at?* Student 2 answers, and asks Student 3 the same question.

Lesson objective

Explain the lesson objective: To talk about actions and objects related to sports.

SB Act. 1 p. 108

2-06

Listen and repeat.

- Ask if students know any of the words in the pictures.
- Play track 2-06 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 108

2-07

Listen and number.

- Play track 2-07, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 108

2-08

Listen and say.

- Play track 2-08. Students listen and say the words while pointing at the correct pictures. (**Answers: 1** kick, **2** bounce, **3** catch, **4** throw, **5** pull, **6** push, **7** hit, **8** hold)

Picture card activity 1

- Put the picture cards up on the board. Students memorize them and close their eyes. Mix up the cards and remove one.
- Students guess the missing picture card. You may want to remove two cards at a time.

Picture card activity 2

- Stick the picture cards for each of the eight new words in eight different places around the room.
- Ask a student to stand in the middle of the classroom with his/her eyes closed and count to 10 while the other students scramble to stand under one of the picture cards.
- At the count of 10, the student in the middle shouts *Stop!*, and points at and names one picture card. If he/she says the correct word, the students under it are "out" and must sit down. Otherwise, he/she sits down and another student takes his/her place.

WB Act. 1 p. 94

Look, read, and circle.

WB Act. 2 p. 94

Read and match.

SB Act. 4 p. 108

What can you do? Look and write.

- Students look at the pictures and write the correct picture words next to the verbs. (**Answers: 1** a ball, a bat, a rope, a stick, a person, a stone, a door, a racket, **2** a ball, a door, a person, **3** a ball, a stone, a person, a rope, a stick, **4** a ball, a person, a door, a stone, a stick, **5** a ball, a person, a door, a stone, a stick, **6** a ball, a stone, a bat, a racket, a rope, a stick, **7** a door, a person, a rope, a stick, **8** a ball)

Extra activity

COMMUNICATION

Students work in pairs. Student 1 says *I can kick … .* Student 2 says *You can kick a ball.*

Extra activity

CRITICAL THINKING

Remind students of the video they saw in the first lesson and in Grammar 1. Say *People kick and throw a ball in rugby. People don't hold a ball in judo.* Elicit similar sentences, providing the names of the sports.

WB Act. 3 p. 95

Read, choose, and write.

- This is a PTE Young Learners Springboard Task 5.

SB Act. 5 p. 109

What are the children doing? Look and complete.

- Students look at the pictures and complete the sentences.

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Vocabulary 2

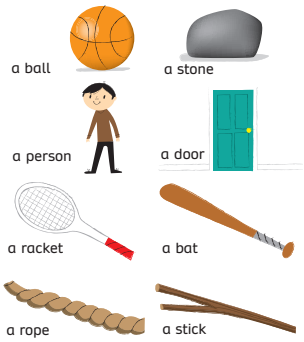
1 Listen and repeat. 2-06



2 Listen and number. 2-07

3 Listen and say. 2-08

4 What can you do? Look and write.



You can ...

1 hold *a ball, a bat*
2 push .....
3 catch .....
4 hit .....
5 kick .....
6 throw .....
7 pull .....
8 bounce .....

5 What are the children doing? Look and complete.



The girl *is catching* the ball.
The children *are pulling* the rope.
The boy *is bouncing* the ball.

6 Think of the things you can do when playing sports. Talk with a friend.

I can bounce a ball when I play basketball.
I can hit a ball when I play baseball.

Pre-reading 2

1 Look at the title. What do you think the text is about? Check (✓) or cross (✗).



Children's favorite sports ☐
What you can and can't do in different sports ☑
Water sports ☐

Reading strategy
The title helps me understand the text.

SB Act. 6 p. 109 — COMMUNICATION

Think of the things you can do when playing sports. Talk with a friend.

- Model the activity. Put students into pairs. They take turns saying what they can do when playing a sport.

Differentiation

Struggling learners: Make sure students use *can* and the Present Simple correctly.

Stretch: Ask students to expand their sentences by including an adverb of manner, e.g., *I can bounce the ball quickly when I play basketball. I can hit the ball hard when I play baseball.*

Vocabulary challenge: sports

WB Act. 4 p. 95

Look and write.

- Students look at the pictures and write the words for equipment next to each sport.

WB Act. 5 p. 95

Look at the pictures in Activity 4. Read and write.

- Students write the names of the sports equipment.

Objective review

Students list the actions people do to play different sports. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: The title helps me understand the text.

SB Act. 1 p. 109

Look at the title. What do you think the text is about? Check (✓) or cross (✗).

- Ask *How did the title of "Thank You, Ella!" help you understand the story?*
- In pairs, students read the title and decide what they think the text will be about.
- They share their answers with the class.

Stretch activity — COLLABORATION

In pairs, students make a list of their favorite sports, give reasons for their choices, and write them down.

For Internal Review Only

7 Reading 2

OBJECTIVES	
Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can talk about their hobbies and interests, using simple language.
Vocabulary:	swimming cap, board, life jacket, helmet
Passive vocabulary:	rules, follow, behave

MATERIALS

SB pp. 110–111
WB p. 96
WB key pp. 216–217
SB audio track 2-09
Optional: blue and red markers
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask pairs to read the lists of their favorite sports, giving reasons for including/not including a sport on their list.
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using the title to help them understand the text.

Reading text in British English

This is one of the texts in Level 2 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Highlight *swimming cap/bathing cap*.

SB Act. 2 p. 110

2-09

Read *Sports Rules*. Check your answers from Activity 1.

- Focus students' attention on the pictures. Students identify the different sports.
- Students read and listen to the text.
- They apply the reading strategy by using their discussions about the title to help them understand the text.
- Ask if students found an answer to the question from Activity 1.
- Ask students who guessed correctly to raise their hands. Praise their effort.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Ask different students to read the rules aloud without saying the sport they correspond to. The class guesses the sport.

Stretch activity

CRITICAL THINKING

Ask *Did the title help you guess what the text was about? Why?* (It described what the text was about.) *Did the same thing happen with "Thank You, Ella!"?* Ask students to go back and check the titles of the stories they have read so far, and see how the titles described the stories.

Extra activity

Vocabulary work

- Students read the text again. They underline in blue the actions they can do in each sport, and underline in red those they can't.
- Then, they circle the objects they need to do those actions, e.g., *hit/throw/kick – the ball.* How many verbs are followed by an object? (*hit, throw, kick, catch, take off, hold, bounce = 7*) How many verbs don't need an object? (*run, swim, push, pull, kick, stand, sit, walk, jump = 9*).

SB Act. 3 p. 111

Write the names of the sports in the orange labels. Then look and write *You can/You can't* in the green labels.

- Students write the names of the sports on the labels. Then, in pairs, they read the text again and complete the labels with *You can/You can't*.

WB Act. 1 p. 96

Read *Sports Rules*. Choose and write.

- Refer students back to the text on SB pp. 110 and 111.
- Students read the rules and write the words for sports.

WB Act. 2 p. 96

CRITICAL THINKING

Think and write.

- Students think and write answers to the questions.

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SB Act. 4 p. 111

COMMUNICATION

Talk with your friend. What are the rules of your favorite sport? What can we learn from playing sports?

- Remind students of their list of favorite sports from the Warm-up. In groups, they decide which their absolutely favorite sport is, and think of its rules. They take turns saying what the rules of this sport are.
- Focus students' attention on the last paragraph of the text. They work together to decide what rules for good behavior they learn in their favorite sports, and then tell the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CREATIVITY

In groups, students think of a new game they would like to play together. They describe the rules of the game, and any materials needed to play. They then present their game to the class. Have a class vote on which game the class would most like to play.

WB Act. 3 p. 96

CREATIVITY

Think of a brand new sport. Draw and write two rules.

- Students do the activity, and then share their drawings and rules for their new sport with the class.

Objective review

Ask students to say the sports mentioned in the text, and the way the title helped them understand it. Praise their effort.

For Internal Review Only

7 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can give permission with "you can …".
Can refuse permission with "you can't …".

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about their hobbies and interests, using simple language.

MATERIALS

SB pp. 112–113
WB pp. 97–98
WB key p. 217
Video 7-4
Video script p. 251
Picture cards 97–112
Pearson English Platform
Grammar Book 2, Unit 13
Speaking and Vocabulary Book 2, Unit 7

Warm-up

Put the sports and sports actions picture cards in two piles face down on your desk. Students come to the front, pick one picture card from each pile, and make a sentence, e.g., *You can hit the ball when you play baseball* or *You can't hold the ball when you play basketball.*

Lesson objective

Explain the lesson objective: To talk about what they can and can't do when playing a sport.

SB Act. 1 p. 112

Watch Part 3 of the story video. Can Cranky play the guitar?

- Students watch Part 3 of the video.
- Ask students to look at the video still and read the text aloud.
- Ask *Are Suzie and Cranky good at sports?* (No, they aren't.) *Who's good at sports?* (Tommy is.) *Can he play rugby?* (Yes, he can.) *What is Cranky good at?* (He's good at music.) *Can Cranky play the guitar?* (**Answer:** Yes, he can.)

SB Act. 2 p. 112

Read the grammar box and circle.

- Students read the sentences in the grammar box. Elicit that to ask a question you place *Can* at the beginning of the sentence, and to say "no," you simply add *'t* to *can.*
- Students circle the correct form of *can*.

SB Act. 3 p. 112

Read *Sports Rules* again and circle examples of *can* and *can't*.

- Refer students back to the text on SB pp. 110 and 111.
- Students read the text again and circle examples of the target grammar.

SB Act. 4 p. 112

Write *Can, can,* or *can't*.

- Students complete the sentences.

SB Act. 5 p. 113

Choose and write the rules. Use *can* or *can't*.

- Put students into pairs to complete the rules about the four sports.
- Ask different pairs to read their rules to the class. (**Answers: 2** You can hit the ball. You can't kick the ball., **3** You can kick the ball. You can't hit your friend., **4** You can hit the ball. You can't throw the ball.)

WB Act. 1 p. 97

Look, read, and write *Can, can,* or *can't*.

- Focus students' attention on the grammar box. Then ask them to look at the pictures and complete the sentences.

WB Act. 2 p. 98

Read and write *can* or *can't*.

- Students complete the rules, and read them to the class to check.

WB Act. 3 p. 98

Write the words in order to make questions.

- Ask students to read their sentences to the class.

WB Act. 4 p. 98

Look at Activity 3. Write answers with *Yes, you can* or *No, you can't*.

- Students answer the questions from Activity 3, and check with the class.

Extra activity

CRITICAL THINKING

- Write the words *without, can't, I, my, life jacket, go paddleboarding, Can, No,* and *you* on the board in any order.
- Ask students to make a question and answer it using these words (*Can I go paddleboarding without my life jacket? No, you can't.*)

For more grammar practice, go to Grammar Book 2, Unit 13.

For Internal Review Only

7

Grammar 2

1 7-3 **Watch Part 3 of the story video. Can Cranky play the guitar?**



Can you throw a rugby ball? Yes, you can!

2 **Read the grammar box and circle.**

Grammar

Can I **play** soccer in the classroom?
Yes, you **can**. / **No**, you **can't**.
You **can** / **can't** hit a ball in soccer.



3 **Read *Sports Rules* again and circle examples of *can* and *can't*.**

4 **Write *Can*, *can*, or *can't*.**

1 You *can't* run and hold the ball in basketball.
2 You *can* bounce a basketball.
3 You *can't* kick the ball in ping-pong.
4 *Can* you throw the ball in water polo?
5 You *can* hit the ball in baseball.
6 *Can* you take off your helmet in horseback riding?

5 **Choose and write the rules. Use *can* or *can't*.**

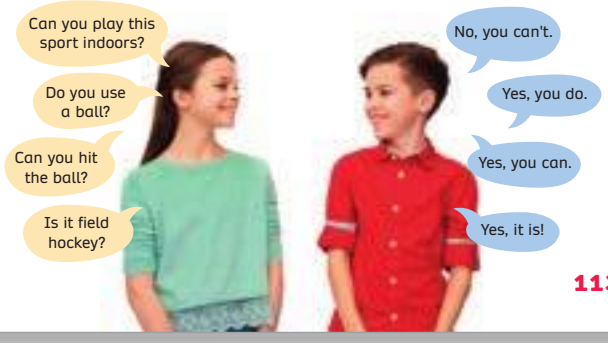


1 You can *jump*. You can't *take off your helmet*.
2 You can ..... . You can't ..... .
3 You can ..... . You can't ..... .
4 You can ..... . You can't ..... .

Speaking

6 **Play a game with a friend. Think of a sport. Ask and answer questions.**

Speaking strategy
Nod your head to show agreement.



Speaking

Speaking strategy

Explain the speaking strategy: Nod your head to show agreement. Non-verbal communication shows enthusiasm and engagement, and is just as important as what you say in helping others understand you.

SB Act. 6 p. 113

COMMUNICATION

Play a game with a friend. Think of a sport. Ask and answer questions.

- Put students into pairs. Model the example dialog with a student.
- Ask them to take turns asking and answering questions with different sports.
- Walk around the classroom monitoring students.

Differentiation

Struggling learners: Provide questions and answers for each sport, following the example, for students to use while they do the activity.

Stretch: Students report to the class the sports their friends play, what they can do when playing them, and why they like them.

Objective review

Say a sport students have learned in this unit. Students have to say two sentences stating what they can and can't do when playing it. Praise their effort.

For more speaking and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 7.

For Internal Review Only

7 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can talk about their hobbies and interests, using simple language.

Writing: Can write simple sentences about familiar things, given prompts or a model.

MATERIALS

SB pp. 114–115
WB pp. 99–101
WB key p. 217
Pearson English Platform
Test Book 2, Unit 7

Warm-up

Review the Unit 6 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of their favorite sportsperson, while applying the writing strategy.

SB Act. 1 p. 114

Look at Dee's picture and answer.

- Ask students to look at the picture and describe Dee.
- Students read the questions aloud and then answer. (**Answers: 1** She's good at badminton. **2** You can play with one or three friends/a shuttlecock and a racket. You can run, and hit the shuttlecock. **3** You can't play with a big ball. You can't kick the shuttlecock.)

SB Act. 2 p. 114

Read Dee's school magazine article and check your answers.

- Ask students to raise their hands to see how many had correct answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 114

Read the text again. Circle *because*.

- Students circle *because* and underline the preceding and following words.
- Ask how it is used in the text (*The words following "because" explain why Dee likes badminton.*)

SB Act. 4 p. 114

Find or draw a picture of a sportsperson. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 99

Focus students' attention on the Remember! box.

WB Act. 1 p. 99

Read and match.

WB Act. 2 p. 99

Draw a picture of a sportsperson. Then write about him/her.

WB Act. 3 p. 99

Write a description of your favorite sportsperson.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their descriptions aloud. Praise their effort.

Now I Know

Warm-up

Play *Teacher says* to review sports and action words, e.g., *Teacher says play tennis.* or *Teacher says bounce a ball.*

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

For Internal Review Only

Writing

1 **Look at Dee's picture and answer.**

1 What is she good at?
2 What can you do in this sport?
3 What can't you do?

2 **Read Dee's school magazine article and check your answers.**



3 **Read the text again. Circle *because*.**

4 WB 99 **Find or draw a picture of a sportsperson. Then go to the Workbook to do the writing activity.**

Writing strategy

because
We can use the word **because** to explain why we like something.
*I like badminton **because** I like the shuttlecock.*

Now I Know

1 **Why do we play sports? Choose and write about you.**

on a team · by myself · good fun · good exercise · boring · a lot of sports · one sport

I like playing sports _____. I'm good at _____.
I think sports are _____. I'm not good at _____.

2 **Choose a project.**

Do a sports survey.
1 Ask your friends "What sports do you play?"
2 Make a chart.
3 Write the names of your friends.
4 Write or draw the sports they play next to their names.
5 Tell the class what you know.

or

Make a sports poster.
1 Stick pictures of sports you play with a ball on cardboard.
2 Find or draw pictures of different balls.
3 Ask your friends "Which sport uses this ball?"
4 Stick the balls to the correct sport.
5 Show your poster to the class.

Read and color the stars

- I can understand simple conversations about someone's hobbies and interests.
- I can talk about my hobbies and interests.
- I can understand the main points in a short, simple text about sports.
- I can write about my favorite sport.

SB Act. 1 p. 115 — CRITICAL THINKING

Why do we play sports? Choose and write about you.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 100

What sports can you play at this country park? Look and write.

WB Act. 2 p. 100

Read and circle two correct answers.

WB Act. 3 p. 101

Look, read, and write. Then complete for you.

Project

SB Act. 2 p. 115

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 101

Which sports do you know? Write six sports.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 101

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 101

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 115

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 7.

For Internal Review Only

8 What makes us feel good?

SKILLS

Listening: Can understand how people are feeling if they use simple language and speak slowly and clearly.

Reading: Can identify key information in short, simple factual texts from the headings and illustrations.

Speaking: Can say how someone is feeling using single words, if guided by questions or prompts.

Writing: Can write simple sentences to describe how they or others are feeling.

GRAMMAR

Grammar 1: Can use "should(n't)" to offer or ask for advice or suggestions.

Grammar 2: Can use verbs of sensation in statements with adjectives.

VOCABULARY

Key vocabulary 1: toothpaste, toothbrush, mouthwash, rinse, chew, toothache, dirty, braces

Key vocabulary 2: hear, smell, taste, touch, hurt, feel, relax, breathe

Video vocabulary: incisor, canine, molar, flat

Reading 1 vocabulary: sharp, tear, fall out, grow, straight, bite, cut

Reading 2 vocabulary: dark, noise, friendly, blanket, footsteps, hide

Passive vocabulary: show, smile, laugh, same, tent, tongue

Revised vocabulary: clean, meat, clean (my) teeth (brush (my) teeth in American English)

PROJECTS

Write an information leaflet

Make a tooth poster

VIDEOS

Brain Crunch: Science – Teeth (8-1)

Tommy Zoom: The Toothache Parts 1–3 (8-2, 8-3, 8-4)

VALUE

Be brave

Unit opener

OBJECTIVES

Listening: Can identify basic factual information in short, simple dialogs, or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can draw simple conclusions about people in pictures, using a limited range of fixed expressions.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 116–117

WB p. 102

WB key p. 217

Video 8-1

Video script pp. 251–252

Pearson English Platform

Big Question

- Ask students how they feel in different situations to check the feeling words they already know. Elicit words they learned in Unit 1 (*bored*, *tired, sad*, *worried*, *happy*).
- Read the Big Question *What makes us feel good?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about activities and places that make them feel good.

SB Act. 1 p. 117

Read and check (✓) or cross (✗) for you.

- Students check the activities that make them happy and cross those that don't. Discuss answers.

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Differentiation

Struggling learners: Allow students to go back to Unit 1 and review the words for feelings. Ask *How do you feel when you do the things in Activity 1?*

Stretch: Elicit the words for feelings students know and write them on the board. They say how the things in Activity 1 make them feel.

SB Act. 2 p. 117

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Extra activity

CRITICAL THINKING

Students work in small groups listing the activities and places that make them feel good. The groups read their lists aloud. Are the lists similar?

WB p. 102

What do you know?

- Ask students to think of the Big Question and write in the box the words for feelings they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 102

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 117

8-1

Watch the video and circle. What's the video about?

- Ask students to look at the video still and guess what the video is about (*teeth*).
- Play the video. Students check if they were correct and then circle the words.

WB Act. 2 p. 102

8-1

Watch the video. Read and circle.

WB Act. 3 p. 102

8-1

Watch the video again. Read, choose, and write.

WB Act. 4 p. 102

CREATIVITY

Draw an open mouth. Draw molars, canines, and incisors.

Objective review

Ask students what places or activities make them feel good, and which make them feel sad. Praise their effort.

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8 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening:	Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
Speaking:	Can answer simple questions about habits and routines.
Vocabulary:	toothpaste, toothbrush, mouthwash, rinse, chew, toothache, dirty, braces
Revised vocabulary:	brush/clean (my) teeth

MATERIALS

SB pp. 118–119
WB pp. 103–104
WB key p. 217
SB audio tracks 2-10, 2-11, and 2-12
Picture cards 113–120
Pearson English Platform

Warm-up

Cue places and activities. Say *Theme park*. Student 1 says *I feel good at the theme park*. Say *Going to the movies*. Student 2 says *I feel good at the movies*, etc.

Lesson objective

Explain the lesson objective: To talk about teeth and how to keep them healthy.

SB Act. 1 p. 118

2-10

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-10 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 118

2-11

Listen and number.

- Play track 2-11 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 118

2-12

Listen and say.

- Play track 2-12. Students listen and say the words while pointing at the correct pictures. (**Answers: 1** toothache, **2** mouthwash, **3** toothpaste, **4** chew, **5** toothbrush, **6** braces, **7** rinse, **8** dirty)

Extra activity

CRITICAL THINKING

Ask *When/How often do you brush your teeth? What do you do when you have toothache/when your teeth are dirty/after you brush your teeth? What can you rinse your mouth with?*

Picture card activity 1

- Show students one picture card, but flip it quickly so they only glimpse it. Repeat until they guess the word.
- Once they do, put it up on the board. Repeat until all eight picture cards are on the board.

Picture card activity 2

Hold up the picture cards one by one and say either the correct or an incorrect word. Students say *Yes, it's a toothbrush.* or *No, it's "rinse."*

SB Act. 4 p. 118

Change the word to make correct sentences.

- Read the example. Students correct the sentences in pairs. (**Answers: 2** I'm wearing braces. They make my teeth straight., **3** I rinse my mouth with water., **4** When I eat meat, I chew it a lot., **5** Mouthwash tastes nice! I rinse my mouth with it., **6** Oh, no. My teeth are dirty! I want to brush them., **7** My toothbrush is blue. My sister's one is red., **8** Ow! My tooth hurts. I have a toothache!)

WB Act. 1 p. 103

Read and circle.

- Students circle the correct word to complete the sentences.

WB Act. 2 p. 103

Look and read. Write *yes* or *no*.

- This is a Pre A1 Starters Reading and Writing Part 2 task.
- Students look at the picture and respond to the statements.

WB Act. 3 p. 104

Look, read, and check (✓) or cross (✗).

- This is a Pre A1 Starters Reading and Writing Part 1 task.
- Students look at the pictures and decide whether the sentences are correct or incorrect.

For Internal Review Only

8

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Change the word to make correct sentences.

1 You put **braces** on a toothbrush. *You put toothpaste on a toothbrush.*
2 I'm wearing **toothbrushes**. They make my teeth straight. .....
3 I **chew** my mouth with water. .....
4 When I eat meat, I **rinse** it a lot. .....
5 **Toothache** tastes nice! I rinse my mouth with it. .....
6 Oh, no. My teeth are **toothpaste**! I want to brush them. .....
7 My **dirty** is blue. My sister's one is red. .....
8 Ow! My tooth hurts. I have a **chew**! .....

5 Work in groups. Ask your friends and complete the chart. Then tell the class.

	Friend 1	Friend 2	Friend 3
Do you wear braces?			
What color is your toothbrush?			
What's your favorite toothpaste?			
Do you like mouthwash?			
Do you brush your teeth in the morning?			
Do you brush your teeth at night?			

6 What can you do to keep your teeth clean? Talk with a friend.

Pre-reading 1

1 What do you think *molars* are? Read and circle.

animals candy teeth

Reading strategy
Guess the meaning of words you don't know.

We've got some big teeth. They're at the back of the mouth. They're called molars. We chew with these teeth.

SB Act. 5 p. 119 — COMMUNICATION

Work in groups. Ask your friends and complete the chart. Then tell the class.

- In groups, students take turns asking and answering the questions to complete the chart.

Differentiation

Struggling learners: Ask *How many friends wear braces/like mouthwash?*

Stretch: Students report the results, saying, e.g. *Three of my friends wear braces. Two don't like mouthwash. One has a red toothbrush.*

SB Act. 6 p. 119 — COMMUNICATION

What can you do to keep your teeth clean? Talk with a friend.

- Model the activity. Students ask and answer the question in pairs.

Word study: things, actions, and describing words

WB Act. 4 p. 104

Complete the chart with the words in the box. Then add your own words.

- Students identify the kinds of words.

Extra activity — CRITICAL THINKING

Draw three columns on the board with the headings *Things*, *Places*, and *Feelings*. Put the picture cards for this unit, and those for places and feelings, in a pile face down on your desk. Students take a picture card, put it in the correct column, and say a sentence using the word.

Objective review

Ask students to say how often they brush their teeth, and when, what with, etc. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Guess the meaning of words you don't know.

SB Act. 1 p. 119 — CRITICAL THINKING

What do you think *molars* are? Read and circle.

- Put students into groups. They read the extract and guess the correct meaning of *molars* from the options given.

Differentiation

Struggling learners: Students say the correct word.

Stretch: Students give reasons for their answers.

For Internal Review Only

8 Reading 1

OBJECTIVES

Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can answer simple questions about habits and routines.
Vocabulary:	sharp, tear, fall out, grow, straight, bite, cut
Passive vocabulary:	show, smile, laugh, same
Revised vocabulary:	clean, dirty, meat

MATERIALS

SB pp. 120–121
WB p. 105
WB key p. 217
SB audio track 2-13
Pearson English Platform

Warm-up

Students remember their answers to the question in Activity 1.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using the context to guess the meaning of words they don't know.

Reading text in British English

This is one of the texts in Level 2 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *sweets/candy*; *have got/have*.

SB Act. 2 p. 121

2-13

Read *Lots of Teeth!* Check your answers from Activity 1.

- Students read and listen to the text.
- Ask students to apply the reading strategy as they read.
- Ask if they found the answers to their questions from Activity 1.
- Ask students who answered correctly to raise their hands.
- Ask students to find the words in bold. Make sure they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: A student reads a sentence from the text for another to guess the animal.

Stretch activity

CRITICAL THINKING

Students underline the words they don't know and discuss their possible meaning. Ask *How did you find the meaning of these words? In what way did the surrounding words help you understand?*

SB Act. 3 p. 121

Read the text again and write T (True) or F (False).

- Students decide whether the sentences are true or false.

Stretch activity

CRITICAL THINKING

In pairs, students write two more true and two more false sentences about people's or animals' teeth, or what they eat. The rest of the class then says which sentences are true and which are false.

WB Act. 1 p. 105

Read *Lots of Teeth!* Complete the sentences with numbers.

- Refer students back to the text on SB pp. 120 and 121.
- Students read the text again and complete the sentences.

WB Act. 2 p. 105

Read *Lots of Teeth!* again. Check (✓) or cross (✗).

- Students complete the chart and read their answers aloud to check.

Extra activity

Vocabulary work

Make two sets of cards with the additional reading vocabulary in each set. Set up two teams. Say one of the words. A student from each team runs to the board, and writes a sentence using the word. The first student to write a correct sentence wins a point for his/her team.

WB Act. 3 p. 105

CRITICAL THINKING

Think and write.

- Students think and write answers to the questions.

For Internal Review Only



SB Act. 4 p. 121

COMMUNICATION

How do you feel when a tooth falls out? What do you do with it?

- Students take turns answering the questions in pairs. You may want to tell them about the Tooth Fairy. Is there a similar myth in their country?
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Stretch activity

COMMUNICATION

Students take notes of their friends' answers and report them to the class.

Objective review

Ask students if they remember how they guessed the meaning of the words they didn't know, and what helped them guess their meaning. Praise their effort.

For Internal Review Only

8 Grammar 1 • Speaking

OBJECTIVES

Grammar: Can use "should(n't)" to offer or ask for advice or suggestions.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about everyday activities using simple language.

MATERIALS

SB pp. 122–123
WB pp. 106–107
WB key p. 217
Video 8-2
Video script p. 252
Pearson English Platform
Grammar Book 2, Unit 20
Speaking and Vocabulary Book 2, Unit 8

Warm-up

Review *Lots of Teeth!* Ask *Do you show your teeth? When? What do you do to take care of your teeth? How many teeth do humans have? How many teeth do lions have? What's special about crocodiles' teeth?*

Lesson objective

Explain the lesson objective: To talk about what they should or shouldn't do.

SB Act. 1 p. 122

Watch Part 1 of the story video. Does Cranky brush his teeth before he falls asleep?

- Students watch Part 1 of the video twice.
- Focus students' attention on the example text.
- Remind students that *sweets* in American English is *candy* or *candies*.
- Ask *Does Suzie offer Cranky a sweet?* (Yes, she does.) *Does Cranky like sweets?* (Yes, he does.) *Why does Cranky like sweets?* (They taste good.) *Does Cranky brush his teeth?* (**Answer:** No, he doesn't.) *What is Cranky doing?* (He's sleeping.)

SB Act. 2 p. 122

Read the grammar box and circle.

- Focus students' attention on the grammar box and read the sentences together. Students circle the correct sentence.

SB Act. 3 p. 122

Read *Lots of Teeth!* again and circle examples of *should* and *shouldn't*.

- Refer students back to the text on SB pp. 120 and 121.
- Students read the text again and circle examples of the target grammar.

SB Act. 4 p. 122

Write *You should* or *You shouldn't*.

- Students complete the sentences.

WB Act. 1 p. 106

Read and circle.

- Focus students' attention on the grammar box. Students read the sentences and circle the correct word.

WB Act. 2 p. 106

Look, read, and write *should* or *shouldn't*.

- Students look at the pictures and complete the sentences.

SB Act. 5 p. 123

COMMUNICATION

Read and write. Are these things clean or dirty? Neat or messy? Healthy or unhealthy?

- Students classify the activities in pairs and check their lists with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Stretch activity

CRITICAL THINKING

Once the activities have been classified, students make sentences using *should/shouldn't* (e.g., *You shouldn't drink lots of soda. It's unhealthy.*)

WB Act. 3 p. 107

Look, read, and write *should* or *shouldn't*.

- Students look at the picture and complete the sentences.

WB Act. 4 p. 107

Read, circle, and write.

- Students read the sentences and complete the advice in pairs. Ask some pairs to share their advice with the class.

For more grammar practice, go to Grammar Book 2, Unit 20.

For Internal Review Only

8

Grammar 1

1 8-2 **Watch Part 1 of the story video. Does Cranky brush his teeth before he falls asleep?**



You should wash your hands!
You shouldn't eat with dirty hands.

2 **Read the grammar box and circle.**

Grammar

You **should** = It's a good idea. / It's not a good idea.
You **shouldn't** = It's a good idea. / It's not a good idea.

3 **Read *Lots of Teeth!* again and circle examples of *should* and *shouldn't*.**

4 **Write *You should* or *You shouldn't*.**

1 You shouldn't eat lots of candy.
2 You should brush your teeth every day.
3 You shouldn't use a dirty toothbrush.
4 You should use a clean toothbrush.
5 You should go to the dentist.
6 You should chew your food well.

5 **Read and write. Are these things clean or dirty? Neat or messy? Healthy or unhealthy?**

clean dirty healthy messy neat unhealthy

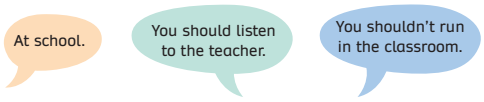
leave crayons on the desk	messy	wear the same socks every day	dirty
wash your hands	clean	wipe your nose with your hand	dirty
eat lots of cupcakes	unhealthy	put your crayons in a pencil case	neat
take a shower	clean	put your books on the floor	messy
do lots of exercise	healthy	eat fruit and salad	healthy
put your books in your backpack	neat	drink lots of soda	unhealthy

Speaking

6 **Think about these places. Talk with your friends about what you should and shouldn't do.**

Speaking strategy
Look at the speaker to show interest.

At school At the dentist At the park



Speaking

Speaking strategy

Explain the speaking strategy: Look at the speaker to show interest.

SB Act. 6 p. 123

COMMUNICATION

Think about these places. Talk with your friends about what you should and shouldn't do.

- Explain that you use *should* or *shouldn't* to give people advice. Model the dialog with a student, demonstrating the speaking strategy at the same time. Put students into pairs.
- Ensure students talk about the places using both the affirmative and negative. Ask some pairs to share their conversations with the class.

Differentiation

Struggling learners: Ensure students are using *You should* and *You shouldn't* correctly.

Stretch: Students report to the class what they should or shouldn't do in the different places and explain why, e.g., *You shouldn't run at school because you can fall.*

Extra activity

COLLABORATION

- Draw a tic-tac-toe board and write places students learned in previous units in each box (e.g., *gym*, *street*, *library*, *candy store*, *art center*, *playground*, *movie theater*, *market*, *adventure playground*).
- Put students into two teams. A student from each team chooses a place and makes two sentences, one saying what they *should do*, and another saying what they *shouldn't* do in each place.

Objective review

Ask students to say what they should or shouldn't do at home/school/a birthday party. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 8.

For Internal Review Only

8 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can express likes and dislikes in relation to familiar topics in a basic way.

SB vocabulary: hear, smell, taste, touch, hurt, feel, relax, breathe, tongue

WB vocabulary: floss, shampoo, shower gel, soap, sponge, towel

MATERIALS

SB pp. 124–125
WB pp. 108–109
WB key p. 217
SB audio tracks 2-14, 2-15, and 2-16
Picture cards 121–128
Pearson English Platform

Warm-up

Review *should/shouldn't*. Say *Library*. Student 1 says *You shouldn't talk in the library.* Student 2 says *You should read in silence at the library*. Continue cueing places from previous units.

Lesson objective

Explain the lesson objective: To talk about activities associated with the senses and feelings.

SB Act. 1 p. 124

2-14

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-14 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 124

2-15

Listen and number.

- Play track 2-15, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 124

2-16

Listen and say.

- Play track 2-16. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** hear, **2** taste, **3** relax, **4** breathe, **5** hurt, **6** feel, **7** touch, **8** smell)

Picture card activity 1

Put all the picture cards around the classroom. Say a word for students to point at the correct picture card. Then ask a student to use the word in a sentence.

Picture card activity 2

- Put all the picture cards on the board. Ask students to memorize them. Ask one student to leave the classroom. Remove one picture card.
- Ask the student to come back in and say the missing word.

WB Act. 1 p. 108

Look, choose, and write.

- Students look at the pictures, choose the correct word from the box, and complete the sentences.

SB Act. 4 p. 124

Look at the words in Activity 1 and label.

- Students label the picture.

SB Act. 5 p. 124

Look at Activity 1 and complete.

- Students complete the sentences.

Extra activity

COMMUNICATION

Put students into pairs. Student 1 says *I taste with … .* Student 2 responds *You taste with your tongue.*

SB Act. 6 p. 125

COMMUNCIATION

What can you do? Check (✓) or cross (✗). Then say.

- Read the example. Students complete the chart for themselves.
- In pairs, they take turns saying what they experience with each item.

Extra activity

CRITICAL THINKING

Set up a chain. Say *cupcake.* Student 1 says *I can taste/see/smell a cupcake* or *I can't hear a cupcake*. Cue the names of things they know to recycle words from previous units.

SB Act. 7 p. 125

COMMUNICATION

What makes you feel good? Talk with a friend.

- Model the activity. Elicit possible cues and write them on the board.
- In pairs, students take turns saying what makes them feel good.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

For Internal Review Only

Vocabulary 2

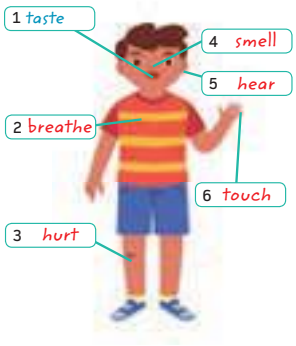
1 Listen and repeat.



2 Listen and number.

3 Listen and say.

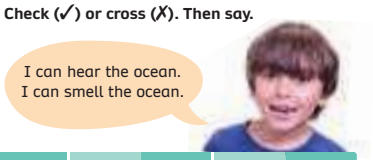
4 Look at the words in Activity 1 and label.



5 Look at Activity 1 and complete.

1 I *feel* with all my body.
2 I *taste* with my tongue.
3 I *touch* with my fingers.
4 I *hear* with my ears.
5 I *breathe* in air with my nose and my mouth.
6 When I sleep, I *relax* my body.

6 What can you do? Check (✓) or cross (✗). Then say.



	hear	smell	see	touch	taste	feel
the ocean						
an ice cream						
music						
an elephant						
a toothache						
happy						

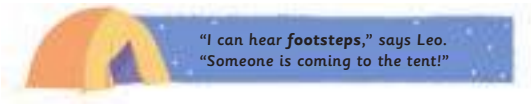
7 What makes you feel good? Talk with a friend.

I feel good when I'm by the ocean.

Pre-reading 2

1 Read and guess the answer. Check (✓).

Reading strategy
Guess the meaning of words you don't know.



I think the footsteps are the sound of … .
eating ☐ walking ☑ swimming ☐

Differentiation

Struggling learners: Make sure students use the Present Simple correctly in their sentences.

Stretch: Ask students to add reasons, e.g., *I feel good when I am by the ocean because I love the ocean.*

WB Act. 2 p. 108

CREATIVITY

You're in your favorite place. What can you see/hear/taste/feel/smell?

- Students write sentences to answer the question.

WB Act. 3 p. 109

Read and circle.

- Students circle the correct word to complete the sentences.

Vocabulary challenge: bathroom words

WB Act. 4 p. 109

Look, choose, and write.

- Students label the pictures with the words from the box.

WB Act. 5 p. 109

Read and write. Use the words from Activity 4.

- Students read the sentences and write the correct words from Activity 4.

Objective review

Ask students to list what they can hear, smell, taste, touch, and feel. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Guess the meaning of words you don't know.

SB Act. 1 p. 125

CRITICAL THINKING

Read and guess the answer. Check (✓).

- Ask *How did you guess the meaning of words you didn't know in "Lots of Teeth!"?*
- Students read the sentences and discuss what *footsteps* could mean in pairs.
- They check what they think is the correct meaning.

Stretch activity

COLLABORATION

In groups, students choose two words from previous classes in the unit, and write a correct and an incorrect meaning for each word. Ask students to bring the sentences to the next lesson.

For Internal Review Only

8 Reading 2

OBJECTIVES

Reading:	Can follow simple dialogs in short illustrated stories, if they can listen while reading.
Speaking:	Can say how someone is feeling using single words, if guided by questions or prompts.
Vocabulary:	dark, noise, friendly, blanket, footsteps, hide, delicious
Revised vocabulary:	tent

MATERIALS

SB pp. 126–127
WB p. 110
WB key pp. 217–218
SB audio track 2-17
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask different groups to write the sentences they wrote on the board. The class guesses the correct meaning of the words.
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using the context to guess the meaning of words they don't know.

SB Act. 2 p. 126

2-17

Read *What's That Noise?* Check your answer from Activity 1.

- Focus students' attention on the pictures. Students say where the children are (*in a tent*), the time of day (*evening*), and where the tent is (*in their garden*).
- Students read and listen to the text.
- Ask if students found the answer to Activity 1.
- Ask those who guessed correctly to raise their hands and say how they arrived at the answer. Praise their effort.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: A student reads a sentence from the dialog. The other students guess who said it.

Stretch activity

CRITICAL THINKING

Students look at the additional reading vocabulary and discuss the meanings. Ask *How did you find the meaning of these words? In what way did the words near these words help you understand the meaning? Did you recognize a word you know that forms part of the word you didn't know?*

Extra activity

Vocabulary work

- Ask students to go back through the text and underline in blue the activities they learned in Vocabulary 2, and underline in red the words that follow them.
- What verbs are followed by other words? (*hear* ➜ *noise/another noise/footsteps*; *smell* ➜ *something/nice*; *feel* ➜ *cold/good*; *breathe* ➜ *deeply*; *tastes* ➜ *good*) What verbs are not followed by other words? (*relax*).

SB Act. 3 p. 127

Read and circle.

- Students read the text again and circle the correct words in pairs.

WB Act. 1 p. 110

Read *What's That Noise?* Number the sentences in the correct order.

- Refer students back to the text on SB pp. 126 and 127.
- Students do the activity in pairs.

WB Act. 2 p. 110

Read *What's That Noise?* again and match.

- Students read the text again and match the sentence halves.

WB Act. 3 p. 110

Read and find the words.

- Students look at the definitions and find the corresponding words in the text.

For Internal Review Only



SB Act. 4 p. 127

CRITICAL THINKING

Think about the story. Discuss with a friend.

- Draw two columns on the board for students to copy in their notebooks with the headings *Night noises* and *I feel …* . Students make their lists.
- Put students into pairs to share their lists. Ask them to report the differences and similarities to the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 110

CRITICAL THINKING

Think and write. What can you hear, see, and smell on a camping trip?

- Students look at the picture and complete the sentences. Ask some students to read their sentences aloud to the class.

Stretch activity

CRITICAL THINKING

Ask students to think about the noises they hear during the day, such as in the morning/at school/in the playground, and to say how they make them feel.

Extra activity

COLLABORATION

Ask students to name places where they feel good. Write them on the board. Students vote for the three best places. Group students who share the same place. They say why they feel good there.

Value

Be brave

Ask students why Leo can't relax and feels scared (*because he isn't sleeping at home; It's dark outside.; He can hear strange noises.*) Talk to students about the importance of being brave. As they grow up, they will have to experience new things and do things on their own.

Objective review

Ask students to say the things the children heard, felt, smelled, touched, and what hurt them in the text, and what helped them understand the additional reading vocabulary. Praise their effort.

For Internal Review Only

8 Grammar 2 • Listening • Speaking

OBJECTIVES

Grammar: Can use verbs of sensation in statements with adjectives.

Listening: Can understand how people are feeling, if they use simple language and speak slowly and clearly.

Speaking: Can say how someone is feeling using single words, if guided by questions or prompts.

MATERIALS

SB pp. 128–129
WB pp. 111–112
WB key p. 218
SB audio track 2-18
Videos 8-2, 8-3, and 8-4
Video script p. 251
Picture cards 49–80, 121–128
Pearson English Platform
Speaking and Vocabulary Book 2, Unit 8

Warm-up

Put three piles of picture cards face down on your desk; one related to the senses, another pile of food picture cards (*burger*, *brownie*, etc.), and another for places (*market*, *fields*, etc.). Students come to the front, pick one card from each pile, and make a sentence, e.g., *The gas station smells bad* or *Candies taste good!*

Lesson objective

Explain the lesson objective: To talk about what they can smell and taste, and how they feel about it.

SB Act. 1 p. 128

8-2

Watch Part 1 of the story video again. Then choose and write.

- Students watch Part 1 of the video again.
- Students look at the video still and complete the sentences.
- Remind students that *sweets* in American English is *candy/candies*.
- Ask *What are Suzie and Tommy eating?* (They're eating sweets/candies.) *Who smells the candies?* (Cranky does) *Does Cranky have candies on his planet?* (No, he doesn't.) *What is the problem with Cranky?* (He eats too many sweets/candies.) *Are his teeth clean or dirty?* (They're dirty.)

SB Act. 2 p. 128

Look at the grammar box and read.

- Students read the grammar box. Remind students what words followed *feel*, *smell*, and *taste* in the previous reading text. Elicit that they're followed by a word that describes the sensation.

SB Act. 3 p. 128

Read *What's That Noise*? again and circle the examples of *smells nice* and *tastes good*.

- Refer students back to the text on SB pp. 126 and 127.
- Students read the text again and circle examples of the target grammar.

SB Act. 4 p. 128

CRITICAL THINKING

What do you think? Choose and write.

- Students choose the correct to complete the sentences.

WB Act. 1 p. 111

Look, read, and write *good* or *bad*.

- Focus students' attention on the grammar box. They look at the pictures and complete the sentences.

WB Act. 2 p. 111

How do you feel? Read and write.

- Students answer the questions for themselves.

SB Act. 5 p. 129

Rewrite the sentences in the text.

- Focus students' attention on the sentences in the grammar box.
- Elicit that to make these sentences they have to replace *and* with *when*, and begin with *I feel ...* . (**Answers: 2** We feel good when we laugh., **3** We feel good when we play tennis., **4** I feel good when I go to the beach.)

WB Act. 3 p. 112

Look, read, and write *good* or *bad*.

- Focus students' attention on the grammar box.
- Students look at the chart and complete the sentences.

WB Act. 4 p. 112

Rewrite the sentences with *when*. Then write sentences for you.

- Remind students that the word order is reversed in *when* and *and* sentences.
- Students write the sentences with *when*.

For Internal Review Only

Grammar 2

1 8-2 **Watch Part 1 of the story video again. Then choose and write.**



lemon smells taste tastes

1 These candies taste great.
2 This is lemon .
3 This tastes of ice cream.
4 What's that smell? It smells good.

2 **Look at the grammar box and read.**

3 **Read *What's That Noise?* again and circle the examples of *smells nice* and *tastes good*.**

4 **What do you think? Choose and write.**

Grammar

Dad is baking. The bread **smells nice**!
My dinner **smells bad**!
The ice cream **tastes good**!
The ice cream **tastes bad**!

smell bad smell nice tastes bad tastes good

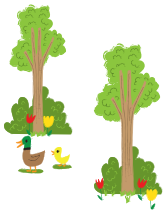
1 My sandwich is too dry. It tastes bad .
2 The cake tastes good .
3 The flowers smell good .
4 The rotten vegetables smell bad .

5 **Rewrite the sentences in the text.**

I swim and I feel good.
I feel good **when** I swim.



I see my friends in the park and I feel good.
1 I feel good when I see my friends.
We laugh and we feel good.
2 .....
We play tennis and we feel good.
3 .....
I go to the beach and I feel good.
4 .....



Listening and Speaking



6 2-18 **Look, choose, and write. Then listen to Lucas and circle.**

play soccer drink soda
eat pasta drink milk



1 I feel happy / great when I play soccer .
2 I feel tired / great when I eat pasta .
3 I feel good / bad when I drink milk .
4 I feel tired / happy when I drink soda .

7 **How do you feel? Talk with your friends.**

I feel happy when I have pasta for dinner. It tastes really good!

I feel healthy when I eat fruit.

8 8-3 **Watch Parts 2 and 3 of the story video. Why does Cranky go to the dentist?**

Extra activity — CRITICAL THINKING

- Write the words *I*, *flowers*, *happy, when, smell*, *feel*, *I* on the board in any order.
- Students write a sentence using these words in their notebooks (*I feel happy when I smell flowers. / When I smell flowers, I feel happy.*)
- Focus students' attention on the grammar box.

Listening and Speaking

SB Act. 6 p. 129

2-18

Look, choose, and write. Then listen to Lucas and circle.

- Students complete the sentences with the words from the box.
- Play track 2-18 twice. Students listen and check their answers.

Differentiation

Struggling learners: Students read their sentences. Check they're using the Present Simple correctly.

Stretch: Students report to the class when they feel happy/tired/good/bad/great and compare their feelings to Lucas's, e.g., *Lucas feels happy when he plays soccer, but I feel tired.*

SB Act. 7 p. 129 — COMMUNICATION

How do you feel? Talk with your friends.

- Model the example. Students work in pairs taking turns saying how they feel.

SB Act. 8 p. 129

8-3

Watch Parts 2 and 3 of the story video. Why does Cranky go to the dentist?

- Students watch Parts 2 and 3 of the video.
- Ask *What is Cranky dreaming of?* (He's dreaming of a garden of sweets/yard of candies.) *Why does Cranky go to the dentist?* (**Answer:** His tooth hurts.) *What does the dentist give Cranky?* (He gives Cranky a toothbrush and some toothpaste.) *What should Cranky do?* (He should brush his teeth in the morning and in the evening.)

Objective review

Show some picture cards of food, places, and sports, and ask students to say how they feel about them. Praise their effort.

For more speaking and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 8.

For Internal Review Only

8 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can talk about familiar topics using a few basic words and phrases.

Writing: Can write simple sentences to describe how they or others are feeling.

MATERIALS

SB pp. 130–131
WB pp. 113–115
WB key p. 218
Picture cards (mix 1–128)
Pearson English Platform
Test Book 2, Unit 8

Warm-up

Review the Unit 7 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a simple poem, while applying the writing strategy.

SB Act. 1 p. 130

What makes Alice feel good? Look at the picture and circle.

- Ask students to look at the pictures and circle what they can see.

SB Act. 2 p. 130

Read Alice's poem and check your answers.

- Ask students who had the answers correct to raise their hands.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 130

Read the text again. Circle the words that rhyme.

- Focus students' attention on the writing strategy. Ask them to look for and circle examples of other rhyming words in the poem.

SB Act. 4 p. 130

WB 113

Find or draw a picture of things you like. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 113

Focus students' attention on the Remember! box.

WB Act. 1 p. 113

Match the words that rhyme.

WB Act. 2 p. 113

How do you feel? Read, choose, and write.

WB Act. 3 p. 113

Complete the poem. Use the words from Activity 2. Make sentences that rhyme.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their poems aloud. Praise their effort.

Now I Know

Warm-up

Display 15 picture cards from a mix of units students have studied so far. Give students one minute to memorize them, and then remove the picture cards. Students write the words in their notebooks. The student who remembers all the words wins.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 131

CRITICAL THINKING

What makes us feel good? Circle for you and add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

For Internal Review Only

Writing

1 What makes Alice feel good? Look at the picture and circle.

apples laughing P.E. pears swimming teddy bear tennis

2 Read Alice's poem and check your answers.



3 Read the text again. Circle the words that rhyme.

4 WB 113 Find or draw a picture of things you like. Then go to the Workbook to do the writing activity.

Writing strategy

We can write poems with words that rhyme:

bear — pear bath — laugh

We can write poems with words that don't rhyme, too.

Now I Know

1 What makes us feel good? Circle for you and add your own ideas.

I feel good when I'm ...

clean dirty at school with my friends

I feel good when I have ...

a toothache good food a lot of homework

2 Choose a project.

Write an information leaflet.

1 Choose an animal.
2 Find a picture of its teeth.
3 Are they big or small?
4 What does the animal eat?
5 Present your leaflet to the class.

or

Make a tooth poster.

1 Draw and label a big tooth.
2 Find or draw pictures of:
- What's good for your teeth.
- What's bad for your teeth.

3 Show your poster to the class.

Read and color the stars

I can understand how someone is feeling.
I can say how someone is feeling.
I can use headings and illustrations to help me understand factual texts.
I can write about how I feel.

WB Act. 1 p. 114

Read, choose, and write.

WB Act. 2 p. 114

Read and match.

WB Act. 3 p. 114

Read and write. Use *should* or *shouldn't*.

WB Act. 4 p. 115

How do you feel? Read and write.

Project

SB Act. 2 p. 131

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 115

What makes you feel good? What makes you feel bad? Write six words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 115

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 115

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 131

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 8.

For Internal Review Only

9 How are the seasons different?

SKILLS

Listening: Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly.

Reading: Can follow the sequence of events in a short text on a familiar, everyday topic.

Speaking: Can describe weather conditions in their country using simple language.

Writing: Can write simple sentences about familiar things, given prompts or a model.

GRAMMAR

Grammar 1: Can use common adverbs of frequency in statements with the Present Simple.

Grammar 2: Can use common adverbs of frequency in statements with the Present Simple.

VOCABULARY

Key vocabulary 1: January, February, March, April, May, June, July, August, September, October, November, December

Key vocabulary 2: spring, summer, fall, winter, seasons, world, North, South

Video vocabulary: line graph, average, rainfall, x axis, y axis, cross, line, bottom, along, join

Reading 1 vocabulary: forest, shine, insects, tail, hungry, fat, cloudy, rain (v), thin

Reading 2 vocabulary: maps, equator, Northern/ Southern Hemisphere, half, leaves

Passive vocabulary: collect, get, sky, different, line, middle

Revised vocabulary: cold, hot, indoors, cucumbers, snow, rain (n)

PROJECTS

Make a weather graph

Make a coloring game

VIDEOS

Brain Crunch: Maths – line graphs, months and seasons (9-1)

Tommy Zoom: The Geography Lesson Parts 1–3 (9-2, 9-3, 9-4)

VALUE

Look after yourself

Unit opener

OBJECTIVES

Listening: Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

Speaking: Can describe weather conditions in their country using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 132–133

WB p. 116

WB key p. 218

Video 9-1

Video script p. 252

Pearson English Platform

Big Question

- Ask students questions about weather and seasons to check what weather words they already know.
- Read the Big Question *How are the seasons different?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

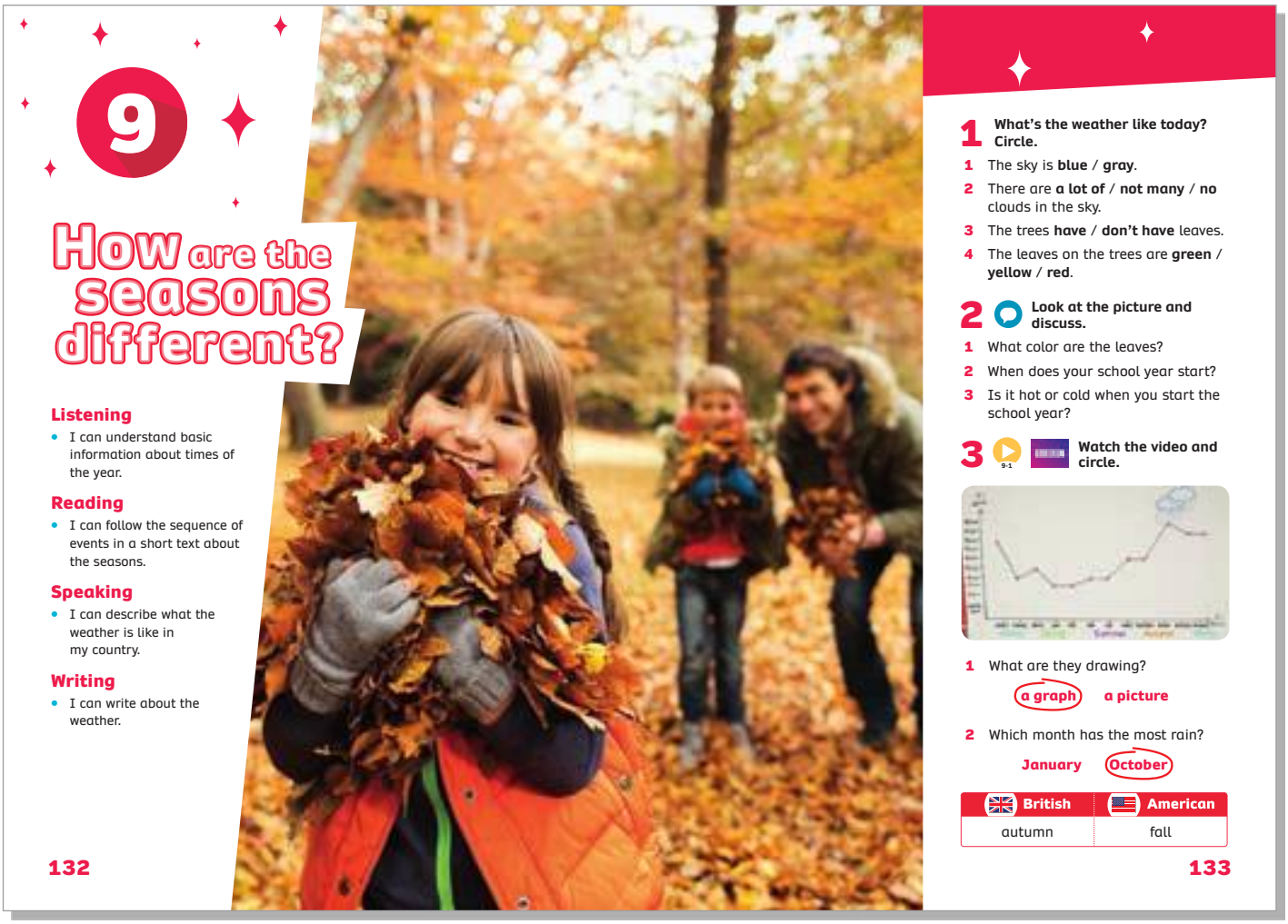
Explain the lesson objective: To talk about the seasons in their country and in what way they're different.

SB Act. 1 p. 133

What's the weather like today? Circle.

- Ask students to circle the answers that correspond to the weather conditions and their environment. Discuss.

For Internal Review Only



SB Act. 2 p. 133

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Struggling learners: Ask *Where are the children? What is in their hands? Is it cold or hot? What are they wearing?*

WB p. 116

What do you know?

- Ask students to think of the Big Question and write words for seasons and weather they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 116

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 133

9-1

Watch the video and circle.

- Ask students to look at the video still and guess what the video is about. *(math/line graphs/rain)*
- Play the video. Students circle the answers.

International English

Focus students' attention on the difference between British and American English for the same seasons: *autumn* and *fall*. Can they think of any others?

Stretch activity

COMMUNICATION

Ask students to answer the questions on the video for their country: *Which month is the hottest? Which is the coldest?*

WB Act. 2 p. 116

9-1

Watch the video. Read, choose, and write.

WB Act. 3 p. 116

9-1

Watch the video again. Read and circle.

WB Act. 4 p. 116

How often does it rain in your country? Which month has the most rain?

Objective review

Ask students what the weather is like at the beginning, in the middle, and at the end of the school year. Praise their effort.

For Internal Review Only

9 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can talk about familiar topics using a few basic words and phrases.

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

MATERIALS

SB pp. 134–135
WB pp. 117–118
WB key p. 218
SB audio tracks 2-19, 2-20, and 2-21
Picture cards 129–140
Pearson English Platform

Warm-up

Ask students *Which month has the most rain in this country? Which is the hottest? Which is the coldest? In which month can you fly kites? When do classes start?*

Lesson objective

Explain the lesson objective: To talk about the months of the year.

SB Act. 1 p. 134

2-19

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-19 twice, pausing after each word. Students point at the pictures and then repeat the words.
- Make sure they're using the correct pronunciation.

SB Act. 2 p. 134

2-20

Listen and number.

- Play track 2-20 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 134

2-21

Listen and say.

- Play track 2-21. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** March, **2** May, **3** August, **4** November, **5** April, **6** October, **7** June, **8** September, **9** December, **10** July, **11** January, **12** February)

Picture card activity 1

Put a line of tape on the floor and designate one side "True" and the other side "False." Hold up a picture card and say a month. Students have to jump to the "True" side if you said the correct month, and to the "False" side if you didn't. Students who aren't correct sit out until the next game.

WB Act. 1 p. 117

Write the missing letters.

WB Act. 2 p. 117

Look and write the letters in order.

- This is a Pre A1 Starters Reading & Writing Part 2 task.

WB Act. 3 p. 118

Read and write.

SB Act. 4 p. 134

What do you celebrate? When do you celebrate? Write.

- Students answer for themselves, and then discuss their answers with the whole class.

Extra activity

CRITICAL THINKING

Ask *What do you/does your family celebrate in (month of the year)? When do you celebrate your National Day/ your mom's/dad's/brother's/sister's birthday?*

Picture card activity 2

Lay all the picture cards out face down on your desk. Students toss a beanbag onto one picture card, turn it over, say the month, and make a sentence with it, e.g., *My birthday is in July* or *It's hot/cold in January.* Alternatively, you could put students in two teams. Teams get a point for each correct word and sentence.

SB Act. 5 p. 135

COMMUNICATION

Ask and answer with a friend. Complete the chart.

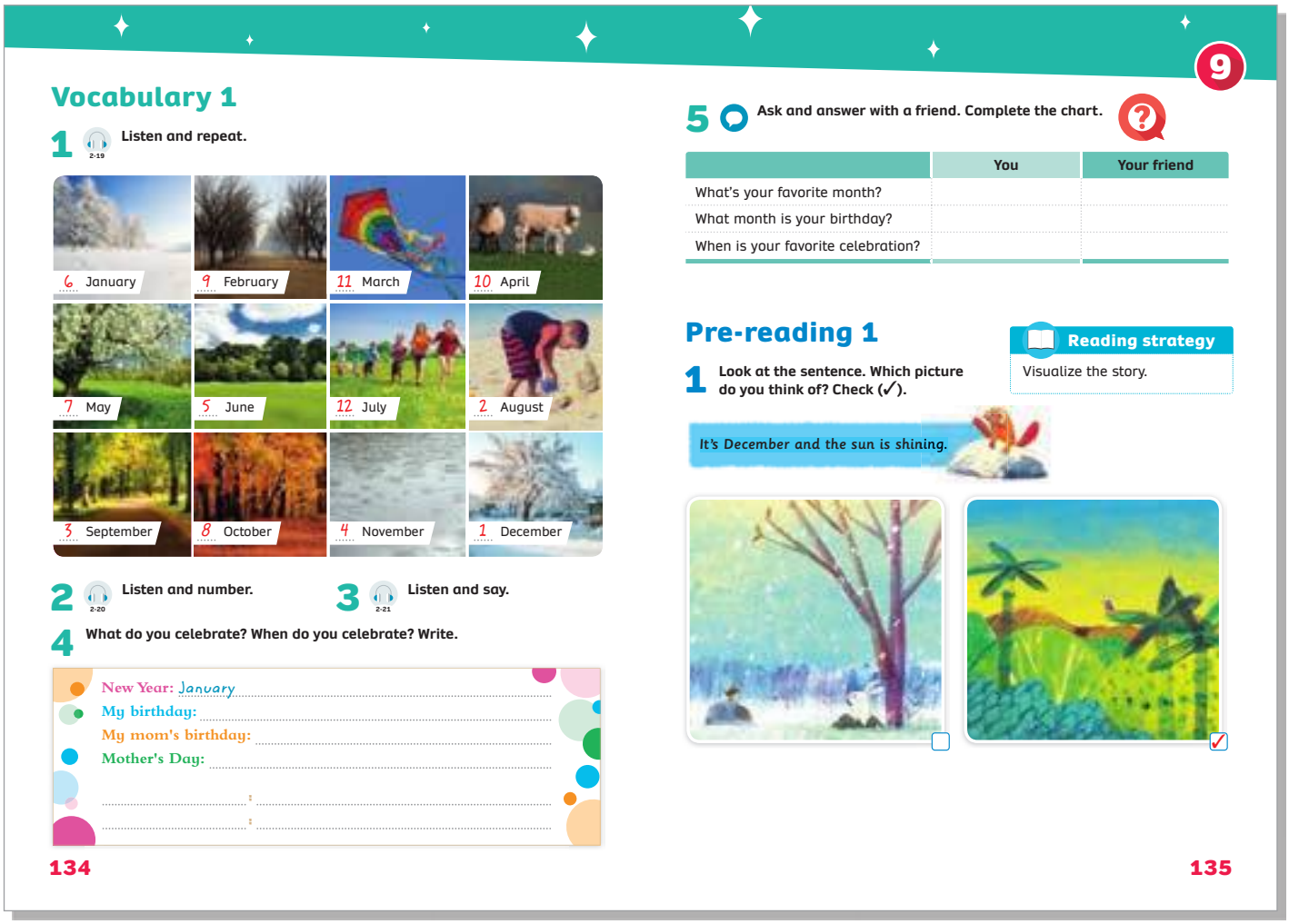
- Students discuss in pairs and complete the chart.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Students read their answers to the questions in Activity 5 to the class.

Stretch: Students read their answers and give reasons for their answers to the first and third questions.

For Internal Review Only



WB Act. 4 p. 118

What about you? Read and write.

Word study: capital letters

WB Act. 5 p. 118

Write the missing letters. Which ones are capital letters?

- Students complete the words with capital letters or lowercase letters.

WB Act. 6 p. 118

Read and write the letters that should be capital letters.

- Students circle the letters that should be capital letters in the dialog.

Extra activity

CRITICAL THINKING

- Draw two columns on the board with the headings *Capital letters* and *Small letters*.
- Shuffle the picture cards of the days, the months, and any other words you want to review, and put them in a pile face down. Students pick up a card, say the word, and put it in the correct column.

Objective review

Ask students what their favorite month is, and why. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Visualize the story.

SB Act. 1 p. 135

CRITICAL THINKING

Look at the sentence. Which picture do you think of? Check (✓).

- Put students into groups. They first read the sentence and discuss what image it creates in their minds.
- They then look at the pictures and check which one best matches what they imagined.

Differentiation

Struggling learners: Students say which picture fits the description.

Stretch: Students give reasons for their answers.

For Internal Review Only

9 Reading 1

OBJECTIVES

Reading:	Can follow simple dialogs in short illustrated stories, if they can listen while reading.
Speaking:	Can talk about familiar topics using a few basic words and phrases.
Vocabulary:	forest, shine, insects, tail, hungry, fat, cloudy, rain (v), thin
Passive vocabulary:	collect, get, sky, different
Revised vocabulary:	cold, hot

MATERIALS

SB pp. 136–137
WB p. 119
WB key p. 218
SB audio track 2-22
Pearson English Platform

Warm-up

Review students' answers to Activity 1, and their reasons for choosing one picture or the other.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using descriptions in the text to visualize the story.

SB Act. 2 p. 136

2-22

Read *Larry the Lemur.* Check your answer from Activity 1.

- Students read and listen to the story while applying the reading strategy.
- Ask if they found confirmation of their choice in Activity 1.
- Ask students to find the words in bold. Make sure they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.
Stretch: Give students a month from the story and ask them to describe what they think Larry's surroundings are like during that time. Ask *What's the weather like? What colors can he see? What plants and animals are there?*

Stretch activity

CRITICAL THINKING

Ask *Did you find the sentence you read in Activity 1? Was your answer correct? Are there other sentences in the story that describe a place/a character and helped you get a mental image (visualize) what is happening?* Students work in pairs underlining sentences that help them visualize the story.

Extra activity

CRITICAL THINKING

This is a continuation of the Stretch activity. Students read aloud sentences from the story for the class, to say whether they help them visualize a character or a place in the story. If they do, they point at the correct picture.

SB Act. 3 p. 137

Read the story again. Write the months.

- Students write the months described. (**Answers:** **1** December, **2** December, January, February, March, April, May, **3** June, **4** June)

Extra activity

Vocabulary work

- Ask students to go back to the text to find and underline these words: *forest*, *shining*, *insects*, *tail*, *hungry*, *fat*, *cloudy*, *raining*, *thin*.
- Ask students to find all weather words (*shining*, *cloudy*, *raining*) and describing words (*hungry*, *fat*, *thin*). Which word is a place? (*forest*) Which is a body part? (*tail*)

WB Act. 1 p. 119

Read *Larry the Lemur* and match.

- Refer students back to the text on SB pp. 136 and 137.
- Students read the story again and match the months to the pictures.

WB Act. 2 p. 119

Read *Larry the Lemur* again. Choose and write.

- Students complete the sentences with the words from the box and read them aloud to check.

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Extra activity

CREATIVITY

Students work in pairs writing three questions about the story. Each pair reads their questions aloud for the class to answer. Make sure they don't repeat the questions.

WB Act. 3 p. 119

CRITICAL THINKING

What food do you eat when it's hot and when it's cold? Draw and write.

- Students complete the sentences. They show their drawings and read their answers to the class.

SB Act. 4 p. 137

COMMUNICATION

Can you think of other animals that sleep for months?

- Put students into small groups to discuss the question and make a list of these animals.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Stretch activity

CRITICAL THINKING

Ask students to think of the animals they chose. Ask *Where do they live? During which months do they sleep? Do they sleep when it's cold or hot? What do they eat to help them sleep?*

Value

Look after yourself

- Ask students what they think *to look after yourself* means. Give them some clues: not to eat junk food, to wash your hands before eating, to look before you cross the street. Ask for more examples.
- Ask *Does Larry the Lemur look after himself? How?* Ask for examples from the text.
- Ask *What do you learn from this lesson? Why should you take care of yourselves? What should you do to take care of yourselves?*

Objective review

Ask students if they can remember some sentences that helped them get a picture of the characters, or the place where the story takes place. Praise their effort.

For Internal Review Only

9 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar:	Can use common adverbs of frequency in statements with the Present Simple.
Listening:	Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly.
Speaking:	Can answer simple questions about habits and routines.
Revised vocabulary:	indoors, cucumbers

MATERIALS

SB pp. 138–139
WB pp. 120–121
WB key p. 218
SB audio track 2-23
Video 9-2
Video script p. 252
Pearson English Platform
Grammar Book 2, Unit 12
Speaking and Vocabulary Book 2, Unit 9

Warm-up

Review *Larry the Lemur*. Ask *What's Larry? Where does he live? When does he go to sleep? Why? When does he wake up? When does he eat? What does he eat?*

Lesson objective

Explain the lesson objective: To talk about the frequency with which they do things.

SB Act. 1 p. 138

9-2

Watch Part 1 of the story video. What are the four seasons?

- Students watch Part 1 of the video twice.
- Focus students' attention on the text from the video. Ask *When does Cranky play in the snow?* (in January).
- Ask *What are the four seasons in England?* (**Answer:** spring, summer, autumn/fall, winter) *What's the weather like?* (It's snowing.) *Does Cranky like snow?* (No, he doesn't.)

SB Act. 2 p. 138

Look at the grammar box and read.

- Focus students' attention on the grammar box. Students read the words and count the stars.

SB Act. 3 p. 138

Read and complete.

- Students use the key in the grammar box to complete the sentences.

SB Act. 4 p. 138

CRITICAL THINKING

When do you do these things? Write.

- Students write the activities in the correct column. They compare their answers in pairs.

WB Act. 1 p. 120

Look, read, and circle.

- Focus students' attention on the grammar box. Then students look at Ali's schedule and circle the correct word in the sentences.

WB Act. 2 p. 120

Read and write. Use *never*, *always*, *sometimes*, or *often*.

- Students read the diary and complete the sentences.

WB Act. 3 p. 121

Look, read, and write *sometimes*, *often*, or *always*.

- Students complete the sentences following the cues.

SB Act. 5 p. 139

Look at Activity 4. Then write sentences for you with *always*, *often*, *sometimes*, and *never*.

- Students write sentences about themselves and read them to the class to check.

WB Act. 4 p. 121

Write the words in order.

- Students write the words in the correct order to create sentences.

WB Act. 5 p. 121

Write for you.

- Students complete the sentences with information about themselves.

For more grammar practice, go to Grammar Book 2, Unit 12.

For Internal Review Only

Grammar 1

1 9-2 **Watch Part 1 of the story video. What are the four seasons?**

2 **Look at the grammar box and read.**



I sometimes play in the snow in January.

Grammar

always ☆☆☆☆
often ☆☆☆☆
sometimes ☆☆☆☆
never ☆☆☆☆

3 **Read and complete.**

1 I *never* go to school in August. ☆☆☆☆
2 They *always* go to school in September. ★☆☆☆
3 She *often* plays outside in May. ★★☆☆
4 We *sometimes* play indoors in January. ★★☆☆

4 **When do you do these things? Write.**

stay indoors · go to the beach · swim in the ocean
ride my bike · read a lot of books · have picnics
watch TV · eat ice cream · eat soup

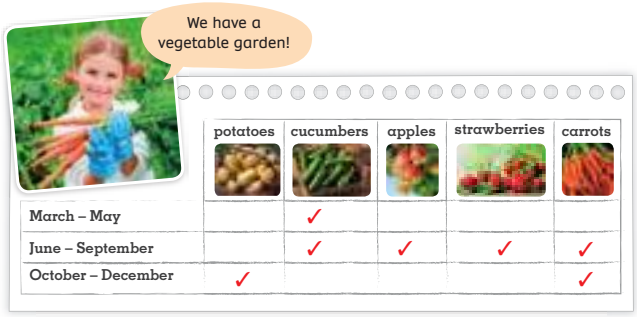
Always	Often	Sometimes	Never

5 **Look at Activity 4. Then write sentences for you with *always*, *often*, *sometimes*, and *never*.**

1 *I sometimes go to the beach.*
2
3
4

Listening and Speaking

6 2-23 **Listen and check (✓) the correct months.**



7 **What do you like to eat? Talk with a friend.**

I often eat carrots. What about you?

I sometimes eat carrots. I always eat potatoes.

Listening and Speaking

SB Act. 6 p. 139

2-23

Listen and check (✓) the correct months.

- Play track 2-23 twice. Students complete the chart.

SB Act. 7 p. 139

COMMUNICATION

What do you like to eat? Talk with a friend.

- Model the dialog. Put students into pairs. Encourage them to use the adverbs of frequency and the phrases from Activity 4. Alternatively, you may want to create a chain. Make sure students register their partner's answers.

Differentiation

Struggling learners: While monitoring Activity 7, make sure they use *often*, *always*, *never*, *sometimes*, and the Present Simple correctly.

Stretch: Students report to the class how often their friend does an activity, e.g., *Francisco never eats soup, but he sometimes eats ice cream.*

Stretch activity

CRITICAL THINKING

Students make sentences using two of the phrases they used in Activity 4, two adverbs of frequency, and a month, e.g., *I never go to the beach, but I always ride my bike in January. I sometimes have picnics and I often eat ice cream in August.*

Objective review

Students say with what frequency they do an activity. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 9.

For Internal Review Only

9 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions (e.g., of objects, people, or animals), if spoken slowly and clearly.

SB vocabulary: spring, summer, fall, winter, seasons, world, North, South

WB vocabulary: dry, polar, temperate, tropical

MATERIALS

SB pp. 140–141
WB pp. 122–123
WB key p. 218
SB audio tracks 2-24, 2-25, and 2-26
Picture cards 141–148
Pearson English Platform

Warm-up

Review *always, sometimes, often, never*. Create a chain. Student 1 says *I never eat ice cream. What about you?* Student 2 answers, and then asks Student 3 the question.

Lesson objective

Explain the lesson objective: To talk about activities they can do during different seasons.

SB Act. 1 p. 140

2-24

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-24 twice, pausing after each word. Students point at the pictures and then repeat the words. Make sure they're using the correct pronunciation.

SB Act. 2 p. 140

2-25

Listen and number.

- Play track 2-25, pausing after each word. Students number the pictures.

SB Act. 3 p. 140

2-26

Listen and say.

- Play track 2-26. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** world, **2** seasons, **3** North, **4** winter, **5** summer, **6** South, **7** spring, **8** fall)

Picture card activity 1

- Students sit in a circle. Put the picture cards in a pile in the center of the circle. Take the first picture card and show it to everybody. Then put it on your desk.
- Ask one student to walk around the outside of the circle while all the other students say the target vocabulary (*spring*, *summer*, *fall*, *winter*, *seasons*, *world*, *North*, *South*) while touching each student in the circle on the head. When the word on the picture card is said, the student whose head is being touched at that time chases the first student around the circle. The first one to sit in that spot chooses the next word. The student standing walks around the circle and the other students say *spring*, *summer* … again.

Picture card activity 2

Hide a picture card behind your back. Students have to guess which it is by asking three yes/no questions, e.g., *Is it cold? No. Is it summer? No. Is it spring? Yes.* Eventually, the students who guess correctly may take your place at the front.

WB Act. 1 p. 122

Look and write the missing letters.

- Students look at the pictures and complete the words.

WB Act. 2 p. 122

Read and circle.

- Students read the sentences and circle the correct words.

SB Act. 4 p. 140

Complete the seasons.

- Students complete the diagram.

WB Act. 3 p. 122

Read and write the season.

- Students read the sentences and decide which season they describe.

WB Act. 4 p. 123

Read and write the letters in order.

- Students put the letters of the given words in order and complete the text.

SB Act. 5 p. 141

CRITICAL THINKING

What do you do in the different seasons in your country? Write.

- Students write the activities in the correct column.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COMMUNICATION

Put students into pairs. They take turns saying an activity and guessing the season, e.g., Student 1 says *I make a snowman.* Student 2 says *It's winter.*

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Vocabulary 2

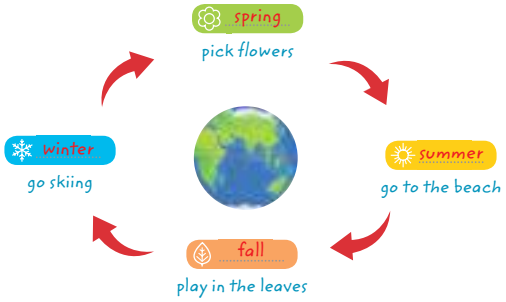
1 Listen and repeat. 2-24



2 Listen and number. 2-25

3 Listen and say. 2-26

4 Complete the seasons.



5 What do you do in the different seasons in your country? Write.

eat hot soup · eat strawberries · make a snowman · pick flowers · play in the leaves · start school · swim in the ocean · wear a coat · wear shorts

Spring	Summer	Fall	Winter
pick flowers	swim in the ocean	start school	make a snowman
	eat strawberries	play in the leaves	eat hot soup
	wear shorts		wear a coat

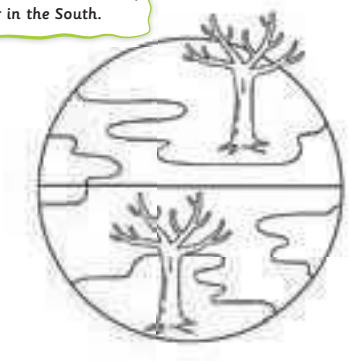
Pre-reading 2

Reading strategy

Visualize the text.

1 Look at the sentences from the reading. Draw and color.

When it's winter in the North, it's summer in the South.



Extra activity

CRITICAL THINKING

Remind students of the videos they have seen so far. Ask *When is winter in England/our country? Is England/our country in the North or in the South? When is it winter/spring/summer/fall in the South/North? Does it always snow in winter in our country? When do leaves fall from the trees?*

Differentiation

Struggling learners: Make sure students use the Present Simple correctly.

Stretch: Ask students to expand their answers by including an adverb of frequency, e.g., *It never snows in winter in our country.*

Vocabulary challenge: climate

WB Act. 5 p. 123

Look, choose, and write.

- Students look at the pictures and write the words.

WB Act. 6 p. 123

Read and write. Use the words from Activity 5.

- Students read the definitions and write the correct words.

Objective review

In groups, students make a list of the activities that they do in the different seasons. Have a general discussion of the lists. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Visualize the text.

SB Act. 1 p. 141

Look at the sentences from the reading. Draw and color.

- Ask students to read the sentence and discuss what image the sentence creates in their minds.
- They then draw and color the trees accordingly.

Stretch activity

COLLABORATION

Students work in pairs or small groups to write a list contrasting the activities people in the North and people in the South do during the same months. Remind them to bring the lists to the next class.

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9 Reading 2

OBJECTIVES

Reading:	Can understand basic factual statements relating to pictures or simple texts.
Speaking:	Can talk about a familiar place in a basic way.
Vocabulary:	maps, equator, Northern/Southern Hemisphere, half, leaves
Passive vocabulary:	line, middle

MATERIALS

SB pp. 142–143
WB p. 124
WB key p. 218
SB audio track 2-27
Picture cards 141–148
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, remind students of the lists they made. If you didn't do the Stretch activity, ask students to do it now.
- Draw a chart with three columns on the board with the headings *Month*, *North*, and *South*. Put up the picture cards with the seasons to the left of the chart as a reminder. Call out the months. Students read the activities they listed for each month in the South and in the North, and write them in the correct column, e.g., (Month) *January* – (North) *make a snowman*/(South) *go to the beach*. Make sure activities are not repeated. Keep their notes on the board.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using descriptions in the text to create a mental image.

SB Act. 2 p. 142

2-27

Read *North and South.* Check your answer from Activity 1.

- Students listen and read, while applying the reading strategy.
- Ask students if the text confirmed their answers to Activity 1.
- Ask students to find the words in bold. Make sure they remember their meaning.

Stretch activity

CRITICAL THINKING

Ask *Did any phrases help you visualize the text? Which ones?* Students work in pairs to identify the phrases (*children swim in the ocean and eat summer fruits*; *children sometimes play in the snow and eat soup*; *the leaves on the trees are orange*; *they're green in the South*).

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Ask students to read a sentence from paragraph 1, 2, or 3, leaving out the word in bold. The class has to find the sentence and read it, including the missing word.

Extra activity

COLLABORATION

Put students into groups according to where they are sitting. Each group reads a sentence aloud with each student in the group reading just two words, or one word, at a time. The idea is to try to get the passage to flow smoothly and with proper intonation.

SB Act. 3 p. 143

Say the months for each season in the Northern and Southern Hemispheres.

- Students name the season and then say which months the seasons occur in the Northern and Southern Hemispheres.

Extra activity

Vocabulary work

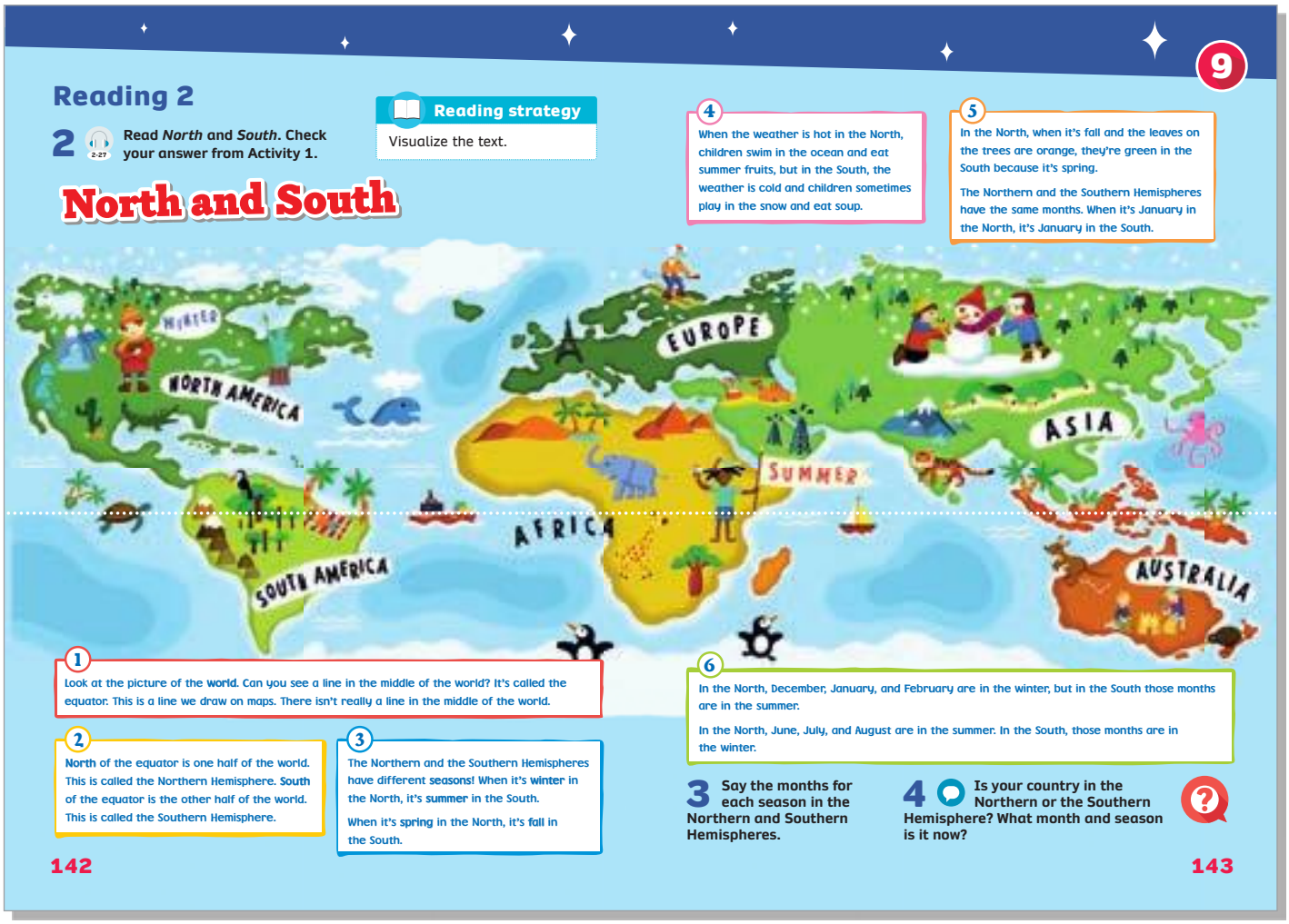
- Ask students to go back to the text to find and underline these words: *maps*, *equator*, *Northern Hemisphere*, *Southern Hemisphere*, *half*.
- Start sentences on the board: *We call the line in the middle of the world the … . It divided the world into two … : the … Hemisphere and the … Hemisphere. You can only see this line on … , but not in the real world.*

WB Act. 1 p. 124

Read *North and South* and match.

- Refer students back to the text on SB pp. 142 and 143.
- Students read the text again and match the sentence halves.

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WB Act. 2 p. 124

Read *North and South* again and write.

- Students complete the sentences.

SB Act. 4 p. 143

COMMUNICATION

Is your country in the Northern or the Southern Hemisphere? What month and season is it now?

- Students discuss the questions in small groups and share their answers with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

Put students into small groups. They decide what their favorite season is and give their reasons (tell them to think about sports, the weather, the clothes they wear, and what they eat). The groups present their conclusions to the class. Have a class discussion. Are their reasons for liking a season similar, or different?

WB Act. 3 p. 124

CRITICAL THINKING

Read and circle. Then draw the weather.

- Students read the sentences, circle the correct season, and draw. They read the sentences and show their drawings.

Objective review

Show the picture cards of the months in any order and call out *North* or *South*, for students to say the seasons. Praise their effort.

For Internal Review Only

9 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can use common adverbs of frequency in statements with the Present Simple.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about a familiar place in a basic way.

Revised vocabulary: rain (n), snow

MATERIALS

SB pp. 144–145
WB pp. 125–126
WB key p. 219
Videos 9-3 and 9-4
Video script p. 253
Picture cards 129–148
Pearson English Platform
Grammar Book 2, Unit 12
Speaking and Vocabulary Book 2, Unit 9

Warm-up

Put the picture cards of the months and seasons face down in two piles on your desk. Students pick one picture card from each pile and make a sentence, e.g., *It's summer in January in our country* or *It isn't winter in July in England*.

Lesson objective

Explain the lesson objective: To ask and answer questions about how often it rains, snows, etc.

SB Act. 1 p. 144

Watch Part 2 of the story video. Does Cranky like cold weather?

- Students watch Part 2 of the video.
- Ask students to look at the video still and read the text in the speech bubble aloud.
- Ask *Does Cranky like cold weather?* (**Answer:** No, he doesn't.) *What is Cranky doing to the weather?* (He's changing it.) *Does Cranky understand the seasons and months?* (No, he doesn't.) *When is it cold in England?* (in December, January, and February) *When is it hot in Australia?* (in December, January, and February)

SB Act. 2 p. 144

Look at the grammar box. Circle for your country.

- Students read the sentences and circle the option that best describes the weather in their country.

SB Act. 3 p. 144

How often does it rain or snow? Look and write.

- Students look at the cues in the chart and complete the sentences.

WB Act. 1 p. 125

Read and circle.

- Focus students' attention on the grammar box. Students read the questions and choose the correct words.

WB Act. 2 p. 125

Read and write.

- Students complete the dialogs and read their sentences to check.

SB Act. 4 p. 145

Look and write T (true) or F (false).

- Remind students of the video they saw in the first lesson about the axes and graphs.
- Put students into pairs to answer.
- Ask different pairs to read their answers aloud.

SB Act. 5 p. 145

Write about these months.

- Students write sentences for each month according to the graph.
- They read their sentences to check. (**Answers:** May: It rains a little in May., July: It doesn't rain in July., September: It rains in September.)

WB Act. 3 p. 126

Write questions.

- Students order the words to write the questions.

WB Act. 4 p. 126

Look at Activity 3. Read and write *always*, *often*, *sometimes*, or *never*.

- Students write answers to the questions in Activity 3.

WB Act. 5 p. 126

CRITICAL THINKING

Think and write. How often does it rain and snow in your country? In which month or season?

- Students complete the sentences for their country and read them to check.

For Internal Review Only

Grammar 2

1 9-3 **Watch Part 2 of the story video. Does Cranky like cold weather?**

2 **Look at the grammar box. Circle for your country.**



Grammar

How often does it rain?
It **always** / **often** / **sometimes** / **never** rains.

How often does it snow?
It **always** / **often** / **sometimes** / **never** snows.

3 **How often does it rain or snow? Look and write.**

	Spring	Summer	Fall	Winter
	✓✓✓	✓✓	✓✓✓	✓✓✓✓
	✓✓	✗	✓✓	✓✓✓✓

1 How often does it rain in the spring?
It often rains in spring.

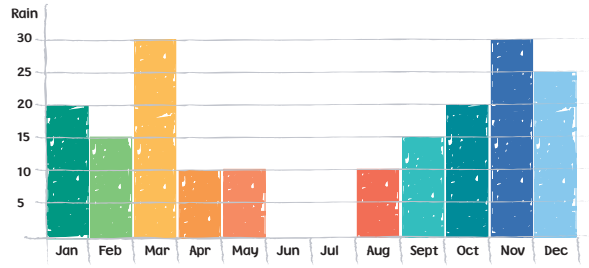
2 How often does it snow in spring?
It sometimes snows in spring.

3 How often does it rain in summer?
It sometimes rains in summer.

4 How often does it snow in fall?
It sometimes snows in fall.

5 How often does it rain in winter?
It always rains in winter.

4 **Look and write T (true) or F (false).**



1 It always rains in November. T
2 It always rains in June. F
3 It sometimes rains in April. T
4 It sometimes rains in August. T
5 It never rains in December. F
6 It sometimes rains in March. T

5 **Write about these months.**

January: It often rains in January.
July:
May:
September:

Speaking

6 **Work with a friend. How often does it rain or snow in your country?**

Speaking strategy
Ask questions to find out more.

How often does it snow in winter?

It often snows in January and February.

7 9-4 **Watch Part 3 of the story video. Is it hot or cold on Cranky's planet?**

Extra activity

CRITICAL THINKING

- Write the words *snow, it, country, How often, in, your, winter, in, does* on the board in any order.
- Ask students to write a question using these words, and to answer it (*How often does it snow in winter in your country?*)

For more grammar practice, go to Grammar Book 2, Unit 12.

Speaking

Speaking strategy

Explain the speaking strategy: Ask questions to find out more.

SB Act. 6 p. 145

COMMUNICATION

Work with a friend. How often does it rain or snow in your country?

- Model the dialog. Students take turns asking and answering the questions.

Differentiation

Struggling learners: Provide questions and answers for each season, following the example, for students to use while they do the activity.

Stretch: Students answer the questions contrasting the conditions in the two hemispheres, e.g., *How often does it snow in the North in winter? It often snows in January and February in the North, but it is very hot in the South.*

SB Act. 7 p. 145

9-4

Watch Part 3 of the story video. Is it hot or cold on Cranky's planet?

- Students watch Part 3 of the video.
- Ask *Does Cranky like cold weather?* (No, he doesn't.) *How many seasons are there on Cranky's planet?* (only one) *How often does it snow in England in winter?* (very often) *What's Miss Spark's favorite season?* (spring) *When's fall in Australia?* (in March, April, and May) *When's fall in England?* (in September, October, and November) *Is it hot or cold on Cranky's planet?* (**Answer:** It's hot on Cranky's planet.)

Objective review

Draw two columns on the board. Write in one a series of activities, and in the other the months of the year and the seasons. Students ask and answer questions with *How often … ?*, choosing one word or more from each column, e.g., *How often do you ride your bike in winter? Not very often.* Praise their effort.

For more speaking and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 9.

For Internal Review Only

9 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can say what the weather is like, using basic phrases.

Writing: Can write simple sentences about familiar things, given prompts or a model.

MATERIALS

SB pp. 146–147
WB pp. 127–129
WB key p. 219
Picture cards 129–148
Pearson English Platform
Test Book 2, Unit 9

Warm-up

Review the Unit 8 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of their favorite season, while applying the writing strategy.

SB Act. 1 p. 146

Look at Sandy's poster and answer.

- Ask students to answer the questions without reading the text. (**Answers: 1** summer, **2** He goes to the beach and plays outside., **3** watermelon, **4** Greece, **5** It sometimes rains. It's usually hot and sunny.)

SB Act. 2 p. 146

Read Sandy's description and check your answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 146

Read the text again. Circle *it* or *it's*.

- Students circle, and underline the words that follow.
- Ask what they found. (*We use "it" to talk about the weather. "It" is followed by an action and "It's" is followed by descriptive words.*)

SB Act. 4 p. 146

Find or draw a picture of your favorite season. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 2 and 3.

Remember!

WB p. 127

Focus students' attention on the Remember! box.

WB Act. 1 p. 127

Rewrite the sentences with *It* or *It's*.

WB Act. 2 p. 127

Draw a picture of your favorite season. Then write for you.

WB Act. 3 p. 127

Write about your favorite season and the weather.

Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their descriptions aloud. Praise their effort.

Now I Know

Warm-up

Shuffle and put the picture cards of months and seasons in a pile face down on your desk. Students pick one. The class has to guess which it is by asking up to five yes/no questions, e.g., *Is it a season? Is it hot?* The student who guesses correctly comes to the front.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 147

CRITICAL THINKING

How are the seasons different? Think about spring and winter. Circle spring words in blue and winter words in green.

- Students use their consolidated knowledge of the Big Question to answer.

For Internal Review Only

Writing

1 **Look at Sandy's poster and answer.**

1 What's Sandy's favorite season?
2 What does he do?
3 What does he eat?
4 Where does he live?
5 What's the weather like?

2 **Read Sandy's description and check your answers.**



3 **Read the description again. Circle *it* or *it's*.**

4 WB 127 **Find or draw a picture of your favorite season. Then go to the Workbook to do the writing activity.**

Writing strategy

We can use **It** or **It's** to talk about the weather.
It sometimes gets cold and windy.
It's usually hot and sunny.

Now I Know

1 **How are the seasons different? Think about spring and winter. Circle spring words in blue and winter words in green.**

boots coats hats hot soup ice cream it's cold
it's hot it rains it snows it's sunny it's windy
playing indoors playing outside sandals skiing
strawberries swimming T-shirts

2 **Choose a project.**

Make a weather graph.

1 Write at the bottom: *sunny, rainy, snowy, cloudy, windy.*
2 Write on the side the days of the week (Monday to Sunday).
3 Every day, check (✓) the correct weather.
4 Present your graph to the class.

or

Make a coloring game.

1 Choose a season. Draw a picture of a tree with a black pen.
2 Write about the picture: *It's fall. The leaves on the trees are red.*
3 Ask a friend to read and color the picture.
4 Show your picture to the class.

★ ★ ★ Read and color the stars ★ ★ ★

- I can understand basic information about times of the year.
- I can describe what the weather is like in my country.
- I can follow the sequence of events in a short text about the seasons.
- I can write about the weather.

WB Act. 1 p. 128

Write the missing letters. Then number the months in the correct order.

WB Act. 2 p. 128

Look and write the seasons.

WB Act. 3 p. 128

What do you do when it's hot and when it's cold? Read and write.

WB Act. 4 p. 129

Read and write *always*, *often*, *sometimes*, or *never*.

Project

SB Act. 2 p. 147

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

Things I learn

WB Act. 1 p. 129

Which season is it in your country? Read and write.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 129

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 129

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 147

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 9.

For Internal Review Only

10 How are we all different?

SKILLS

Listening: Can understand simple comparisons between objects or people, if spoken slowly and clearly.

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can describe the appearance of a person or animal using simple language.

Writing: Can write short descriptive texts on familiar personal topics, given a model.

GRAMMAR

Grammar 1: Can use shorter adjectives + "-er" to make simple comparisons.

Grammar 2: Can make simple statements about the past using "I/he/she was …" and "you/we/they were …" with adjectives.

VOCABULARY

Key vocabulary 1: hardworking, shy, kind, helpful, creative, chatty, active, grumpy

Key vocabulary 2: beard, bald, blonde/blond, straight, curly, wavy, eyebrows, mustache

Video vocabulary: family tree, top, bottom, parents, grandparents

Reading 1 vocabulary: active, brave, fence, shout, smile, deaf

Reading 2 vocabulary: great-grandfather, great-grandmother, album, scrapbook, copy

Passive vocabulary: together, loud, stick, description

Revised vocabulary: young, old, sister, brother, mom, dad, tall, short, long

Expressions: I can't hear you!

PROJECTS

Make a *Guess Who?* card game

Draw a family tree

VIDEOS

Big World Kids: Family Tree (10-1)

Tommy Zoom: The Family Photograph Parts 1–3 (10-2, 10-3, 10-4)

VALUE

Be kind to others

Unit opener

OBJECTIVES

Listening: Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

Speaking: Can draw simple conclusions about people in pictures, using a limited range of fixed expressions.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 148–149
WB p. 130
WB key p. 219
Video 10-1
Video script p. 252
Pearson English Platform

Big Question

- Ask students to describe their friends and family to check the descriptive words they already know. Elicit words they learned in Unit 2 (e.g., *smart*, *fat*, *thin*, etc.).
- Read the Big Question *How are we all different?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about family members and the activities they do with them.

SB Act. 1 p. 149

Write people you know.

- Students complete the chart with people they know.

For Internal Review Only



Differentiation

Struggling learners: Review descriptive words. Ask *Is your dad/mom tall/thin? Is your brother/sister/friend lazy/smart?*

Stretch: Students use descriptive words to make sentences about the people from Activity 1.

SB Act. 2 p. 149

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Stretch activity

COLLABORATION

Students vote for the two activities they do with their family and friends that they like best, and discuss why.

WB p. 130

What do you know?

- Ask students to think of the Big Question and write in the box the descriptive words they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 130

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 149

10-1

Watch the video and answer.

- Ask students to look at the video still and guess what the video is about (*It's about a family.*)
- Play the video. Students check if they were correct. and then answer the questions. (**Answers: 1** the grandparents, **2** her brother, **3** the people who sit on the top branch of the family tree, **4** the people who sit on the bottom branch of the family tree)

WB Act. 2 p. 130

10-1

Watch the video. Look, choose, and write.

WB Act. 3 p. 130

10-1

Watch the video again. Circle T (true) or F (false).

WB Act. 4 p. 130

CREATIVITY

Draw your family tree.

Objective review

Ask students to write three words to describe a classmate on a sheet of paper, and to fold it. Put the sheets on your desk. Read them one by one for students to guess who is being described. Praise their effort.

For Internal Review Only

10 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Vocabulary: hardworking, shy, kind, helpful, creative, chatty, active, grumpy

MATERIALS

SB pp. 150–151
WB pp. 131–132
WB key p. 219
SB audio tracks 2-28, 2-29, and 2-30
Picture cards 149–156
Pearson English Platform

Warm-up

Put the picture cards with descriptive words from Unit 2 face down on your desk. Students come to the front, pick a picture card, and use it to make a sentence describing someone they know, e.g., *My neighbor is old*.

Lesson objective

Explain the lesson objective: To talk about people's personality.

SB Act. 1 p. 150

2-28

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-28 twice, pausing after each word. Students point at the pictures and then repeat the words. Make sure they're using the correct pronunciation.

SB Act. 2 p. 150

2-29

Listen and number.

- Play track 2-29 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 150

2-30

Listen and say.

- Play track 2-30. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** creative, **2** helpful, **3** chatty, **4** hardworking, **5** shy, **6** grumpy, **7** kind, **8** active)

Picture card activity 1

- Choose a picture card and cover it up so students can't see it. Reveal a small piece of the picture card. Students say sentences to guess, e.g., *It's shy/grumpy,* etc. as the picture is slowly revealed.
- Once the word has been guessed, put the picture card up on the board. Repeat until all eight picture cards are on the board.

Picture card activity 2

Hide a picture card behind your back and ask students to guess what people you know are like. Say *My friend Betty is …* . Students guess the word by asking yes/no questions, e.g., *Is she hardworking/kind/chatty?*

WB Act. 1 p. 131

Read and circle.

- Students circle the correct words to complete the sentences.

WB Act. 2 p. 131

Complete the crossword.

- Students complete the sentences, and do the crossword puzzle.

SB Act. 4 p. 150

Read and write the word. Do you know someone who speaks like this? Write their names.

- Read the example. In pairs, students decide what the sentences show about the person, and say the name of someone they know who is like that. With a struggling group, you may need to help them find the descriptive word.

Extra activity

CRITICAL THINKING

Say the names of people students know (classmates, other teachers, sportspeople, etc.). Students say sentences to describe them using the words they have learned.

SB Act. 5 p. 151

CRITICAL THINKING

Think about people you know. Write words to describe them.

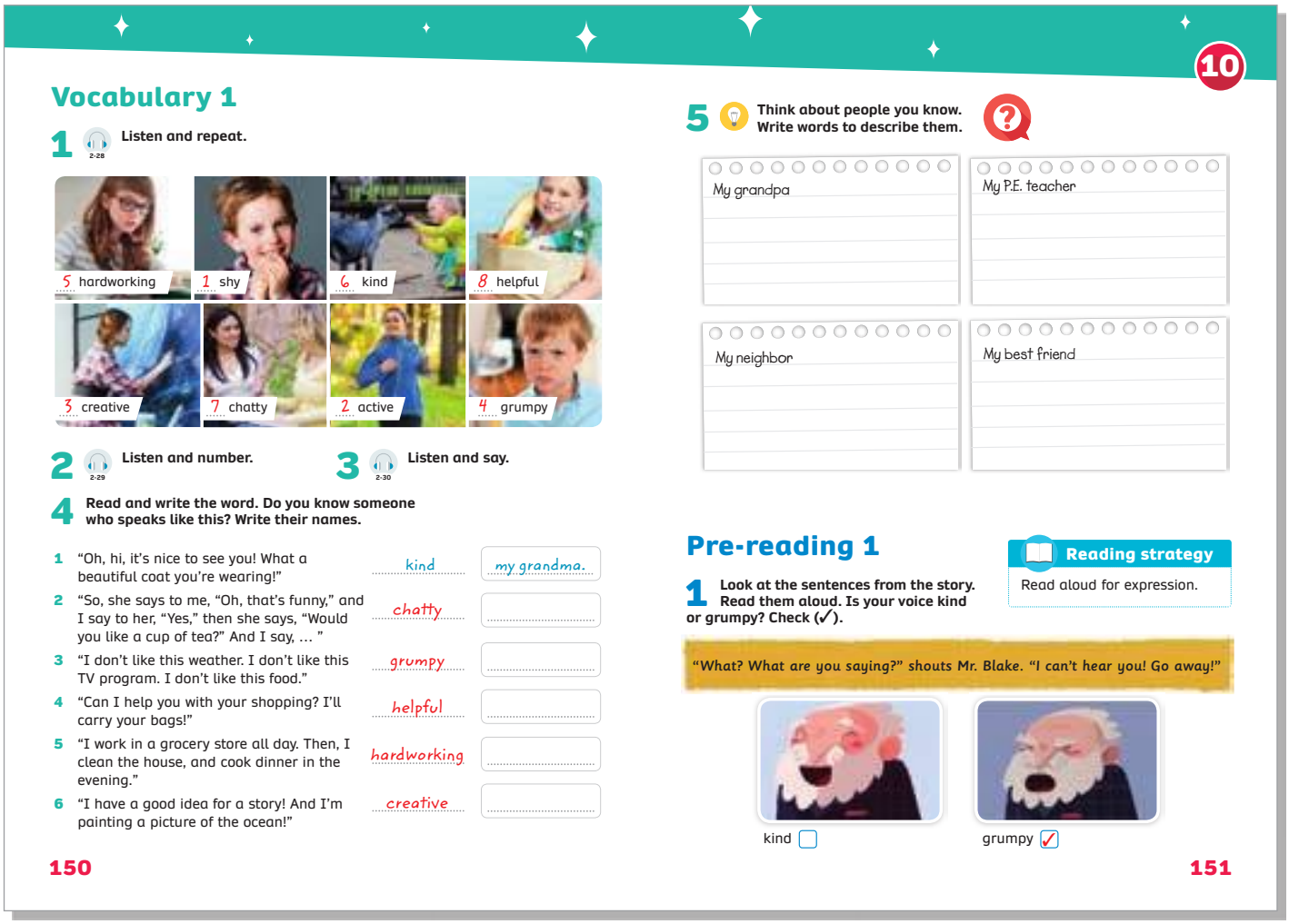
- Students complete the chart about the people they know, using the describing words they've learned. Do they have the same or different characteristics?
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Students read their lists.

Stretch: Students use the words in full sentences, e.g., *My P.E. teacher is active, helpful, and kind.*

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10

Vocabulary 1

1 Listen and repeat. 2-28

2 Listen and number. 2-29

3 Listen and say. 2-30

4 Read and write the word. Do you know someone who speaks like this? Write their names.

1	"Oh, hi, it's nice to see you! What a beautiful coat you're wearing!"	kind	my grandma.
2	"So, she says to me, "Oh, that's funny," and I say to her, "Yes," then she says, "Would you like a cup of tea?" And I say, … "	chatty	
3	"I don't like this weather. I don't like this TV program. I don't like this food."	grumpy	
4	"Can I help you with your shopping? I'll carry your bags!"	helpful	
5	"I work in a grocery store all day. Then, I clean the house, and cook dinner in the evening."	hardworking	
6	"I have a good idea for a story! And I'm painting a picture of the ocean!"	creative	

150

5 Think about people you know. Write words to describe them.

My grandpa

My P.E. teacher

My neighbor

My best friend

Pre-reading 1

Reading strategy

Read aloud for expression.

1 Look at the sentences from the story. Read them aloud. Is your voice kind or grumpy? Check (✓).

"What? What are you saying?" shouts Mr. Blake. "I can't hear you! Go away!"

kind ☐ grumpy ☑

151

WB Act. 3 p. 132

Look, choose, and write.

- Students label the picture with the words from the box.

WB Act. 4 p. 132

What about you? Read, choose, and write.

- Students complete the sentences for themselves with the words from the box.

Word study: actions and describing words

WB Act. 5 p. 132

Complete the chart with the words in the box. Add two more examples for each.

- Students write the words from the box in the correct column, and add their own examples.

Objective review

Ask students to say the name of someone who is chatty/active/helpful, etc. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Read aloud for expression. When we read a story aloud, we should express characters' feelings in our intonation. This helps us, and the people who are listening to us, to enjoy the story.

SB Act. 1 p. 151

Look at the sentences from the story. Read them aloud. Is your voice kind or grumpy? Check (✓).

- In pairs, students read the sentences using different intonations. They discuss which they think is the best to express the feelings of the character.

Differentiation

Struggling learners: Students read the sentences using the intonation they think works best.

Stretch: Students give reasons for using their chosen intonation. When does the voice go up or down? When do you speak loudly/calmly/quickly/slowly?

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10 Reading 1

OBJECTIVES

Reading:	Can follow simple dialogs in short illustrated stories, if they can listen while reading.
Speaking:	Can answer simple questions about other people in a limited way.
Vocabulary:	active, brave, fence, shout, smile, deaf
Passive vocabulary:	together, loud
Expressions:	I can't hear you!

MATERIALS

SB pp. 152–153
WB p. 133
WB key p. 219
SB audio track 2-31
Optional: sticky notes
Pearson English Platform

Warm-up

- Say different sentences to the students, using different tones of voice to indicate shy, kind, grumpy, chatty, etc. Students have to identify the use of voice.
- Remind students of their answers to the question in Activity 1.

Lesson objective

Explain the lesson objective: To apply the reading strategy by reading a story aloud to express the feelings of the characters in the story.

SB Act. 2 p. 152

2-31

Read *Mr. Blake and the Ball.* Check your answer from Activity 1.

- Students read and listen to the text, while applying the reading strategy.
- Ask if, now they know what Mr. Blake's problem is, they think they used the correct intonation when they read the sentences.
- Discuss the different answers and possibilities.
- Ask students to find the words in bold. Make sure they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences, paying special attention to intonation.

Stretch: A student reads a sentence from the text. The class has to say if he/she is using the correct intonation and explain why. When does the voice go up? When does it go down? How do we read a question/an exclamation/a statement?

Stretch activity

CRITICAL THINKING

Students say what the people saying the different sentences are like, e.g., Student 1 says *I'm painting.* Student 2 responds *She's creative.*

SB Act. 3 p. 153

Read the story again and circle.

- Students choose the correct words to complete the sentences.

WB Act. 1 p. 133

Read *Mr. Blake and the Ball* and match.

- Refer students back to the text on SB pp. 152 and 153.
- Students read the story again, and match the characters to the adjective which describes their personality.

WB Act. 2 p. 133

Read *Mr. Blake and the Ball* again and write.

- Students complete the sentences and read them aloud to check.

Extra activity

Vocabulary work

- Give each student two sticky notes. On one, they should write the name of a family member, classmate, or friend, and on the other a descriptive word.
- Ask students to stick the notes side by side on their front, and walk around the classroom, looking at what their classmates have written.
- Students have to choose a classmate to make a sentence with, using either their classmate's descriptive word with their own noun, or their classmate's noun with their own adjective.

WB Act. 3 p. 133

CRITICAL THINKING

Think and write.

- Students read the questions and answer them.

For Internal Review Only



Reading 1

2 2-31 Read *Mr. Blake and the Ball*. Check your answer from Activity 1.

Reading strategy
Read aloud for expression.

Mr. Blake and the Ball

Alex is very **active** and he likes playing ball in the yard.
Alex kicks his ball. It goes into his neighbor's yard. His neighbor is Mr. Blake.
"Oh no," says Alex. "Mr. Blake shouts a lot. He's **grumpy**!"

"Can you ask Mr. Blake for my ball, please?" he asks his sister, Annie.
"I'm painting," says Annie. She's **creative**.
"Mom, Dad, can you ask Mr. Blake for my ball, please?" asks Alex.
Alex's mom and dad are working and can't help Alex. They're **hardworking**.
"Grandma! Can you please help me?"
"I'm talking on the phone, Alex!" says Grandma. She's very **chatty**!

152

10

Alex thinks, "I'm usually **shy**, but now I'm … I'm brave!"
He calls over the fence. "Mr. Blake! Please can I have my ball?"
"What? What are you saying?" shouts Mr. Blake. "I can't hear you!"
"I'm sorry, Mr. Blake. Please, can I have my ball?"
"A wall?" asks Mr. Blake. "What wall?"
"No, a ball!" says Alex. "Look! That blue ball!"
"A ball!" says Mr. Blake. He smiles. "Let's play together!"

Alex jumps over the fence. "Wow, thanks, Mr. Blake. You're very **kind**!"
"Speak louder, please," says Mr. Blake.
"I can't hear very well. I'm a bit deaf."

3 Read the story again and circle.

1 Alex likes **running** / **playing ball** in the yard.
2 Alex's ball goes into his **grandma's** / **neighbor's** yard.
3 Alex's grandma is **talking** / **working**.
4 He's a bit **creative** / **shy**.
5 Mr. Blake shouts because he's **grumpy** / **a bit deaf**.

"Oh," thinks Alex. "Mr. Blake doesn't shout because he's grumpy. He shouts because he can't hear very well!"
Mr. Blake kicks the ball.

4 Do you sometimes feel grumpy? When? Are your family the same or different?

153

WB Act. 4 p. 133 — CREATIVITY

Draw and write about your neighbor.

- Students draw, and complete the sentence. They show their drawing, and read their sentence aloud.

SB Act. 4 p. 153 — COMMUNICATION

Do you sometimes feel grumpy? When? Are your family the same or different?

- Make students reflect on the fact that people's moods may change according to their circumstances. Ask *Do you sometimes feel grumpy? What makes you feel grumpy? How does your dad/mom feel when you come home with a good/bad mark? Is he/she the same, or different?*
- Ask students to think if this story gives them an answer to the Big Question. Write their ideas on the poster.

Stretch activity — CRITICAL THINKING

Ask students to look at Vocabulary 1 and to choose another two words. They say when they feel *shy*, *chatty*, *creative*, etc.

Extra activity — CRITICAL THINKING

Put students into groups and ask them to think of their own sentence to represent each of the words in Vocabulary 1, and who might say them.

Value

Be kind to others

- Ask students what they think *to be kind to others* means. What can you do to show kindness to people? Some examples: *help your mom and dad in the house, do the shopping for your grandma,* etc. Ask them to give you more examples.
- Why should we be kind to other people? What does the story teach us about being kind to people? Give some clues, e.g., *Is Mr. Blake a kind person? Why does he seem to be grumpy?*

Objective review

Ask students to read different sentences of the dialogs using the appropriate intonation. Praise their effort.

For Internal Review Only

10 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar:	Can use shorter adjectives + "-er" to make simple comparisons.
Listening:	Can understand simple comparisons between objects or people, if spoken slowly and clearly.
Speaking:	Can describe someone's physical appearance in a basic way, if guided by questions or prompts.
Revised vocabulary:	young, old, sister, brother, mom, dad, tall, short, long

MATERIALS

SB pp. 154–155
WB pp. 134–135
WB key p. 219
SB audio track 2-32
Video 10-2
Video script p. 252
Pearson English Platform
Grammar Book 2, Unit 14
Speaking and Vocabulary Book 2, Unit 10

Warm-up

Review *Mr. Blake and the Ball*. Ask *Is Alex active? How do you know? Who's Mr. Blake? Is he young? Why is Alex's ball in Mr. Blake's garden? Who does Alex ask for help? Why can't his sister/grandmother/mom/dad help Alex? What happens when Alex talks to Mr. Blake? Why does Mr. Blake shout?*

Lesson objective

Explain the lesson objective: To compare members of a family.

SB Act. 1 p. 154

10-2

Watch Part 1 of the story video. What day is it?

- Students watch Part 1 of the video twice.
- Focus students' attention on the example text.
- Ask *Who are the children meeting?* (their grandfathers and grandmothers) *What does Tommy like doing with his grandfather?* (He likes making cakes.) *Does Cranky like making cakes with his grandfather?* (Yes, he does.) *What does Suzie's grandmother like doing?* (She likes listening to the radio.) *Why does Cranky behave badly?* (We don't know. / He's not happy.)
- Students answer the question. **(Answer:** Family Day)

SB Act. 2 p. 154

Read the grammar box and circle.

- Focus students' attention on the grammar box and read the sentences together. Students circle the correct words.

SB Act. 3 p. 154

Look at Ben and Jack and write T (true) or F (false).

- In pairs, students read the sentences, look at the pictures, and write T or F.

SB Act. 4 p. 154

Look at Activity 3 again. Then read and complete.

- Students write sentences comparing the people from Activity 3.

SB Act. 5 p. 154

Think about your family. Write the ages.

- Students write and then compare in pairs, e.g., *Your dad is younger than my dad.*

WB Act. 1 p. 134

Look, read, and circle.

- Focus students' attention on the grammar box. Students read the sentences, look at the picture, and circle the correct word.

WB Act. 2 p. 134

Look, read, and write.

- Students complete the sentences.

WB Act. 3 p. 135

Look and read. Write *yes* or *no*.

- This is a Pre A1 Starters Reading & Writing Part 2 task.

SB Act. 6 p. 155

Measure and write. Use *taller* and *shorter*.

- Put students in groups of three. Ask them to measure themselves and their friends, and to complete the chart. Then, they complete the sentences.

Stretch activity

CRITICAL THINKING

Put students into different groups to compare their charts. They make more sentences using *taller* and *shorter* using the data in their new group's charts, e.g., *I'm taller than Michael, but Susan is shorter than me.*

WB Act. 4 p. 135

Choose and write about you and your friends.

- Students write sentences with the words from the box.

For more grammar practice, go to Grammar Book 2, Unit 14.

For Internal Review Only

10

Grammar 1

1 10-2 **Watch Part 1 of the story video. What day is it?**



My grandfather is older than me.

2 **Read the grammar box and circle.**

Grammar

Me: 8

My brother: 12 — I'm younger / older than my brother.

My sister: 3 — I'm younger / older than my sister.

3 **Look at Ben and Jack and write T (true) or F (false).**

1 Ben is taller than Jack. T
2 Ben's hair is longer than Jack's hair. F
3 Jack is younger than Ben. T
4 Jack is older than Ben. F

4 **Look at Activity 3 again. Then read and complete.**

1 Jack is shorter than Ben. (short)
2 Jack's hair is longer than Ben's hair. (long)
3 Jack isn't older than Ben. (old)
4 Ben isn't younger than Jack. (young)
5 Jack isn't taller than Ben. (tall)



5 **Think about your family. Write the ages.**

Me .....
My mom .....
My dad .....
My friend .....

6 **Measure and write. Use *taller* and *shorter*.**

Me and my friends	Height
Me	

I'm ..... than .....
..... is ..... than .....

Listening and Speaking

Speaking strategy

Disagree politely.

7 2-32 **Listen and circle.**

This is Gina / Poppy.
She's 10 / 8.



8 **Read and complete.**

longer older shorter taller younger

1 Poppy is taller than Gina.
2 Poppy is older than Gina.
3 Poppy's hair is shorter than Gina's hair.
4 Gina is shorter than Poppy.
5 Gina is younger than Poppy.
6 Gina's hair is longer than Poppy's hair.

9 **Talk with a friend.**

I think I'm taller than you.

No, I don't think so. I'm taller than you.

154 155

Listening and Speaking

Speaking strategy

Explain the speaking strategy: Disagree politely. It is OK not to agree with someone, but it is better to do it politely so as not to be rude or cause offense. You can use phrases like *I don't think so*, *I'm afraid I don't agree*, or *I'm sorry, but I disagree*.

SB Act. 7 p. 155

2-32

Listen and circle.

- Play track 2-32 twice. Students listen and circle the correct options.

SB Act. 8 p. 155

Read and complete.

- Students complete the sentences with the correct comparative adjective from the box.

SB Act. 9 p. 155

COMMUNICATION

Talk with a friend.

- Model the activity and apply the speaking strategy. Students compare themselves with each other.

Differentiation

Struggling learners: Ensure students are using *I'm taller/shorter/older than you* correctly.

Stretch: Ask students to say comparative sentences about other members of the class, friends, or people they know, which aren't correct. Their friends have to disagree politely. Student 1 says *I'm taller than my brother.* Student 2 responds *(I'm afraid) I don't agree. I think your brother is taller than you.*

Objective review

Students say sentences comparing themselves to other members of the class. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 10.

For Internal Review Only

10 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can describe the appearance of a person or animal using simple language.

SB vocabulary: beard, bald, blonde, straight, curly, wavy, eyebrows, mustache

WB vocabulary: blind, deaf, mute

MATERIALS

SB pp. 156–157
WB pp. 136–137
WB key p. 219
SB audio tracks 2-33, 2-34, and 2-35
WB audio track 05
Picture cards 157–164
Pearson English Platform

Warm-up

Put students in groups of four. Give them three minutes to write as many comparative sentences about the people in the room as they can. Ask one group to read their sentences aloud. If other groups have written the same sentence, all groups cross it off their list. Continue until all groups have read their sentences. The group with the most sentences remaining wins.

Lesson objective

Explain the lesson objective: To talk about people's physical characteristics.

SB Act. 1 p. 156

2-33

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-33 twice, pausing after each word. Students point at the pictures and repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 156

2-34

Listen and number.

- Play track 2-34, pausing after each word. Students number the pictures.

SB Act. 3 p. 156

2-35

Listen and say.

- Play track 2-35. Students listen and say the words while pointing at the correct pictures. Check that they're using the correct pronunciation, and are pointing at the correct pictures. (**Answers: 1** eyebrows, **2** mustache, **3** beard, **4** blonde, **5** bald, **6** wavy, **7** straight, **8** curly)

Picture card activity 1

Put the picture cards around the classroom. Play *Teacher says …* by giving instructions such as *Teacher says swim to the mustache. Hop to eyebrows.*

Picture card activity 2

- Play the *Telephone* game. Put students into two teams and ask them to stand in two lines.
- Take a picture at random and show it to the two students at the front of each line, so the rest of the class can't see it. Students whisper the word to one another until it reaches the end of the line. The first student to write the correct word on the board gains a point for their team. The student who was last in the line moves to the front.

WB Act. 1 p. 136

Look, read, and circle.

WB Act. 2 p. 136

Read and write.

WB Act. 3 p. 137

05

Listen and color.

- This is a Pre A1 Starters Listening Part 4 task.

SB Act. 4 p. 156

Find the differences and write.

- Students spot the differences between the two pictures and write sentences.

Extra activity

COMMUNICATION

Put students into pairs. Student 1 says *He has wavy hair.* Student 2 answers *It's the boy in Picture 1.*

SB Act. 5 p. 157

Look at the picture and write sentences to describe the man.

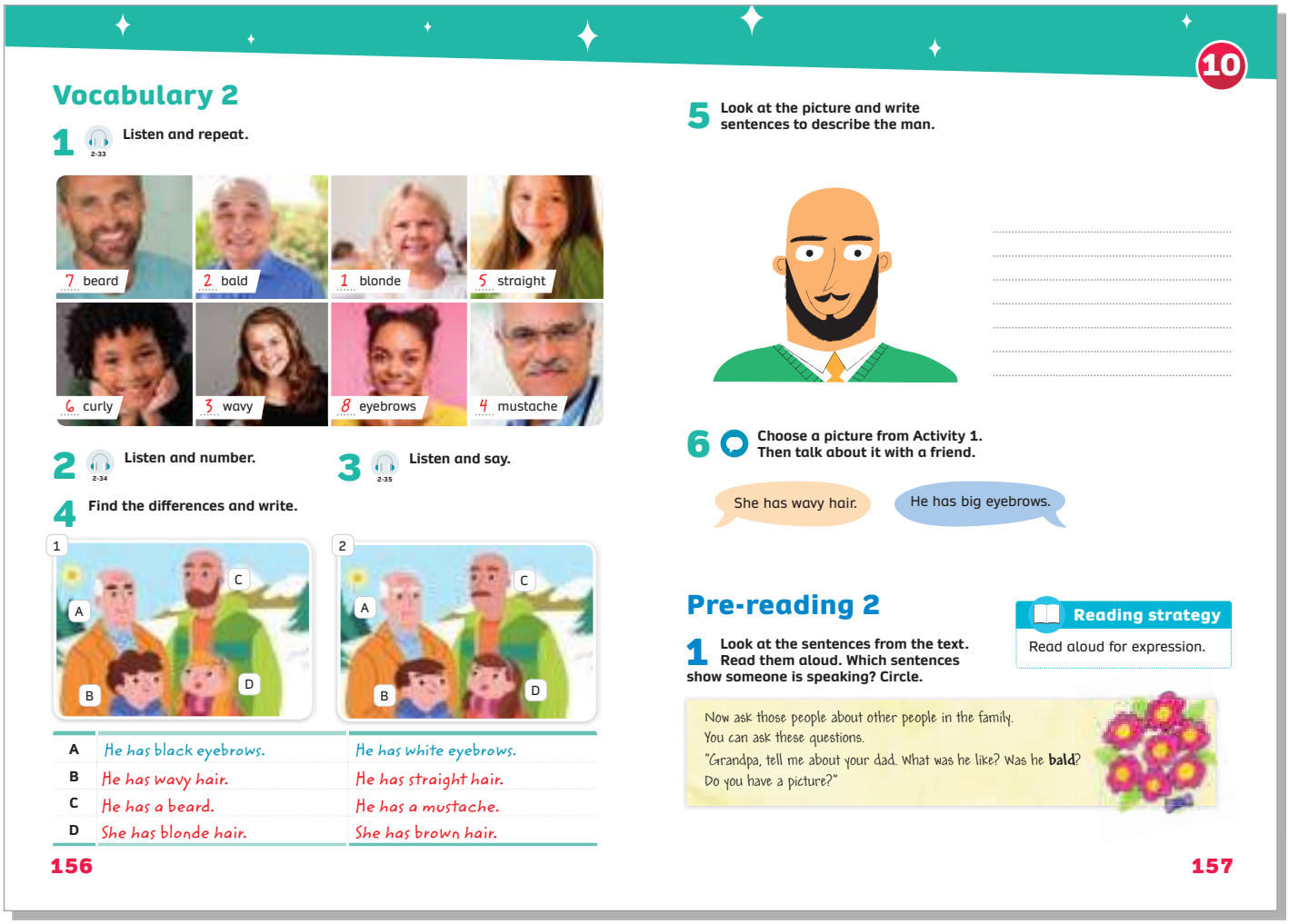
SB Act. 6 p. 157

COMMUNICATION

Choose a picture from Activity 1. Then talk about it with a friend.

- Model the activity. In pairs, students take turns describing people in the pictures.

For Internal Review Only



10

Vocabulary 2

1 Listen and repeat. 2-33

2 Listen and number. 2-34

3 Listen and say. 2-35

4 Find the differences and write.

A	He has black eyebrows.	He has white eyebrows.
B	He has wavy hair.	He has straight hair.
C	He has a beard.	He has a mustache.
D	She has blonde hair.	She has brown hair.

156

5 Look at the picture and write sentences to describe the man.

6 Choose a picture from Activity 1. Then talk about it with a friend.

She has wavy hair.

He has big eyebrows.

Pre-reading 2

1 Look at the sentences from the text. Read them aloud. Which sentences show someone is speaking? Circle.

Reading strategy

Read aloud for expression.

Now ask those people about other people in the family.
You can ask these questions.
"Grandpa, tell me about your dad. What was he like? Was he **bald**?
Do you have a picture?"

157

Differentiation

Struggling learners: Make sure students use the new vocabulary and tenses in their sentences correctly.

Stretch: Ask students to use the negative or more than one adjective in their sentences, e.g., *My sister doesn't have curly hair. She has straight, blonde hair.*

Extra activity

COMMUNICATION

Show a picture and say *Millie's mom has wavy hair*. Students say more sentences about it.

Vocabulary challenge: disabilities

WB Act. 4 p. 137

Look, choose, and write the missing letters.

- Students look at the pictures and complete the words.

WB Act. 5 p. 137

Look at Activity 4. Read and write.

- Students look at the pictures again, read the questions, and answer them.

Objective review

Think of one of the students in the class without telling the class who it is. Students have to ask you questions to guess who it is, e.g., *Is it a boy or a girl? Is she blonde? Is her hair straight?* Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Read aloud for expression. Remind students that we should use the correct intonation when we read aloud to help us, and the people listening to us, to enjoy the text.

SB Act. 1 p. 157

Look at the sentences from the text. Read them aloud. Which sentences show someone is speaking? Circle.

- Ask *Is there a mark to show that someone is speaking? What is it?*
- Students read the sentences while applying the reading strategy, and discuss their ideas in pairs.
- They circle the sentences that they think show someone is speaking.

Stretch activity

COLLABORATION

In groups, students make a list with words describing personal and physical characteristics. They can look back to other units to make their lists as extensive as possible. Remind them to bring their lists to the next class.

For Internal Review Only

10 Reading 2

OBJECTIVES

Reading:	Can understand basic factual statements relating to pictures or simple texts.
Speaking:	Can describe the appearance of a person or animal using simple language.
Vocabulary:	great-grandfather, great-grandmother, album, scrapbook, copy
Passive vocabulary:	stick, description

MATERIALS

SB pp. 158–159
WB p. 138
WB key p. 219
SB audio track 2-36
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, draw two columns with the headings *How we look* and *What we are like*. Ask different groups to write the words they wrote in the previous class on the board in the correct column.
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by reading aloud for expression.

SB Act. 2 p. 158

2-36

Read *How to Make a Family Album*. Check your answer from Activity 1.

- Focus students' attention on the pictures. Ask *Which pictures are old? Which are more recent? How do you know?*
- Students read and listen to the text, while applying the reading strategy.
- Ask if students found the answer to Activity 1.
- Ask those who guessed correctly to raise their hands. Praise their effort.
- Ask students to find the words in bold. Make sure they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences. Focus students' attention on the intonation patterns used for questions, exclamations, and statements, and make sure they identify and reproduce them.

Stretch: Remind students of Activity 1. Ask *What marks do we use to show that someone is saying those sentences?* Students read a sentence from the text. The other students have to look for it and say whether someone is saying it, or not.

Extra activity

CRITICAL THINKING

- Ask students to go back through *How to Make a Family Album* and *Mr. Blake and the Ball* and underline in blue the sentences that show that someone is saying them.
- Besides the quotation marks ("…"), are there any other signs that show someone is saying these sentences? What verbs are used with these sentences in *Mr. Blake and the Ball*? (*says*, *thinks*, *calls*).

Stretch activity

CRITICAL THINKING

In groups of four, students take turns reading sentences aloud. The others have to say whether the reader is using the correct intonation for a statement, a question, or an exclamation.

Extra activity

CRITICAL THINKING

Vocabulary work

- Ask students to go back to the text and underline the words referring to family members (*grandmother*, *grandfather*, *great-grandfather*, *great-grandmother*, *aunt*, *uncle*, *cousin*, *grandpa*, *grandma*).
- Say *Your father's father is your …* . Elicit *grandfather* or *grandpa*. Say *And his father is …* to elicit *great-grandfather* or *great-grandpa*.

SB Act. 3 p. 159

Which pictures show Ellen and Walter Bright? Check (✓).

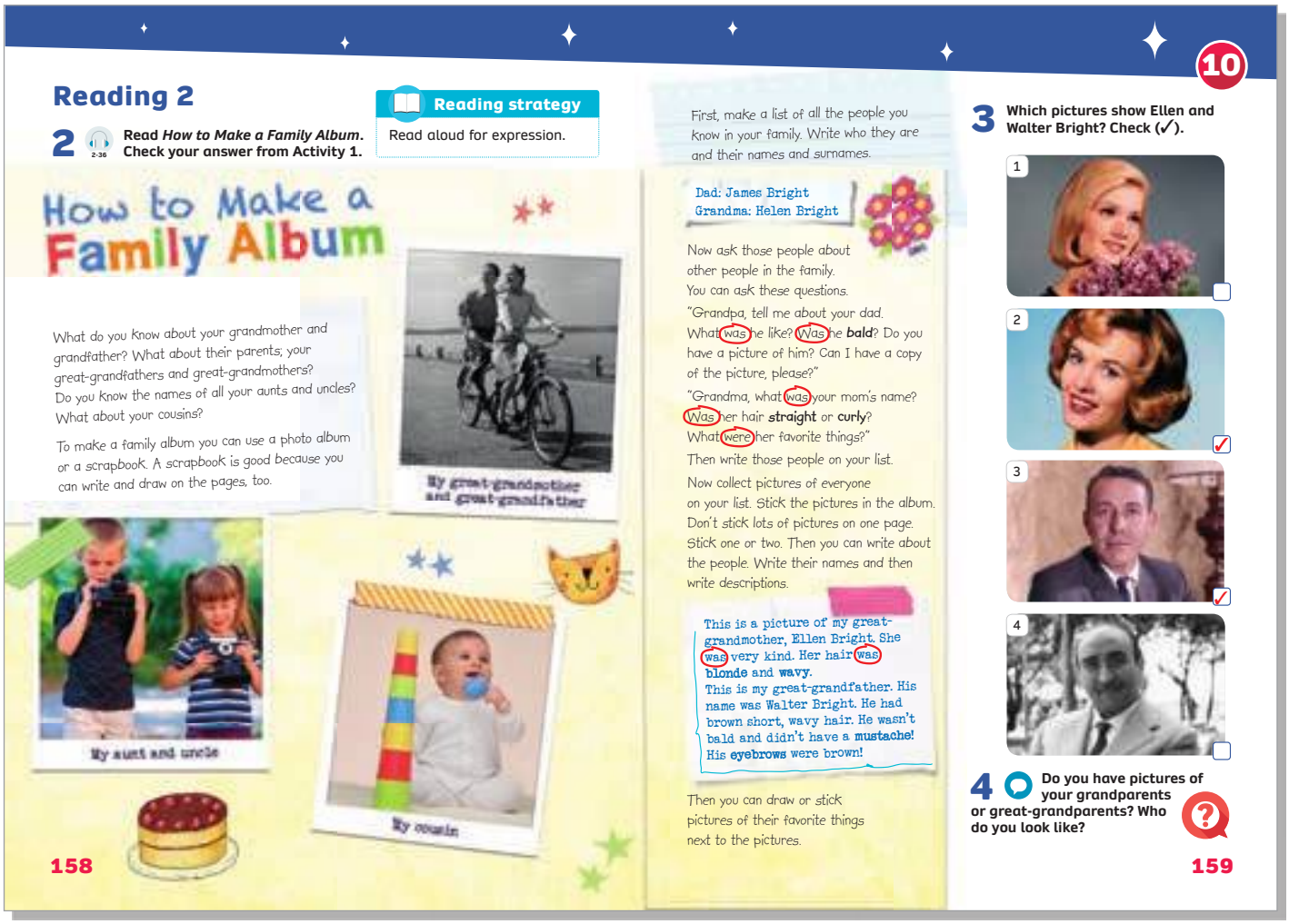
- Put students into pairs. Students read the text again and check the correct pictures.

WB Act. 1 p. 138

Read *How to Make a Family Album.* Number the sentences in the correct order.

- Refer students back to the text on SB pp. 158 and 159.
- Put students into pairs. They number the sentences.

For Internal Review Only



Reading 2

2 2-36 **Read *How to Make a Family Album*. Check your answer from Activity 1.**

Reading strategy
Read aloud for expression.

How to Make a Family Album

What do you know about your grandmother and grandfather? What about their parents, your great-grandfathers and great-grandmothers? Do you know the names of all your aunts and uncles? What about your cousins?

To make a family album you can use a photo album or a scrapbook. A scrapbook is good because you can write and draw on the pages, too.

My great-grandmother and great-grandfather

My aunt and uncle

My cousin

158

First, make a list of all the people you know in your family. Write who they are and their names and surnames.

Dad: James Bright
Grandma: Helen Bright

Now ask those people about other people in the family. You can ask these questions.

"Grandpa, tell me about your dad. What was he like? Was he **bald**? Do you have a picture of him? Can I have a copy of the picture, please?"

"Grandma, what was your mom's name? Was her hair **straight** or **curly**? What were her favorite things?"

Then write those people on your list.

Now collect pictures of everyone on your list. Stick the pictures in the album. Don't stick lots of pictures on one page. Stick one or two. Then you can write about the people. Write their names and then write descriptions.

This is a picture of my great-grandmother, Ellen Bright. She was very kind. Her hair was **blonde** and **wavy**.
This is my great-grandfather. His name was Walter Bright. He had brown short, wavy hair. He wasn't bald and didn't have a **mustache**! His **eyebrows** were brown!

Then you can draw or stick pictures of their favorite things next to the pictures.

3 Which pictures show Ellen and Walter Bright? Check (✓).

1 ☐
2 ✓
3 ✓
4 ☐

4 Do you have pictures of your grandparents or great-grandparents? Who do you look like?

159

WB Act. 2 p. 138

Read *How to Make a Family Album* again and circle T (true) or F (false).

- Students read the text again, and decide whether the sentences are true or false.

SB Act. 4 p. 159

COMMUNICATION

Do you have pictures of your grandparents or great-grandparents? Who do you look like?

- Draw five columns on the board for students to copy into their notebooks with the headings *grandfather*, *grandmother*, *great-grandfather*, *great-grandmother*, and *me*. Ask students to write down words describing their grandparents, their great-grandparents, and themselves in the correct columns.
- Put students into pairs to share their lists and discuss who they think they resemble. Students report the results of their discussion to the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 138

CRITICAL THINKING

Think and write.

- Students think and answer the questions.

WB Act. 4 p. 138

CREATIVITY

Read, circle, and write. Then draw.

- Students draw one of their grandparents and complete the sentences.

Objective review

Write on the board: *I love my mother's cooking*. Ask students to say the sentence as a statement, and as a question. What happens if they read the sentence stressing a different word each time? Does the meaning change? Praise their effort.

Remember to bring some old pictures and new pictures of the same person to talk about in the next lesson.

For Internal Review Only

10 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can make simple statements about the past using "I/he/she was …" and "you/we/they were …" with adjectives.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can describe the appearance of a person or animal using simple language.

MATERIALS

SB pp. 160–161
WB pp. 139–140
WB key pp. 219–220
Videos 10-3 and 10-4
Video scripts pp. 253–254
Picture cards 81–88, 149–164
Pearson English Platform
Grammar Book 2, Unit 15
Speaking and Vocabulary Book 2, Unit 10

Warm-up

Make three piles of picture cards and put them face down on your desk. In the first pile, put the picture cards for Vocabulary 1, in the second, those for Vocabulary 2, and in the third, those for jobs from Unit 6. Students come to the front, pick one picture card from each pile, and make a sentence, e.g., *The police officer is kind and has a mustache.*

Lesson objective

Explain the lesson objective: To talk about what members of their family were like.

SB Act. 1 p. 160

10-3

Watch Part 2 of the story video. Why is Cranky sad?

- Students watch Part 2 of the video.
- Students look at the video still. Ask *Who's the person in the picture? Is he on Earth? Where is he?*
- Ask *Why is Cranky sad?* (**Answer:** because he doesn't have his family / He's lonely.) *Does Cranky have a picture of his family?* (Yes, he does.) *What color is Cranky's grandfather?* (He's orange.) *What color is his hair?* (It's black.) *What does Cranky want?* (He wants to see his family again.)

SB Act. 2 p. 160

Read the grammar box. Then write the numbers.

- Students read the grammar box and complete the sentences with the corresponding ages.
- Elicit that we use *was* for the singular and *were* for the plural.

SB Act. 3 p. 160

Read *How to Make a Family Album* again and circle examples of *was* and *were*.

- Refer students back to the text on SB pp. 158 and 159.
- Students read the text again and circle examples of the target grammar.

WB Act. 1 p. 139

Read and circle.

- Focus students' attention on the grammar box. They complete the sentences and then circle *was* or *were*.

SB Act. 4 p. 160

Complete the sentences. Choose words from the box.

- In pairs, students match the descriptive words. Then they complete the sentences for last year.

WB Act. 2 p. 139

Read and match.

- Students match the sentences that refer to the same people or things now, and in the past.

SB Act. 5 p. 161

Look and write.

- Students look at the pictures and write sentences describing the couple when they were young, and now. (**Answers:** His hair was long, but now it is short., His hair was brown, but now it is white., Her hair was long, but now it is short., Her hair was blonde, but now it is white.)

Extra activity

CRITICAL THINKING

- Write the words *bald. / My / was / now / he's / but / curly, / grandfather's hair* on the board in any order.
- Students write a sentence using these words in their notebooks (*My grandfather's hair was curly, but now he's bald.*)

WB Act. 3 p. 139

Read and write the opposites.

- Students read and complete the sentences.

WB Act. 4 p. 140

Look, read, and write *was* or *were*.

- Students complete the paragraph with the correct forms of *be* in the Past Simple tense.

For Internal Review Only

10

Grammar 2

1 10-3 **Watch Part 2 of the story video. Why is Cranky sad?**



Cranky's grandfather is orange.
His great-grandfather was orange, too.

2 **Read the grammar box. Then write the numbers.**

Grammar

I'm 8 now. Last year I **was** 7 .

He's 9 now. Last year he **was** 8 .

She's 10 now. Last year she **was** 9 .

We're 11 now. Last year we **were** 10 .

You're 12 now. Last year you **were** 11 .

3 **Read *How to Make a Family Album* again and circle examples of *was* and *were*.**

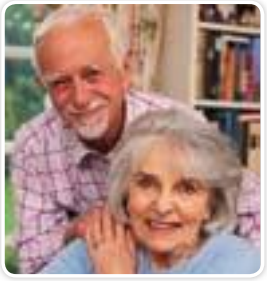
4 **Complete the sentences. Choose words from the box.**

short ~~long~~ lazy black curly

This year	Last year
My hair is short.	My hair was long .
His hair is straight.	His hair was curly .
He's hardworking.	He was lazy .
They're tall.	They were short .
His eyebrows are white.	His eyebrows were black .

5 **Look and write.**





His hair was long, but now it's short.

Speaking

6 **Talk about people you know. Use these words.**

cheerful grumpy hardworking lazy
long old short shy tall young

My grandfather was cheerful, but now he's grumpy.

7 10-4 **Watch Part 3 of the story video. Who's older, Cranky, or his brother?**

WB Act. 5 p. 140

CREATIVITY

Think about your first day at school. Draw and write.

- Students write a short paragraph, using the text from Activity 4 as a model. Then they draw.

For more grammar practice, go to Grammar Book 2, Unit 15.

Speaking

SB Act. 6 p. 161

COMMUNICATION

Talk about people you know. Use these words.

- Model the example. Students work in pairs taking turns making sentences about people they know.

Differentiation

Struggling learners: Make sure students are using *was/were* correctly.

Stretch: Students expand the sentences using *when*, e.g., *My grandmother's hair was blonde when she was young, but now it's white.*

SB Act. 7 p. 161

10-4

Watch Part 3 of the story video. Who's older, Cranky, or his brother?

- Students watch Part 3 of the video.
- Ask *What is Cranky's sister like?* (She's tall and thin.) *How old is Cranky's brother?* (He's 250 years old.) *Who's older, Cranky, or his brother?* (**Answer:** Cranky is older.)

Objective review

Show students old and recent pictures of the same people. Ask students to describe the people in both. Praise their effort.

For more speaking and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 10.

For Internal Review Only

10 Writing • Now I Know

OBJECTIVES

Reading: Can understand basic factual statements relating to pictures or simple texts.

Speaking: Can describe the appearance of a person or animal, using simple language.

Writing: Can write short descriptive texts on familiar personal topics, given a model.

MATERIALS

SB pp. 162–163
WB p. 141–143
WB key p. 220
Picture cards 149–156
Pearson English Platform
Test Book 2, Unit 10

Warm-up

Review the Unit 9 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of a person, while applying the writing strategy.

SB Act. 1 p. 162

Look at Adam's photo album and answer.

- Students look at the pictures and answer without reading the notes. (**Answers: 1** Adam's teacher, **2** his mom and dad, **3** his sister)

SB Act. 2 p. 162

Read Adam's notes and check your answers.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 162

Read the text again. Circle the words about hair.

- Ask *In what order were the words describing hair?*

SB Act. 4 p. 162

WB 141

Find or draw pictures of people you know. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 141

Focus students' attention on the Remember! box.

WB Act. 1 p. 141

Read and write the two describing words in the correct order.

WB Act. 2 p. 141

Read, circle, and write words to describe yourself and someone in your family.

WB Act. 3 p. 141

CRITICAL THINKING

Draw a picture of someone you know. Then write a description of them using the words from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their descriptions aloud. Praise their effort.

Now I Know

Warm-up

Put students into two teams. Put the picture cards of descriptive words in a pile, face down. Ask one student from each team to choose a card and act out the word. The teams guess the word and make a sentence with it. For each correct word and sentence, award a point. The winning team is the first to get ten points.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

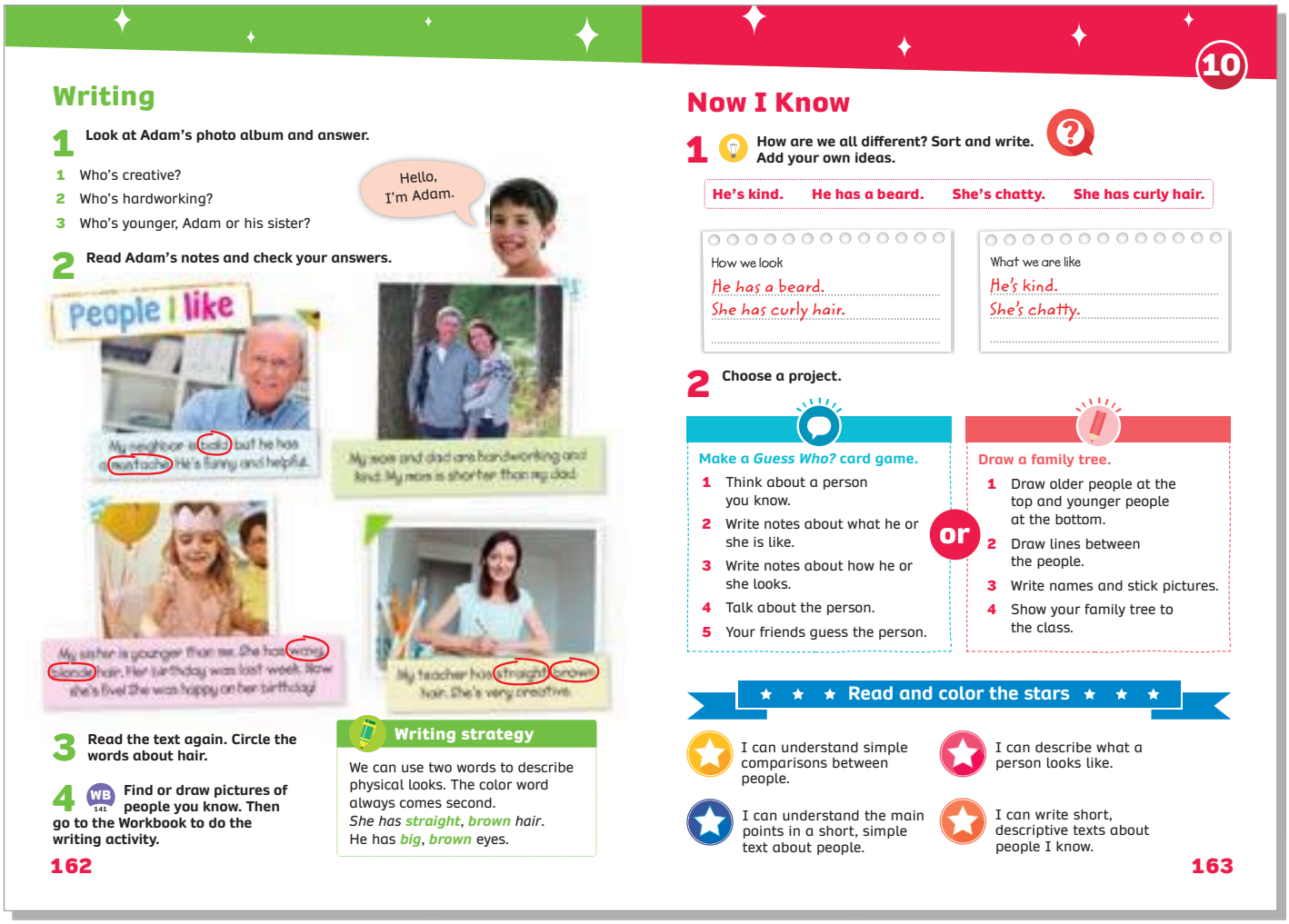
SB Act. 1 p. 163

CRITICAL THINKING

How are we all different? Sort and write. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

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Writing

1 **Look at Adam's photo album and answer.**

1 Who's creative?
2 Who's hardworking?
3 Who's younger, Adam or his sister?

Hello, I'm Adam.

2 **Read Adam's notes and check your answers.**

People I like

My neighbor is bald but he has a mustache. He's funny and helpful.

My mom and dad are hardworking and kind. My mom is shorter than my dad.

My sister is younger than me. She has wavy blonde hair. Her birthday was last week. Now she's five! She was happy on her birthday!

My teacher has straight brown hair. She's very creative.

3 **Read the text again. Circle the words about hair.**

4 WB 141 **Find or draw pictures of people you know. Then go to the Workbook to do the writing activity.**

Writing strategy

We can use two words to describe physical looks. The color word always comes second.
*She has **straight**, **brown** hair.*
He has *big*, *brown* eyes.

Now I Know

1 **How are we all different? Sort and write. Add your own ideas.**

He's kind. He has a beard. She's chatty. She has curly hair.

How we look	What we are like
He has a beard.	He's kind.
She has curly hair.	She's chatty.

2 **Choose a project.**

Make a *Guess Who?* card game.

1 Think about a person you know.
2 Write notes about what he or she is like.
3 Write notes about how he or she looks.
4 Talk about the person.
5 Your friends guess the person.

or

Draw a family tree.

1 Draw older people at the top and younger people at the bottom.
2 Draw lines between the people.
3 Write names and stick pictures.
4 Show your family tree to the class.

★ ★ ★ Read and color the stars ★ ★ ★

- I can understand simple comparisons between people.
- I can describe what a person looks like.
- I can understand the main points in a short, simple text about people.
- I can write short, descriptive texts about people I know.

WB Act. 1 p. 142

Read and match the opposites.

WB Act. 2 p. 142

Look, read, and write.

WB Act. 3 p. 142

Look, choose, and write.

WB Act. 4 p. 143

Look and write about the weather yesterday and today. Then write about the weather in your town/city yesterday and today.

Project

SB Act. 2 p. 163

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way, and seen as helping each other learn.

Things I learn

WB Act. 1 p. 143

What words do you use to describe people? Write eight words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 143

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 143

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 163

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress.
Praise their effort.

For more test practice, go to Test Book 2, Unit 10.

For Internal Review Only

11 How do we solve problems?

SKILLS

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can talk about familiar topics using a few basic words and phrases.

Writing: Can write correctly structured questions with question marks.

GRAMMAR

Grammar 1: Can use all object pronouns as complements with the Present Simple.

Grammar 2: Can use "can" to refer to ability in the present and near future.

VOCABULARY

Key vocabulary 1: add, subtract, sum, plus, minus, equals, measure, problem

Key vocabulary 2: hide, lost, solve, clue, treasure hunt, maze, entrance, exit

Video vocabulary: plan, symbol, key, line, stairs, outside, inside, different

Reading vocabulary 1: skills, everyday (adj), total

Reading vocabulary 2: escape, mix, pouch, key

Passive vocabulary: lunchbox, answer (n), give, correct

Revised vocabulary: classroom, test, candies, car, doll, robot, scooter, sandwich, great-grandmother, taste, smell, hear, touch, see

Expressions: Congratulations!

PROJECTS

Ask a friend to help you

Draw a treasure map

VIDEOS

Big World Kids: Plan for a School (11-1)

Tommy Zoom: The Invitation Parts 1–3 (11-2, 11-3, 11-4)

VALUE

Problem solving is fun

Unit opener

OBJECTIVES

Listening: Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

Speaking: Can draw simple conclusions about people in pictures, using a limited range of fixed expressions.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 164–165

WB p. 144

WB key p. 220

Video 11-1

Video script p. 254

Pearson English Platform

Big Question

- Ask students what they do when they have a problem to check what problem-solving words they already know. Ask *Do you try to solve it alone? Do you ask for help?*
- Read the Big Question *How do we solve problems?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

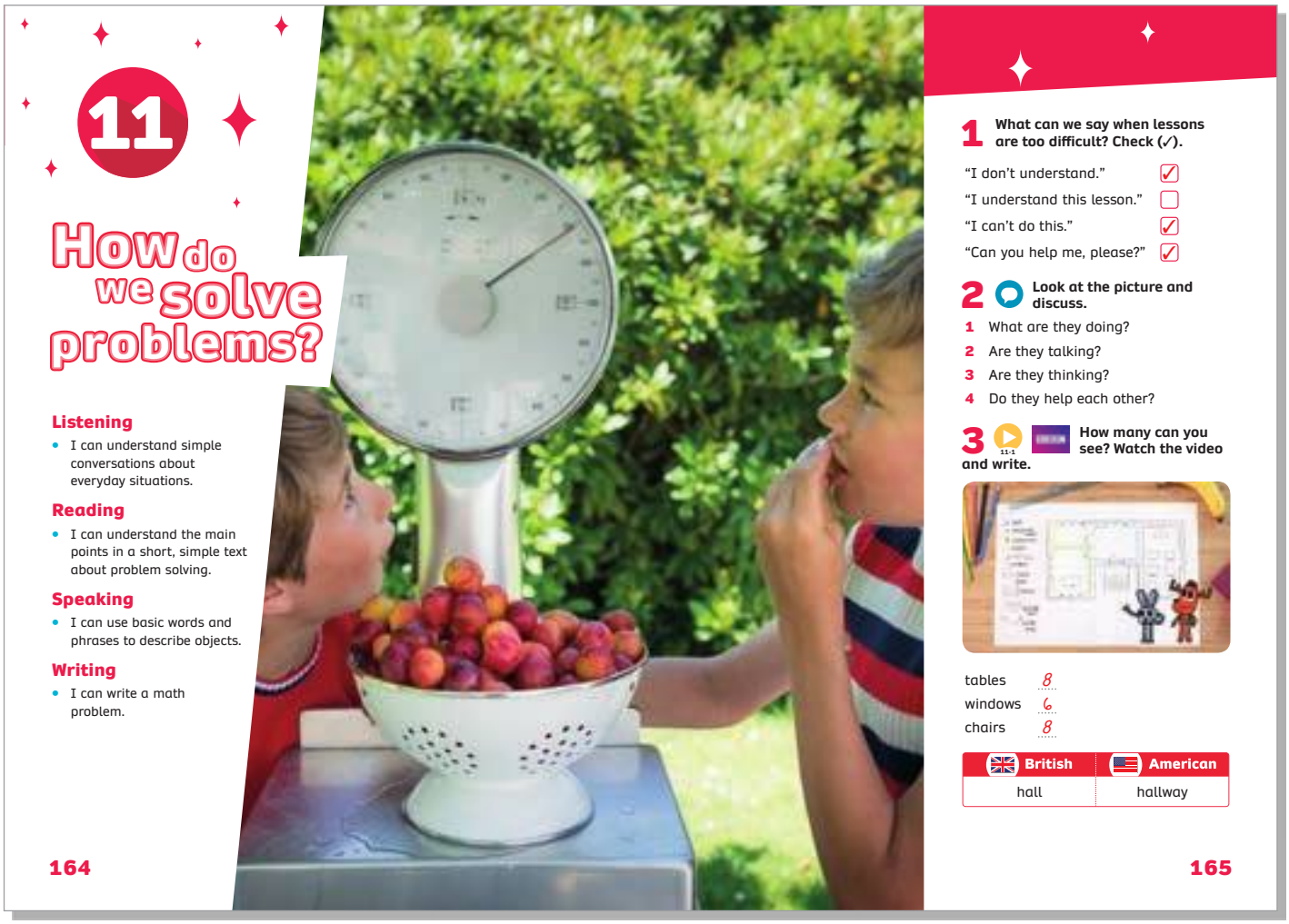
Explain the lesson objective: To talk about how to solve a problem.

SB Act. 1 p. 165

What can we say when lessons are too difficult? Check (✓).

- Ask students to check the statements that correspond to their attitude. Discuss answers with the class.

For Internal Review Only



SB Act. 2 p. 165

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Struggling learners: Ask *What are the children weighing? Are they solving a language or a math problem?*

Stretch: Ask *Are the children at school? Are they having fun? Can you write the problem they have to solve?*

WB p. 144

What do you know?

- Ask students to think of the Big Question and write in the box the different kinds of problems they have to solve.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 144

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

Extra activity

CRITICAL THINKING

- Put students into small groups to discuss possible problems, e.g., *missing the school bus*, *losing their smartphone*, etc., and how they would solve them.
- The groups present their conclusions to the class.

SB Act. 3 p. 165

11-1

How many can you see? Watch the video and write.

- Ask students to look at the video still and guess what the video is about (*a school plan/the rooms in a school*).
- Play the video. Students count and write.

International English

- Focus students' attention on the difference between British and American English for the same rooms: *hall* and *hallway*. Can they think of any others?

WB Act. 2 p. 144

11-1

Watch the video. Choose and write.

WB Act. 3 p. 144

Draw and label a plan of your classroom.

Objective review

Ask students to review what they do when they have a problem. Praise their effort.

For Internal Review Only

11 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Vocabulary: add, subtract, sum, plus, minus, equals, measure, problem

MATERIALS

SB pp. 166–167
WB p. 145–146
WB key p. 220
SB audio tracks 2-37, 2-38, and 2-39
Picture cards 165–172
Pearson English Platform

Warm-up

Draw on the board plans of different places (e.g., *the classroom*, *the computer room*, *the principal's room*) for students to describe and guess where they are.

Lesson objective

Explain the lesson objective: To talk about math problems and how to solve them.

SB Act. 1 p. 166

2-37

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-37 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 166

2-38

Listen and number.

- Play track 2-38 twice, pausing after each sentence. Students number the pictures.

SB Act. 3 p. 166

2-39

Listen and say.

- Play track 2-39. Students listen and say the words while pointing at the correct pictures. **(Answers: 1** plus, **2** minus, **3** sum, **4** add, **5** subtract, **6** equals, **7** measure, **8** problem)

Picture card activity 1

Put all the picture cards on the board. Give students a minute to memorize them and then turn them over on the board. Point at one of the picture cards and ask a student what it is. He/She has to say the word and use it in a sentence. To have more fun, you may decide to put students into two teams.

Picture card activity 2

Put all the picture cards on the board. Write two numbers on the board, e.g., *3 1*. Students come to the front and put a picture card in the correct place and write a result, e.g., *3 + 1 = 4* or *3 – 1 = 2*. The rest of the class then reads the problem aloud, e.g., *Add three to one.* or *Three plus one equals four*.

SB Act. 4 p. 166

Read and write.

- Students do the problems.
- Ask students to think if this activity helps them answer the Big Question. Write their ideas on the poster.

WB Act. 1 p. 145

Read and circle.

- Students circle the correct word to complete the sentences.

WB Act. 2 p. 145

Read, choose, and write. Then draw.

- Students look at the problems and complete the answers with the words from the box.

WB Act. 3 p. 146

Look, read, and write.

- Students look at the pictures and complete the sentences with the correct words.

SB Act. 5 p. 167

What's the teacher saying? Do the sums.

- Students do the sums and then write the problem.

Differentiation

Struggling learners: Students read the problems from Activity 5 and say their answers to the class.

Stretch: Students write the problems and answers on the board for the whole class to check.

Extra activity

CRITICAL THINKING

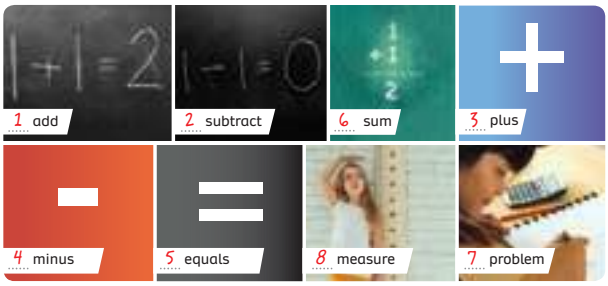
Put students in groups of three. Give them three minutes to write a math problem and its solution. The different groups share their problems with the whole class.

For Internal Review Only

11

Vocabulary 1

1 Listen and repeat. 2-37



2 Listen and number. 2-38

3 Listen and say. 2-39

4 Read and write.

Eight plus four equals 12 .

Five minus four equals 1 .

Add three to four. The answer is 7 .

Subtract five from ten. The answer is 5 .

Measure your English book. How long is it? ..... How wide is it? .....

Solve this problem. Five children have two red and two blue crayons each. How many crayons do they have in total? 20

5 What's the teacher saying? Do the sums.

3 + 8 = 11 — Three plus eight equals eleven.

10 – 4 = 6 — Ten minus four equals six.

7 + 2 = 9 — Seven plus two equals nine.

4 + 3 + 6 = 13 — Four plus three plus six equals thirteen.



Pre-reading 1

Reading strategy

Check things with friends.

1 Read this problem. Do you know the answer? Check with a friend, then write.

Grace has 15 books. Her brother likes books, too. She gives him three. How many books does Grace have now?

I think the answer is ..... .

My friend thinks the answer is ..... .



Word study: *q*

WB Act. 4 p. 146

Read these words aloud. Then circle the letter that follows *q* and write.

- Students say the words aloud and circle the letter that follows *q*.

WB Act. 5 p. 146

Write the missing letters. Then match to the opposites.

- Students complete the words and match the opposites.

Extra activity

COLLABORATION

Draw a tic-tac-toe board and fill it in with numbers 1 to 9. Put students into two teams: A and B. Each team takes its turn to choose three numbers (horizontally, vertically, or diagonally) to create a problem (e.g., 1 + 5 + 9). If the other team answers correctly, it gets a point. The team that created the problem gets a point if the other team gives an incorrect answer.

Objective review

Ask students to write math problems for the class to solve. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Check things with friends. When we have a problem to solve and we can't find the solution, it's a good idea to ask for the help of a friend. Talking about a problem and listening to a friend's ideas can help us find the solution more quickly.

SB Act. 1 p. 167

CRITICAL THINKING

Read this problem. Do you know the answer? Check with a friend, then write.

- Put students into pairs. They read the problem together and discuss the answer.

For Internal Review Only

11 Reading 1

OBJECTIVES

Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can talk about familiar topics using a few basic words and phrases.
Vocabulary:	skills, everyday (adj), total
Passive vocabulary	lunchbox, answer, give
Revised vocabulary:	candies, car, sandwich, great-grandmother

MATERIALS

SB pp. 168–169
WB p. 147
WB key p. 220
SB audio track 2-40
Pearson English Platform

Warm-up

Do some mental math problems. Make sure you have figured out the results before you give the problems to your students.

Lesson objective

Explain the lesson objective: To apply the reading strategy by working with friends to solve math problems.

SB Act. 2 p. 168

2-31

Read *Math Problems!* How many math problems are there?

- Play track 2-31. Students read and listen to the problems.
- Ask students to discuss the question and answer with a friend. (**Answer:** There are five problems.)
- Ask students if they found the answer to Activity 1. (**Answer:** 12)
- Ask students who answered both questions correctly to raise their hands.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students read the problems and rephrase them using similar words, e.g., problem A *You add three and four. That equals seven sandwiches.* can be rephrased as *Three plus four equals seven.*

Extra activity

CRITICAL THINKING

Students read sentences from the problems. The rest of the class say which problem it belongs to.

SB Act. 3 p. 168

Solve the problems. Then check with a friend.

- Students solve the problems individually.
- Ask students to think if this activity helps them answer the Big Question. Write their ideas on the poster.

Extra activity

Vocabulary work

- Ask students to go back to the text to find and underline: *skills*, *everyday*, *total*.
- Ask students to look at the words before and after these underlined words. Which phrases do they form? (*math skills*, *everyday problem*, *in total*) Explain that it is easier to learn whole expressions than individual words.

WB Act. 1 p. 147

Read *Math Problems!* Look, read, and write.

- Refer students back to the text on SB pp. 168 and 169.
- Students read the text again, look at the pictures, and answer the questions. They read their sentences to the class to check.

WB Act. 2 p. 147

CRITICAL THINKING

Read and write. Then do the sums.

- Students complete the sentences, and then they do the sums.

Extra activity

CRITICAL THINKING

This is a continuation of WB Activity 2. Ask different students to read aloud their problems for the class to solve. Make sure that they have figured out the solution beforehand, so that they can truthfully say if the class has reached the correct answer or not.

For Internal Review Only



Reading 1

2 2-40 **Read *Math Problems!* How many math problems are there?**

Reading strategy
Check things with friends.

MATH Problems!

When do you do math problems? In your math class at school? Yes, but we also use our math skills in other places. We use math at the grocery store, at home, and with our friends. Our math skills can help us find the answers to everyday problems!

A
Sarah and Joel are going to school. Their mom gives them **two** lunchboxes.
She gives Joel **three** sandwiches and **one** apple. She gives Sarah **four** sandwiches and two apples.
How many sandwiches do Sarah and Joel have in total? How many apples?
You **add** three and four. That **equals** ..... sandwiches.
You add two and one. That equals ..... apples.

B
Jonny has fifteen candies. His sister likes candy, too. He gives her seven candies. How many candies does Jonny have now?
You **subtract** seven from fifteen. That equals ..... candies.

C
Oliver and Brooke have twenty-seven toy cars. Their great-grandmother gives them eight more. How many cars do they have now?
Twenty-seven **plus** eight equals ..... toy cars.

D
Grace has fifteen books. Her brother likes books, too. She gives him three. How many books does Grace have now?
Fifteen **minus** three equals ..... books.

E
line 1
line 2
Which line is longer? **Measure** them.
Line 1 is ..... cm.
Line 2 is ..... cm.

3 **Solve the problems. Then check with a friend.**

A $3 + 4 = 7$ sandwiches, $1 + 2 = 3$ apples
B $15 - 7 = 8$ candies
C $27 + 8 = 35$ toy cars
D $15 - 3 = 12$ books
E Which line is longer? They are the same.

4 **Look at problem B. How old is Jonny's sister? Add all the numbers in blue. Check with a friend.**

5 **When do you use your math skills? What do you count every day? When do you add or subtract?**

SB Act. 4 p. 169

Look at problem B. How old is Jonny's sister? Add all the numbers in blue. Check with a friend.

- Students should add fifteen plus seven to solve the problem. Put them into pairs to check their solutions. Ask some pairs to share their results with the class. **(Answer:** 22)

SB Act. 5 p. 169

COMMUNICATION

When do you use your math skills? What do you count every day? When do you add or subtract?

- In pairs, students discuss the answers to these questions.
- Ask different pairs to share their answers with the class. How many think that math is useful in everyday life? How many disagree?
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the board.

Extra activity

COLLABORATION

In pairs, students write a problem about their classroom for their partner to answer, e.g., The number of boys plus the number of girls, minus the number of doors, equals what?

WB Act. 3 p. 147

What about you? Read and circle.

- Students complete the sentences for them.

Objective review

Ask students if they can remember a problem from *Math Problems!* without looking at the book. When is it easier to do it: when they work on their own or when they have the help of a friend? Praise their effort.

For Internal Review Only

11 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar:	Can use all object pronouns as complements with the Present Simple.
Listening:	Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.
Speaking:	Can express likes and dislikes in relation to familiar topics in a basic way.
Revised vocabulary:	test

MATERIALS

SB pp. 170–171
WB p. 148–149
WB key p. 220
SB audio track 2-41
Video 11-2
Video script p. 254
Pearson English Platform
Speaking and Vocabulary Book 2, Unit 11

Warm-up

Review *Math Problems!* Ask *How many sandwiches do Joel and Sarah have? How many cars do Oliver and Brooke have now? How many books does Grace's brother have?*

Lesson objective

Explain the lesson objective: To identify who or what people are talking about.

SB Act. 1 p. 170

11-2

Watch Part 1 of the story video. How does Suzie help Cranky?

- Students watch Part 1 of the video twice.
- Focus students' attention on the text below the video still. Ask *What are the children doing?* (They're taking a test.) *Are they writing in Chinese?* (No, they're writing in English.) *Can Cranky spell English words?* (No, he can't.) *Does Cranky like homework?* (No, he doesn't.)
- Ask *How does Suzie help Cranky?* (**Answer:** She helps him write "bookcase.") *What are the children doing at the end of the video?* (They're drawing a picture of their classroom.)

SB Act. 2 p. 170

Read the grammar box and match.

- Focus students' attention on the grammar box. Students read and match the words in green to the pictures.

SB Act. 3 p. 170

Read *Math Problems!* again and circle examples of *us* and *them*.

- Refer students back to the text on SB pp. 168 and 169.
- Put students into pairs. Students read the text again and circle examples of the target grammar in blue.

Stretch activity

COLLABORATION

In pairs, students circle in red the words that *him*, *her*, and *them* stand for.

SB Act. 4 p. 170

Read and circle.

- Students choose the word that correctly replaces the first phrase.

WB Act. 1 p. 148

Look, read, and circle.

- Focus students' attention on the grammar box.
- Students look at the grammar box and at the pictures, and circle the correct word.

SB Act. 5 p. 171

Ask for help. Write *us* or *them*.

- Students read the sentences and complete the requests for help.

WB Act. 2 p. 149

Read and write *me*, *us*, *her*, or *them*.

- Students read the situations, and complete the sentences with the correct word.

WB Act. 3 p. 149

Read and write *me*, *us*, *her*, or *them* and the words in parentheses.

- Students read the sentences, and complete the requests for help using the cues.

WB Act. 4 p. 149

Write for you.

- Students answer the questions about helping people.

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11

Grammar 1

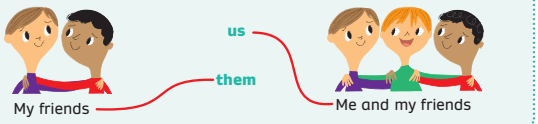
1 11-2 **Watch Part 1 of the story video. How does Suzie help Cranky?**



Some children in another school are taking a test. Cranky, Suzie, and Tommy are watching them.

2 **Read the grammar box and match.**

Grammar



3 **Read *Math Problems!* again and circle examples of *us* and *them*.**

4 **Read and circle.**

1 Come and watch me and my dog.
Come and watch **us** / **them** / **me** / **her** play.
2 Can you help my brother and sister?
Can you help **us** / **them** / **me** / **her** with their homework?
3 Mom! I can't do this jigsaw puzzle.
Can you help **us** / **them** / **me** / **her** ?
4 Sara's doctor measures **us** / **them** / **me** / **her** and her little sister.

5 **Ask for help. Write *us* or *them*.**

1 We don't understand this problem. Can you help *us* , please?
2 My friends can't do this sum. Can you help *them* ?
3 Jade and Tom don't know the answer. Can you tell *them* ?
4 We don't know the answer. Can you tell *us* ?
5 How can we make a paper flower? Can you show *us* ?
6 How can my cousins make a paper flower? Can you show *them* ?

Listening and Speaking

6 2-41 **Listen and write T (True) or F (False).**

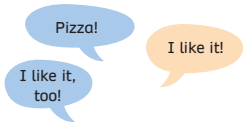
1 Danny's brother and sister are twins. T
2 Their birthday is on Sunday. F
3 They like cars. F
4 They like robots. F
5 They like balls. T
6 They like jigsaw puzzles. T
7 Danny's friend helps him by asking questions. T



I like **my car**. I like **it**.
I like **cars**. I like **them**.

7 **Play a game with your friend.**

- Write things you like and don't like.
- Say the things to your friend.
- Does your friend like the same things?





Listening and Speaking

SB Act. 6 p. 171

2-41

Listen and write T (True) or F (False).

- Play track 2-41 twice. Students write T or F.

SB Act. 7 p. 171

COMMUNICATION

Play a game with your friend.

- Model the dialog. Put students into pairs. Alternatively, you may want to organize a chain. Make sure all students produce and respond to the statements using *it*, *them*, *us*, etc.

Differentiation

Struggling learners: While monitoring Activity 7, make sure they use *us*, *it*, *them*, etc., correctly.

Stretch: Students turn the statements into questions to ask and answer, e.g., *Do you like pizza? Yes, I like/love it!*

Objective review

Set up a chain. Give students cues for them to ask for help, or suggest solutions to solve a problem using object words, e.g., say *You and your friend can't understand a problem*. The student says *Could you help us, please?* Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 11.

For Internal Review Only

11 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening:	Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.
Speaking:	Can talk about familiar topics using a few basic words and phrases.
SB vocabulary:	hide, lost, solve, clue, treasure hunt, maze, entrance, exit
WB vocabulary:	riddle, puzzle, secret, quiz
Revised vocabulary:	doll, robot, scooter

MATERIALS

SB pp. 172–173
WB pp. 150–151
WB key p. 220
SB audio tracks 2-42, 2-43, and 2-44
Picture cards 173–180
Pearson English Platform

Warm-up

Review vocabulary from previous units. Say *ice cream*. Student 1 says *I (don't) like it*. Go on giving clues like: *math*, *P.E.*, *crocodiles*, *pandas*, *braces*, *summer*, *January*, etc.

Lesson objective

Explain the lesson objective: To talk about activities associated with solving problems.

SB Act. 1 p. 172

2-42

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-42 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 172

2-43

Listen and number.

- Play track 2-43, pausing after each word. Students number the pictures.

SB Act. 3 p. 172

2-44

Listen and say.

- Play track 2-44. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** lost, **2** entrance, **3** exit, **4** maze, **5** hide, **6** clue, **7** solve, **8** treasure hunt)

Picture card activity 1

Shuffle the picture cards and show them one by one, asking *Do you like mazes/treasure hunts/to hide/to solve a problem?* for students to answer *Yes, I like mazes.* or *No, I don't like to hide.*

Picture card activity 2

- Put the picture cards around the room. Line students up in two teams.
- Say a word. Students at the front of each line run to collect the picture card and make a sentence with the word. If the sentence is correct, they get a point. If it is wrong, the other team gets the point. The student who was last now goes to the front of the line. The team with the most points wins.

WB Act. 1 p. 150

Look, read, and check (✓) or cross (✗).

- This is a Pre A1 Starters Reading & Writing Part 1 task.
- Students read the sentences and look at the pictures. They decide which are the same, and which are different.

SB Act. 4 p. 172

Write. Then solve the problem. Where's the treasure?

- Students complete the problem using the clues.

Extra activity

COMMUNICATION

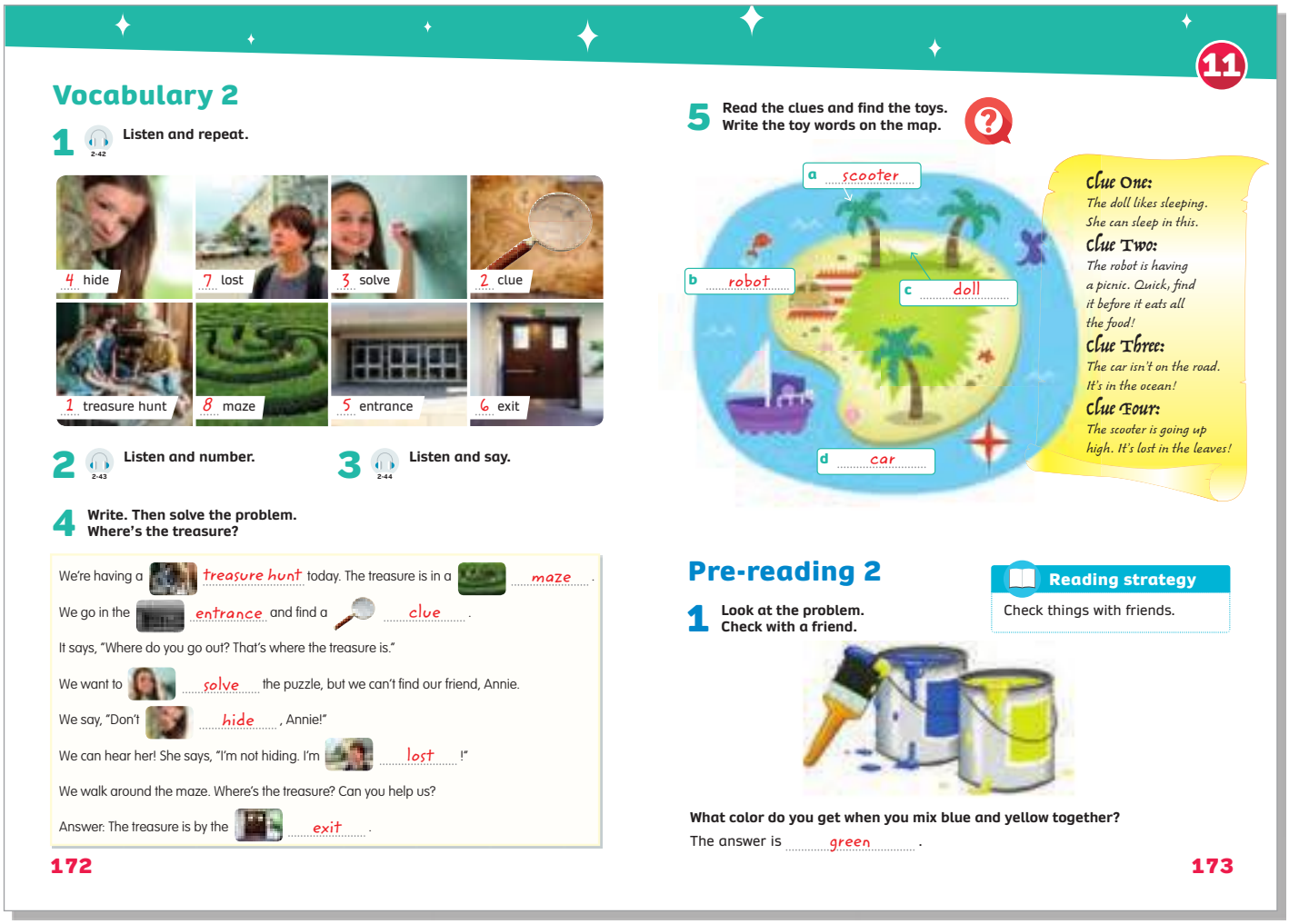
Put students into pairs. They take turns: one says a sentence from Activity 4 and the other completes it, or gives the next one, e.g., Student 1: *I'm not hiding.* Student 2: *I'm lost.*

SB Act. 5 p. 173

Read the clues and find the toys. Write the toy words on the map.

- Students read the clues and write the missing words in the correct places.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

For Internal Review Only



Vocabulary 2

1 2-42 **Listen and repeat.**

4 hide | 7 lost | 3 solve | 2 clue

1 treasure hunt | 8 maze | 5 entrance | 6 exit

2 2-43 **Listen and number.**

3 2-44 **Listen and say.**

4 **Write. Then solve the problem. Where's the treasure?**

We're having a treasure hunt today. The treasure is in a maze.
We go in the entrance and find a clue.
It says, "Where do you go out? That's where the treasure is."
We want to solve the puzzle, but we can't find our friend, Annie.
We say, "Don't hide, Annie!"
We can hear her! She says, "I'm not hiding. I'm lost!"
We walk around the maze. Where's the treasure? Can you help us?
Answer: The treasure is by the exit.

172

5 **Read the clues and find the toys. Write the toy words on the map.**

a scooter
b robot
c doll
d car

Clue One:
The doll likes sleeping. She can sleep in this.
Clue Two:
The robot is having a picnic. Quick, find it before it eats all the food!
Clue Three:
The car isn't on the road. It's in the ocean!
Clue Four:
The scooter is going up high. It's lost in the leaves!

Pre-reading 2

1 **Look at the problem. Check with a friend.**

Reading strategy
Check things with friends.

What color do you get when you mix blue and yellow together?
The answer is green.

173

Differentiation

Struggling learners: Make sure students solve the clues correctly and use the correct spelling.

Stretch: Ask students to write their own clues to Activity 5. Then they give their clues to a friend to solve.

WB Act. 2 p. 150

CREATIVITY

Draw a maze. Hide some treasure in it. Draw the entrance and the exit. Then give it to a friend. Can they solve the puzzle?

- Students draw the maze and pass it on to other students for them to solve the puzzle.

WB Act. 3 p. 151

Read, choose, and write.

- Students complete the sentences with the words from the box.

Vocabulary challenge: problem solving

WB Act. 4 p. 151

Look, read, and circle.

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

WB Act. 5 p. 151

Read and write. Use the words from Activity 4.

- Students complete the sentences using the words from Activity 4.

Objective review

Ask students to list the activities that they can do to solve a puzzle. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Check things with friends. When we have a difficult problem to solve, it's a good idea to ask for the help of a friend. Figuring out a possible solution to a problem with a friend can help us find the solution more quickly. Ask *Can you think of examples when doing an activity with a friend can help you solve a problem?* (reading the clues of a treasure hunt, measuring a large object, reading a plan to get to a place, etc.)

SB Act. 1 p. 173

Look at the problem. Check with a friend.

- Students read the problem and discuss how to solve it in pairs.

Stretch activity

COLLABORATION

Students work in pairs or small groups to write a list of colors they can make by mixing other colors together. Remind them to bring the lists next class.

For Internal Review Only

11 Reading 2

OBJECTIVES	
Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can talk about familiar topics using a few basic words and phrases.
Vocabulary:	escape, mix, pouch, key
Passive vocabulary:	correct
Revised vocabulary:	classroom
Expressions:	Congratulations!

MATERIALS

SB pp. 174–175
WB p. 152
WB key p. 220
SB audio track 2-45
Pearson English Platform

Warm-up

- If you did the Stretch activity in the previous class, ask students to read their lists of colors. What have they found? Do they all have a similar list? Have they actually tried combining colors to make their list? Can all colors be combined to give new ones? Which are the three colors that can be combined? What name do we give them? (*primary colors*)
- If you didn't do the Stretch activity, ask students to do it now.

Lesson objective

Explain the lesson objective: To apply the reading strategy by working with friends to solve a problem.

SB Act. 2 p. 174

2-45

Read *Escape the Classroom!* What's the treasure you need to find?

- Students read and listen to the text.
- Students work in pairs to find the treasure. (**Answer:** a key)
- Ask students if they found the answer to Activity 1. Praise their effort.
- Ask students to find the words in bold. Check that they remember their meaning.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Ask students to read a sentence, leaving out the word in bold. The class has to find the sentence and read the missing word.

SB Act. 3 p. 175

Read the clues and write the answers.

- Students work in pairs reading the clues and writing the answers.

Stretch activity

CRITICAL THINKING

Ask *Did working together with a friend make it easier or more difficult to find the answers? Why do you think so? Why not?*

Extra activity

CRITICAL THINKING

Put students in groups of four. A group says the answer to a clue from the story. The first of the other groups to find the clue gets to read it. Each member of the group should read one sentence of the clue.

Extra activity

COLLABORATION

In groups or pairs, ask students to think of a number, a letter, a color, and an animal. They then write clues using each of these words as an answer. Students then read their clues aloud for the rest of the class to guess the answer.

WB Act. 1 p. 152

Read *Escape the Classroom!* and circle T (true) or F (false).

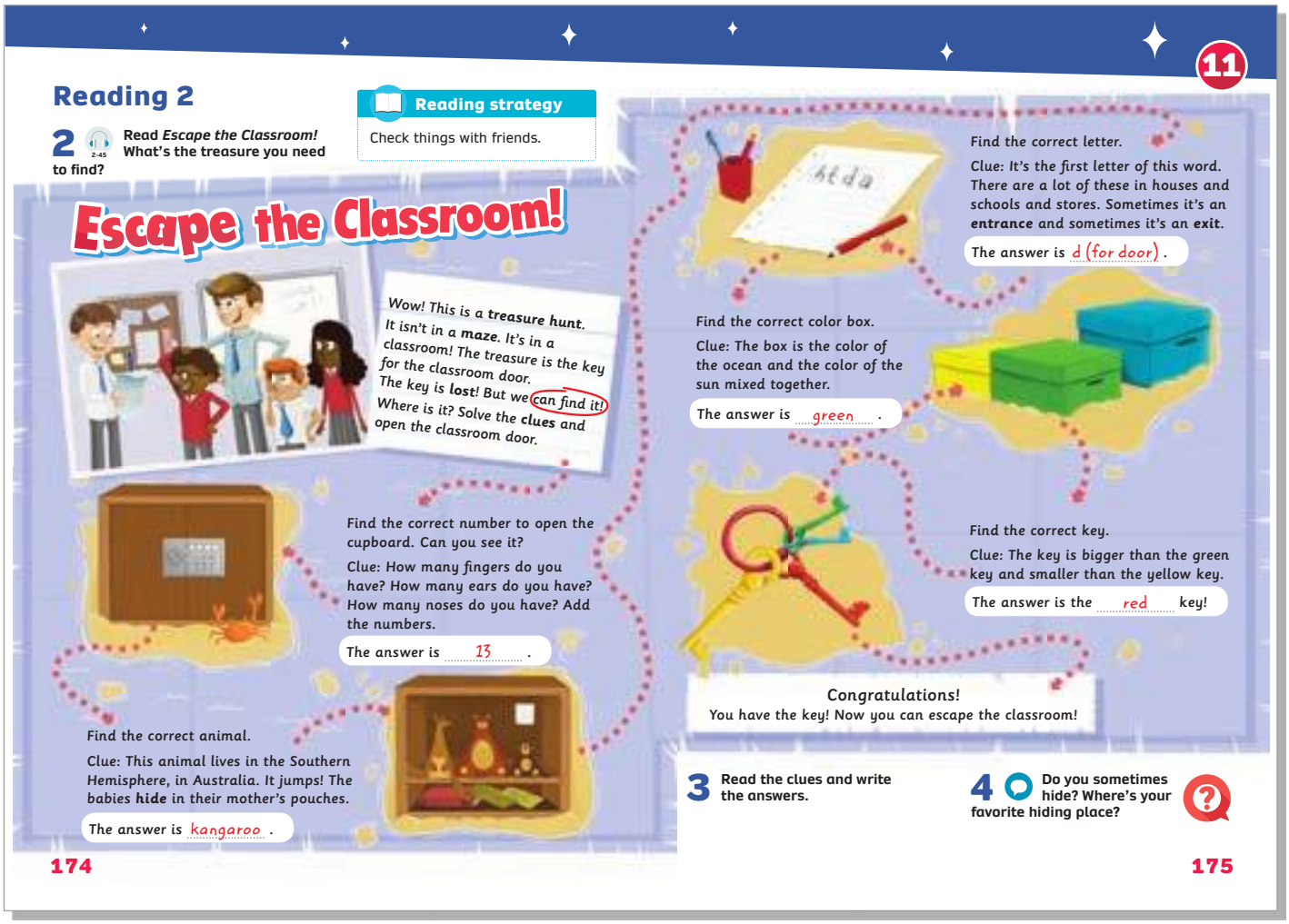
- Students read the story again and decide whether the sentences are true or false.

Extra activity

Vocabulary work

- Ask students to go back to the text on SB pp. 174 and 175 and underline the words that describe the pictures (cupboard, animals, letter, box, key).
- Remind students that pictures can help them learn remember new words more quickly.

For Internal Review Only



WB Act. 2 p. 152

Read *Escape the Classroom!* again and write.

- Refer students back to the text on SB pp. 174 and 175.
- Students read the story again and complete the sentences.

SB Act. 4 p. 175

COMMUNICATION

Do you sometimes hide? Where's your favorite hiding place?

- Students discuss the questions in pairs. Ask some students to share their answers with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 152

CRITICAL THINKING

Read the clue and solve the riddle. Then write your own clue and the answer.

- Students read the clue and create a new one.
- They share their clues with the class for them to guess.

Value

Problem solving is fun

- Ask students if they agree that solving problems is fun. Ask *Do you enjoy solving problems like the ones in the two readings? Do you enjoy writing clues to a problem? Which problem solving did you prefer: solving math problems, or solving the treasure hunt?*
- Ask *What other sort of problems do you have to solve in everyday life?* Remind them of the discussion in the first lesson of the unit, when they discussed problems like studying for a difficult test, missing the school bus, losing their smartphone, etc., and how they could solve them. Is solving these problems also fun?
- Have a class discussion. Ask *Which problems are fun to solve and which aren't?*

Objective review

Ask students what advantages there are to solving a problem with the help of friends. Make a list. Praise their effort.

For Internal Review Only

11 Grammar 2 • Speaking

OBJECTIVES

Grammar:	Can use "can" to refer to ability in the present and near future.
Listening:	Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.
Speaking:	Can describe common everyday objects using simple language.
Revised vocabulary:	taste, smell, hear, touch, see

MATERIALS

SB pp. 176–177
WB pp. 153–154
WB key p. 220
Videos 11-3 and 11-4
Video script pp. 254–255
WB audio track 06
Picture cards 165–180
Pearson English Platform
Grammar Book 2, Unit 7
Speaking and Vocabulary Book 2, Unit 11

Warm-up

Put the picture cards for Vocabulary 1 and 2 face down on your desk. Students pick one picture card and make a math problem or a sentence, e.g., *2 + 2 = 4* or *I'm lost! I don't know where I am.*

Lesson objective

Explain the lesson objective: To say what people can or can't see, hear, taste, etc.

SB Act. 1 p. 176

11-3

Watch Part 2 of the story video. Where are the schools they're looking at?

- Students watch Part 2 of the video.
- Ask students to look at the video still and read the text aloud.
- Ask *Where* are *the schools?* (**Answer:** They're in Beijing.) *What are the students doing?* (They're playing table tennis/ping-pong/cricket.) *Can Tommy spell Beijing?* (Yes, he can.) *Can Cranky, Tommy, and Suzie play table tennis/ping-pong at school?* (No, they can't.) *Who invited Cranky, Tommy, and Suzie?* (The students in a school.) *What can Cranky do now?* (He can read in English.)

SB Act. 2 p. 176

Read the grammar box. Write sentences with *them*, *us*, *it*, and *her*.

- Remind students of the grammar box in Grammar 1. If necessary, ask them to look back. Students read the sentences, and rewrite them using *them*, *us*, *it*, or *her*.

SB Act. 3 p. 176

Read *Escape the Classroom!* again and circle an example of *can* + *find it*.

- Refer students back to the text on SB pp. 174 and 175.
- Students read the text again and circle examples of the target grammar.

SB Act. 4 p. 176

What can you do? Look and complete the sentences with *can* or *can't*.

- Focus students' attention on the words in green in the grammar box. Students look at the cues and write the sentences.

WB Act. 1 p. 153

Read and circle.

- Focus students' attention on the grammar box. Students read the sentences and choose the correct words.

WB Act. 2 p. 153

Read and match.

- Students match the sentences about sensations on the left, to the words on the right.

SB Act. 5 p. 177

Read the clues and write.

- Remind students of the clues in *Escape the Classroom!*
- Put students into pairs to read the sentences and find the answers.

WB Act. 3 p. 153

Read and write. Then find the hidden word.

- Ask students to read the clues and write the correct words in the boxes.
- Ask students what the hidden word is (*see*).

WB Act. 4 p. 154

06

Listen and check (✓).

- This is a Pre A1 Starters Listening Part 3 task.
- Play audio track 06. Students listen, look at the pictures, and check the correct box.

WB Act. 5 p. 154

CRITICAL THINKING

Read, draw, and write.

- Students read the sentences and then draw and write the name of the corresponding object.

For Internal Review Only

Grammar 2

1 11-3 **Watch Part 2 of the story video. Where are the schools they're looking at?**



We can see them. They can't hear us!

2 **Read the grammar box. Write sentences with *them*, *us*, *it*, and *her*.**

Grammar

I **can hear** some birds.	I can hear them.
I **can't see** my friend.	I can't see her.
They **can see** my friends and me.	They can see us.
They **can't hear** the train.	They can't hear it.

3 **Read *Escape the Classroom!* again and circle an example of *can* + *find it*.**

4 **What can you do? Look and complete the sentences with *can* or *can't*.**

lemons	music
I can see them.	I can't see it.
I can't hear them.	I can't hear it.
I can taste them.	I can't taste it.
I can touch them.	I can't touch it.
I can smell them.	I can't smell it.

5 **Read the clues and write.**

1 They're sometimes white, sometimes gray, and sometimes black. They're in the sky. You can see them, but you can't hear them or touch them. They're clouds.

2 It has a lot of doors and windows and rooms. It has desks, chairs, and books. You don't sleep here. You can see it and touch it, but you can't taste it. It's a school.

3 You often eat this in the summer. It's cold and sweet. It isn't fruit. You can see it, touch it, and taste it. You can't hear it. It's an ice cream.

Speaking

Speaking strategy

Take turns describing something.

6 **Play the game with a friend.**



- Choose a picture. Don't say what it is.
- Tell your friend about the picture.
- Your friend guesses the picture.

You can taste it. You can smell it. You can touch it. You can't hear it. It's green.

Is it an apple?

Yes, it is.

7 11-4 **Watch Part 3 of the story video. What does Cranky draw?**

Extra activity

CRITICAL THINKING

- Write the words *can't*, *can*, *it*, *touch*, *but*, *I*, *I*, *see*, *a cloud* on the board in any order.
- Ask students to make a sentence using these words. Ask them to provide other sentences following the pattern (*I can't touch a cloud, but I can see it.*)

For more grammar practice, go to Grammar Book 2, Unit 7.

Speaking

Speaking strategy

Explain the speaking strategy: Take turns describing something.

SB Act. 6 p. 177

COMMUNICATION

Play the game with a friend.

- Read the steps and model the dialog. Put students into pairs. They take turns giving the necessary clues for their partner to guess the picture.

SB Act. 7 p. 177

11-4

Watch Part 3 of the story video. What does Cranky draw?

- Students watch Part 3 of the video.
- Ask *Where is the school?* (It's in India.) *What are the children learning?* (English) *How many days a week do Indian children go to school?* (They go to school six days a week.) *What's Cranky drawing?* (**Answer:** He's drawing his classroom.) *What are he and his friends wearing?* (They're wearing helmets.)

Objective review

Draw two columns on the board. Write in one a series of words for food, places, objects, and animals from previous units. Students play the game in Activity 6. Praise their effort.

For more speaking and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 11.

For Internal Review Only

11 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can talk about familiar topics using a few basic words and phrases.

Writing: Can write simple sentences about familiar things, given prompts or a model.

MATERIALS

SB pp. 178–179
WB pp. 155–157
WB key p. 220
Pearson English Platform
Test Book 2, Unit 11

Warm-up

Review the Unit 10 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a math problem, while applying the writing strategy.

SB Act. 1 p. 178

Look at Georgia's picture and predict.

- Ask students to look at the picture and answer the questions. (**Answers: 1** She likes writing math problems., **2** She thinks of a sum.)

SB Act. 2 p. 178

Read Georgia's text and check your answers. Then write the answer to the math problem.

- Students check their answers and solve the problem.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 178

Read the text again. Circle *For example*.

- Students read the text again and circle *For example*. Ask them to underline the words that precede it.
- Ask how it is used in the text (*"For example" gives extra information about a sum, people, and things.*)

SB Act. 4 p. 178

WB 155

Think of a math problem. Draw pictures for the problem. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 155

Focus students' attention in the Remember! box.

WB Act. 1 p. 155

Read and match.

WB Act. 2 p. 155

CRITICAL THINKING

Think of a math problem. Read and write.

WB Act. 3 p. 155

Write your problem. Draw pictures to show the characters, objects, and the situation.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to share their problems with the class. Praise their effort.

Now I Know

Warm-up

Play *Bingo*. Write ten words from the unit on the board. Students choose five and write them down. The first student to check all of the words on their lists, should say *Bingo!* and read the five words aloud to win.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What is the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then, to observe their own progress.

SB Act. 1 p. 179

COMMUNICATION

How do we solve problems? What do you do when you have a problem? Check (✓). Then tell a friend.

- Students use their consolidated knowledge of the Big Question to answer.

For Internal Review Only

Writing

1 **Look at Georgia's picture and predict.**

1 What does she like doing?
2 What does she do first?

2 **Read Georgia's text and check your answers. Then write the answer to the math problem.**



I LOVE Math Problems!

Hi, I'm Georgia. I love math and my hobby is writing math problems. It's easy! First, I think of a sum. For example, ten minus three equals seven. Then I think of people and things. For example, Davy has ten apples. He gives one apple to his sister, one to his mom, and one to his dad. How many apples does Davy have now? The answer is seven! I write the problems and give them to my friends at school.

Here's another problem. Can you solve it?

Cristina has two dolls. Her mom gives her another one. Her dad gives her two. Her grandma gives her three. How many dolls does Cristina have now?

The answer is 8 !

3 **Read the text again. Circle *For example*.**

4 WB 155 **Think of a math problem. Draw pictures for the problem. Then go to the Workbook to do the writing activity.**

Writing strategy

We say **for example** when we want to give extra information. Remember to use a comma.
For example, Davy has ten apples.

Now I Know

1 **How do we solve problems? What do you do when you have a problem? Check (✓). Then tell a friend.**

	always	sometimes	never
I solve it alone.			
I ask my friends for help.			
I ask my parents for help.			
I ask my teacher for help.			

2 **Choose a project.**

Ask a friend to help you.
1 Think of a problem you have. Make notes.
2 Tell two or three friends about your problem.
3 Listen to their help.
4 Decide who can help you.

or

Draw a treasure map.
1 Hide something in your classroom.
2 Draw a map of your classroom with some clues.
3 Show your map to a friend.
4 Ask your friend to find the treasure!

Read and color the stars

- I can understand simple conversations about everyday situations.
- I can use basic words and phrases to describe objects.
- I can understand the main points in a short, simple text about problem solving.
- I can write a math problem.

WB Act. 1 p. 156

Complete the crossword.

WB Act. 2 p. 156

Find and circle six words.

WB Act. 3 p. 156

Read and write.

WB Act. 4 p. 157

Read, choose, and write *them*, *it*, or *us*.

Project

SB Act. 2 p. 179

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way, and seen as helping each other learn.

Things I learn

WB Act. 1 p. 157

What do you do to solve problems? Write four words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 157

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 157

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 179

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 11.

For Internal Review Only

12 Why is it good to be outdoors?

SKILLS

Listening: Can identify activities occurring in the past in short, simple dialogs.

Reading: Can understand short paragraphs on subjects of personal interest, if written using simple language and supported by pictures.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

Writing: Can write short descriptive texts on familiar personal topics, given a model.

GRAMMAR

Grammar 1: Can use "I" with common verbs in regular Past Simple forms, with simple phrasal complements.

Grammar 2: Can use "Yes, I did./No, I didn't." to answer questions beginning with "Did you … ?"

VOCABULARY

Key vocabulary 1: grass, lake, hills, pond, wildlife, meadow, rocks, sand

Key vocabulary 2: fins, snorkel, water wings, air mattress, hotel, shell, seaweed, sandcastle

Video vocabulary: plan, still, blurred, tripod, dark, flash, close up, zoom

Reading 1 vocabulary: pelicans, forest, wide, rare, aerial walkway, bridge, enormous

Reading 2 vocabulary: turquoise, beachcombing, driftwood, sea glass, bucket, sparkle (v), jar

Passive vocabulary: full, butterfly, high, exciting, dune, sandy, collection, decide, memory

Revised vocabulary: bird, take pictures, travel by … , vacation, visit, collect

PROJECTS

Present your favorite place

Make a vacation postcard

VIDEOS

Vloggers: Taking Photos (12-1)

Tommy Zoom: The Magic Door Parts 1–3 (11-2, 11-3, 11-4)

VALUE

Make memories with your family

Unit opener

OBJECTIVES

Listening: Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

Speaking: Can draw simple conclusions about people in pictures using fixed expressions.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 180–181

WB p. 158

WB key pp. 220–221

Video 12-1

Video script p. 255

Pearson English Platform

Big Question

- Ask students questions about the outdoors to check what outdoor words they already know, e.g., *Where do you go when you go outdoors? Who do you go with? What can you do/see there? How do you feel?*
- Read the Big Question *Why is it good to be outdoors?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you will continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about the things they can see and do outdoors.

SB Act. 1 p. 181

What do you usually see outdoors? Circle.

- Students complete and then discuss.

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SB Act. 2 p. 181

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Stretch: Ask *What time of the year is it? Where do you think she is? What do you think she's taking a picture of?*

WB p. 158

What do you know?

- Ask students to think of the Big Question and write in the box the things they see and do when they're outdoors.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 1 p. 158

What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 181

12-1

Watch the video and answer.

- Ask students to look at the video still and guess what the video is about (*Children taking pictures*).
- Play the video. Students answer the questions. (**Answers: 1** a girl and a cat, **2** a tablet)

International English

Focus students' attention on the difference between British and American English for the same activities: *take photos* and *take pictures*. Can they think of any others?

Extra activity

CREATIVITY

Ask students to plan, sketch, and take a picture as the children do in the video. They bring them to the next class.

WB Act. 2 p. 158

12-1

Watch the video. Read, choose, and write.

WB Act. 3 p. 158

12-1

Watch the video again. Number the tips in the order you hear them.

WB Act. 4 p. 158

CRITICAL THINKING

Think about your favorite picture. What/Who is in it? Where are they? What are they doing?

Objective review

Ask students to think of their favorite place to take pictures. Why do they like it? Praise their effort.

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12 Vocabulary 1 • Pre-reading 1

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can talk about familiar topics using a few basic words and phrases.

Vocabulary: grass, lake, hills, pond, wildlife, meadow, rocks, sand

MATERIALS

SB pp. 182–183
WB pp. 159–160
WB key p. 221
SB audio tracks 2-46, 2-47, and 2-48
Picture cards 181–188
Pearson English Platform

Warm-up

- If you did the Extra activity in the previous class, ask students to put the pictures they took, and their sketches, up on the board or on a wall. Students describe their pictures and compare them to their sketches.
- If you didn't do the Extra activity, bring in some pictures and put them on the board. Ask students to describe them.

Lesson objective

Explain the lesson objective: To talk about what they can see and do outdoors.

SB Act. 1 p. 182

2-46

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-46 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 182

2-47

Listen and number.

- Play track 2-47 twice, pausing after each word. Students number the pictures.

SB Act. 3 p. 182

2-48

Listen and say.

- Play track 2-48. Students listen and say the words while pointing at the correct pictures. **(Answers: 1** rocks, **2** lake, **3** pond, **4** meadow, **5** sand, **6** hills, **7** grass, **8** wildlife)

Picture card activity 1

- Students sit in a circle. Put the picture cards in a pile in the center. Take the first picture card and show it to everybody. Then put it on your desk. Ask one student to walk around outside the circle touching each of the other students on the head, while they all say the target vocabulary: grass, lake, hill, pond, wildlife, meadow, rocks, sand.
- When the word on the chosen picture card is said, the student whose head is touched chases the standing student around the circle. The first one to sit in that spot chooses the next word to begin the next round.

Picture card activity 2

- Hold all the picture cards with the pictures facing toward you, except for one, which should face the students, and be hidden behind the cards. Slowly, pull this card up, little by little. As the picture is revealed, students guess what it is by asking yes/no questions: *Is it green? Yes. Is it a pond? No.* Repeat until all eight picture cards are on the board.

WB Act. 1 p. 159

Look, read, and circle.

WB Act. 2 p. 159

Read and circle two correct answers.

SB Act. 4 p. 182

COMMUNICATION

Plan a day out with friends. Check (✓) the things you like. Then ask a friend and think of a good place to do the things.

- Ask them to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 160

07

Listen and check (✓).

- This is a Pre A1 Starters Listening Part 3 task.

SB Act. 5 p. 183

COMMUNICATION

Talk with a friend. What do you need for your day out?

- Model the activity. Students look at the picture to find the objects they need for their day out, and make sentences.

Extra activity

COLLOBORATION

Put students into two teams. They take turns saying sentences using the objects in the picture with different places and activities. The team that says the most correct sentences wins.

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12

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Plan a day out with friends. Check (✓) the things you like. Then ask a friend and think of a good place to do the things.

	Me	Friend	A good place to do this
fishing			lake
going on boats			
walking on grass			
having picnics			
climbing trees			
watching ducks			
playing with sand			
walking up and running down			
taking pictures of wildlife			

182

5 Talk with a friend. What do you need for your day out?

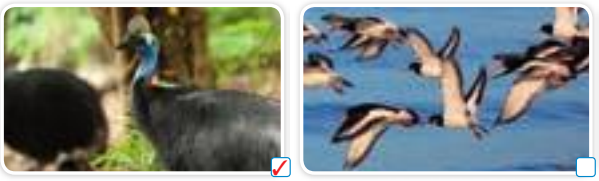


Pre-reading 1

1 Look at the sentences from the reading. What are Southern Cassowaries? Check (✓). Circle the words that helped you.

Reading strategy
Read on to understand unusual words.

There are some rare animals. Southern Cassowaries live in the forest. They're very big birds.



183

Differentiation

Struggling learners: When playing the game, give students cues for places and activities, e.g., the hills, the beach, the meadow, playing soccer/tennis, listening to music. If necessary, write them on the board.

Stretch: Students make sentences providing different places and activities to use all the objects in the picture, and giving reasons for selecting them.

Word study: words you can count

WB Act. 4 p. 160

Circle the words you can count.

WB Act. 5 p. 160

Read and write. Use the words from Activity 4.

Extra activity

CRITICAL THINKING

- Draw three columns on the board with the headings *Outdoors*, *Indoors*, *and Wildlife*. Shuffle and put face down the picture cards from this class and from previous classes that match the headings, e.g., *factory*, *street*, *market*, *crocodile*, *panda*, *cheetah*, *river*, *desert*, etc.
- Students come to the front, pick a picture card, and put it in the correct column.

Objective review

Put the picture cards on the board. Students say what activities they can do in each place. Praise their effort.

Pre-reading 1

Reading strategy

- Explain the reading strategy: Read on to understand unusual words.
- Ask students what they do when they read a word in their own language and they don't have a dictionary. Elicit strategies. Explain that the same thing may happen when they read in English and that they should go on reading, as it's likely an explanation of the word will follow.

SB Act. 1 p. 183

Look at the sentences from the reading. What are Southern Cassowaries? Check (✓). Circle the words that helped you.

- Students work individually, applying the reading strategy, and then discuss their answers in pairs.

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12 Reading 1

OBJECTIVES

Reading:	Can get the gist of short, simple texts on familiar topics, if supported by pictures.
Speaking:	Can express likes and dislikes in relation to familiar topics, in a basic way.
Vocabulary:	pelicans, forest, wide, rare, aerial walkway, bridge, enormous
Passive vocabulary:	full, butterfly, high, exciting, dune
Revised vocabulary:	bird, take pictures, vacation

MATERIALS

SB pp. 184–185
WB p. 161
WB key p. 221
SB audio track 2-49
Picture cards 181–188
Pearson English Platform

Warm-up

Draw a tic-tac-toe board and put a picture card from Vocabulary 1 in each square of the grid. Students play in teams. They choose a picture card and make a sentence. It the sentence is correct, give the picture card to the team. The first team to get three picture cards horizontally, vertically, or diagonally wins.

Lesson objective

Explain the lesson objective: To apply the reading strategy by reading on when they find words they don't know.

SB Act. 2 p. 184

2-49

Read *Great Outings.* Check your answer from Activity 1.

- Students read and listen to the text, while applying the reading strategy.
- Ask if they found the sentence they read in Activity 1 and if their answer was correct.
- Ask students to raise their hands if they answered correctly. What helped them find the correct answer?
- Ask students to find the words in bold. Check that they remember their meaning.

Extra activity

CRITICAL THINKING

Students underline the words they don't know, say them aloud, and discuss their possible meaning by applying the reading strategy.

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students read sentences from the text, leaving out one or two words. The rest of the class has to find the sentence, and find the missing word or words. Alternatively, you may do a group reading, with small groups reading the complete sentence chorally.

SB Act. 3 p. 185

Read the text again and answer the questions.

- Students read the text again and answer the questions. (**Answers: 1** It's in Mexico. **2** You can go fishing, sail on a boat, ride your bike or walk, and sit on a rock and take pictures of the wildlife. **3** It's in North Australia. **4** You can see insects, bats, butterflies, rare animals (like South Cassowaries), trees, tree kangaroos, and sand dunes.)

Extra activity

Vocabulary work

- Ask students to go back to the text on SB pp. 184 and 185 to find and underline: *pelicans*, *forest*, *wide*, *rare*, *aerial walkway*, *bridge*, *enormous*.
- Ask students to decide which words are nouns (*pelicans*, *forest*, *aerial walkway*, *bridge*) and which are describing words (*wide*, *rare*, *enormous*).
- Ask students to check if they can see all the nouns in the pictures. Ask if they can use all three adjectives to describe Southern Cassowaries.

WB Act. 1 p. 161

Read *Great Outings* and match.

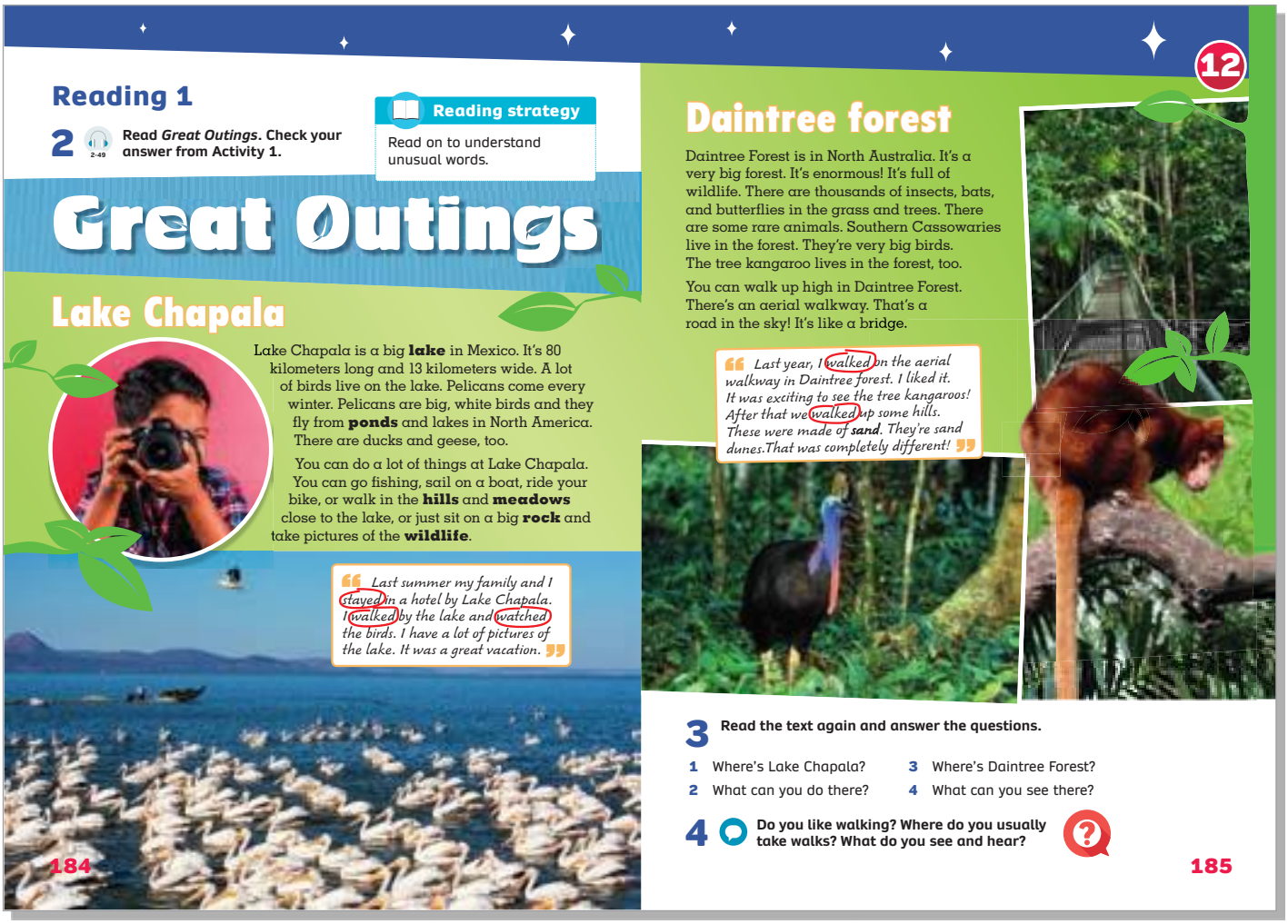
- Refer students back to the text on SB pp. 184 and 185.
- Students match the sentence halves.

WB Act. 2 p. 161

Read *Great Outings* again and write.

- Students read the text again, look at the picture, and answer the questions. They read their sentences to the class to check.

For Internal Review Only



Reading 1

2 Read *Great Outings*. Check your answer from Activity 1.

Reading strategy
Read on to understand unusual words.

Great Outings

Lake Chapala

Lake Chapala is a big **lake** in Mexico. It's 80 kilometers long and 13 kilometers wide. A lot of birds live on the lake. Pelicans come every winter. Pelicans are big, white birds and they fly from **ponds** and lakes in North America. There are ducks and geese, too.

You can do a lot of things at Lake Chapala. You can go fishing, sail on a boat, ride your bike, or walk in the **hills** and **meadows** close to the lake, or just sit on a big **rock** and take pictures of the **wildlife**.

Last summer my family and I stayed in a hotel by Lake Chapala. I walked by the lake and watched the birds. I have a lot of pictures of the lake. It was a great vacation.

184

12

Daintree forest

Daintree Forest is in North Australia. It's a very big forest. It's enormous! It's full of wildlife. There are thousands of insects, bats, and butterflies in the grass and trees. There are some rare animals. Southern Cassowaries live in the forest. They're very big birds. The tree kangaroo lives in the forest, too.

You can walk up high in Daintree Forest. There's an aerial walkway. That's a road in the sky! It's like a bridge.

*Last year, I walked on the aerial walkway in Daintree forest. I liked it. It was exciting to see the tree kangaroos! After that we walked up some hills. These were made of **sand**. They're sand dunes. That was completely different!*

3 Read the text again and answer the questions.

1 Where's Lake Chapala?
2 What can you do there?
3 Where's Daintree Forest?
4 What can you see there?

4 Do you like walking? Where do you usually take walks? What do you see and hear?

185

SB Act. 4 p. 185

COMMUNICATION

Do you like walking? Where do you usually take walks? What do you see and hear?

- In pairs, students discuss the answers to these questions and make a list of places and the things/animals they see or hear.
- Ask different pairs to share their answers with the class. How many take walks outside? How many don't? Who do they go with? Do their friends also like to take walks? Draw three columns on the board with the headings *Places*, *I can see*, and *I can hear.* Ask students to come to the front and complete the columns.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 161

CRITICAL THINKING

Where do you like going on vacation? What do you like doing outdoors on vacation? Write and draw.

- Students draw their picture, and write about it by answering the questions.

Extra activity

COLLOBORATION

- Put students in groups of four. Give each group a choice for a place outdoors, and make sure each group has a different place. Students have to write four questions about it, the activities they like to do, and the things they see or hear when they go to that place, e.g., *How often do you go to a theme park? Who do you go to the theme park with? What do you do at the theme park? What/Who can you see at the theme park? What can you hear at the theme park?*
- Students move into new groups formed by students from different groups, so that they can ask and answer different questions. Walk around the classroom monitoring the activity.

Objective review

Ask students to describe their favorite place outdoors, and what they can see and hear in that place. Praise their effort.

For Internal Review Only

12 Grammar 1 • Listening • Speaking

OBJECTIVES

Grammar: Can use "I" with common verbs in regular Past Simple forms, with simple phrasal complements.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

Revised vocabulary: travel by, collect

MATERIALS

SB pp. 186–187
WB pp. 162–163
WB key p. 221
SB audio track 2-50
Video 12-2
Video script p. 255
Pearson English Platform
Grammar Book 2, Unit 12
Speaking and Vocabulary Book 2, Unit 12

Warm-up

Review *Great Outings*. Ask *Where is Lake Chapala? What birds live on the lake? What are they like? What can you do at Lake Chapala? Would you like to go there? Why? Why not?*

Lesson objective

Explain the lesson objective: To talk about what they did or didn't do in the past.

SB Act. 1 p. 186

12-2

Watch Part 1 of the story video. Where's the spaceship?

- Students watch Part 1 of the video twice.
- Focus students' attention on the text under the video still. Ask *Why can't Cranky go back home?* (because the spaceship crashed/he can't find his helmet) *Who has his helmet?* (Dan) *Who has a camera on her phone?* (Suzie) *Can she take a picture?* (Yes, she can.)
- Ask *Where is the spaceship?* (**Answer:** It's near the lake.) *What day is it?* (It's Saturday.)

SB Act. 2 p. 186

Look at the grammar box and match.

- Focus students' attention on the grammar box. Students read and match the words in green to the objects, places, or people. Focus their attention on the two sentences. Elicit that the verb doesn't take *-ed* when they use *didn't*.

SB Act. 3 p. 186

Read *Great Outings* again and circle examples of *-ed* words.

- Refer students back to the text on SB pp. 184 and 185.
- Put students into pairs. Students read the text again and circle examples of the target grammar.

Stretch activity

CRITICAL THINKING

In pairs, students circle in red the time words that introduce the paragraphs. What time do they point toward: present or past? Can students find other examples of the Past Simple tense that show the passage is about the past? Remind them of *was/were*.

SB Act. 4 p. 186

What did you do yesterday? Choose and write.

- Students complete the sentences with the correct words from the box.

WB Act. 1 p. 162

Read and match.

- Focus students' attention on the grammar box. Students look at the box, and then match the sentence halves.

WB Act. 2 p. 162

Read and write what Anna did/didn't do yesterday.

- Students read the to-do list, and complete the sentences using the verbs in the correct form.

WB Act. 3 p. 163

Look, choose, and write.

- Students look at the pictures and the cues, and complete the sentences.

SB Act. 5 p. 187

What did you do yesterday? Write true sentences.

- Read the examples with the class. Students write true sentences for themselves using the verbs from the grammar box and Activity 4, or adding *-ed* to other verbs for affirmative sentences. Be ready to help them with new verbs.

For Internal Review Only

12

Grammar 1

1 12-2 **Watch Part 1 of the story video. Where's the spaceship?**



The spaceship crashed!
Yes. We watched it!
I didn't like it!

2 **Look at the grammar box and match.**

Grammar

Yesterday I …

watched	to school by bus.
walked	TV.
traveled	up a hill.
talked	to my friends.
looked	tennis.
played	at some old pictures.

I **didn't have** any homework yesterday. I **liked** my day!

3 **Read *Great Outings* again and circle examples of *-ed* words.**

4 **What did you do yesterday? Choose and write.**

play cook collect watch wash do talk

1 I cooked/didn't cook spaghetti.
2 I talked/didn't talk to my friends.
3 I played/didn't play video games.
4 I washed/didn't wash my hands.
5 I collected/didn't collect stickers.
6 I watched/didn't watch a movie
7 I did/didn't do my homework

5 **What did you do yesterday? Write true sentences.**

✔	✖
I washed my hands.	I didn't cook spaghetti.

Listening and Speaking

6 2-50 **Listen to Lewis talking about his day yesterday. Check (✓) or cross (✗).**

1 He traveled to school by bus. ✗
2 He picked some flowers. ✓
3 He cooked lunch. ✗
4 He played basketball. ✓
5 He washed his dad's car. ✓
6 He watched a movie. ✗



7 **Talk about Lewis's day. Then talk about your day yesterday.**

Lewis walked to school. I didn't walk to school.

Lewis didn't travel to school by bus. I traveled to school by bus.

WB Act. 4 p. 163

CREATIVITY

Choose and write about what you and your family or friends did/didn't do last weekend.

- Students read the example, and make new sentences with words from the box, following the model.

For more grammar practice, go to Grammar Book 2, Unit 16.

Listening and Speaking

SB Act. 6 p. 187

2-50

Listen to Lewis talking about his day yesterday. Check (✓) or cross (✗).

- Play track 2-50 twice. Students listen and check the correct sentences.

SB Act. 7 p. 187

COMMUNICATION

Talk about Lewis's day. Then talk about your day yesterday.

- Model the exchanges. In pairs, students take turns saying what Lewis did, and what they did yesterday.
- Ask some pairs to say their exchanges aloud to check.

Differentiation

Struggling learners: While monitoring Activity 7, make sure students use the Past Simple correctly. Check their pronunciation of the *-ed* ending.

Stretch: Ask students to report what their partners did yesterday.

Objective review

Set up a chain for students to say one activity they did and one they didn't do yesterday. Praise their effort.

For more speaking practice, go to the Speaking and Vocabulary Book 2, Unit 12.

For Internal Review Only

12 Vocabulary 2 • Pre-reading 2

OBJECTIVES

Listening: Can recognize familiar key words and phrases in short, basic descriptions, if spoken slowly and clearly.

Speaking: Can talk about familiar topics using a few basic words and phrases.

SB vocabulary: fins, snorkel, water wings, air mattress, hotel, shell, seaweed, sandcastle

WB vocabulary: bridge, marina, pier, wave

MATERIALS

SB pp. 188–189
WB pp. 164–165
WB key p. 221
SB audio tracks 2-51, 2-52, and 2-53
Picture cards 189–196
Pearson English Platform

Warm-up

- Draw two columns on the board. In one, write *-ed* words students know. In the other, write words and phrases that may follow them, e.g., *TV, a movie*, *down the street*, *at the factory*, *to the market/ice rink*, *on the playground/adventure playground*, *rugby/tennis*, etc.
- Set up a chain. Student 1 says *Yesterday, I played on the playground, and you?* Student 2 answers using another verb and place, and asks Student 3 the question.

Lesson objective

Explain the lesson objective: To talk about vacations.

SB Act. 1 p. 188

2-51

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 2-51 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

SB Act. 2 p. 188

2-52

Listen and number.

- Play track 2-52, pausing after each word. Students number the pictures.

SB Act. 3 p. 188

2-53

Listen and say.

- Play track 2-53. Students listen and say the words while pointing at the correct pictures. (**Answers:** **1** water wings, **2** fins, **3** air mattress, **4** sandcastle, **5** hotel, **6** seaweed, **7** shells, **8** snorkel)

Picture card activity 1

Put the picture cards around the classroom. Play *Teacher says …* giving instructions such as *Teacher says swim to the rocks. Fly to the snorkel …* . Remind students that they must do the action only when you say *Teacher says …* .

Picture card activity 2

- Put students into two teams and ask them to stand in two lines. Shuffle the picture cards and ask a student from each team to come to the front.
- Take a picture card at random and show it to the two students, making sure the rest don't see it. The two students whisper the word to the first student in the line of their group. Students whisper the word to one another until it reaches the end of the line. The last student in line rushes to the board, and writes up a sentence with the word. The first student to do so gains a point for their team, then they go to the front of the line.

WB Act. 1 p. 164

Look, read, and check (✓) or cross (✗).

- This is a Pre A1 Starters Reading & Writing Part 1 task.

WB Act. 2 p. 164

Choose and write.

SB Act. 4 p. 188

Read and write the correct word.

- Students complete the sentences using the new words.

Extra activity

COMMUNICATION

Put students in pairs. They take turns saying a missing word from Activity 4 and the other uses it in a sentence, e.g., Student 1 says *water wings.* Student 2 responds *My little brother wears water wings at the pool.*

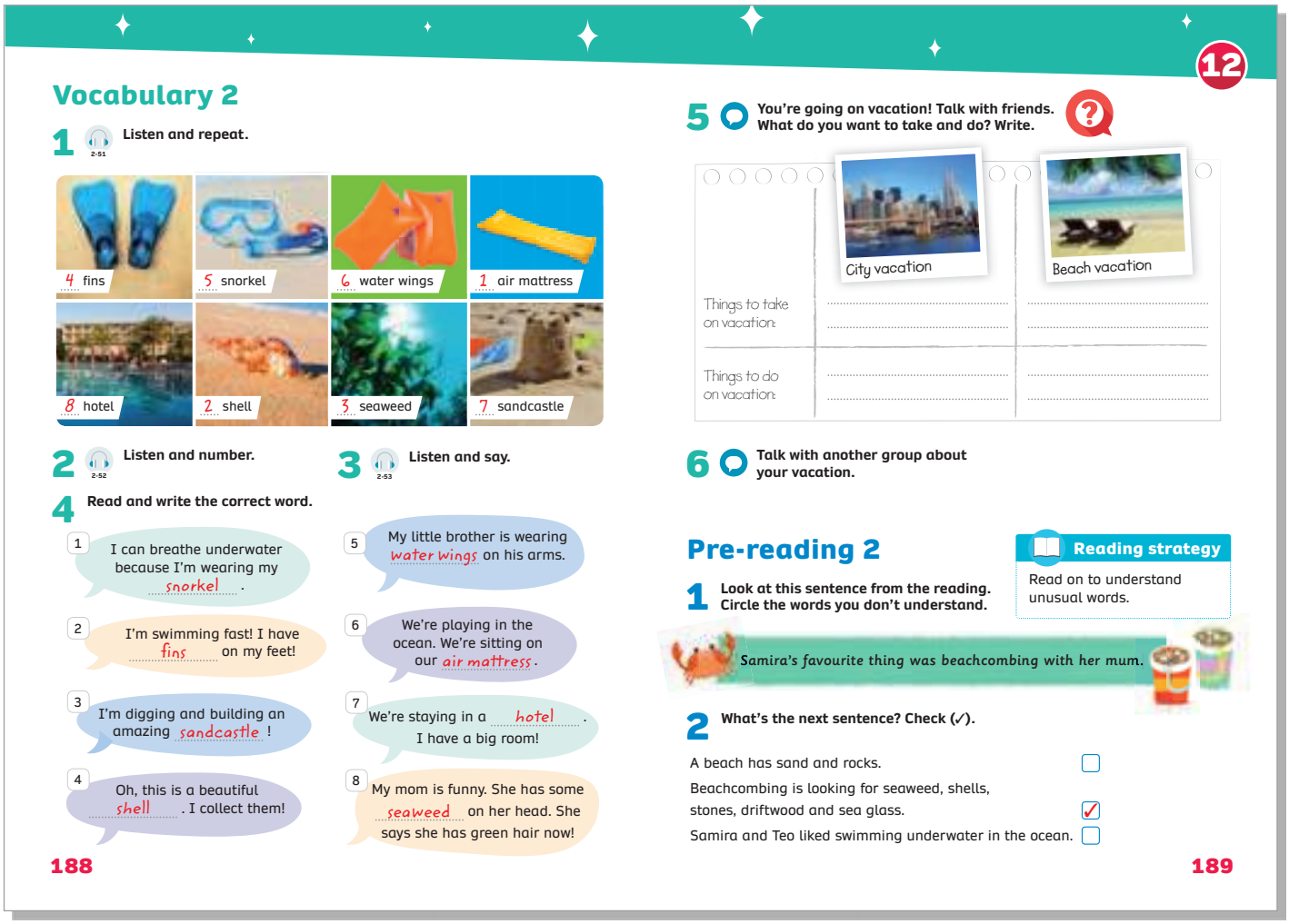
SB Act. 5 p. 189

COMMUNICATION

You're going on vacation! Talk with friends. What do you want to take and do? Write.

- Students look at the pictures and complete the chart. Put students into small groups to discuss their lists.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

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12

Vocabulary 2

1 Listen and repeat. 2-51

4 fins | 5 snorkel | 6 water wings | 1 air mattress

8 hotel | 2 shell | 3 seaweed | 7 sandcastle

2 Listen and number. 2-52

3 Listen and say. 2-53

4 Read and write the correct word.

1 I can breathe underwater because I'm wearing my snorkel .

2 I'm swimming fast! I have fins on my feet!

3 I'm digging and building an amazing sandcastle !

4 Oh, this is a beautiful shell . I collect them!

5 My little brother is wearing water wings on his arms.

6 We're playing in the ocean. We're sitting on our air mattress .

7 We're staying in a hotel . I have a big room!

8 My mom is funny. She has some seaweed on her head. She says she has green hair now!

188

5 You're going on vacation! Talk with friends. What do you want to take and do? Write.

City vacation | Beach vacation

Things to take on vacation:

Things to do on vacation:

6 Talk with another group about your vacation.

Pre-reading 2

Reading strategy

Read on to understand unusual words.

1 Look at this sentence from the reading. Circle the words you don't understand.

Samira's favourite thing was beachcombing with her mum.

2 What's the next sentence? Check (✓).

- A beach has sand and rocks. ☐
- Beachcombing is looking for seaweed, shells, stones, driftwood and sea glass. ☑
- Samira and Teo liked swimming underwater in the ocean. ☐

189

SB Act. 6 p. 189

COMMUNICATION

Talk with another group about your vacation.

- Students change groups. They discuss their lists with the members of the new group.

Differentiation

Struggling learners: Students report what they want to take and do.

Stretch: Students compare what they want to take and do with what the other members of the group want, e.g., *I want to make sandcastles at the beach, but my friend wants to use his/her fins in the ocean.*

WB Act. 3 p. 165

Read and write the letters in order.

Vocabulary challenge: seaside

WB Act. 4 p. 165

Look, choose, and write.

WB Act. 5 p. 165

Read and write. Use the words from Activity 4.

Objective review

Ask students to list the things that they may need to go on a beach vacation. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Read on to understand unusual words. Remind students that the best thing to do when they don't understand the meaning of a word in a text is to go on reading, as it's very likely that an explanation of the word will follow. Do they remember any examples from the previous reading?

SB Act. 1 p. 189

Look at this sentence from the reading. Circle the words you don't understand.

- Students circle the words they don't know.

SB Act. 2 p. 189

What's the next sentence? Check (✓).

- Students read the sentences and decide which follows the sentence from Activity 2. They discuss their answers in pairs. Tell them you will discuss their answers in the next class.

For Internal Review Only

12 Reading 2

OBJECTIVES

Reading:	Can understand short paragraphs on subjects of personal interest, if written using simple language and supported by pictures.
Speaking:	Can talk about familiar topics using a few basic words and phrases.
Vocabulary:	turquoise, beachcombing, driftwood, sea glass, bucket, sparkle (v)
Passive vocabulary:	sandy, collection, decide, memory

MATERIALS

SB pp. 190–191
WB p. 166
WB key p. 221
SB audio track 2-54
Picture cards 181–196
Optional: green and blue markers
Pearson English Platform

Warm-up

Put the picture cards for Vocabulary 1 and 2 in two piles face down on your desk. Students come to the front, pick one picture card from each pile, and make a sentence, e.g., *The hotel is near the lake. / I use my fins when I swim in the lake. / There are no shells in the pond.*

Lesson objective

Explain the lesson objective: To apply the reading strategy by reading on to understand unusual words.

Reading text in British English

This is one of the texts in Level 2 that is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between the previous readings and this one? Are any words different?* Highlight *colourful/colorful*; *favourite/favorite*; *holiday/vacation*.

SB Act. 3 p. 190

2-54

Read *Samira's Sea Glass Collection.* Check your answer from Activity 2.

- Students read and listen to the text, while applying the reading strategy.
- Ask students to identify the sentence from Activity 2. Did it confirm their answers to Activity 2?
- Ask students who guessed correctly to raise their hands. Praise their effort.
- Ask students to find the words in bold. Make sure they remember their meaning.

Stretch activity

CRITICAL THINKING

Ask *Did it help you go on reading to find the meaning of the words you didn't know? Why? Why not?*

Extra activity

COLLABORATION

Students underline other unusual words from the text, such as *driftwood* and *sea glass*, and apply the reading strategy to help them figure out the meaning. They then discuss the meaning in pairs or groups.

Extra activity

Vocabulary work

- Ask students to go back to the text and look for words related to actions in the past, ending in *-ed*. They should underline these in green (*stayed*, *liked*, *snorkelled*, *wanted*, *sparkled*, *loved*, *decided*).
- Ask students to find all the words related to actions in the past *not* ending in *-ed*. They should underline these in blue (*saw*). What action word do they think *saw* is the past of? (*see*)
- Ask students to find a word that has a similar meaning to *shine* (*sparkle*).

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Ask students to read a sentence, leaving out the *-ed* word. The class has to find the sentence and say the verb in the present tense.

SB Act. 4 p. 191

Read the story again and circle.

- Students read the story again. Then, they read the sentences and circle the correct words.

WB Act. 1 p. 166

Read *Samira's Sea Glass Collection.* Check (✓) the things Samira and her family did on vacation.

- Refer students back to the text on SB pp. 190 and 191.
- Students read the story again, and check the sentences that describe what Samira and her family did.

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WB Act. 2 p. 166

Read *Samira's Sea Glass Collection* again and write.

- Students read the story again, and complete the sentences.

SB Act. 5 p. 191

COMMUNICATION

Do you go to different places during vacation? Where do you go?

- Students discuss the questions in pairs. Ask some students to share their answers with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 3 p. 166

CREATIVITY

Draw and color a sea glass heart. Label the colors and shapes.

- Students draw, color, and label a sea glass heart.
- They show their drawings to the class.

Value

Make memories with your family

- Ask *What do you learn from this lesson?* (We can have fun during vacation with our family.) *What value can you get from the story?* Write on the board: *Make memories with your family*. Do they agree? Why? Ask them to give reasons why keeping memories of vacations may/may not be a good idea.

Objective review

Ask students to say what they think they should do when they find a word they don't understand in a text. Praise their effort.

For Internal Review Only

12 Grammar 2 • Speaking

OBJECTIVES

Grammar: Can use "Yes, I did./No, I didn't." to answer questions beginning with "Did you … ?"

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

Revised vocabulary: visit

MATERIALS

SB pp. 192–193
WB pp. 167–168
WB key p. 221
Videos 12-3 and 12-4
Video script p. 255
Picture cards 181–196
Pearson English Platform
Grammar Book 2, Unit 17
Speaking and Vocabulary Book 2, Unit 12

Warm-up

Write on the board: *loved*, *were*, *stayed*, *snorkelled*, *was*, *liked*, *saw*, *wanted to make*, *decided.* In groups of four, students rewrite the story, *Samira's Sea Glass Collection*, without looking at their SBs. Ask different groups to read their sentences aloud. The class says if the sentences are correct and in the correct order.

Lesson objective

Explain the lesson objective: To ask and answer questions about what people did or didn't do in the past.

SB Act. 1 p. 192

12-3

Watch Parts 2 and 3 of the story video. Is it Cranky's birthday?

- Students watch Parts 2 and 3 of the video.
- Ask students to look at the video still and read the text aloud.
- Ask *What does Suzie draw for Cranky?* (She draws a helmet.) *What are the children looking at?* (They're looking at some pictures.) *Who played the guitar?* (Cranky) *Who has a present for Cranky?* (Suzie) *Where's Cranky going?* (He's going home.) *What's Tommy doing?* (He's writing a story about making friends.) *Is it Cranky's birthday?* (**Answer:** No, it isn't.)

SB Act. 2 p. 192

Read the grammar box. Write *did* or *Did*.

- Elicit when to use *Did, did,* and *didn't* (*Did* ➜ to ask questions; *did* ➜ to answer yes; *didn't* ➜ to answer no).

SB Act. 3 p. 192

Read *Samira's Sea Glass Collection* again and circle *did* and *didn't*.

- Refer students back to the text on SB pp. 190 and 191.
- Students read the story again and circle examples of the target grammar.

SB Act. 4 p. 192

Read and match.

- Students match the sentence halves.

WB Act. 1 p. 167

Read and match.

- Focus students' attention on the grammar box. Students read the sentences and match the questions to the answers.

WB Act. 2 p. 167

Read and write.

- Students look at the picture, read the questions, and answer them following the cues.

SB Act. 5 p. 193

Read and match.

- Students match the actions to the options in the second column.
- Put students into pairs to discuss their answers.

SB Act. 6 p. 193

Write questions about last summer. Then ask a friend and write the answers.

- Students write questions using the words from Activity 5.
- Put students into pairs to discuss their answers.

WB Act. 3 p. 168

Write the words in order to make questions.

- Students write the questions.
- Ask some students to read their questions aloud.

For Internal Review Only

12

Grammar 2

1 12-3 **Watch Parts 2 and 3 of the story video. Is it Cranky's birthday?**



Did Cranky like his gift?
Yes, he did!

2 **Read the grammar box. Write *did* or *Did*.**

Grammar

Did you stay in a hotel?
No, I **didn't**.
Did she stay with your grandma?
Yes, she _did_.

3 **Read *Samira's Sea Glass Collection* again and circle *did* and *didn't*.**

4 **Read and match.**

1	Did you go on vacation?	a	Yes, he did. It was very funny!
2	Did you stay in a hotel?	b	Yes, I did. I want to go there again.
3	Did your brother play on an air mattress?	c	No, she didn't. She doesn't like the ocean.
4	Did your sister jump in the ocean?	d	Yes, he did. He watched birds.
5	Did you meet new friends?	e	No, I didn't. I stayed in a house.
6	Did your dad watch wildlife?	f	Yes, I did. I always go on vacation in the summer.
7	Did your mom pick some flowers?	g	No, I didn't. I'm shy!
8	Did you enjoy your vacation?	h	Yes, she did. They were beautiful!.

5 **Read and match.**

travel	your grandparents
play	on a barbecue
visit	up a hill
cook	beach volleyball
walk	birds in the sky
watch	by plane



6 **Write questions about last summer. Then ask a friend and write the answers.**

Did you travel by plane?

Speaking

7 **What did you do yesterday? Play a guessing game.**

Speaking strategy
Take turns speaking.

I cooked something on a barbecue. **I walked somewhere.**
I collected something. **I visited someone.**

I cooked something on a barbecue yesterday!
Did you cook chicken?
No, I didn't.
Did you cook fish?
Yes, I did!

WB Act. 4 p. 168

Read Miguel's diary and write.

- Students read the text and answer the questions.

WB Act. 5 p. 168

Write for you.

- Students answer the questions for themselves.

Extra activity

CRITICAL THINKING

- Give a picture card from Vocabulary 1 and 2 to each student. If you don't have enough, give picture cards from a set you want to review. The idea is that each student should have a picture card and show it so that everybody can see it.
- Throw a beanbag to a student with, say, a snorkel picture card. He/She has to react quickly and pass the beanbag to another student (e.g., pond picture card) and say *I'm a snorkel and yesterday I played in the pond*. Continue until all students have said a sentence.

For more grammar practice, go to Grammar Book 2, Unit 17.

Speaking

Speaking strategy

Explain the speaking strategy: Take turns speaking.

SB Act. 7 p. 193

COMMUNICATION

What did you do yesterday? Play a guessing game.

- Focus students' attention on the cues and model the dialog.
- Put students into pairs. Read the cues. They take turns applying the speaking strategy by asking and answering questions until one guesses what the other did.

Objective review

Draw two columns on the board. Write verbs in one. Students come to the front and complete the *-ed* form of the action verbs. Praise their effort.

For more speaking and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 12.

For Internal Review Only

12 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

Writing: Can write a short, simple description of a familiar place, e.g., room, house, or apartment.

MATERIALS

SB pp. 194–195
WB pp. 169–171
WB key p. 221
Optional: egg timer
Pearson English Platform
Test Book 2, Unit 12

Warm-up

Review the Unit 11 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about their favorite outdoor place, while applying the writing strategy.

SB Act. 1 p. 194

Look at Charlie's picture and answer.

- Students look at the picture and answer the questions. (**Answers: 1** in the mountains **2** Bighorn Rams **3** You get a lot of fresh air. You can do so many different things. You're never bored.)

SB Act. 2 p. 194

Read Charlie's vacation report and check your answers.

- Ask students to raise their hands to see how many had the correct answers the first time.

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 194

Read the text again. Circle *is like* and *are like*.

- Students read the text again and circle *is like/are like*.
- Ask how it is used in the text (*"is/are like" tells us in what way two things are similar.*)

SB Act. 4 p. 194

WB 169

Find or draw a picture of your favorite outdoor place. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

Remember!

WB p. 169

Focus students' attention on the Remember! box.

WB Act. 1 p. 169

Read, choose, and write.

WB Act. 2 p. 169

CRITICAL THINKING

Think about your favorite outdoor place. Read and write.

WB Act. 3 p. 169

Draw and write about your favorite outdoor place. Use your answers from Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their descriptions aloud. Praise their effort.

Now I Know

Warm-up

Give students a topic from Units 1 to 12 and an egg timer set to one minute to pass around the class. As the timer is passed around, and before it goes off, each student has to a say a word from that topic. When the timer goes off, the student holding it is out of the game.

Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

Big Question

- Ask *What is the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then, to observe their own progress.

SB Act. 1 p. 195

CRITICAL THINKING

Why is it good to be outdoors? Sort the places.

- Students use their consolidated knowledge of the Big Question to answer.

For Internal Review Only

Writing

1 **Look at Charlie's picture and answer.**

1 Where's his favorite place?
2 What wildlife can you see there?
3 Why does Charlie like being outdoors?

2 **Read Charlie's vacation report and check your answers.**



I love being outdoors! My favorite place is the mountains. Last winter we traveled to Canada and stayed in a hotel in the Rocky Mountains. I fished in the lakes, skied in the snow, and walked in the forest. There's a lot of wildlife in the Rockies.

I have a good camera on my tablet. It's like a real one. I have a picture of a Bighorn Ram. Bighorn Rams are like very big sheep. I like being outdoors because you get a lot of fresh air and you can do so many different things. I'm never bored outdoors!

3 **Read the text again. Circle *is like* and *are like*.**

4 WB 169 **Find or draw a picture of your favorite outdoor place. Then go to the Workbook to do the writing activity.**

Writing strategy

We use **is like** and **are like** to say how things are similar.
*Bighorn Rams **are like** very big sheep.*

Now I Know

1 **Why is it good to be outdoors? Sort the places.**

hill lake living room
park playground
meadow yard school

Outdoors	Indoors
yard, park, playground, lake, meadow, hill	school, living room

2 **What things do you do outdoors? Talk with a friend.**

3 **Choose a project.**

Present your favorite place.

1 Think of your favorite outdoor place.
2 Find or draw pictures.
3 Make notes on what you can do and why you like it.
4 Present it to the class.

or

Make a vacation postcard.

1 Stick or draw a picture of a vacation place on one side of a card.
2 On the other side, write where you are.
3 Write what you did yesterday.
4 Show your card to the class.

Read and color the stars

- I can identify events that happened in the past.
- I can talk about an event in the past.
- I can understand short paragraphs about travel.
- I can write about a place I know.

SB Act. 2 p. 195

COMMUNICATION

What things do you do outdoors? Talk with a friend.

- Students talk about the activities they enjoy doing outdoors with a friend. Are they similar, or different?

WB Act. 1 p. 170

Choose words from A and B and write new words.

WB Act. 2 p. 170

Look, read, and write.

WB Act. 3 p. 171

Write questions and answers about last summer.

Project

SB Act. 3 p. 195

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way, and seen as helping each other learn.

Things I learn

WB Act. 1 p. 171

What do you see and do outdoors? Write five words.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 2 p. 171

My new words! Draw and write.

- Ask students to share their answers with the class.

WB Act. 3 p. 171

My favorite words in this unit!

- Have a class vote on favorite words.

Self-assessment

SB p. 195

Read and color the stars.

- Students decide how many of the activities they can do.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, Unit 12.

For Internal Review Only

Workbook Answer Key

Unit 1 What do we do on school days?

Activity 1, page 4

school and at home

Activity 2, page 4

1 There's reading every day.
2 Football is on Saturday.
3 Computer games are on Sunday.
4 Music homework is on Tuesday.
5 The piano lesson is on Friday.

Activity 3, page 4

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

Vocabulary 1

Activity 1, page 5

1 b 2 a 3 c

Activity 2, page 5

1 art 2 computer 3 math 4 piano 5 music

Activity 3, page 6

art, violin, computer
Students check: Schedule a

Word study

Activity 5, page 6

1 practice 2 face 3 science 4 juice

Activity 6, page 6

face, juice, practice, science

Reading 1

Activity 1, page 7

5, 3, 4, 2, 6

Activity 2, page 7

1 Billy doesn't go to school.
2 Billy draws a flower.
3 Billy counts his toes.
4 Billy doesn't have piano practice.
5 Billy plays the drums.

Activity 3, page 7

1 classes 2 draw 3 P.E. 4 piano 5 his friends

Grammar 1

Activity 1, page 8

1 like 2 don't 3 draw 4 don't 5 walk 6 go
7 goes

Activity 2, page 8

1 I don't like P.E. 2 We don't jump in math 3 A dragon doesn't go to school 4 Today I have violin practice
5 My teacher doesn't play the drums

Activity 3, page 8

2 You don't have a violin.
3 My friend doesn't walk to school.
4 My teacher doesn't go to school by car.
5 We don't play tennis after school.
6 My friends don't run and jump in P.E.

Activity 4, page 9

1 doesn't 2 doesn't 3 don't 4 likes 5 doesn't
6 like

Vocabulary 2

Activity 1, page 10

1 difficult 2 busy 3 interesting 4 tired 5 bored
6 It's easy!

Activity 2, page 10

1 busy 2 difficult 3 It isn't interesting. 4 tired
5 It's important.

Activity 3, page 10

1 not worried 2 bored 3 difficult 4 interesting
5 easy

Activity 4, page 11

I	N	T	E	R	E	S	T	I	N	G
		I			A					
B	O	R	E	D	S	B	U	S	Y	
		E			Y					
		D	I	F	F	I	C	U	L	T
I	M	P	O	R	T	A	N	T		
				W	O	R	R	I	E	D

Vocabulary challenge

Activity 5, page 11

1 excited 2 angry 3 relaxed

Activity 6, page 11

1 angry 2 excited 3 relaxed

Reading 2

Activity 1, page 12

1 T 2 F 3 T 4 F 5 T

Activity 2, page 12

1 We put chalk on our hands and feet.
2 We're always busy in gymnastics.
3 We listen to our friends in karate and drama class.
4 We don't kick people in the legs or face.
5 I'm tired after karate.

Grammar 2

Activity 1, page 13

1 No, I don't.
2 Yes, she does.
3 No, he doesn't.
4 Yes, we do.
5 Yes, they do.

Activity 2, page 13

1 Do 2 Do 3 Does 4 Do 5 Does

Activity 4, page 14

1 Do 2 do 3 Do 4 do 5 Does 6 does 7 Do
8 do 9 Does

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Writing

Activity 1, page 15

2 and art 3 science and P.E. 4 piano practice and karate 5 do my homework, and go to sleep

Now I Know

Activity 1, page 16

1 art, music, and computer science 2 science and math 3 violin practice

Activity 2, page 16

1 Do 2 do 3 difficult 4 important 5 like 6 bored 7 happy 8 Do 9 don't 10 Does 11 does

Activity 3, page 17

1 learn 2 count 3 experiments 4 interesting 5 speak 6 don't 7 karate 8 run 9 tired

Unit 2 Where do wild animals live?

Activity 1, page 18

wild, live

Activity 2, page 18

1 trees 2 fish 3 grass 4 feet 5 flowers 6 teeth

Activity 3, page 18

1 forest 2 savannah 3 outback 4 jungle

Activity 4, page 18

a bear = forest 1, an elephant = savannah 2, a kangaroo = outback 3, a tiger = jungle 4

Vocabulary 1

Activity 1, page 19

1 cheetah 2 camel 3 whale 4 snake 5 panda 6 seal

Activity 2, page 19

1 A camel lives in the desert.
2 A snake doesn't have legs.
3 A cheetah is a big cat.
4 A seal and a whale swim in the ocean.
5 A panda lives in the forest.
6 A crocodile has big teeth.
7 A kangaroo can jump high.

Activity 3, page 20

1 desert 2 ocean 3 river 4 savannah 5 bamboo mountain forest 6 jungle

Activity 4, page 20

1 kangaroo 2 jungle 3 camel 4 an elephant 5 desert

Word study

Activity 5, page 20

1 a 2 a 3 h 4 a 5 h 6 a 7 a 8 h 9 h

Activity 6, page 20

We say the sound *h* when it's followed by a vowel. The *h* is silent when it comes at the end of a word. Students circle the words: savannah, cheetah

Reading 1

Activity 1, page 21

2 China 3 South America 4 Atlantic Ocean 5 Africa

Activity 2, page 21

1 F 2 T 3 T 4 F 5 F

Grammar 1

Activity 1, page 22

1 Its 2 Their 3 Its 4 Their 5 Their

Activity 2, page 22

2 c 3 d 4 b 5 e 6 a

Activity 3, page 23

2 our 3 Their 4 Their 5 Its 6 their 7 our 8 your

Activity 4, page 23

2 Their 3 their 4 its

Vocabulary 2

Activity 1, page 24

1 smart 2 angry 3 funny 4 lazy 5 strong 6 dangerous

Activity 2, page 24

1 thin 2 strong 3 dangerous 4 smart 5 angry

Activity 3, page 25

2 lazy 3 small 4 funny 5 angry 6 smart 7 thin 8 strong

Vocabulary challenge

Activity 4, page 25

1 zookeeper 2 roar 3 paw 4 claw

Activity 5, page 25

1 zookeeper 2 claws, paws 3 roars

Reading 2

Activity 1, page 26

1 Meerkats are funny.
2 A meerkat's tail is long and thin.
3 Lizards are green, pink, or yellow.
4 Hyenas aren't funny.
5 An armadillo's body is hard.

Activity 2, page 26

1 meerkats 2 Lizards 3 Hyenas 4 insects 5 cold 6 hot

Activity 3, page 26

1 Meerkats make noises like ducks, or a bit like dogs. Hyenas laugh.
3 To hide from other animals.

Grammar 2

Activity 1, page 27

2 How dangerous is 3 How long is 4 How strong is

Activity 2, page 27

1 How rare is this butterfly
2 How big is a whale
3 How fat is a hippo
4 How dangerous is a crocodile
5 How lazy is a lizard

Activity 3, page 27

2 It's very big.
3 It's very fat.
4 It's very dangerous.
5 It's very lazy.

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Activity 4, page 28
1 Pandas are black and white.
2 Lizards live in Europe, Africa, and South America.
3 I can see butterflies in the zoo and the yard.
4 Hyenas live in forests and mountains.

Activity 5, page 28
2 Lizards are small and lazy 3 Kangaroos can jump and kick. 4 Deserts are hot and dry.

Activity 6, page 28
Suggested answers:
2 are big / are dangerous / have long tails.
3 are funny / are gray / have long tails.
4 have long tails / have long noses / are gray.

Writing

Activity 1, page 29
1 well 2 big 3 small 4 angry

Activity 2, page 29
Cheetah, Home: savannah, Describing words: long legs, dangerous
Whale, Home: ocean, Describing words: big
Panda, Home: forest, Describing words: lazy, black and white

Now I Know

Activity 1, page 30
in the river: crocodile
in the desert: meerkat
in the forest: panda
in the outback: kangaroo
in the ocean: whale
in the savannah: elephant

Activity 2, page 30
2 is strong and angry 3 is big and gray 4 is funny and smart 5 is black and orange 6 is fat and lazy

Activity 3, page 31
1 is very 2 How dangerous are some snakes? are very

Activity 4, page 31
2 its 3 Our 4 your

Unit 3 How does the weather change?

Activity 1, page 32
weather, clothes

Activity 2, page 32
1 T-shirt 2 trousers 3 hot 4 cold

Activity 3, page 32
2 Kitty is putting the bowl on the vase.
5 Kitty is putting the ice in the bowl.
6 It's raining!
4 Kitty is taking the ice out of the bag.
3 It's a cloud.

Vocabulary 1

Activity 1, page 33
1 thunder 2 storm 3 windy 4 foggy 5 Sleet
6 A tornado 7 hail 8 Lightning

Activity 2, page 33
1 F foggy 2 F sleet 3 T 4 T 5 F hail

Activity 3, page 34
2 tornado 3 hail 4 lightning 5 foggy 6 windy

Word study

Activity 4, page 34
y

Activity 5, page 34
Students circle the words: windy, foggy, sunny

Reading 1

Activity 1, page 35
6, 3, 5, 2, 4

Activity 2, page 35
Top row: 4, 3, 2
Bottom row: 1, 5, 6

Activity 3, page 35
We need rain for drinking.
We need rain for making electricity (through hydropower).

Grammar 1

Activity 1, page 36
2 It's stormy. 3 It's sunny. 4 It's windy. 5 It's rainy.
6 It's cloudy.

Activity 2, page 36
2 It's foggy 3 It's sunny 4 It's stormy 5 It's cloudy
6 It's windy

Activity 3, page 37
2 It's too windy! 3 It's nice and hot. 4 It's too cloudy!
5 It's too hot!

Vocabulary 2

Activity 1, page 38
sneakers, sweat suit, cap, flip flops, scarf, sunglasses, robe, slippers

Activity 2, page 38
on your head: cap, sunglasses
on your feet: sneakers, flip flops, slippers
around your neck: scarf
on your body: sweat suit, robe

Activity 3, page 38
1 sneakers 2 sweater, dress 3 robe 4 slippers
5 T-shirt 6 cap

Activity 4, page 39
Color: the woman's robe – pink; the woman's slippers – brown; the girl's flip flops – green; the girl's cap – red; the girl's scarf – yellow; the sunglasses on the table – orange; the boy's sweat suit – gray; the boy's sneakers – blue and black

Vocabulary challenge

Activity 5, page 39
From left to right: cold, warm, hot

Activity 6, page 39
1 boiling 2 freezing 3 cool

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Reading 2

Activity 1, page 40

1 c 2 d 3 b 4 a

Activity 2, page 40

1 a 2 b 3 a 4 c

Grammar 2

Activity 1, page 41

1 You're 2 We're 3 they're 4 I'm 5 He's 6 She's 7 It's

Activity 2, page 41

2 She's 3 It's 4 We're 5 He's 6 They're 7 You're

Activity 3, page 42

2 They're wearing jeans. 3 He's wearing flip flops.

Writing

Activity 1, page 43

1 blue 2 white 3 black 4 gray 5 brown

Now I Know

Activity 1, page 44

1 foggy 2 lightning 3 sleet 4 hail 5 storm
6 windy 7 thunder 8 tornado

Activity 2, page 44

1 sweat suit 2 scarf 3 robe 4 cap 5 flip flops
6 slippers

Activity 3, page 44

1 too hot 2 too cold

Activity 4, page 45

1 's wearing a T-shirt and jeans.
2 's wearing a T-shirt, shorts, and sneakers.

Unit 4 What can you find in big cities?

Activity 1, page 46

town/city

Activity 2, page 46

3 They put the glue on the paper.
2 They cut the paper.
5 They put the paint on the paper.
4 They put the paper on the boxes.

Activity 3, page 46

1 F 2 T 3 F 4 T 5 F

Vocabulary 1

Activity 1, page 47

1 a 2 c 3 a

Activity 2, page 47

1 bookstore 2 library 3 playground 4 restaurant
5 bank 6 movie theater

Activity 3, page 48

1 bank 2 computer store 3 toy store 4 restaurant
5 bookstore 6 library 7 playground 8 movie theater

Word study

Activity 4, page 48

1 movie + theater = movie theater
2 book + store = bookstore

Reading 1

Activity 1, page 49

toy store, bookstore, candy store, bank, library

Activity 2, page 49

1 eight 2 three 3 a toy, a book, and some candy
4 angry 5 yes 6 happy

Grammar 1

Activity 1, page 50

1 It isn't, are 2 It isn't, are 3 isn't, is 4 isn't
5 aren't

Activity 2, page 51

1 F 2 F 3 T 4 F 5 T

Activity 3, page 51

2 aren't digging, are standing
3 isn't drawing, is reading
4 isn't sleeping, is drinking
5 isn't cooking, is cleaning

Vocabulary 2

Activity 1, page 52

1 car 2 market 3 a ticket 4 factory 5 fields
6 a street 7 small town 8 is so much traffic

Activity 2, page 52

a factory b train station c playground d street
e market f gas station
1 small town 2 No, there isn't. 3 train
4 car 5 flowers

Activity 3, page 53

1 We need gas for our car. Let's go to the gas station.
2 Our train leaves at one o'clock. Let's go to the train station.
3 We need fruits and vegetables. Let's go to the market.
4 There's a lot of traffic. This street is very noisy.
5 I want to play soccer and fly a kite. Let's go to the fields.

Vocabulary challenge

Activity 4, page 53

1 sidewalk 2 crosswalk 3 bus stop 4 parking lot
5 traffic light 6 corner

Activity 5, page 53

1 bus stop 2 in the parking lot 3 sidewalk 4 corner
5 traffic light 6 crosswalk

Reading 2

Activity 1, page 54

1 knows 2 aren't 3 city 4 fields 5 goes 6 busy

Activity 2, page 54

1 mall 2 candy store 3 library 4 traffic
5 playground

Grammar 2

Activity 1, page 55

1 across from 2 in front of 3 behind 4 between

Activity 3, page 56

1 Is, is 2 Are, 'm not 3 Are, are

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Activity 4, page 56

2 Is Jim running across from the field 3 Is Mom running behind the house 4 Are the goats eating the flowers

Activity 5, page 56

2 No, he isn't. 3 No, she isn't. 4 Yes, they are.

Writing

Activity 1, page 57

2 There is 3 There are 4 There is 5 There are 6 There is

Now I Know

Activity 1, page 58

1 are 2 is 3 is 4 school 5 in front of 6 is 7 library 8 is 9 bank 10 candy store 11 factory 12 market

Activity 2, page 59

1 isn't standing 2 're hiding 3 aren't running 4 'm sitting

Activity 3, page 59

2 Are, buying 3 Is, raining 4 Are, playing

Unit 5 How do we celebrate?

Activity 1, page 60

birthday party

Activity 2, page 60

1 five 2 fifteen 3 three 4 eighteen 5 six

Activity 3, page 60

1 people 2 watermelon 3 Two 4 Two

Vocabulary 1

Activity 1, page 61

Draw lines from: burger to Dad's plate, balloon to tree, candle to birthday cake, cupcake to boy's plate, card to birthday present held by girl, fruit salad to table

Activity 2, page 61

1 salad 2 milkshake 3 candles 4 cupcake 5 popcorn 6 burger 7 card 8 balloon

Activity 3, page 62

1 balloons 2 card 3 burgers 4 candles 5 milkshake 6 cupcakes 7 popcorn 8 fruit salad

Word study

Activity 4, page 62

Students circle 's' in: cakes, apples, candles, eggs.
We write s at the end of words we can count.

Activity 5, page 62

Students check: cupcake, balloon, card, burger, milkshake
Students cross: popcorn, rice, water, tea

Activity 6, page 62

1 cupcakes 2 balloons 3 cards 4 burgers 5 milkshakes

Reading 1

Activity 1, page 63

1 Lucy asks her friends to come to her party.
2 Her friends can't come because they have after school clubs.
3 At home, Lucy is sad because she has no friends.
4 Lucy goes to the stores because they need milk for the milkshakes.
5 Lucy is happy because all her friends are at the party.

Activity 2, page 63

1 five o'clock 2 her mom, her dad, and her grandma 3 burgers, cupcakes, cake, popcorn, milkshakes, and fruit salad 4 gifts and cards

Grammar 1

Activity 1, page 64

1 some 2 any 3 some 4 some 5 any 6 any

Activity 2, page 64

1 some 2 any 3 some 4 some 5 any 6 any, some

Activity 3, page 65

Suggested answers: Preeti doesn't have any orange juice/cans of cola. Preeti has some milkshakes. Preeti doesn't have any cupcakes. She has some cookies. She doesn't have any balloons, but she has some cards. She has some candles on her cake.
Diego has some fruit salad, but he doesn't have any watermelon. He has some cans of cola and orange juice, but he doesn't have any milkshakes. He doesn't have any cookies, but he has some cupcakes. He doesn't have any candles on his cake. He has some balloons, but he doesn't have any cards.

Vocabulary 2

Activity 1, page 66

1 swimming pool 2 adventure playground 3 ice rink 4 nature center 5 aquarium 6 bowling alley 7 arts center 8 theme park

Activity 2, page 66

1 bowling alley 2 aquarium 3 swimming pool 4 theme park 5 adventure playground 6 nature center 7 ice rink 8 arts center

Vocabulary challenge

Activity 4, page 67

1 surprise – do something in secret 2 invite – ask a friend to come to a party 3 decorate – make something pretty 4 prepare – put things in place
a 3 b 2 c 4 d 1

Activity 5, page 67

1 invite 2 decorate 3 prepare 4 surprise

Reading 2

Activity 1, page 68

Students check: 1 cupcake party 2 safari party 3 pirate party 4 pool party 5 safari party

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Activity 2, page 68

1 You can have a cupcake party at a bowling alley or ice rink.
2 You can have a safari party at an arts center or nature center.
3 You can have a pirate party at a theme park or adventure playground.
4 You can't eat cake in the swimming pool.
5 You can make hats and flags at a pirate party.

Grammar 2

Activity 1, page 69

1 Can I have some bananas, please? 2 Would you like some water? 3 Would you like some ice cream? 4 Can I have some fruit salad, please?

Activity 2, page 69

2 Here you go! 3 No, thanks. 4 Here you go! 5 No, thanks.

Activity 3, page 70

1 Would you like some soda 2 Can I have some cookies, please 3 Would you like to go to the park 4 Can I have some cake, please 5 Would you like to paint your face

Activity 4, page 70

3 **Nina:** Would you like some tea? **Aishe:** Yes, please.
4 **Tom:** Would you like some bread? **Mat:** No, thanks.
5 **Nick:** Would you like to go swimming? **Sara:** Yes, please.

Writing

Activity 1, page 71

2 b 3 a 4 d

Now I Know

Activity 1, page 72

1 candle 2 fruit salad 3 balloon 4 cupcake 5 card 6 milkshake

Activity 2, page 72

1 bowling alley 2 ice rink 3 theme park 4 nature center 5 arts center 6 swimming pool 7 aquarium 8 adventure playground

Activity 3, page 73

1 Would you like 2 Yes, please. 3 Would you like 4 No, thanks. 5 Can I have 6 Here you go!

Unit 6 What jobs can I do?

Activity 1, page 74

jobs, like

Activity 2, page 74

3 cleaner 5 teacher 2 mechanic 1 policeman 4 pilot

Activity 3, page 74

1 Kitty 2 Max 3 can't 4 can 5 paper

Vocabulary 1

Activity 1, page 75

1 chef 2 vet 3 police officer 4 doctor 5 an astronaut 6 hairdresser 7 dentist 8 photographer

Activity 2, page 75

1 chef 2 photographer 3 astronaut 4 doctor 5 dentist 6 hairdresser 7 vet 8 police officer

Activity 3, page 76

1 hairdresser 2 astronaut 3 doctor 4 photographer 5 vet 6 chef 7 dentist 8 police officer

Word study

Activity 4, page 76

1 er 2 er 3 ist 4 or 5 or 6 ist 7 or 8 er 9 ist

Activity 5, page 76

-er: photographer, hairdresser, teacher
-or: doctor, sailor, actor
-ist: dentist, artist, journalist

Reading 1

Activity 1, page 77

1 F 2 F 3 T 4 T 5 T 6 F

Activity 2, page 77

1 Sam is eight.
2 Sam isn't good at cooking.
3 Sam can't be a doctor or a vet.
4 Sam likes dogs.
5 Sam buys three books.
6 Sam doesn't have a spaceship.

Grammar 1

Activity 1, page 78

1 pilot 2 a dog walker 3 cleaner 4 dancer

Activity 2, page 78

2 don't want 3 want 4 want to be 5 want to be 6 I don't want to be

Activity 3, page 79

1 want to 2 doesn't want to 3 don't want to 4 wants to 5 don't want to

Vocabulary 2

Activity 1, page 80

1 whistle 2 study 3 fix 4 Check 5 help 6 performing 7 clean 8 cooks

Activity 2, page 81

1 whistle 2 fix 3 clean 4 cook 5 perform

Activity 3, page 81

1 study 2 check 3 perform 4 clean 5 help

Vocabulary challenge

Activity 4, page 81

1 explore 2 create 3 rescue 4 discover

Activity 5, page 81

1 explore 2 discover 3 rescue 4 create

Reading 2

Activity 1, page 82

1 study 2 aren't 3 is 4 walk 5 take 6 fun

Activity 2, page 82

1 They study math, physics, English, and more.
2 No, it isn't. 3 They check the equipment.
4 They take pictures of Earth and the stars.
5 Yes, they do. They play the guitar and perform songs.

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Grammar 2

Activity 1, page 83

1 like 2 love 3 don't like 4 love 5 don't like 6 hate

Activity 3, page 83

1 I like helping animals 2 I don't like swimming 3 I like cooking 4 I love making people laugh 5 I like fixing cars 6 I hate brushing my teeth

Writing

Activity 1, page 85

1 with my dog 2 with a ball 3 with me 4 with my three pets

Now I Know

Activity 1, page 86

2 chef 3 cleaner 4 hairdresser 5 mechanic 6 doctor 7 astronaut

Activity 2, page 86

1 drive 2 buy 3 be 4 go

Activity 3, page 87

Ben: I love talking with friends.
Cody: I hate cleaning.
Dan: I like helping people.
Emily: I don't like running.

Unit 7 Why do we play sports?

Activity 1, page 88

sports

Activity 2, page 88

1 ✗ 2 ✗ 3 ✗ 4 ✓ 5 ✓ 6 ✗

Activity 3, page 88

1 basketball
2 horse riding
3 judo

Vocabulary 1

Activity 1, page 89

1 water polo 2 field hockey 3 paddleboarding 4 badminton 5 horseback riding 6 baseball

Activity 2, page 89

1 field hockey 2 play baseball 3 Paddleboarding 4 ping-pong 5 go skiing 6 water polo

Activity 3, page 90

	It's a water sport.	It's a team sport.	You use a ball.
ping-pong	✗	✓	✓
paddleboarding	✓	✗	✗
water polo	✓	✓	✓
baseball	✗	✓	✓
badminton	✗	✓	✓
field hockey	✗	✓	✓

Activity 4, page 90

Suggested answers:
2 Water polo is a water sport.
3 You use a ball in field hockey.
4 Baseball is a team sport.
5 Badminton is a team sport.
6 You use a ball in field hockey.

Word study

Activity 5, page 90

1 tennis 2 judo 3 bike 4 baseball 5 karate 6 soccer 7 paddleboarding 8 horseback riding 9 skiing

Activity 6, page 90

1 ping-pong 2 basketball 3 badminton 4 running 5 field hockey 6 water polo 7 judo 8 gymnastics

Reading 1

Activity 1, page 91

1 Miss Bright 2 Ella 3 Alexia 4 Alexia 5 Ella 6 Julia

Activity 2, page 91

1 P.E. teacher 2 classroom 3 match 4 tree 5 (gold) medal

Grammar 1

Activity 1, page 92

1 is 2 'm not 3 aren't 4 is 5 aren't 6 're

Activity 2, page 92

2 isn't good at 3 is good at 4 aren't good at 5 're good at 6 'm good at

Activity 3, page 93

2 I'm not good at doing tricks. 3 You're good at winning races. 4 The children aren't good at being quiet in class.

Activity 4, page 93

2 Wear 3 Don't take 4 Don't play

Activity 5, page 93

2 Don't be late. 3 Listen to the teacher.

Vocabulary 2

Activity 1, page 94

1 Bounce 2 Hold, Hit 3 Throw, Catch 4 Kick 5 Push 6 Pull

Activity 2, page 94

1 In tennis, hit the ball with a racket.
2 Bounce the ball in basketball.
3 In baseball, throw the ball.
4 Kick the ball in soccer.
5 Push a swing.
6 Pull the rope.

Activity 3, page 95

1 racket 2 person 3 rope 4 bat 5 hit 6 stones 7 stick

Vocabulary challenge

Activity 4, page 95

1 goggles 2 goal 3 gloves 4 paddle 5 net

Activity 5, page 95

1 gloves 2 goggles 3 goal 4 net 5 paddle

Reading 2

Activity 1, page 96

1 horseback riding 2 paddleboarding 3 baseball 4 water polo 5 basketball

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Activity 2, page 96

1 walk, run, jump 3 baseball, basketball, water polo
4 baseball, basketball 5 water polo

Grammar 2

Activity 1, page 97

1 can't 2 can't 3 Can 4 can't 5 can 6 can

Activity 2, page 98

1 can't 2 can 3 can't 4 can't 5 can 6 can
7 can't

Activity 3, page 98

1 Can I play field hockey in the classroom
2 Can I play badminton with my feet
3 Can I catch the ball in soccer
4 Can I play baseball with my friends
5 Can I kick the ball at the bowling alley

Activity 4, page 98

1 No, you can't. 2 No, you can't. 3 No, you can't.
4 Yes, you can. 5 No, you can't.

Writing

Activity 1, page 99

1 I like swimming because you can do it in the pool or in the ocean.
2 I like field hockey because I can play it with my friend in our yard.
3 I like gymnastics because you can bounce and jump.
4 I like horseback riding because I love horses.

Now I Know

Activity 1, page 100

Water sports: paddleboarding, water polo
Ball sports: badminton, ping-pong, field hockey, baseball
Outdoor sports: horseback riding, skiing

Activity 2, page 100

1 bat, racket 2 ping-pong, field hockey
3 bat, racket 4 swing, door 5 ball, balloon
6 tennis, baseball 7 bat, racket

Activity 3, page 101

1 is, isn't 2 are, aren't

Unit 8 What makes us feel good?

Activity 1, page 102

teeth, feel, body

Activity 2, page 102

1 grass 2 sharp 3 don't chew 4 molars
5 don't eat

Activity 3, page 102

1 incisors 2 molars 3 canines

Vocabulary 1

Activity 1, page 103

1 chew 2 a toothbrush 3 toothpaste
4 rinse, mouthwash 5 braces 6 dirty 7 toothache

Activity 2, page 103

1 no 2 no 3 yes 4 yes 5 no

Activity 3, page 104

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓

Word study

Activity 4, page 104

Things: braces, toothbrush
Action words: chew, eat, rinse
Describing words: dirty, white

Reading 1

Activity 1, page 105

1 100 2 30 3 32 4 four

Activity 2, page 105

Humans: Check sentences 1, 4, 5, and 6
Lions: Check sentences 2, 4, and 6
Crocodiles: Check sentences 2, 3, 4, and 6
Insert crosses to all other cells.

Activity 3, page 105

Suggested answers:
1 tigers, wolves, foxes
2 camels, cows, sheep
3 No, they don't. Because they don't have molars.

Grammar 1

Activity 1, page 106

1 shouldn't 2 shouldn't 3 should 4 should

Activity 2, page 106

2 should 3 should 4 should 5 shouldn't
6 shouldn't

Activity 3, page 107

2 shouldn't
3 shouldn't
4 shouldn't, should
5 should

Activity 4, page 107

Suggested answers:
1 You should go to the dentist. / You shouldn't eat candy.
2 You should go to bed early. / You shouldn't stay up late.
3 You should write the new words.
4 You should eat healthy food. / You should do exercise. / You should play sports. / You shouldn't eat candy.

Vocabulary 2

Activity 1, page 108

1 hear 2 feel 3 taste 4 touch 5 smell 6 relax

Activity 3, page 109

1 touch 2 hear 3 breathe 4 hurt 5 relax 6 smell
7 taste 8 feel

Vocabulary challenge

Activity 4, page 109

2 soap 3 towel 4 shampoo 5 floss 6 sponge

Activity 5, page 109

1 towel 2 shampoo 3 shower gel 4 soap

Reading 2

Activity 1, page 110

6, 3, 5, 1, 2, 4

Activity 2, page 110

1 when he's at home 2 cheeseburgers 3 he feels cold
4 he has a toothache 5 he can hear footsteps

Activity 3, page 110

1 dark 2 blanket 3 toothache 4 footsteps
5 hungry

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Grammar 2

Activity 1, page 111

1 bad 2 burger, nice 3 juice, bad 4 yogurt, good

Activity 2, page 111

2 I feel good. 3 I feel good. 4 I feel bad.
5 I feel good. 6 I feel bad.

Activity 3, page 112

2 feels good 3 feel good 4 feels bad 5 feel bad

Activity 4, page 112

2 I feel cold when it's snowing.
3 I feel happy when I help my mom.
4 I feel tired when I go to bed late.
5 I feel happy when I play games.

Writing

Activity 1, page 113

1 park 2 lot 3 day 4 course

Now I Know

Activity 1, page 114

1 dirty 2 Chew 3 toothpaste 4 toothbrush 5 Rinse
6 mouthwash 7 toothache

Activity 2, page 114

1 music, singing 2 fingers, hands
3 flowers, bread 4 salt, sugar
5 in the sun, at the beach 6 nose, mouth

Activity 3, page 114

1 should 2 should 3 shouldn't 4 shouldn't
5 should 6 shouldn't

Unit 9 How are the seasons different?

Activity 1, page 116

months, seasons

Activity 2, page 116

1 month 2 line 3 bottom 4 numbers 5 rain

Activity 3, page 116

1 80 2 65 3 55 4 60 5 90 6 85

Vocabulary 1

Activity 1, page 117

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

Activity 2, page 117

1 February 2 April 3 August 4 October
5 December

Activity 3, page 118

1 May 2 February 3 August 4 September

Word study

Activity 5, page 118

1 T 2 D 3 s 4 m 5 P 6 A

Activity 6, page 118

Juan: Hello. I'm Juan, from Mexico.
Kathy: My name is Kathy. I'm from Canada. When's your birthday?
Juan: It's in September! And yours?
Kathy: October!

Reading 1

Activity 1, page 119

1 February 2 June 3 September 4 December

Activity 2, page 119

1 flowers 2 cold 3 fat 4 June 5 sleeps 6 thin

Grammar 1

Activity 1, page 120

1 often 2 sometimes 3 never 4 always
5 sometimes 6 sometimes

Activity 2, page 120

1 always 2 never 3 often 4 sometimes

Activity 3, page 121

1 often 2 always 3 never 4 sometimes 5 never
6 always 7 never 8 sometimes

Activity 4, page 121

1 When it's sunny, I often play soccer.
2 Susan usually eats chicken soup when she has a cold.
3 My brother sometimes reads books when it's raining.
4 We never play video games in the morning.

Vocabulary 2

Activity 1, page 122

1 world 2 summer 3 North 4 winter 5 South
6 spring

Activity 2, page 122

1 winter 2 spring 3 South 4 north 5 world
6 fall 7 seasons 8 summer

Activity 3, page 122

1 fall 2 winter 3 spring 4 summer

Activity 4, page 123

1 world 2 North 3 South 4 seasons 5 summer
6 winter 7 fall 8 spring

Vocabulary challenge

Activity 5, page 123

1 tropical 2 dry 3 temperate 4 polar

Activity 6, page 123

1 temperate 2 tropical 3 polar 4 dry

Reading 2

Activity 1, page 124

1 When it's winter in the North, it's summer in the South.
2 The equator is around the middle of the world.
3 The Northern Hemisphere is on the other side of the Southern Hemisphere.
4 When it's fall in the South, it's spring in the North.
5 When it's hot, children swim in the ocean.
6 When it's cold, children play in the snow.
7 When it's January in the South, it's January in the North.

Activity 2, page 124

1 July 2 summer 3 fall 4 spring 5 winter
6 January

Activity 3, page 124

summer, winter

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Grammar 2

Activity 1, page 125

1 How often 2 does 3 does 4 snow

Activity 2, page 125

2 never 3 often 4 sometimes 5 does it 6 always
7 How often does 8 sometimes 9 How often does
10 often

Activity 3, page 126

2 How often does it snow in January? 3 How often does it rain in November? 4 How often does it snow in December? 5 How often does it rain in April?

Activity 4, page 126

1 never rains 2 always snows 3 always rains
4 sometimes snows 5 often rains

Writing

Activity 1, page 127

2 It sometimes gets cool.
3 It's cooler between November and January.
4 It's very hot from March to May.

Now I Know

Activity 1, page 128

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

Activity 2, page 128

1 spring 2 summer 3 fall 4 winter

Activity 4, page 129

1 often 2 never 3 sometimes 4 always 5 often
6 always

Unit 10 How are we all different?

Activity 1, page 130

different

Activity 2, page 130

1 granny 2 grandpa 3 sister 4 parents 5 brother

Activity 3, page 130

1 T 2 F 3 T 4 F

Vocabulary 1

Activity 1, page 131

1 chatty 2 creative 3 grumpy 4 shy 5 kind
6 hardworking 7 helpful 8 active

Activity 2, page 131

1 hardworking 2 shy 3 kind 4 active 5 chatty
6 helpful 7 creative 8 grumpy

Activity 3, page 132

1 shy 2 active 3 grumpy 4 helpful 5 creative
6 chatty

Word study

Activity 5, page 132

Actions: act, chat, help, work
Describing words: active, chatty, hardworking, helpful

Reading 1

Activity 1, page 133

1 Alex is active.
2 Mr. Blake is grumpy.
3 Alex's parents are hardworking.
4 Annie is creative.
5 Grandma is chatty.

Activity 2, page 133

1 neighbor 2 yard 3 painting 4 phone 5 hear

Activity 3, page 133

1 He calls over the fence to Mr. Blake.

Grammar 1

Activity 1, page 134

1 taller 2 shorter 3 longer 4 shorter 5 younger
6 older

Activity 2, page 134

1 longer than 2 shorter than 3 shorter than
4 taller than 5 younger than 6 older than

Activity 3, page 135

1 yes 2 yes 3 yes 4 yes 5 no

Vocabulary 2

Activity 1, page 136

1 mustache 2 wavy 3 curly 4 straight 5 blonde
6 beard

Activity 2, page 136

1 mustache 2 straight 3 blonde 4 bald
5 eyebrows 6 curly

Activity 3, page 137

bald man has a gray mustache; man with beard and bushy eyebrows – colored brown. The woman with short straight hair – colored blonde. The boy with wavy hair – colored brown. The boy with curly hair – colored black.

Vocabulary challenge

Activity 4, page 137

1 mute 2 blind 3 deaf

Activity 5, page 137

1 deaf 2 mute 3 blind

Reading 2

Activity 1, page 138

5, 3, 2, 4

Activity 2, page 138

1 F 2 F 3 F 4 T 5 T

Grammar 2

Activity 1, page 139

1 was 2 was 3 were 4 were 5 were 6 was

Activity 2, page 139

1 He's happy now. He was grumpy yesterday.
2 We're tall now. We were short last year.
3 My plant is tall now. It was short last month.
4 They're active now. They were lazy last year.
5 You're chatty now. You were shy on Monday.
6 I'm older now. I was younger last year.

Activity 3 page 139

1 black 2 old 3 active 4 shy

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Activity 4 page 140
1 was 2 were 3 was 4 was 5 was 6 were
7 were 8 were 9 was

Writing
Activity 1, page 141
1 wavy, blonde 2 big, brown 3 friendly, black
4 new, red

Now I Know
Activity 1, page 142
1 long – short 2 short – tall 3 big – small
4 curly – straight 5 chatty – shy 6 young – old
7 black – white 8 lazy – hardworking
Activity 2, page 142
1 long, gray beard 2 bald, curly, brown mustache
Activity 3, page 142
1 longer 2 taller 3 shorter 4 older 5 younger
Activity 4, page 143
1 was 2 was 3 were 4 is 5 it's

Unit 11 How do we solve problems?
Activity 1, page 144
help, problems
Activity 2, page 144
1 inside door 2 window 3 table 4 chair
5 outside door 6 stairs

Vocabulary 1
Activity 1, page 145
1 measure 2 sum 3 plus 4 minus 5 equals
6 Add 7 Subtract 8 problems
Activity 2, page 145
1 equals 2 minus 3 Add 4 Subtract
Activity 3, page 146
1 measuring 2 adding 3 subtracting 4 sums

Word study
Activity 4, page 146
u
Activity 5, page 146
1 quick – slow 2 quiet – noisy 3 queen – king
4 question – answer

Reading 1
Activity 1, page 147
1 Sarah's 2 his sister's 3 eight 4 her brother's

Grammar 1
Activity 1, page 148
1 us 2 them 3 them 4 us
Activity 2, page 149
1 them 2 us 3 them 4 us 5 them
Activity 3, page 149
2 help us 3 give them 4 tell me 5 teach us

Vocabulary 2
Activity 1, page 150
1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✓
Activity 3, page 151
1 treasure hunt, maze 2 entrance 3 lost 4 clue
5 hide 6 solve 7 exit

Vocabulary challenge
Activity 4, page 151
1 puzzle 2 quiz 3 secret 4 riddle
Activity 5, page 151
1 secret 2 riddle 3 puzzle 4 quiz

Reading 2
Activity 1, page 152
1 F 2 F 3 F 4 T 5 T
Activity 2, page 152
1 classroom 2 key 3 Solve 4 box

Grammar 2
Activity 1, page 153
1 smell 2 can't 3 taste 4 see 5 touch 6 can't
Activity 2, page 153
1 a tall building 2 the ocean 3 smoke 4 the sky
5 cupcakes 6 footsteps
Activity 3, page 153
1 us 2 hear 3 them Hidden word: see
Activity 4, page 154
1 a 2 c 3 b

Writing
Activity 1, page 155
1 I love sports, for example, basketball and tennis.
2 I enjoy solving problems, for example, finding the exit in a maze. 3 A lot of fruit tastes sweet, for example, oranges and apples. 4 I like doing sums, for example, adding and subtracting. 5 Some words are not easy to spell, for example, *laugh* and *difficult*.

Now I Know
Activity 1, page 156
Across: 4 minus 5 entrance 7 plus 8 hide
Down: 1 sums 2 maze 3 lost 4 measure 6 exit
Activity 2, page 156
add, measure, equals, clue, solve, subtract
Activity 3, page 156
1 nine, 12 - 3 = 9
2 four, 1 + 3 = 4
Activity 4, page 157
2 smell it 3 touch them 4 taste it 5 see us

Unit 12 Why is it good to be outdoors?
Activity 1, page 158
outdoors
Activity 2, page 158
1 big 2 girl, cat 3 shell 4 last

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Activity 3, page 158

3 Hold the tablet still.
5 When it's dark, use the flash.
6 Use zoom for close-ups.
4 Use a tripod.
2 Plan and draw the photos.

Vocabulary 1

Activity 1, page 159

1 meadow 2 hills 3 rocks 4 sand 5 pond, wildlife 6 grass

Activity 2, page 159

1 pond, lake 2 grass, sand 3 wildlife, rocks
4 a meadow, the hills 5 rocks, sand 6 hills, meadow

Activity 3, page 160

1 b 2 a 3 c

Word study

Activity 4, page 160

Students circle: bird, fish, pond, hill, rock, frog, meadow, lake

Reading 1

Activity 1, page 161

1 Lake Chapala is long and wide.
2 Southern Cassowaries are rare birds.
3 Pelicans live on lakes and ponds.
4 Daintree is an enormous forest.
5 Some kangaroos live in trees.

Activity 2, page 161

1 They are big, white birds. 2 Lakes and ponds. 3 Pelicans, ducks, geese. 4 They are rare, very big birds. 5 You can walk high in the sky (and see tree kangaroos). 6 They are sand hills (dunes).

Grammar 1

Activity 1, page 162

1 to school.
2 soccer.
3 lunch.
4 TV.
5 and snowed.
6 to the teacher.

Activity 2, page 162

2 didn't wash 3 called 4 visited 5 didn't play
6 walked 7 didn't finish

Activity 3, page 163

2 played, didn't play 3 looked at, didn't look at
4 watched, didn't watch

Vocabulary 2

Activity 1, page 164

1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✗

Activity 2, page 164

1 In the ocean: fins, snorkel, water wings. Both: air mattress, seaweed. At the beach: shells, sandcastle

Activity 3, page 165

1 water wings 2 snorkel 3 seaweed 4 shells
5 sandcastle 6 fins 7 hotel 8 air mattress

Vocabulary challenge

Activity 4, page 165

1 marina 2 pier 3 wave 4 bridge

Activity 5, page 165

1 wave 2 marina 3 bridge 4 pier

Reading 2

Activity 1, page 166

1 ✗ 2 ✗ 3 ✗ 4 ✗ 5 ✓ 6 ✓ 7 ✓ 8 ✗ 9 ✓ 10 ✗

Activity 2, page 166

1 hotel 2 sandcastles 3 snorkeling
4 seaweed, stones, shells 5 jar

Grammar 2

Activity 1, page 167

1 No, she didn't.
2 Yes, he did.
3 No, they didn't.
4 Yes, I did.
5 Yes, we did.

Activity 2, page 167

2 No, I didn't. 3 Yes, we did. 4 Yes, they did.
5 No, I didn't. 6 No, they didn't.

Activity 3, page 168

1 Did you go on vacation last summer
2 Did you and your family stay in a hotel
3 Did you swim in the ocean
4 Did you enjoy your vacation
5 Did you take pictures
6 Did your grandparents go with you

Activity 4, page 168

1 Yes, he did. 2 No, he didn't. 3 Yes, she did.
4 No, he didn't.

Writing

Activity 1, page 169

1 like a forest 2 like a rabbit 3 like pelicans
4 like a hotel

Now I Know

Activity 1, page 170

1 air mattress 2 sandcastle 3 seaweed
4 water wings 5 wildlife

Activity 2, page 170

1 She packed her water wings, her snorkel, and her fins. She didn't pack her math book.
2 She collected seaweed and shells. She didn't collect rocks.

Activity 3, page 171

1 Did you enjoy your vacation? Yes, I did
2 Did your brother swim in the ocean? No, he didn't
3 Did you and your family stay in a hotel? Yes, we did
4 Did it rain? No, it didn't

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Audio Scripts

Student Book 2 CD1

Unit 1 What do we do on school days?

Page 6, Activity 1 1-02

Listen and repeat.

math	P.E.	violin practice
art	computer science	piano practice
science	music	

Page 6, Activity 2 1-03

Listen and number.

1 I have music today!
2 I like math!
3 On Wednesday, we have science.
4 I have piano practice on Thursday.
5 My favorite lesson is art.
6 On Friday, I have violin practice.
7 Yes! We have P.E. today.
8 I like computer science!

Page 6, Activity 3 1-04

Listen and say. What classes are the children doing?

1 Does the stone float?
No!
2 That's a nice picture. I like the colors.
3 What is 2 and 2 and 2?
4 Right come on … run, run, run and … jump!
5 Good, now try again.
6 Open your laptops!
7 Sing!
8 Good try … again!

Page 12, Activity 1 1-06

Listen and repeat.

tired	difficult	busy
bored	easy	important
worried	interesting	

Page 12, Activity 2 1-07

Listen and number.

1 This math is easy!
2 Listen, everyone. This is important.
3 I'm bored!
4 My book is very interesting!
5 This math is difficult!
6 Oh … a test. I'm worried!
7 I'm tired. I want to go home!
8 Just a minute, Mom. I'm busy! I have a lot of things to do!

Page 12, Activity 3 1-08

Listen and say.

1 I want to go to bed. I'm …
2 I can't do this science homework. I don't understand it. It's very …
3 I'm reading a new book. I love the story. It's very …
4 Today I have piano practice and then tennis and then math homework. I'm …
5 1 and 1 is 2. That's …
6 I have nothing to do. I'm …
7 Oh, no! I have a test tomorrow. I'm …
8 Listen everyone! Be quiet! I want you to listen. It's very …

Page 17, Activity 6 1-10

Listen and circle. Then ask and answer with a friend.

Hello, my name's Jenny.
I'm very busy this week.
On Monday, I have math in the morning.
In the afternoon, I have gymnastics.
On Tuesday, I have science in the morning.
In the afternoon, I have piano practice.
On Wednesday, I have computer science in the morning.
In the afternoon, I have drama class.
On Thursday, I have music in the morning.
In the afternoon, I have P.E.
On Friday, I have English in the morning.
In the afternoon, I have art.

Unit 2 Where do wild animals live?

Page 22, Activity 1 1-11

Listen and repeat.

crocodile	snake	camel
kangaroo	cheetah	whale
panda	seal	

Page 22, Activity 2 1-12

Listen and number.

1 Be careful! A snake!
2 Is it a tiger? No, it isn't. It's a cheetah!
3 It's jumping! A kangaroo!
4 Pandas are beautiful!
5 Oh! A whale! It's so big!
6 Oh, look! It's a seal!
7 Ooh! A big crocodile!
8 I can see a camel!

Page 22, Activity 3 1-13

Listen and say. What is it?

1 This is a cat. It's a big cat. It's a wild cat.
2 This is a very, very big animal. It doesn't have legs. It swims.
3 This is a long animal. It doesn't have legs. It doesn't swim.
4 This animal is black and white. It's a big animal.
5 This animal has four legs. It's long. It has big teeth. It's green.
6 This animal has two long legs and two short legs. It jumps and it kicks.
7 This animal doesn't have legs. It swims. It's gray.
8 This animal has four long legs. You can sit on it. It's big and brown.

Page 27, Activity 5 1-15

Which are their toys? Listen and check.

Woman: Hi, Sally and Toby. You have a lot of toys! Is this your snake? Is your snake brown?
Boy: No, our snake is green!
Woman: Which is your panda? Is your panda black and white?
Girl: Yes, that's our panda. The black and white one.
Woman: And which is your crocodile? Is it the big one?
Boy: No, our crocodile is the small one.

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Page 28, Activity 1 1-16

Listen and repeat.

angry	thin	dangerous
smart	funny	strong
fat	lazy	

Page 28, Activity 2 1-17

Listen and number.

1 This is a snake. It's very thin.
2 Bears are strong animals, very strong!
3 Crocodiles are dangerous animals.
4 This cheetah's lazy!
5 This seal's fat!
6 I like the elephants. They're smart!
7 Oh, no. The camel's angry today.
8 Look at the kangaroo. It's funny!

Page 28, Activity 3 1-18

Listen and say.

1 That animal is eating a lot of food. It's …
2 That animal has no food. It's …
3 Ha, ha, ha! Look at those animals. They're …
4 Uh oh. That animal is …
5 That animal is sleeping. It's …
6 That animal knows a lot of things. It's …
7 Be careful!!! That animal is …
8 Wow, it can move a tree! That animal is …

Unit 3 How does weather change?

Page 38, Activity 1 1-20

Listen and repeat.

windy	lightning	sleet
foggy	storm	tornado
thunder	hail	

Page 38, Activity 2 1-21

Listen and number.

1 Uh oh…thunder!
2 Wow – look! Lightning!
3 And now … a storm! Run!
4 Sleet – ooh it's cold!
5 Wheeeee – I like windy weather!
6 It's very foggy. Where are you?
7 Look – hail! Ouch! It's cold!
8 Oh, no! A tornado!

Page 38, Activity 3 1-22

Listen and say.

1 Wow – thunder and lightning and rain. It's a …
2 Listen to that! It's …
3 Is it snow? No. Ow–ooh–ow– it's ice! It's …
4 Is it raining? Not really. Is it snowing? Not really. That's …
5 I can't see you! It's …
6 Let's fly our kite! It's …
7 Run! It's a …
8 Look at that light! Wow! It's …

Page 44, Activity 1 1-24

Listen and repeat.

scarf	sweat suit	robe
cap	sneakers	slippers
sunglasses	flip flops	

Page 44, Activity 2 1-25

Listen and number.

1 Mom – where are my sunglasses?
2 I can't find my cap!
3 I have a blue sweat suit.
4 My slippers are gray.
5 I'm wearing my robe.
6 I have a black and white scarf.
7 My sneakers are under the bed.
8 I love my new flip flops.

Page 44, Activity 3 1-26

Listen and say.

1 It's sunny. The sun is in my eyes. I want my …
2 It's hot. The sun is on my head. I want my …
3 At night, I don't wear shoes. I wear my …
4 In the summer my feet are hot. I wear my …
5 I have sports at school today. I'm not wearing my pants. I'm wearing my …
6 And for sports I'm not wearing my shoes or sandals. I'm wearing my …
7 It's cold. My neck is cold. I want my …
8 At night, after my shower, I wear my …

Page 49, Activity 6 1-28

Listen to Joe talking about his clothes. Draw a happy face or a sad face.

1 I'm wearing my black cap. I love my black cap. It's great.
2 I'm wearing my brown flip flops. I hate my brown flip flops! They're not good!
3 I'm wearing my green slippers. I hate my green slippers! I don't like green!
4 I'm wearing my blue sunglasses. I love my blue sunglasses. They're cool!

Unit 4 What can you find in big cities?

Page 54, Activity 1 1-29

Listen and repeat.

bookstore	toy store	movie theater
library	bank	restaurant
playground	computer store	

Page 54, Activity 2 1-25

Listen and number.

1 Can we go to the computer store, please?
2 I love the playground in my town!
3 I don't want to go to the bank!
4 I like this restaurant!
5 I love the bookstore!
6 Yes! We're going to the movie theater!
7 I'm in the library. It's great here.
8 The toy store! My favorite place!

Page 54, Activity 3 1-31

Listen and say.

1 This movie is great!
2 Sssh! Be quiet, please.
I like the books here!
3 Can I have this book, please?
Yes. That's ten dollars, please.
4 Wow! Look at the robot. And dolls and cars!
5 I'd like a pizza and a salad, please.

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6 Oh, look! Amazing tablets and laptops!
7 Let's go on the swings!
8 80, 90 … 100 dollars.
Thank you.

Page 59, Activity 6 1-33
Play a game. Listen and do.
Hello, children!
Oh, you're cooking!
Now you're swimming!
You're riding your bikes!
You're drinking! You're drinking water!
You're eating! You're eating apples!

Page 60, Activity 1 1-34
Listen and repeat.

factory	street	fields
train station	traffic	market
gas station	small town	

Page 60, Activity 2 1-35
Listen and number.
1 There's a lot of traffic today!
2 This is a long street!
3 I like the green fields!
4 Apples, oranges, and lemons at the market!
5 We need gas. Let's go to the gas station.
6 My mom works at that big factory.
7 I live in a small town.
8 I'm at the train station.

Page 60, Activity 3 1-31
Listen and say.
1 It's coming!
2 Tomatoes! Bananas!
3 This is my car.
Thirty dollars, please.
4 There are a lot of cars and buses, too!
5 I like it here. Look at the tractor!
6 Look! Some houses, two stores, and a library!
7 I'm working! I'm tired!
8 Wait…okay…the green man. Let's go!

Unit 5 How do we celebrate?

Page 70, Activity 1 1-38
Listen and repeat.

balloon	burger	popcorn
card	cupcake	fruit salad
candle	milkshake	

Page 70, Activity 2 1-39
Listen and number.
1 Can I have a burger, please?
2 I have five red balloons!
3 I love banana milkshakes!
4 There are seven candles on the cake!
5 I'm eating popcorn!
6 Can I have a cupcake, please?
7 Thank you for my card!
8 Mmm … I like fruit salad!

Page 70, Activity 3 1-40
Listen and say.
1 Apples, bananas, and oranges … I love this!
2 Haha! Oh never mind. Here is a blue one.
3 Mmm … milk … and … strawberry! Delicious!
4 Ooh … I like this chocolate cake!
5 I eat this at the movies, too!
6 Thank you! I like the picture!
7 Here's the cake. Be careful!
Happy Birthday! Three, two, one!
8 Would you like cheese on that?
Cheese, please. Mmm … delicious!

Page 75, Activity 6 1-42
What does he have? Listen and match.
Boy: I'm shopping for my birthday party!
I have some chocolate. I have some popcorn.
Girl: Do you have any lemons?
Boy: No, I don't. I have some fruit salad.
Girl: Do you have any bread?
Boy: Yes, I do. I have some bread. I don't have any burgers.
Girl: What about rice? Do you have any rice?
Boy: No. I don't have any rice.

Page 76, Activity 1 1-43
Listen and repeat.

ice rink	adventure playground
bowling alley	arts center
aquarium	swimming pool
theme park	nature center

Page 76, Activity 2 1-44
Listen and number.
1 I love the aquarium!
2 Hooray! We're at the nature center!
3 Can I have a swimming pool party, please?
4 Let's go to the bowling alley!
5 Wow – what an amazing theme park!
6 It's fun at the ice rink!
7 This adventure playground is great!
8 I'm with my friends at the arts center!

Page 76, Activity 3 1-45
Where are they? Listen and say.
1 We want to swim. We're wearing our swimsuits!
2 There are trees, flowers, and birds. It's beautiful here!
3 Yes, ten!
4 I'm climbing! I'm running! I'm jumping!
5 Oh wow…look at those fish! And an octopus!
6 The ice is cold! I can skate……ohhhh … no I can't!
7 It's amazing here! Look – a castle … a pirate ship … a princess in a palace …
8 I'm painting an animal mask!

Unit 6 What jobs can I do?

Page 86, Activity 1 1-47
Listen and repeat.

police officer	vet	hairdresser
chef	astronaut	photographer
dentist	doctor	

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Page 86, Activity 2 1-48
Listen and number.
1 My mom's a vet!
2 My dad's a chef!
3 I'm going to the dentist today.
4 My hairdresser is very nice.
5 That man is a photographer.
6 Look – there's a police officer.
7 Those astronauts are on the moon!
8 My mom is talking to the doctor.

Page 86, Activity 3 1-49
Listen and say.
1 She takes pictures. She's a …
2 He works in a space station. He's an …
3 My hair is too long. I'm going to the …
4 I'm not well. My head hurts. I'm going to the …
5 My dog is sick. I'm taking it to the …
6 She cooks in a restaurant. She's a …
7 Stop, thief! Oh, good, here comes a …!
8 I'm cleaning my teeth. I'm going to the ….

Page 92, Activity 1 1-51
Listen and repeat.

check	cook	clean
help	whistle	study
fix	perform	

Page 92, Activity 2 1-52
Listen and number.
1 I cook a lot of food every day in my restaurant.
2 I clean the bedrooms in a big hotel.
3 I study English at school.
4 I fix my bike.
5 I help mom and dad at home.
6 I check my school bag every morning.
7 I perform in the school show every summer.
8 I whistle to my dog!

Page 92, Activity 3 1-53
Listen and say.
1 Books. Yes. Pencils. Yes. Lunchbox. Yes.
2 Are you ready to sing and dance, children?
3 I have English and math homework today.
4 Pasta, cheese, tomatoes…Okay, let's start.
5 What a lot of traffic! Oh good, there's a police officer. Listen.
6 I can't do this.
I can! Look.
7 Oh no… my bike is broken.
Don't worry … this goes here and that goes there.
8 Hmmm, this room is very dirty. I need water and soap.

Page 97, Activity 5 1-55
What does Jody like doing? Listen and check.
Woman: Hi, Jody!
Jody: Hello!
Woman: Jody, what do you like doing?
Jody: Well, I like doing lots of things! I like my pets! I have a rabbit and a dog.
Woman: Oh, that's nice.
Jody: I like taking my dog for walks and I like playing with my rabbit. I don't like cleaning the dog's … house though!
Woman: Oh, the dog kennel!
Jody: Yes, the dog kennel. I hate cleaning that!
Woman: What else do you like doing?
Jody: Hmm … I like cooking. I like cooking with my dad. He's a chef! I want to be a chef, too.
Woman: That's great!
Jody: And I love playing with my friends!
Woman: Of course!
Jody: Yes!

Student Book 2 CD2

Unit 7 Why do we play sports?

Page 102, Activity 1 2-01
Listen and repeat.

badminton	horseback riding	skiing
baseball	ping-pong	paddleboarding
field hockey	water polo	

Page 102, Activity 2 2-02
Listen and number.
1 I love horseback riding!
2 I play ping-pong with my friends.
3 I go paddleboarding in the ocean.
4 I play baseball at school.
5 Water polo is really great!
6 I like playing field hockey.
7 I have badminton practice after school.
8 We go skiing in the snow!

Page 102, Activity 3 2-03
Listen and say.
1 We're swimming and playing with a ball!
2 It's snowing! Come on … we're going down the mountain!
3 Good horse! Let's go!
4 We're hitting the ball on a table
5 Hit the ball with your stick … good … run!
6 The ball is coming … catch it … in your hands! Yes! I can! Look.
7 I'm in the ocean! I'm not swimming. I have a board. This is great!
8 Hit it, over the net, good … run … hit it back, over the net again …

Page 107, Activity 8 2-05
What is he good at? Check or cross.
Man: Hi, Henry!
Henry: Hello!
Man: Henry, do you like sports?
Henry: Yes, I do! I love sports.
Man: Which sports are you good at?
Henry: Well, I'm good at soccer! That's my favorite. I'm good at basketball, too and water polo.
Man: Oh, water polo – that's great.
Henry: Yes, I love it!
Man: What about other water sports. Do you like paddleboarding?
Henry: I like it but I'm not good at it! I fall into the ocean a lot – splash!
Man: And what about skiing?
Henry: I'm not good at skiing! I fall down a lot!

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Page 108, Activity 1 2-06

Listen and repeat.

bounce	kick	push
catch	throw	pull
hit	hold	

Page 108, Activity 2 2-07

Listen and number.

1 Throw the ball to me!
2 That's right … bounce the ball … good!
3 Here … catch!
4 Here's your bat … now hit the ball!
5 Don't push!
6 One, two, three … pull!
7 Kick the ball … goal!
8 Hold hands …

Page 108, Activity 3 2-08

Listen and say.

1 I use my feet to *[bleep]* the ball in soccer.
2 The ball goes up and down, and up and down. I *[bleep]* the ball in basketball.
3 I throw the ball and you *[bleep]* the ball.
4 I catch the ball … and you *[bleep]* the ball.
5 The opposite of *[bleep]* is push.
6 The opposite of *[bleep]* is pull.
7 I need to *[bleep]* the ball with the bat.
8 We're crossing the road, *[bleep]* my hand.

Unit 8 What makes us feel good?

Page 118, Activity 1 2-10

Listen and repeat.

toothpaste	rinse	dirty
toothbrush	chew	braces
mouthwash	toothache	

Page 118, Activity 2 2-11

Listen and number.

1 I rinse my teeth with water.
2 I like wearing braces on my teeth!
3 I have a blue toothbrush.
4 I don't want dirty teeth!
5 My favorite toothpaste is strawberry flavor!
6 I chew my food with my teeth.
7 I use mouthwash every morning.
8 I'm going to the dentist because I have a toothache!

Page 118, Activity 3 2-12

Listen and say.

1 Ow … my tooth … it hurts … ow …
2 It's like water but it tastes different. I use it every day.
3 I put this on my toothbrush. Mine is blue and white.
4 When you eat your food you do this.
5 I have a yellow one. I put toothpaste on it.
6 These go on my teeth, they make them straight.
7 I brush my teeth and then I use water to do this. I don't drink the water.
8 It's important our teeth are clean. They can't be …

Page 124, Activity 1 2-14

Listen and repeat.

hear	touch	relax
smell	hurt	breathe
taste	feel	

Page 124, Activity 2 2-15

Listen and number.

1 We smell with our noses.
2 We touch with our fingers.
3 We breathe in air.
4 I feel very happy today!
5 Jump, jump, jump and … relax!
6 We taste with our tongues.
7 Does your head hurt?
8 I can hear a train coming!

Page 124, Activity 3 2-16

Listen and say.

1 Listen! What's that noise?
2 Mmm … ice cream … nice … salt … eew … not nice!
3 Good … now all sit down.
4 In … out … in … out … good.
5 Ow! Ow! My arm!
6 Oh, I'm scared … but I like it too!
7 Hmm … this is soft … this is hard … this is wet …
8 Mmm … Dad's cooking … what is it? Oh … I think it's pizza!

Page 129, Activity 6 2-18

Look, choose, and write. Then listen to Lucas and circle.

Man: Lucas, what makes you feel good?
Lucas: Umm …
Man: Do you feel good when you play soccer?
Lucas: Yes! I feel very happy when I play soccer. It's my favorite sport.
Man: And what about food. What food makes you feel good?
Lucas: I feel great when I eat pasta! I love pasta. And I feel good when I drink milk.
Man: Do you like soda?
Lucas: Yes, I do. But I don't drink soda every day. I feel tired when I drink soda every day!
Man: Really?
Lucas: Yes! I feel tired. I don't know why!
Man: Do you feel happy when you go to school?
Lucas: Um … I feel happy when I see my friends!

Unit 9 How are the seasons different?

Page 134, Activity 1 2-19

Listen and repeat.

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

Page 134, Activity 2 2-20

Listen and number.

1 I live in England. My favorite month is December!
2 We swim in the ocean in August.
3 We start school in September.
4 It's cold in November!

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5 There are a lot of flowers in June!
6 There are no leaves on the trees in January.
7 I like playing at the park in May.
8 It rains a lot in October.
9 It gets dark early in February.
10 It's windy in April.
11 My birthday is in March.
12 The trees are green in July.

Page 134, Activity 3 2-21
Listen and say.
1 January, February, …
2 March, April, …
3 June, July, …
4 September, October, …
5 February, March, …
6 August, September, …
7 April, May, ….
8 July, August, …
9 October, November, …
10 May, June, …
11 November, December, …
12 December, January, …

Page 139, Activity 6 2-23
Listen and check the correct months.
We grow potatoes in the vegetable garden. We always have a lot of potatoes in October, November, and December.
We often grow cucumbers. We have cucumbers in April, May, June, July, August, and September. I often eat cucumbers.
We have apple trees! We always pick the apples in July, August, and September.
Do you like strawberries? I do! I always grow strawberries. We have strawberries in June, July, and August.
I like carrots, too. The carrots are ready in June, July, August, September, October, November, and December! My mom sometimes makes carrot soup – delicious!

Page 140, Activity 1 2-24
Listen and repeat.

spring	winter	North
summer	season	South
fall	world	

Page 140, Activity 2 2-25
Listen and number.
1 I go skiing in the winter!
2 In fall, the leaves on the trees change color.
3 There are four seasons.
4 There are a lot of different countries in the world!
5 Summer holidays – hooray!
6 I live in North America.
7 It's sometimes windy and sometimes sunny in the spring.
8 I live in South America.

Page 140, Activity 3 2-26
Listen and say.
1 It's round. It's very big. We all live in it!
2 There are four of them – they're all different.
3 It's the opposite of South.
4 It's cold and it sometimes snows in this season.
5 I go to the beach and swim in this season.
6 It's the opposite of North.
7 Flowers and trees start to grow again. It isn't always hot.
8 The leaves on the trees are often red and orange.

Unit 10 How are we all different?

Page 150, Activity 1 2-28
Listen and repeat.

hardworking	helpful	active
shy	creative	grumpy
kind	chatty	

Page 150, Activity 2 2-29
Listen and number.
1 My little brother is a bit shy.
2 My big sister is really active.
3 My mom is very creative!
4 My friend, Anna, is grumpy today!
5 My parents are very hardworking!
6 My grandma and grandpa are very kind people.
7 My aunt is very chatty!
8 My uncle is always helpful.

Page 150, Activity 3 2-30
Listen and say.
1 My sister is good at drawing and painting and writing. She's very …
2 My grandpa always helps me with my homework. He's very …
3 My grandma likes talking a lot! She's …
4 My mom works all day in an office. Then she cooks dinner. She's …
5 My little brother doesn't like meeting new people because he's …
6 My neighbor isn't happy today. He's …
7 My aunt gives me little gifts and is always happy when she sees me. She's …
8 My big brother plays soccer, basketball, and tennis. He's …

Page 155, Activity 7 2-32
Listen and circle.
I have a cousin. Her name is Poppy. She's taller than me. Her hair's shorter than my hair. She's older than me. She's ten years old. I'm eight years old. My name's Gina.

Page 156, Activity 1 2-33
Listen and repeat.

beard	straight	eyebrows
bald	curl	mustache
blonde	wavy	

Page 156, Activity 2 2-34
Listen and number.
1 My sister has blonde hair.
2 My grandfather is bald!
3 My mom has wavy hair.
4 My dad has a mustache.
5 I have straight hair.
6 My brother has black, curly hair.
7 My uncle has a big beard.
8 My grandmother's eyebrows are white.

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Page 156, Activity 3 2-35

Listen and say.

1 We have two of these above our eyes!
2 This is hair on a man's face. It's under the nose!
3 This is hair on a man's face. It's on the chin.
4 This is a hair color. It's yellow.
5 This is when you have no hair on your head.
6 This is when your hair isn't straight, and it isn't curly.
7 This is the opposite of curly.
8 This is the opposite of straight.

Unit 11 How do we solve problems?

Page 166, Activity 1 2-37

Listen and repeat.

add	plus	measure
subtract	minus	problem
sum	equals	

Page 166, Activity 2 2-38

Listen and number.

1 Add these numbers … 2, 3, and 4.
2 Subtract one from ten.
3 Five plus seven … hmm …
4 Eight minus three … hmm …
5 Six and six equals twelve!
6 I have a lot of sums for homework!
7 I can't do this math problem!
8 How long is this? I'll measure it!

Page 166, Activity 3 2-39

Listen and say.

1 Two *[bleep]* two equals four.
2 Ten *[bleep]* five equals five.
3 One plus one is an easy …
4 Two plus two plus two plus two. I can …
5 Ten minus 1, minus 2, minus 3. I can …
6 Six plus four *[bleep]* ten.
7 How tall are we? Let's …
8 Three children have eight bananas and two apples each. How many do they have in total? Umm, this is a difficult …

Page 171, Activity 6 2-41

Listen and write T for True or F for False.

Boy: My brother and sister are twins. It's their birthday on Saturday. I want to buy a present for them. But I don't know what to get them!
Girl: How old are they?
Boy: They're four now. They'll be five on Saturday.
Girl: Do they like cars?
Boy: No, they don't play with cars. They don't like them.
Girl: What about robots?
Boy: Umm … no, they don't like them.
Girl: What do they like doing?
Boy: They like playing ball and they like doing jigsaw puzzles.
Girl: Okay, then get your brother a jigsaw puzzle. Give him a jigsaw puzzle. Get your sister a ball. Give her a ball.
Boy: Okay – good idea. Then they can play with the ball and the jigsaw puzzle together.
Girl: Yes!
Boy: Thanks for your help!
Twin: What about us? We like playing balls and jigsaw puzzles.
Boy: Oh – you were listening! Well, they are for you!
Twin: Ha, ha – yes, thank you, Danny!

Page 172, Activity 1 2-42

Listen and repeat.

hide	clue	entrance
lost	treasure hunt	exit
solve	maze	

Page 172, Activity 2 2-43

Listen and number.

1 We're having a treasure hunt at the beach. It's fun!
2 The clue is, "Look behind the tall tree!"
3 We solve problems to get the answers.
4 Hide behind the door!
5 You go in through the entrance
6 You go out through the exit.
7 I don't know where I am. I'm lost!
8 How do I get out of the maze?

Page 172, Activity 3 2-44

Listen and say.

1 This is when you don't know where you are.
2 You go in this door.
3 You go out of this door.
4 This is like a big jigsaw puzzle. You walk in it!
5 This is when you go somewhere and your friends can't see you.
6 This helps you understand a puzzle.
7 This is when you find the correct answer to a problem.
8 This is a game. You look for something special.

Unit 12 Why is it good to be outdoors?

Page 182, Activity 1 2-46

Listen and repeat.

grass	pond	rocks
lake	wildlife	sand
hills	meadow	

Page 182, Activity 2 2-47

Listen and number.

1 I go fishing in the lake with my dad.
2 We sometimes have picnics in the meadow.
3 There is a lot of wildlife in the forest!
4 I sometimes go walking in the hills with my family.
5 There's a pond close to my house with ducks.
6 I like beaches with sand.
7 Cows and sheep eat a lot of grass.
8 There are rocks in the ocean and at the beach.

Page 182, Activity 3 2-48

Listen and say.

1 These are big stones. They're often on beaches.
2 You can swim, fish, and go on boats here.
3 This is like a lake but it's smaller. Ducks sometimes live here.
4 There is a lot of grass here. It's big and you can play and have picnics.

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5 You find a lot of this in the desert.
6 These are smaller than mountains.
7 Cows and sheep eat this!
8 This is another word for animals which live outside.

Page 187, Activity 6 2-50
Listen to Lewis talking about his day yesterday. Check or cross.
Yesterday I didn't travel to school by bus. I walked to school. I enjoyed it!
Outside the school, I picked some flowers for my teacher. She likes flowers! They were yellow.
I liked my lunch yesterday. I didn't cook it! The cooks at school cooked it. It was chicken and pasta. It was delicious!
In the afternoon, I played basketball with my friends. It was a great game.
At home, I washed my dad's car. He was happy!
Then in the evening, I watched a soccer match at the park. It was very exciting.
That was my day yesterday!

Page 188, Activity 1 2-51
Listen and repeat.

fins	air mattress	seaweed
snorkel	hotel	sandcastle
water wings	shell	

Page 188, Activity 2 2-52
Listen and number.
1 I love playing in the ocean on our air mattress!
2 I collect shells at the beach.
3 I don't like swimming when there's seaweed!
4 I swim faster when I wear my fins!
5 I wear my snorkel and mask and I can see under the water!
6 My little sister is three. She always wears water wings when she swims.
7 I'm making an amazing sandcastle!
8 We always stay in a great hotel close to the ocean.

Page 188, Activity 3 2-53
Listen and say.
1 You wear these on your arms. They help you swim.
2 You wear these on your feet. They help you swim fast.
3 You play on this in the ocean. It's like a bed!
4 You make this at the beach. It's made of sand.
5 You stay here and sleep in a bedroom on vacation.
6 This is a plant in the ocean. It's usually green or brown.
7 You can find a lot of these at the beach. You can collect them.
8 You wear this on your nose and mouth. It helps you breathe underwater.

Workbook 2

Unit 1 What do we do on school days?

Page 5, Activity 1 1-01
Listen and check.
Narrator: One. What class does Pat have today?
Woman: What class do you have today, Pat?
Pat: We have science today.

Narrator: Two. What's Nick's favorite class?
Woman: What's your favorite class, Nick?
Nick: My favorite class is P.E.

Narrator: Three. What does Lucy have on Fridays?
Woman: What do you have on Fridays, Lucy?
Lucy: I have violin practice on Fridays.

Unit 3 How does weather change?

Page 39, Activity 4 1-02
Listen and color.
Narrator: One.
Man: Can you see the mom in this picture?
Girl: Yes. She's drinking a cup of tea!
Man: Yes, it's early in the morning! She's wearing a robe. Color the robe pink.
Girl: OK.

Narrator: Two.
Man: Now color her slippers.
Girl: Her slippers? What color are they? Can I color them brown?
Man: Yes, color her slippers brown.
Girl: OK. I'm coloring them now.

Narrator: Three.
Man: Can you see the girl?
Girl: Yes, she's going to the beach I think. She's wearing flip flops
Man: That's right. Color the flip flops green.
Girl: OK. I can do that.

Narrator: Four.
Man: Color her cap, too.
Girl: Her cap. Can I color it red?
Man: Yes, that's a nice color for a cap.
Girl: OK.

Narrator: Five.
Man: What is she wearing around her neck?
Girl: She's wearing a scarf.
Man: Color the scarf yellow.
Girl: Right. She has a yellow scarf now.

Narrator: Six.
Man: Can you see her sunglasses?
Girl: Yes, they're on the kitchen table.
Man: Color them orange.
Girl: Orange sunglasses! That's cool.

Narrator: Seven.
Man: Can you see the boy?

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Girl: The boy with the soccer ball? Yes, I can see him.
Man: Color his sweat suit gray.
Girl: OK.
Man: What color are his sneakers?
Girl: Umm …. They're blue and black.
Man: Color them blue and black then.
Girl: There. He's wearing a gray sweat suit and blue and black sneakers.

Unit 4 What can you find in big cities?

Page 47, Activity 1 1-03] **1-03**
Listen and check.
Narrator: One. Where's Jack?
Woman: Good morning!
Jack: Good morning! I want to buy a book. Do you have any books about sports?
Woman: Yes, we have a lot of books about sports. Come with me.

Narrator: Two. Where are Martina and her dad?
Martina: This is a great movie, Dad! It's really funny!
Dad: Yes, it is!
Martina: Do you like it? You aren't bored?
Dad: I love it! I'm not bored at all!

Narrator: Three. Where are the children going?
Boy: It's Ben's birthday next week.
Girl: Let's buy him a gift. He likes video games.
Boy: OK, let's go to the computer store.

Unit 5 How do we celebrate?

Page 61, Activity 1 1-04
Listen and draw lines.
Narrator: One.
Boy: Oh, look. It's a party.
Woman: Yes, it's Jenny's birthday party. What's her dad cooking?
Boy: He's cooking a burger.
Woman: Put the burger on his plate.

Narrator: Two.
Woman: Now put the balloon in the tree.
Boy: OK!

Narrator: Three.
Woman: Can you see the birthday cake? Put the candle on the birthday cake.
Boy: There. The candle is on the birthday cake!

Narrator: Four.
Woman: What's on the boy's plate?
Boy: I don't know … cupcakes?
Woman: Yes. Put a cupcake on the boy's plate.

Narrator: Five.
Boy: Oh, look! A girl has a gift for Jenny.
Woman: Put the card on the gift.

Narrator: Six.
Boy: There's a birthday cake on the table and popcorn … what else is there to eat?
Woman: Fruit salad. Put the fruit salad on the table.

Unit 10 How are we all different?

Page 137, Activity 3 1-05
Listen and color.
Woman: Can you see the bald man?
Girl: Yes. He has a big mustache.
Woman: That's right. Color his mustache gray.
Girl: OK. I can see a man with a beard, too.
Woman: Color his beard brown.
Girl: He has big eyebrows! Can I color them brown, too?
Woman: Yes. Can you see a woman with straight hair?
Girl: There's a woman with short straight hair …
Woman: That's right. Color her hair blond.
Girl: Can I color this boy's hair? It's wavy. I want to color it brown.
Woman: OK. Color his hair brown.
Girl: And the boy with curly hair? Can I color it black?
Woman: Yes, sure.

Unit 11 How do we solve problems?

Page 154, Activity 4 1-06
Listen and check.
Narrator: One. What can Johnny hear?
Woman: Can you hear music, Johnny?
Johnny: Yes, I can. Is someone singing? Or perhaps it's the radio. But I can hear music. Can you hear it, too?
Woman: Yes, I can!

Narrator: Two. What can Betty see?
Man: Oh, look! Can you see it?
Betty: What? Is there something in the ocean?
Man: Yes, I think it's a dolphin.
Betty: Oh, I can see it now!

Narrator: Three. What can Eva smell?
Eva: These flowers are for my mother. They're for her birthday.
Woman: They're beautiful, Eva.
Eva: Mmm. I can smell them. They smell very nice, too.

Unit 12 Why is it good to be outdoors?

Page 160, Activity 3 1-07
Listen and check.
Narrator: One. Where was Kate yesterday?
Woman: Where were you and your family yesterday, Kate?
Kate: We were outdoors all day! We were at the lake at the nature park.

Narrator: Two. What was in the lake?
Woman: That's nice! Tell me about it.
Kate: It was beautiful. There was a lot of wildlife at the lake. Look, here are my pictures. Can you see this frog? It's hopping into the water!

Narrator: Three. Where were her parents?
Woman: How interesting! I can see the wildlife and all the flowers and trees. But where are your parents?
Kate: They were on the grass under the tree. They were asleep in the sun!

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Video Scripts

Unit 1 What do we do on school days?

CLIL video

Pencil and Rubber: Timetable 1-1

Rubber: Look at that timetable. It's a busy week. We've got P.E. on Wednesday, ICT on Thursday.
OK, it's Monday. What lessons have we got today?
Pencil: Um … maths, art, music and science.
Rubber: Mmm … mmm … What about homework? What homework have we got today?
Pencil: Um … no homework. Computer games!
Rubber: On Tuesday?
Pencil: Um … Computer games!
Rubber: On Wednesday?
pencil: Um … Computer games!
Rubber: Thursday? Friday?
Pencil: Computer games. And … computer games.
Rubber: Mmmm … what about piano lessons?
Pencil: The piano lesson is on Saturday.
Rubber: What about science homework?
Pencil: Science homework is on Sunday. Art homework is on Sunday. Music homework is on Sunday. Maths homework is on …
Rubber: Sunday? No, no, no! This timetable is difficult. One day for homework? No, no, no. Are you tired?
Pencil: Yes, I am. I don't understand this timetable.
Rubber: Let me complete this timetable. It's easy. Ooooh, ouch!
Pencil: Right, here we are. Now I understand. Maths homework is on Monday. Music homework is on Tuesday. Science homework is on Wednesday and art homework is on Thursday. The piano lesson is on Friday. Football is on Saturday and computer games are on Sunday.
Rubber: When do we read and practice playing the piano?
Pencil: Ooops. Today, tomorrow, Wednesday, Thursday, Friday, Saturday, Sunday.

Story videos

Tommy Zoom: The Science Experiment Part 1 1-2

Tommy, Suzie and Cranky have got the school timetables.
Here we go. Let's see … Yes!
Wow! Fantastic.
I don't understand. I'm bored.
What's that?
I'm busy, Cranky.
It's my timetable.
What's a timetable?
Suzie likes her timetable.
Is that your timetable, Suzie?
Yes, it is. I like my week. I've got mathematics tomorrow, on Tuesday,
and music on Thursday.
On Friday I've got art. Today I've got science! I'm very happy.
Mathematics? Art? Happy? I don't understand. I like Saturday and Sunday!
I like maths, music and art. I love science!
Science? Science is difficult.
No. Science is fun! We can show you …

Tommy Zoom: The Science Experiment Part 2 1-3

What now? I'm tired.
Science is interesting. It's fun, too! Let's do a science experiment.
Yes! A science experiment!
I love Science!
Yes, me too.
Look, Cranky. This is a science experiment.
I'm busy.
Is this experiment difficult, Suzie?
No, it isn't Tommy. This experiment is easy.
Put the pink water with the orange water.
Do this.
Do this … !
Oh Cranky, no!
Oh!
Tommy? Cranky? Where are you? I can't see you!
I can't see you!
Yes, science is fun! See you tomorrow!

Tommy Zoom: The Science Experiment Part 3 1-4

Tommy, Suzie and Cranky have got maths on Tuesday.
Miss Sparks can't see Cranky.
Good morning.
Good morning!
They've got music on Thursday. Miss Sparks can't see Cranky.
Good afternoon.
Good afternoon!
They've got art on Friday.
Look at your friends. Paint a sad, happy, tired and bored face.
They are sad. They can't paint pictures.
I can't see your faces.
Let's go to science!
I love science now. It's easy. I'm not bored!
Cranky completes the new experiment.
Yes!
It's time to go home. See you on Monday!
Goodbye!

Unit 2 Where do wild animals live?

CLIL video

Brain Crunch: Geography – Animals and their Habitats 2-1

Brain Crunch: Hi, what are we learning about today?
Geography, animals and their habitats. I love animals.
Do you know where they live?
It's the forest. There are lots of trees in the forest.
Bowl: What animals live in the forest?
Brain Crunch: Let's see.
Bowl: A bear. It's a bear! What a big bear. Look at its big paws!
Brain Crunch: Yes, bears are very big. They've got claws to catch fish.
Bowl: What's this habitat?

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Brain Crunch: It's the savannah. There's lots of grass in the savannah. Lots of dry grass.
Bowl: What animals live in the savannah?
Brain Crunch: Let's see.
Bowl: An elephant. It's an elephant! Look at its big ears.
Brain Crunch: Yes, these elephants have got big ears to keep cool.
Bowl: Now I know. What's this habitat?
Brain Crunch: It's the outback.
Bowl: What animals live in the outback?
Brain Crunch: Let's see.
Bowl: A kangaroo. It's a kangaroo! Wow, it's got big feet.
Brain Crunch: Yes, kangaroos have got big feet to jump with.
Bowl: Now I know. What's this habitat?
Brain Crunch: It's the jungle. It's very green. There are lots of trees, flowers and animals here.
Bowl: What animals live in the jungle?
Brain Crunch: Let's see.
Bowl: A tiger. It's a tiger! Wow, it's got big teeth. I know, tigers have big teeth to eat with.
Brain Crunch: Yikes! Now I know! See you soon!
Bowl: See you later!

Story videos

Tommy Zoom: The Zoo Animals Part 1 2-2

Good morning girls and boys. Let's go to the zoo today.
Yes!
Hello girls and boys!
What a big elephant! Look at it!
There are twenty-one elephants in the zoo! Elephants are clever animals.
Look at the crocodiles. They have big teeth to eat with.
How many teeth have they got?
They have got sixty-four teeth!
Hippos.
Hippos are fat and lazy!
My favourite animals are tigers.
Tigers are wild! Look!
Yes! Listen to the tigers roar!
Kangaroos. Thirty-five kangaroos from Australia.
Kangaroos are funny!
The kangaroos like my food! It's funny!
Please Cranky! No! Give me the food!
That's very naughty Cranky.

Tommy Zoom: The Zoo Animals Part 2 2-3

Cranky is with the animals.
Hello elephants, what big ears you've got! Let's play!
Hello hippos, what big mouths you've got! Let's play too.
Look at the crocodiles. They are long and green. Let's go swimming
crocodiles!
Kangaroos can jump. Jumping is fun!
Now what? Oh yes, the tigers!
You look soft. Let's play.
Roar!
What big paws you've got! What big claws you've got!
Oh no, crocodiles have big teeth to eat with!
The animals aren't happy. Cranky doesn't understand.
Oh dear! Are you angry?

Tommy Zoom: The Zoo Animals Part 3 2-4

Tommy looks at his watch.
Look! The zoo animals!
Where are the animals?
Where's Cranky?
Let's go to find Cranky. Look, hippos, crocodiles, tigers, elephants, deer,
bears and a panda!
Oh no! What a big snake! Snakes can climb!
Cranky these are zoo animals. They are not wild animals.
They live in the zoo.
Do snakes like to eat aliens?
The zookeeper counts his animals.
One hundred snakes! Yes!
It's time to go home. See you on Monday!
Goodbye!

Unit 3 How does the weather change?

CLIL video

Vloggers: A Weather Experiment 3-1

Max: Hi, everyone. I'm learning about weather in school. I'm doing a really cool science experiment today. The aim of this one is to make rain, in the sitting room. I'm making a rainy day.
Kitty: Hi, everyone! Hi, Max. Cool! I enjoy doing science experiments. What are we doing today?
Max: We're making rain – in the sitting room.
Kitty: Right. What equipment do we need to make rain?
Max: Let me see.
Kitty: Here we are. A vase, a jug, a bowl and … a swimming costume! Let's get the hot water and ice.
Max: Great. But, Kitty, why have you got a swimming costume?
Kitty: Um, we're making rain. In the sitting room. I don't want wet clothes. Where's your swimming costume? Put it on.
Max: OK, what's the weather like?
Kitty: It's sunny and hot. No rain.
Max: No clouds.
Kitty: First, can I have some hot water, Max? Ouch! Be careful. That's too hot.
…
Max: Great. Kitty is pouring the hot water into the vase. I want to see the result.
Kitty: We put a bowl on the vase.
Max: Oooh, Kitty is putting the bowl on the vase.
Kitty: Look! There's steam! It's a cloud!
Max: You're right, it's a cloud.
Oooh, Kitty's bringing the ice. Wow, that's very cold. Now Kitty is taking the ice out of the bag and putting it in the bowl.
…
Both: It's raining! It worked!
Max: So, when the hot air from the hot water and the cold air from the cold ice come together, it rains! In the …
Both: … sitting room!
Max: What a great result. I love science.
Max: Ahhhhhhh!
Kitty: Where's my swimming costume? That's right, I'm wet! Bye!
Max: Bye.

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Story videos

Tommy Zoom: The Wrong Weather Part 1 3-2

It's too hot and sunny.
Take off your coat and put on your shorts and sunglasses
Cranky! I've got a drink!
Good dog! Put on the cap Cranky.
It's ugly!
Well, it's too windy now.
And very cloudy.
Cranky, take off your sunglasses!
Brr. Now it's cold! Where are my socks?
Now, the weather is cold. I'm not. I'm hot! I'm wearing a warm jacket, gloves,
a scarf … and socks! Look!
This is strange.
Yes. The weather is … wrong.
Hmm. What is it? Let's fly to the cloud.
Yes, let's see!

Tommy Zoom: The Wrong Weather Part 2 3-3

Tommy and Suzie help Cranky to fly.
I'm flying!
Yes. It's our capes. We can fly. Now, what is wrong with the weather.
Hello.
Hello.
What are you? Are you an alien like me?
What am I? I'm the weatherman.
Well Mr Weatherman, the weather is wrong. It's hot …
… and cold …
… and hot …
… and cold!
It's sunny …
… and cloudy …
… and windy! I don't understand!
The Weatherman is sad.
I'm sorry. … It's me. … I'm lonely. … I haven't got friends here.
I'm wearing the wrong clothes!
Cranky, let's help the weatherman.
How?

Tommy Zoom: The Wrong Weather Part 3 3-4

Cranky takes off his warm jacket.
I don't understand the weather.
Suzie helps Cranky to understand.
The weatherman is lonely. He hasn't got a friend.
Look at the lizard. It's very happy on the cloud.
The weatherman is happy too.
Now I understand! … What's the weather like now?
It's warm and sunny.
Listen to the weatherman. He's happy now.
We're friends now. I'm not lonely.
Tommy, Suzie and Cranky are flying home.
Goodbye!

Unit 4 What can you find in big cities?

CLIL video

Big World Kids: Model Town 4-1

Miranda: What are they doing?
Bob: They're making the countryside out of green paper. They're making a road out of grey paper. They're making a town out of old paper, too!
Lee: Paper? Ahhh!
Bob: It's OK, they're using glue.
Miranda: They're making a town for us!
Bob: Look, they're making a papier-mâché sweetshop. They have big cardboard boxes, small cardboard boxes, cardboard tubes, paper and glue. Lots of glue. First they stick the boxes together.
Lee: They cut the paper.
Bob: They put the glue on the paper.
Lee: They put the paper on the boxes.
Miranda: They put the paint on the paper.
Bob: No, wait!
…
Bob: Now they put the paint on the paper.
…
Lee: Yummy!
Bob: Don't eat the sweets!
Miranda: What are they making now?
Bob: It's very big. It's got stairs.
…
Lee: Books! It's a book shop.
Bob: It's too big to be a book shop. It's a library!
Miranda: They're putting the library behind the sweet shop.
Lee: They're using scissors to cut the cardboard. They're opening the door of the sweet shop. Ouch!
Bob: There's a playground in front of the trees. Let's play in the playground.
Lee: Miranda? Where's Miranda?
Bob: She's at the library.
Miranda: Help! I'm between the strips of paper!

Story videos

Tommy Zoom: The Hiding Game Part 1 4-2

What are you doing?
We're playing a game, Cranky. Close your eyes and count to ten. We hide. Look, Tommy's hiding behind the tree.
Dan's hiding between the child and the swing.
A game! Fantastic!
One, … two, … three, …
Cranky! Are you looking?
No, I'm not.
Now, where are you hiding?
Are you hiding behind the swing?
Are you hiding between the trees?
I see Tommy! Now I hide. It's your turn. You look!
OK, Cranky. You hide, in the playground, not in the town.
One, … two, … three, …

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Tommy Zoom: The Hiding Game Part 2 4-3

Tommy, Suzie and Cranky are playing a game.
… seven, eight, nine, ten! I'm opening my eyes!
I can hide in Tommy's house. Oh, the door is closed.
Shops! A toy shop. I can hide in the toy shop.
I can hide behind the new toys.
Cranky! Where are you?
Cranky isn't hiding in the playground.
Cranky is hiding.
Here is good. I can hide in the sweet shop, between the … sweets! Now, where are Suzie and Tommy?
The library! The library is open.
I can hide between the old books!

Tommy Zoom: The Hiding Game Part 3 4-4

I can't find Cranky in the park.
I can't find Cranky in the playground. He's not there.
Where are you?
I don't know!
What can you see? What is the person next to you doing?
Talk to me!
I can see books. There are men, women and children.
There is a woman with a new baby. They are reading books.
Cranky is at the library.
Oh no, Cranky! The man is angry. The baby is crying.
Cranky is crying, too.
Cranky is sorry.
Oops! Sorry!
The library is tidy. Now it's time to tidy the sweet shop, the toy shop and the bookshop!

Unit 5 How do we celebrate?

CLIL video

Brain Crunch: Maths – Solving Problems 5-1

Brain Crunch: Hi everyone, what are we learning about today?
Bowl: Maths.
Brain Crunch: Solving problems.
Bowl: What's the problem?
Brain Crunch: It's Bill's birthday party. There are five people. Lucy, Grace, Nick, Alex and Bill. Lucy wants one cake, Grace wants two cakes, Nick wants three cakes, Alex wants four cakes and Bill wants five cakes. It's his birthday. How many cakes do we need?
Bowl: Hmm… a lot of cakes. Let's count. One plus two, plus three, plus four, plus five, equals fifteen. Fifteen cakes!
Brain Crunch: That's great! That was easy. Let's try another one. Sally is making mango milkshakes. Each milkshake has three mangoes in it. She is making six milkshakes. How many mangoes does she need? Let's think.
Bowl: Hmm … three times six equals eighteen. Eighteen mangoes.
Brain Crunch: Yes, that's right! That was difficult. Here's another. There are ten people at the party. Mum has ten pieces of watermelon. Mum asks, "Would you like to eat some watermelon?" Two people say, "No, thanks!" How many pieces of watermelon are there now?
Bowl: Hmm … ten minus eight equals two. Two pieces of watermelon.
Brain Crunch: Excellent! One more.
John has one can of cola. He shakes it.
Bowl: Oooh, no!
Brain Crunch: I know. John opens the can. How many cans of cola does he have?
Bowl: None!

Story videos

Tommy Zoom: The Birthday Party Part 1 5-2

Hmm. Lots of food! One watermelon, three coconuts, juice.
There's Suzie … What is she doing?
… Cola …
No Cola!
… six tomatoes … and some noodles ….
No tomatoes!
No noodles! Ha! Ha! Ha!
Cranky!
Hello Suzie.
What are you doing?
I'm shopping!
Stop it Cranky!
… chocolate for dessert … . We haven't got any chocolate at home.
Oh and burgers! That's it!
Wow! (then a less sure tone) What's this food?
It's party food.
Party food? What's party food?
We eat party food at birthday parties. It's Tommy's birthday party.
What's a birthday party?
Oh no! I haven't got any burgers!
Would you like my burgers?
Thank you Cranky.
Would you like to come to the party?
Yes, please!

Tommy Zoom: The Birthday Party Part 2 5-3

It's Tommy's party. Suzie puts the balloons next to the door.
What's this?
This is a balloon.
What's this?
It's a birthday cake.
Suzie puts the candles on the cake.
What are these?
These are candles.
Hello!
Hello, presents and a card! That's great!
Tommy is here. Let's go behind the sofa!
The children are behind the sofa. Cranky doesn't understand.
What are you doing?
Come behind the sofa!

Tommy Zoom: The Birthday Party Part 3 5-4

Hello … ?
Surprise!
Happy Birthday!
Look at the cake! I'm eight. There are eight candles.
One, two, three, four, five, six, seven, eight.
Cranky doesn't like candles!
Fire!

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It's OK, Cranky. They're birthday candles. You blow out birthday candles.
Oh!
Cranky asks lots of questions.
How old are you Suzie?
I'm eight.
How old are you Dan?
Woof!
I haven't got a birthday!
OK. Today is your birthday too!
Suzie's drawing a new cake!
Can I have some cake please?
Here you are!
Thank you.
You're welcome.
Tommy and Cranky have a happy birthday!

Unit 6 What jobs can I do?

CLIL video

Vloggers: Miming

6-1

Kitty and max: Hi, everyone!
Kitty: In my performing arts class today, we're doing mimes.
Max: Great, I love mimes.
Kitty: I don't know how to mime.
Max: I do. Let's play a mime game. I mime a job; you guess the job.
Kitty: OK.
…
Kitty: No whistling. Ssshhh!
Are you … a clown?
I know! You're a policeman!
Max: Yes. It's difficult. I want to speak. Your turn, Kitty.
No speaking, it's a mime.
…
Max: No props, it's a mime. Use your hands.
Are you an astronaut?
Kitty: No, I'm not. Beep, beep, beep!
Max: Ssshhh! No talking, it's a mime.
No sounds! It's a mime.
You're work on a car. Are you a mechanic?
Kitty: Yes! Your turn, Max. No talking, no props, no sounds. It's a mime.
…
Kitty: Are you cleaning? Are you a cleaner?
Max: Yes!
Kitty: You're good.
Max: Thank you. Your turn, Kitty.
…
Max: Are you writing a letter?
Kitty: I'm a pilot.
Max: A pilot?
Kitty: Yes, it's a paper plane! Your turn.
…
Kitty: I know! You're … a teacher!
Max: Yes!
Both: Bye!

Story videos

Tommy Zoom: The Pilot Part 1

6-2

What am I? What's my job?
That's easy. I know, you're a teacher.
Yes, I want to be a teacher.
What do you want to be Cranky?
I don't know!
What's my job?
I know, you're a doctor!
Yes, I want to be a doctor. I really like helping people.
Cranky isn't very happy.
What's wrong Cranky?
You want to be a teacher. You want to be a doctor.
What do I want to be?
Put on your favourite clothes. What do you like?
Cranky!
Look at me. What am I?
Are you a dentist?
No.
A footballer?
No!
I'm a chef!
Do you want to be a chef, Cranky?
I don't know! Would you like my burgers?
Thank you Cranky.
Would you like to come to the party?
Yes, please!

Tommy Zoom: The Pilot Part 2

6-3

Do you like cooking, Cranky?
Yes.
Do you *really* like cooking, Cranky?
No!
Yuck! … I don't want to be a chef.
Cranky is funny. Do you want to be a clown?
No, I don't want to be a clown.
Cranky doesn't like playing sports. He doesn't want to be a footballer.
Do you like playing sports?
Do you like studying?
Yes, I quite like studying.
That's good.
That's really good.
What about a policeman? She is a policewoman. She has got a whistle.
I don't know. There are many jobs to choose from.

Tommy Zoom: The Pilot Part 3

6-4

Cranky, you can study to be an astronaut.
Yes! I do like planes and spaceships. You can watch people on Earth.
Woof! woof!
Good dog, Dan! You can study to be a pilot, too. Do you like flying Cranky?
Yes! I want to fly! I want to be a pilot.
That's a cool job!
Yes, pilots have got planes. I want a plane. … I want my spaceship!
Here you are Cranky.
Thank you, Suzie. Being a pilot is fun.
I want to be a pilot.

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Unit 7 Why do we play sports?

CLIL video

Pencil and Rubber: Sports Rules 7-1

Rubber: What are we doing?
Pencil: Um, we are learning about sports rules. Team sports. How to win; how to lose.
Rubber: Baseball? A team sport from, um, the United States. What are the rules of baseball?
Pencil: Come on, we can do it! Hmm … I don't know. You can't throw a baseball.
Rubber: What's the other picture?
Pencil: You can't kick a baseball.
Rubber: Ah, yes. You can't kick a baseball. It's the rule.
Pencil: You can't give it a good kick?
Rubber: No, you can't. It's the rule.
Pencil: Basketball. What are the rules of basketball? Can you run and hold the ball?
Rubber: No, you can't. You can't run and hold the ball. It's the rule. You can run and bounce the ball.
Pencil: Ah, yes.
Rubber: I'm good at sports rules.
Pencil: Horse riding. What are the rules for horse riding?
Rubber: You can hold the reins. You can't take off your helmet. It's the rule.
Pencil: Gymnastics. What are the rules of gymnastics?
Rubber: You can jump on the mat. You can't jump on the floor. It's the rule.
Pencil: Table tennis. What are the rules of table tennis?
Rubber: You can play with one, two, or three friends. You can't play with 15 friends. It's the rule.
Pencil: Can … you … jump … on … a … table … tennis … table?
Rubber: Aargh! No! We can't jump on the table!
Pencil: Judo. What are the rules of judo?
Rubber: You can hold the other person. You can't kick them. It's the rule. You can't hit a basketball with a bat.
Pencil: I know!
Rubber: Oh, no. You can't do that. It's the rule.

Story videos

Tommy Zoom: The Computer Game Part 1 7-2

Tommy, Suzie and Cranky are doing homework.
Look at your homework Suzie. It's a picture of a badminton game. It's great!
Thanks. Your homework is great too Tommy … and Cranky.
No, it's not.
Can we play a game now?
Yes, let's play a game!
I like football and baseball.
Baseball. You're very good at baseball!
Thanks. I like to play baseball!
What's this game?
Rugby. Kick the ball!
Oops! I'm not very good at rugby.
What's this game?
Tennis! Hit the ball!
Oops!
I'm not good at tennis. I'm good at drawing! Come on!

Tommy Zoom: The Computer Game Part 2 7-3

Come on!
Can I come?
Yes, you can!
Look at the balls.
Great! We can catch, hit, kick, bounce and throw.
Come on, let's play hockey.
Yes, I'm good at hockey!
I'm not.
OK. Let's play rugby.
Tommy, get the rugby ball please.
That's not a rugby ball. That's a cricket ball!
Let's play basketball. I like to play basketball.
You can't bounce that ball! Can we play cricket?
Yes. Get the cricket bat please Suzie. OK, hold the bat.
Now hit this ball.
Cranky! We want to play sport!

Tommy Zoom: The Computer Game Part 3 7-4

Cranky and Suzie aren't good at sports.
Come on Cranky! Sport is fun!
Cranky doesn't like to play sports.
I don't like basketball, hockey, tennis …
Are you good at music, Cranky?
I don't know.
Cranky sees a guitar. He wants to play it.
Can I play the guitar?
Yes, you can!
Cranky's good at music.
Tommy, Suzie and Dan cheer.
I *am* good at music!
No, you're great!
Can we play tennis, badminton, baseball and cricket tomorrow?
Yes.
Can we draw too please?

Unit 8 What makes us feel good?

CLIL video

Brain Crunch: Science – Teeth 8-1

Rubber: What are we doing?
Pencil: Um, we are learning about sports rules. Team sports. How to win; how to lose.
Rubber: Baseball? A team sport from, um, the United States. What are the rules of baseball?
Pencil: Come on, we can do it! Hmm … I don't know. You can't throw a baseball.
Rubber: What's the other picture?
Pencil: You can't kick a baseball.
Rubber: Ah, yes. You can't kick a baseball. It's the rule.
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Rubber: You can play with one, two, or three friends. You can't play with 15 friends. It's the rule.
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Pencil: Judo. What are the rules of judo?
Rubber: You can hold the other person. You can't kick them. It's the rule. You can't hit a basketball with a bat.
Pencil: I know!
Rubber: Oh, no. You can't do that. It's the rule.

Story videos

Tommy Zoom: The Toothache Part 1 8-2

These sweets taste great!
This is lemon!
This tastes of ice cream!
What's that smell? It smells good!
Hi Cranky.
Hi! … Sweets!
Here you are, have my sweet. Have you got sweets on your planet?
No! … Thank you.
Oh this is nice!
Cranky! Don't eat too many sweets.
They smell nice and taste good!
Sweets can hurt your teeth. Clean your teeth Cranky!
Wash your hands too!
Come on Cranky! A good wash! It's good to have a wash with water and clean your teeth with a brush. This is a toothbrush.
Oh dear. Cranky is sleeping. Yuck! His teeth are dirty!

Tommy Zoom: The Toothache Part 2 8-3

Cranky is dreaming. He's sad and wants some sweets!
Wow! It's a garden of sweets. Look at the sweets!
Wow! There are sweets on trees. I can see flower sweets!
Cranky smells the purple sweets and touches the pink sweets. Oh no. His thumb is dirty now!
There are lots of sweets. Don't eat the trees Cranky!
Yuck! I don't like that taste. Oh no! My hands are dirty.
Wash your dirty hands Cranky! … Oh no. Look at his smile!
It isn't good to eat lots of sweets. Don't eat too many sweets!

Tommy Zoom: The Toothache Part 3 8-4

Cranky's tooth is hurting. He's not very well.
Cranky, are you OK? Let's go to the dentist!
Dentist? What's a dentist!
Dentists clean your teeth and can stop your toothache.
Hello Cranky. What's wrong? Let me see. It's good to brush your teeth.
Open your mouth Cranky. Show me your tooth. Smile!
Cranky! Don't close your mouth!
It's OK. Don't speak!
Ahhh!
OK. Your teeth are now clean. Here's a toothbrush. Add some toothpaste. Brush your teeth in the morning and in the evening!
Thank you. My tooth is OK now. Goodbye!

Unit 9 How are the seasons different?

CLIL video

Brain Crunch: Maths – line graphs, months and seasons 9-1

Brain Crunch: Hi! What are we learning about today? Maths. Line graphs. Great!
Bowl: Months and seasons!
Brain Crunch: How often does it rain in England?
Bowl: I wonder, what's the average rainfall for each month?
Brain Crunch: Let's find out. Let's draw a line graph. We write the months on the bottom, on the X axis.
Bowl: January, February, March, April, May, June, July, August, September, October, November, December.
Brain Crunch: We write the numbers on the side, on the Y axis, the number of millimetres of rain. January, 80 millimetres of rain. Let's put a cross here.
Bowl: February. 60 millimetres of rain. Let's put a cross here.
Brain Crunch: That's right! March, 65 millimetres. April, 55 millimetres. May, 55 millimetres. June, 60 millimetres. July, 60 millimetres. August, 70 millimetres. September, 70 millimetres. October, 90 millimetres. November, 85 millimetres. December, 85 millimetres.
Bowl: It's a line graph, but where's the line?
Brain Crunch: Here it is. No, a straight line! That's better.
Bowl: It often rains in Autumn. What month is it today?
Brain Crunch: Er… it's October! It's Autumn.
Bowl: Oh, no, it's raining.
Brain Crunch: Would you like an umbrella?
Both: See you next time!

Story videos

Tommy Zoom: The Geography Lesson Part 1 9-2

Tommy, Suzie and Cranky have got a geography lesson today.
Let's talk about the weather in England and the four seasons. What are the four seasons? Suzie?
Spring, summer, autumn and winter.
Good. What's the weather like today? … Cranky?
I don't know.
Tommy?
It's snowing! It's winter.
Does it always snow in winter in England?
No, not always, it sometimes snows in January and February.
Snow! I don't like cold weather! It's never cold on my planet! I like hot weather!
It's winter in England but it's summer in Australia.
What month is it in Australia?
It's December in England *and* in Australia.
Where's Cranky?

Tommy Zoom: The Geography Lesson Part 2 9-3

No! It's snowing in Australia!
I'm hot! It's winter and it's never hot in winter in England!
Look at the trees and flowers.
It's Cranky. Hurry up!
Brrr!

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Cranky! Stop! What are you doing to the weather?
It's summer in Australia but it's cold. The seasons and months are difficult to understand.
It's December. It's summer in Australia. It's not the Australian weather. It's your crank! What's wrong?
Oh no!
In England it's cold in December, January and February but in Australia it's cold in June, July, and August.
I understand now! … Can I live in Australia in December, January and February? I like Australian weather!
Let's go to school. … In England!

Tommy Zoom: The Geography Lesson Part 3 9-4

It's not easy to understand the seasons. On Cranky's planet there is one season and it is always hot.
Suzie draws the snow.
I don't like snow!
How often does it snow in England?
Quite often! I can draw an umbrella for you. Here you are Cranky.
Which season do you like, Miss Sparks?
My favourite season is spring. Sometimes it rains in spring. I like the rain.
When is it autumn in Australia?
March, April and May! In England, autumn is in September, October and November.
How many seasons are there, Cranky?
Four.
Yes, that's right Cranky.
Miss Sparks is very happy. Cranky understands now.
How often does it snow in Australia?
Not very often. It's hot in Australia.
Yes, that's right Cranky.
Cranky! No!

Unit 10 How are we all different?

CLIL video

Big World Kids: Family Tree 10-1

Lee: Hi Miranda. What are you doing in a tree?
Bob: It's a family tree. She's in her family tree.
Miranda: Right, come and meet my family. That's my grandmother with glasses – Granny Smith. That's my grandfather with a beard – Grandpa Smith. He's at the top of the family tree with my grandmother.
Bob: Hello, Mr and Mrs Smith! Hello?!
Granny smith: I can't hear you.
Miranda: Can you turn the radio down?
Granny and grandpa smith: Oh! Hello!
Miranda: Grandpa and Granny Smith are the oldest people in the family. They're at the top of my family tree.
Bob: Who's that next to you?
Miranda: This is my brother. He's younger than me. On the family tree, he's next to me. Brothers and sisters sit on the same branch.
Lee: Who's that?
Miranda: That's my mother and father.
Oops …
Mother: Hi!
Bob: I see. The oldest people are at the top and the youngest people at the bottom.
Lee: Brothers and sisters sit on the same branch.
Bob: Parents sit on the same branch.
Lee: Grandparents sit at the top of the family tree. This is fun!
Miranda: Yes, it's the history of my family.
Bob: Who's that?
Miranda: Granny and Grandpa Williams!
Miranda, Bob and Lee: Bye!

Story videos

Tommy Zoom: The Family Photograph Part 1 10-2

Today is family day …
Hello children. It's time to meet your grandfathers and grandmothers.
Hello!
This is my grandfather.
Good morning. I'm Mr Zoom.
Hello.
I like making cakes with my grandfather. He makes cakes really well. My grandfather's cakes are the greatest!
Can I try your glasses?
Cranky, please don't do that!
What's wrong Cranky?
I like making cakes with my grandfather too.
Would you like to meet my grandmother, Cranky?
No! I don't want to meet your grandmother or grandfather.
Cranky!
This is my grandmother.
Hello. I'm Grandma Whizz!
Hello.
I like listening to the radio with my grandmother. I sit on the floor and colour in pictures. Grandma sits in her favourite armchair!
I'm not having fun!

Tommy Zoom: The Family Photograph Part 2 10-3

Cranky wants to see his family. He hides the handbag in the cupboard.
Where's my handbag?
Cranky?
Cranky! That's not nice!
It's OK Suzie. I understand. Cranky hasn't got his family. He's sad.
I understand too, Cranky. Have you got a photograph of your family?
Yes.
Great. Can we see?
My grandfather is short and he's got black hair. My grandmother has got blue hair and she is beautiful.
Cranky's grandfather and grandmother are orange!
On my planet the aliens are blue or orange.
Sometimes Cranky isn't nice to his grandfather, grandmother, father, mother, brother or sister.
Try to be nice to your family, Cranky. They love you!
I know. I want to see my family again!

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Tommy Zoom: The Family Photograph Part 3 10-4

Who's this?
That's my grandfather.
He has got a big beard!
Who's this?
That's my sister! She's tall and thin. She can dance very well.
She's taller than your grandfather!
Yes, and this is my brother. He likes to colour in pictures.
Is he younger or older than you?
He's younger than me.
How old is he?
Erm. 250 years old.
That's not young!
It is for an alien!
Are you OK Cranky?
No. I want to see my family again. I have fun with my family.
Let's try to go to your planet.
Let me have a try.
I don't understand.
It's OK.
Let's try and find Cranky's home.
Right!

Unit 11 How do we solve problems?

CLIL video

Big World Kids: Plan for a School 11-1

Lee: Look, what's this?
Miranda: Good morning! What are you looking at? It's early!
Bob: It's got a lot of rooms. It's a plan for a school.
Miranda: How do you draw a plan?
Bob: Let's watch and find out.
Lee: Look, that's a key. There's a hall, a computer room, a classroom and a toilet.
Miranda: It's green! It's the computer room. What are these lines?
Bob: Those lines are windows.
Miranda: What's this symbol?
Bob: The square symbols are tables. The short line symbols are chairs.
Miranda: What's this symbol? How many lines are there?
Bob: A lot. The symbols with a lot of lines are stairs.
Miranda: What's this symbol?
Bob: It's a door. It's an outside door. It goes outside.
Miranda: What's this symbol?
Bob: It's a door, too. It's an inside door. It goes to a different room.
Miranda: We're in the computer room. Look! The windows are here and here. There's a big computer on the teacher's desk. Let's go to the hall. Lee, where are you?
Lee: Right here.
Miranda and bob: Where?
Lee: I'm in the classroom!
Bob: Come to the hall!
Lee: I can't!
Miranda: Open the door!
Bob: There isn't a door on the plan.
Lee: You're right. That's better.

Story videos

Tommy Zoom: The Invitation Part 1 11-2

Today we are watching a video and learning about other schools.
They're doing a test!
They're on computers. That boy is using a mouse. They're writing sentences in English!
That's right. It's their English lesson! … Cranky!
Sorry!
Cranky, can you come and write about the video?
I can't spell English words. How do you spell 'bookcase'?
Try Cranky.
There!
That's a good try. Suzie can you help?
It's double 'o'. Easy!
Now, homework!
Not homework! The English alphabet is difficult! I can't write in English.
You can write lots of words in English
Choose a school in the video and look at the classrooms. Draw a picture of your classroom and write some text on one page about theirs!

Tommy Zoom: The Invitation Part 2 11-3

Tommy, Suzie and Cranky are looking at a school in Beijing.
I want to test you. How do you spell Beijing?
B-E-I-J-I-N-G
Sorry?
B-E-I-J-I-N-G
Look, they're playing table tennis!
Wow! I like their school. We don't play table tennis in ours!
Look at this school. They're not in the classroom. They're playing cricket.
Let's watch them play!
Cricket? We play that sport at school! S-C-H-O-O-L!
Double 'o'!
Yes, you're right!
Watch out!
It's a cricket ball! B-A-L-L Double 'l'! It's theirs!
Dan can you pick up the ball, please?
Look! It's an invitation! It says, 'Would you like to come to our school! Please come and say hi to us.'
You're very good at reading in English now Cranky.
Thank you. Let's go!
Yes, we can ask them lots of questions and do our homework.

Tommy Zoom: The Invitation Part 3 11-4

Tommy, Suzie and Cranky go to a school in India. They see lots of school children in their classroom and Tommy starts to ask questions.
Hello, What are you doing?
We're learning English! We're writing sentences in English.
It's our favourite subject!
It's my favourite subject too!
Look at the calendar. In this school they've got lessons from Monday to Friday and at the weekend!
We don't go to school at the weekend! I like our school!
I like theirs. They have books, pens and paints. I like the colours!
Cranky sees a painting on the wall. He wants to use a pen.

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He wants to draw his classroom.
Here you are.
Thanks. Can I have a blue one please?
I'm busy. I'm drawing my classroom.
It's time to go Cranky. Pick up your drawing.
Thanks for the invitation to meet you and see your classroom.
Bye! See you soon!
Cranky, please talk about your classroom picture now.
It's big. Bigger than this school. It's bigger than this town!
We sing alien songs and wear helmets.
Suzie is listening to Cranky and looks at his picture.
Look! I understand now! Your helmet! Let's find your helmet.

Unit 12 Why is it good to be outdoors?

CLIL video

Vloggers: Taking Photos 12-1

Kitty and boy: Hi, everyone!
Kitty: I love to take photos.
Boy: Me too! I like using my tablet to take photos.
Kitty: It's difficult. It's big. It's bigger than my camera.
Boy: My favourite photos are by Slinkachu. He takes photos of little people.
Kitty: We walked all around at the weekend and took some photos. Look! It's a girl and a cat. We took some photos of the girl and cat.
Boy: First, we talked about the pictures and about what to have in the photos. We planned them first. Look!
Kitty: The shell is his boat.
Boy: This is the photo.
Kitty: Oops, I didn't hold the tablet still. It's blurred. I can't see the cat.
Boy: This one is better. You held the tablet still.
Kitty: When you take pictures, you have to hold the tablet still.
We used a tripod for this photo.
Boy: The girl and the cat climbed the climbing frame.
Kitty: The climbing frame looks very big.
Boy: Next, we put them in the grass. We put the tablet on the ground.
Kitty: The grass is very tall.
Boy: Here's the next picture.
Kitty: It's cool.
Boy: Brrr... it's dark.
Kitty: When it's dark, it's good to use the flash. Here's a photo with the flash.
Boy: Here's one with no flash.
Kitty: I like this picture. It's a little dark. It was late.
Boy: Here's our last picture. It's a close-up.
Kitty: We zoomed in with this photo.
Boy: It's a great photo! They're hungry.
Kitty: I'm hungry, too. It's supper time.
Both: Bye!

Story videos

Tommy Zoom: The Magic Door Part 1 12-2

Suzie and Cranky are talking about the helmet.
Cranky, your helmet can help you get home.
I can't find my helmet.
Don't worry. We can help you.
Suzie is right. Let's go for a walk and try to find your helmet.
There's the lake. My spaceship is here.
Yes, we saw the crash, we walked here and we talked to you there.
I can't see my helmet!
What's that in the grass?
Woof!
Is it my helmet?
Pardon?
Sorry! Dan has got it, Cranky.
Woof!
Dan, you're a good friend!
This part of your helmet looks funny.
Oh yes!
Have you got a camera on your phone?
Sure!
Please can you take a photo?
Yes! ... It's late. It's supper time.
The sun is going. It's Saturday today, Sunday tomorrow.
It's the weekend. We can come back tomorrow.

Tommy Zoom: The Magic Door Part 2 12-3

Suzie and Cranky are back at the crash. Suzie draws a new helmet. Cranky puts it on.
Sorry I'm late. Cranky, you've got a new helmet!
That's great. Can I go home?
Tommy, can we look at some photos?
Sure, we have many.
The screen on my phone is too small. Can we look at the photos on your watch, Tommy?
The friends played cricket and computer games. They walked in the park and watched TV!
Cranky played the guitar.
We went to the farm and the zoo.
We went to Australia.
They went to India. At the weekend, they went to the beach.
You're great friends. Call me please!
Come and see us soon!
Yes, Suzie Whizz and Tommy Zoom!

Tommy Zoom: The Magic Door Part 3 12-4

Oh no. I'm a little too late! I have got a present for Cranky.
Pardon?
It's not my birthday!
Wow! It's like yours! Now I can fly!
Hold still. Let me put it on your shoulders.
Thank you very much.
This isn't the end Cranky.
You can phone us!
"Look Dan, I can fly, yes I can!
See you soon, Suzie Whizz and Tommy Zoom!
It's time to fly, bye-byeeeeeee!"
woof woof
Bye Cranky. See you soon!
Let's go to Cranky's home in my garden.
OK.
What are you doing Tommy?
I'm writing a story.
What is your story about?
This is a story about making new friends!

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