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Take Off with English

Teacher's Guide

with Class Audio



Bishkek
2025

Level 2 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures
1 Food is nice pages 8–17	6	Food: beans, carrot, coconut, egg, fish, food, lemon, lime, meat, onion, pear, peas, potato, sausage, tomato, vegetables, watermelon Drinks: lemonade, milk Common verbs: eat Common adjectives: happy Other: please, thank you, well done	These and those: These are carrots / Those are limes a/an and zero determiners with plural nouns: <i>It's a watermelon / They're beans</i> What is / What's this? It's milk. What is / What's that? It's a toy.
2 Our clothes pages 18–26	5	Clothes: blouse, dress, hat, jacket, jeans, shirt, shoes, skirt, socks, trousers, T-shirt Colours: grey, pink, purple Other: glasses, handbag	Question words: <i>Whose shirt is that?</i> Possessive 's': <i>They're Sue's socks.</i> Possessive adjectives: <i>our, its, their</i>
3 I can speak English pages 27–36	5	Common verbs: climb, draw, drive, fly, paint, run, sing, speak English, swim Sports: tennis Other: but, fast, guitar	Can for ability: <i>I can speak English. She can't sing.</i>
4 Can you play hockey? pages 37–46	5	Sports: badminton, baseball, basketball, hockey, table tennis Other: piano, sports, team	Can for ability: <i>Can you play hockey? Yes, I can. / No, I can't.</i>
5 I am singing a song pages 47–56	5	Common verbs: cook, drink, read, talk, sleep, watch Adjectives: closed, strong Other: music, a painting, song, radio, TV	Present continuous: <i>The robot is sleeping. You are eating.</i>
6 At the beach today pages 57–66	5	Common verbs: bounce, catch, hit, kick Places: beach Toys: kite Animals: bird Other: sand, sea, shell, shorts, sky, sun	Present continuous: <i>I am not eating. She isn't swimming. Are Sue and May playing tennis?</i>
Revision unit 1 pages 67–71	4	Review of <i>can</i> for ability; review of questions with <i>whose</i> about the owner of object; review of questions with <i>what colour</i>	
7 What are you doing? pages 72–81	5.5	Common verbs: do, go, smile, understand, wave Places: park Other: goodbye, grandma, grandpa, into, phone, video	Present continuous: <i>What are Sue and May doing?</i> Question words: <i>who, where, what</i>
8 Can you help me? pages 82–91	5.5	Common verbs: close, find, open, try, want Common adjectives: angry, sad Other: <i>can I have, glass, thanks, thank you</i>	Can for requests/permission: <i>Can I have an apple, please?</i> Object pronouns: <i>me, you, him, her, it, us, them</i>
9 I like fishing pages 92–101	5	Common verbs: enjoy, give, like Food: chocolate, sandwich Meals: breakfast, dinner, lunch Hobbies: fishing Other: <i>me too, oh dear!, right!, so do I, well...</i>	Present simple: <i>Sue likes juice. I don't want an apple.</i> Like + verb + -ing: <i>I like fishing.</i> -ing forms as nouns: <i>Painting is my hobby.</i> So do I: <i>I like swimming. So do I.</i> Conjunctions: <i>but</i> Prepositions: <i>for</i>
10 My day pages 102–111	5.5	People: man, men Meals: supper Times: afternoon, evening, morning, night Technology: camera, keyboard, mouse Other: alphabet, class, lorry, mice, number, school, sweets, young	Present simple review: <i>Grace sleeps. She doesn't sleep in the morning. Does Dan live in a small house?</i> Prepositions of time and place: <i>in the morning, at night, in the garden</i>
11 Tigers eat meat pages 112–121	5.5	Animals: crocodile, elephant, flies, frog, giraffe, hippo, lizard, monkey, snake, tiger Other: cave, flower, monster, plants, zoo	Present simple: questions with what and where : <i>What does it eat?</i> <i>Where does it live?</i> Cardinal numbers: 11–20
12 Who are you? pages 122–131	5	Common verbs: spell Other: bookshop, goldfish, how old are you? I'm nine years old, tell (me) about	Question words: <i>how, how old</i> Impersonal you: <i>How do you spell that?</i> Prepositions: <i>from</i>
Revision unit 2 pages 132–135	4	Review of personal and other common questions; present simple with <i>like, live</i> ; use of <i>have got</i>	

	Communication objectives	It's our world!	Extra!	Resources
	Identifying food and drinks Asking about and naming food, drinks and other items Describing objects	Piñatas in Mexico	Fruit and vegetables review Short <i>e</i> sound (ten): /e/	Pupil's Book pages 10–15; Workbook pages 6–11; Unit 1 end-of-unit test; CD or MP3s; Flashcards: food
	Identifying the owner of objects, especially clothes Asking about and naming the owner of objects, especially clothes Describing objects	Clothing for people who live in a cold country	Clothes review Contrasting <i>s</i> and <i>sh</i> sounds: /s/ and /ʃ/	Pupil's Book pages 16–21; Workbook pages 12–17; Unit 2 end-of-unit test; CD or MP3s; Flashcards: clothes
	Talking about abilities and what people are not able to do	Climbing coconut trees in the Philippines	Gap-filling and true or false exercises <i>g</i> sound: /g/	Pupil's Book pages 22–27; Workbook pages 18–23; Unit 3 end-of-unit test; CD or MP3s; Flashcards: verbs
	Talking about abilities and what people are not able to do Checking and confirming information about abilities	Horses in Mongolia	Sports review and matching exercise Long <i>e</i> sound (spelt <i>ea</i> team): /i:/	Pupil's Book pages 28–33; Workbook pages 24–29; Unit 4 end-of-unit test; CD or MP3s; Flashcards: sports
	Talking about what you are doing Describing present actions	Gingerbread from Germany	Hobbies review with matching exercise. Vowel sounds in <i>book</i> and <i>walk</i> : /ʊ/ and /ɔ:/	Pupil's Book pages 34–39; Workbook pages 30–35; Unit 5 end-of-unit test; CD or MP3s; Flashcards: verbs
	Talking about what you are and are not doing Checking and confirming information about what is happening Commenting positively on something	A sand festival	Review of present continuous tense and <i>in/at</i> Vowel sounds in <i>bike</i> and <i>lime</i> : /aɪ/	Pupil's Book pages 40–45; Workbook pages 36–41; Unit 6 end-of-unit test; CD or MP3s; Flashcards: a day at the beach
	Checking and confirming information about what you and others are doing Saying where you and others are going	Going to a film school in New York	Colouring exercise to review objects <i>cl-</i> sound: /kl/	Pupil's Book pages 50–55; Workbook pages 46–51; Unit 7 end-of-unit test; CD or MP3s; Flashcards: verbs
	Making and responding to simple, polite requests	A family in Mumbai, India	Review of <i>can</i> for requests/permission Vowel sounds in <i>open</i> and <i>phone</i> : /əʊ/	Pupil's Book pages 56–61; Workbook pages 52–57; Unit 8 end-of-unit test; CD or MP3s; Flashcards: verbs
	Expressing likes and dislikes Checking and confirming information about what you like and don't like Saying what you want and don't want	Shell collecting in Oman	Review of hobbies Long vowel sound <i>oo</i> (<i>blue</i> , <i>new</i> , <i>ruler</i>): /u:/	Pupil's Book pages 62–67; Workbook pages 58–63; Unit 9 end-of-unit test; CD or MP3s; Flashcards: my day and electronics and technology
	Talking about daily routines Checking and confirming information about daily routines	A day at a football academy	New vocabulary anagrams Vowel sounds in <i>cow</i> and <i>mouse</i> : /aʊ/	Pupil's Book pages 68–73; Workbook pages 64–69; Unit 10 end-of-unit test; CD or MP3s; Flashcards: my day
	Expressing general facts and information Checking and confirming information about daily routines	Crocodiles in Mali	New vocabulary crossword Long <i>e</i> sound (spelt <i>ee</i> sheep): /i:/	Pupil's Book pages 74–79; Workbook pages 70–75; Unit 11 end-of-unit test; CD or MP3s; Flashcards: animals
	Talking about yourself and others Asking and answering a range of questions Checking and confirming information about yourself and others Consolidating a range of previously introduced functions	Unusual pets	Review of questions with <i>how</i> and impersonal <i>you</i> <i>ph</i> sound (<i>elephant</i>): /f/	Pupil's Book pages 80–85; Workbook pages 76–81; Unit 12 end-of-unit test; CD or MP3s; Flashcards; end-of-course test

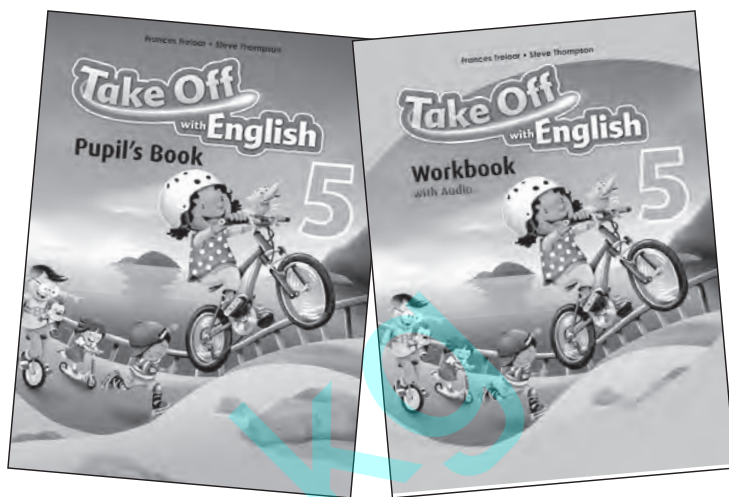
Introduction

About *Take Off with English*

Take Off with English 5 provides a lively and thorough foundation to English. The Teacher's Guide integrates the Pupil's Book, Workbook, audio and online resources to help you to provide young learners with a complete and positive learning experience.

As part of a six-level series designed for Grades 3–9, *Take Off with English 5* prepares pupils for success in today's world by teaching them skills such as global awareness, critical thinking, and collaboration.

The series is perfect for all primary English classes and prepares pupils for the Cambridge English Young Learners tests. *Take Off with English 4* and *5* cover Cambridge English Starters test syllabus.



Teaching materials and resources

Pupil's Book

Take Off with English 5 Pupil's Book contains twelve units and two revision units. Frequent practice of the four skills: reading, writing, speaking and listening, is fully integrated into each unit. New grammar and vocabulary are introduced

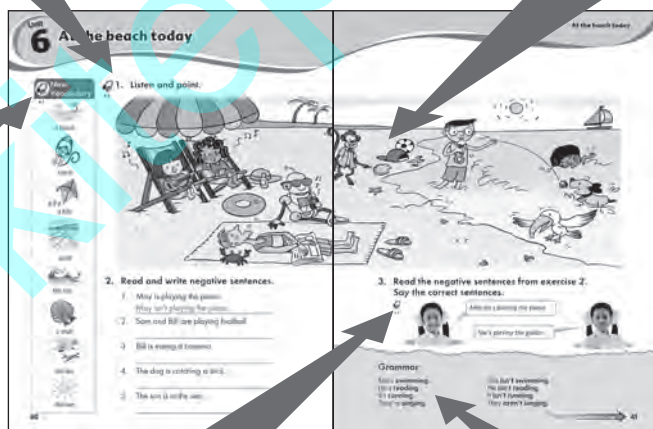
in context through a lively unit theme and story. Vocabulary and grammar are recycled throughout the series at increasing levels of sophistication to reinforce learning. Children learn about the world, other children's lives and reflect on their own experiences in the *It's our world!* lesson in each unit of the Pupil's Book.

Large audio icons identify listening activities.

Memorable stories, songs, rhymes and games engage young learners.

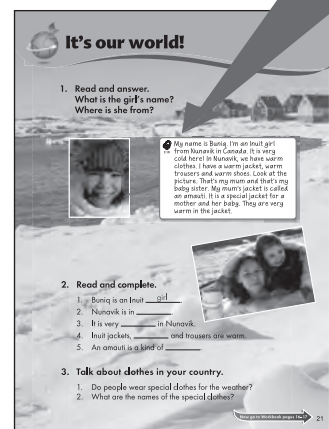
Children learn about the world, other children's lives and reflect on their own experiences.

New words are introduced with pictures and audio to aid comprehension.



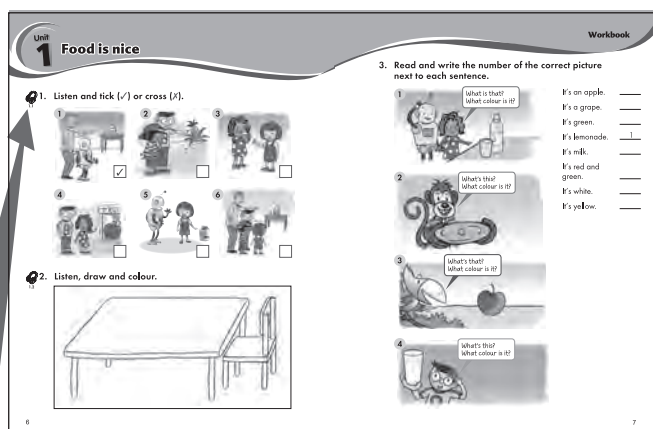
Audio recordings of speaking models are indicated with small audio icons.

New language structures are highlighted.



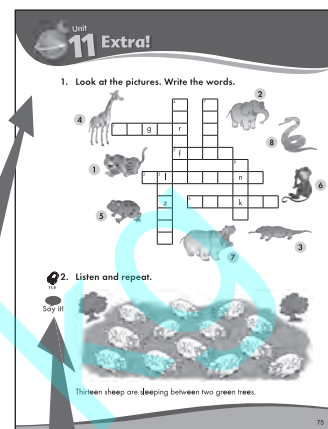
Workbook with Audio

At each level, the Workbook with Audio complements the Pupil's Book. Activities provide practice and consolidation of grammar, vocabulary and the four skills.



The Workbook Audio CD and selected audio scripts mean pupils can practise listening at home.

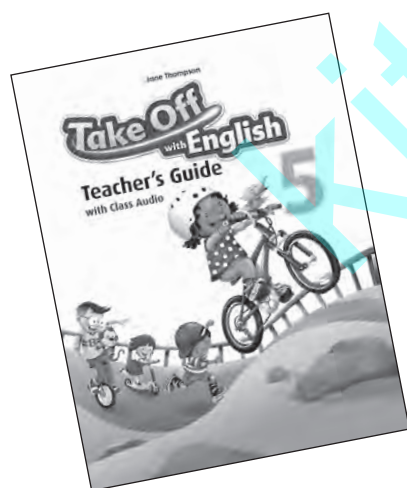
Vocabulary from the unit is reviewed in interesting and challenging ways to make pupils think harder.



Simple pronunciation activities introduce learners to the sounds of English and help build confidence.

Teacher's Guide with Class Audio

At each level, the Teacher's Guide provides step-by-step instructions for each lesson to assist both new and experienced teachers. Each unit has a unit overview, lesson overview and detailed lesson plans containing instructions for use, tips and ideas.

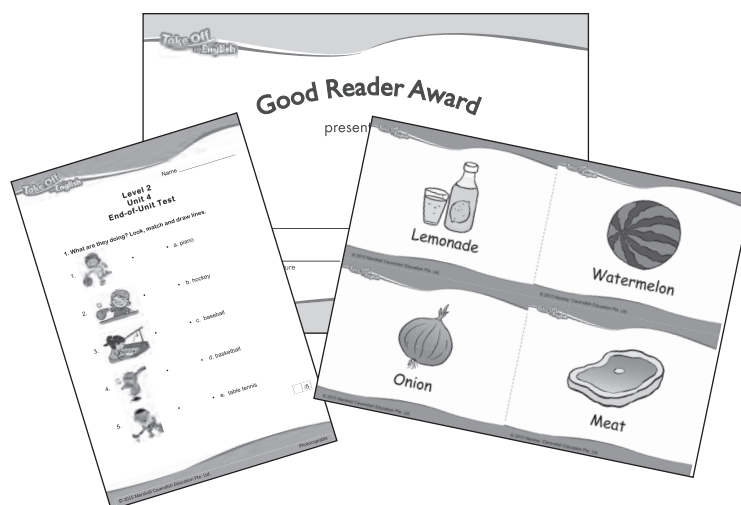


The Class Audio for the Pupil's Book is supplied on two Audio CDs at the back of each Teacher's Guide. MP3s are also available at www.mceduhub.com.

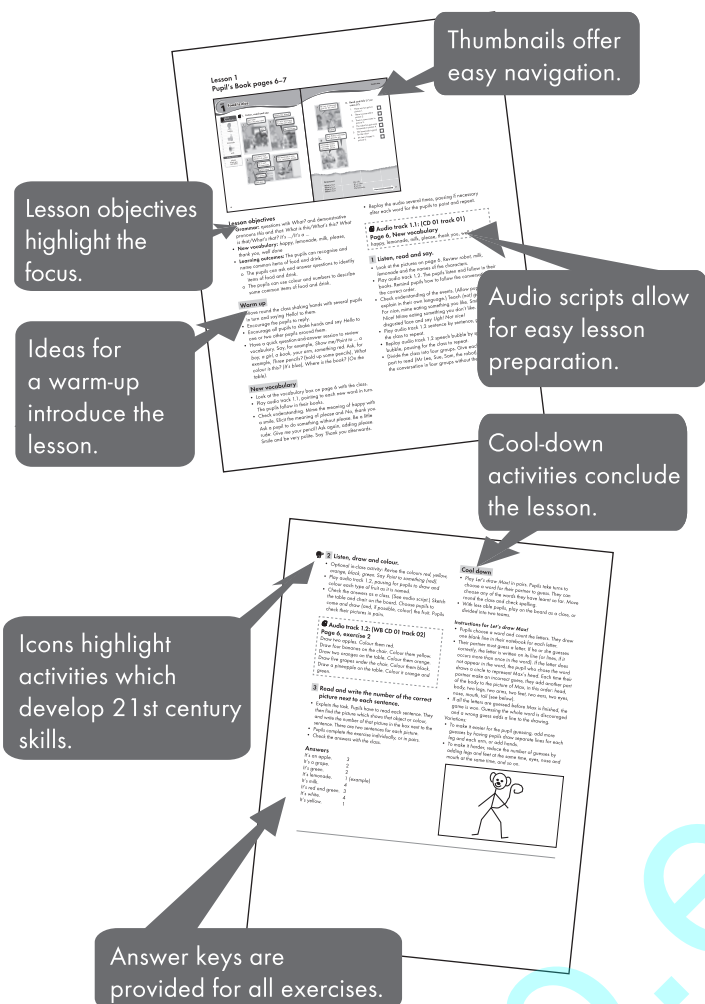
Online Teacher's Resources

In addition to the Teacher's Guide, the *Take Off with English* website provides free, downloadable resources to further complement the series and save teachers time. Resources include scope and sequences, a lesson plan template, a lesson log template, teaching tips, flashcards, MP3s of all the audio, photocopiable games and activities, customisable end-of-unit tests, a mid-course test and end-of-course test, printable certificates, Cambridge English Young Learners Word List and Cambridge English Young Learners Correlation Chart.

www.mceduhub.com



Using the Teacher's Guide



It is important to allow pupils to achieve success in the early stages of their learning. This will serve as great motivation for them in their learning. Activities in *Take Off with English* cater to pupils of mixed ability and hence create opportunities for every pupil to experience success. Suggestions and activities in the notes and in the *Optional extension activities* boxes help pupils to apply and extend language use to parallel or new contexts, thus providing more opportunities for practice and success. There are certificates, available to download from the *Take Off with English* website (www.mceducation.com/towe), which can be used to reward and encourage pupils in their efforts.

The *Take Off with English* website features lots of other useful resources to help plan your lessons. You may wish to download the flashcards organised in topic groups. These are useful for vocabulary presentation and games. Find and print out those which relate to your lessons. Also access the online teacher's resources for end-of-unit tests, mid-course tests, end-of course tests, MP3s of the audio, certificates and other useful resources.

Preparing to teach a lesson

Read the lesson overview at the start of each unit, the lesson objectives and the lesson plans in the Teacher's Guide carefully, referring at the same time to the corresponding pages in the Pupil's Book and Workbook.

Make notes on adaptations you wish to make to the teaching procedure and/or materials to cater to the learning style of your pupils and/or your own teaching style. You may wish to use the lesson plan template on the *Take Off with English* website. Anticipate problems you think you might encounter in your lesson, for example, specific learning needs of your pupils or constraints due to the physical classroom environment.

Preparing to teach *Take Off with English*

The overview on pages 2–3 lists the topics, vocabulary, grammar, structures, communication objectives and resources covered in each unit.

Preparing to teach a new unit

Look up the corresponding units in the Pupil's Book and the Workbook and refer to the Unit overview at the start of each unit in the Teacher's Guide. This will provide you with a good overall view of what is to be taught and how the various items are organised in the unit.

Reorganise or adapt the lesson plans and/or teaching materials where necessary, to cater to your individual classes. Every learner has different abilities, aptitude and motivation for language learning. They therefore will learn and progress at different rates. Taking into account these differences will aid you in planning a lesson that will help achieve optimum results for your pupils. You may wish to read the teaching tips at the start of each unit for useful ideas.

Refer also to the audio scripts in the Teacher's Guide for the audio recordings. Listen to the audio recording before the lesson to familiarise yourself with the recording. The Class Audio includes recordings of reading texts, listening texts, vocabulary and speaking models from the Pupil's Book. The Class Audio is provided on the CDs at the back of the Teacher's Guide. The Workbook Audio is provided on the CD at the back of the Workbook. Both are supplied as MP3s on the *Take Off with English* website.

All answers to the Pupil's Book and Workbook exercises are provided in the Teacher's Guide at the end of each exercise. You may wish to refer to these during your lesson planning.

Use the *Optional extension activities* boxes throughout the Teacher's Guide for useful suggestions for additional activities and for dealing with mixed ability groups.

Most importantly, keep the learning outcomes of the lesson in mind and you will now be well prepared to teach the lesson.

The four language skills

The Teacher's Guide for *Take Off with English* provides comprehensive coverage of the teaching of the four skills – listening, speaking, reading and writing. You can be confident that every lesson has detailed activities to teach and reinforce each of the four skills.

Listening: Frequent listening activities and examples provide pupils with essential models of English as spoken by native speakers. Regular exposure and practice help pupils develop their listening skills and contribute to their development and acquisition of the language.

Speaking: *Take Off with English* provides relevant and meaningful opportunities for oral activities in the classroom. The materials for pupils contain extensive visual support. Examples for speaking activities are recorded as models. These are identified with a small audio icon in the Pupil's Book and Workbook. Play these for your pupils before they start the speaking activity. The Say it! sections in the Workbook introduce pupils to the sounds of English with simple listen and repeat activities. You may wish to do these as a class or independently.

Reading: *Take Off with English* provides extensive reading materials in a variety of text-types. The texts are explored through various activity types. Pupils are gradually exposed to longer texts as they progress in their learning. *Take Off with English 5* helps improve pupils' reading experience with short texts. Reading at both word- and sentence-level is emphasised. Use the audio recordings of reading texts help pupils develop fluency.

Writing: Writing is often the most challenging skill for any language learner. Writing should be embarked on only when pupils are ready – through adequate preparation and build up in the listening, speaking and reading components. In *Take Off with English*, pupils begin writing at word level before progressing to sentence level. Activities that pay careful attention to other important aspects of writing – spelling and punctuation – are also included.

21st century skills

21st century skills icons in the Teacher's Guide highlight activities which encourage pupils to develop the 21st century skills such as collaboration, communication, critical thinking, creativity and global awareness. These will help to develop lifelong skills in your pupils.

It's our world! lessons in every unit introduce pupils to the wider world, and promote global awareness and cross-cultural understanding. They often contain vocabulary and structures which pupils have not yet formally covered, but which they will begin to acquire naturally. In this way, pupils begin to develop as readers and language learners. Learning to manage texts which are a little beyond their level is an essential skill for emergent readers, as is the sub-skill of scanning for specific

information. Where necessary the new language is explained, and pupils are not expected to be able to produce it. The new topic vocabulary is listed in the lesson objectives in each lesson to guide you. You may also wish to refer to the Cultural notes at the start of each lesson to understand more about the cultures discussed in the lesson.

Recycling and revision

Vocabulary and structures are continuously recycled in *Take Off with English* to reinforce learning. Use the revision units in the Pupil's Book and Workbook, and progress tests online to monitor your pupils' progress and to assess their learning needs. The *Extra!* section at the end of every unit in the Workbook reviews the unit topic and language covered in an interesting and motivating way while stretching pupils.

Curriculum hours

The time taken for classroom instruction (Pupil's Book and Workbook) totals approximately 70 hours. Time also needs to be allocated for games, extension activities revision, tests and reviewing homework exercises. This brings the total number of teaching hours for *Take off with English Level 5* to about 90 to 100 hours.

Using the course flexibly

School timetables vary with regard to the length of a lesson and also the number of lessons per week dedicated to English. Therefore, you should adapt the suggested lesson division to your particular situation. The tips in the lessons will help you to adapt the series to your needs.

If you have few teaching hours, you may omit the *It's our world* lessons and *Extra!* sections and still be confident that the full Cambridge English: Young Learners test syllabus has been covered.

In particular, the Workbook can be used in a variety of ways:

- delivered in class as extension or consolidation for the whole class
- as homework as extension or consolidation for the whole class
- in class with or without adult support as consolidation for lower ability pupils
- for independent use in class as extension for higher ability groups. This frees you to give extra support to those pupils who need it.

Unit 1

Unit overview

Objectives

Grammar: demonstrative pronouns: *these, those*; determiners: *a/an* and zero determiner with plural nouns; *Would you like* + noun or verb

New vocabulary:

- Food: *beans, carrot, coconut, egg, fish, food, lemon, lime, meat, onion, pear, peas, potato, sausage, tomato, vegetables, watermelon*
- Drinks: *lemonade, milk*
- Common verbs: *eat*
- Common adjectives: *happy*

Useful phrases:

- *please, thank you, well done*

Communication objectives:

- To identify food and drinks
- To ask about and name food, drinks and other items
- To describe objects

Learning outcomes:

- Pupils can ask and answer questions to identify items of food and drink.
- Pupils can identify some common fruits and vegetables.
- Pupils can use *these* and *those* to distinguish between objects which are near to them and those which are far away.

It's our world! focus: Piñatas in Mexico



Online teacher's resources

- Unit 1 end-of-unit test
 - MP3s of the audio
 - Flashcards: food; games, certificates and more ...
- www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 10–11;

Workbook pages 6–7

Grammar: questions with *What?* and demonstrative pronouns *this* and *that*. *What is this/What's that?*

New vocabulary: *happy, lemonade, milk, please, thank you, well done*

21st century skills lesson objectives:

- Collaboration: Pupils work together to answer.
- Communication: Pupils correct statements.
- Creativity: Pupils draw and colour a picture of fruits.

Lesson 2

Pupil's Book pages 12–13;

Workbook pages 8–9

Grammar: *What are these? What are those?*

New vocabulary: *eat, food, a carrot, a coconut, a fish, a lemon, a lime, an onion, a pear, peas, a potato, a tomato, vegetables, a watermelon*

21st century skills lesson objectives:

- Creativity: Pupils learn a song.
- Communication: Pupils talk about the items in a picture.

Lesson 3

Pupil's Book page 14;

Workbook page 10

New vocabulary: *beans, an egg, meat, a sausage*

It's our world!

Pupil's Book page 15

21st century skills lesson objectives:

- Global awareness: Pupils learn about piñatas.
- Collaboration: Pupils work together to find information.
- Communication: Pupils talk about their special days.

Unit 1 Extra!

Workbook page 11

Say it!: short e sound: /e/

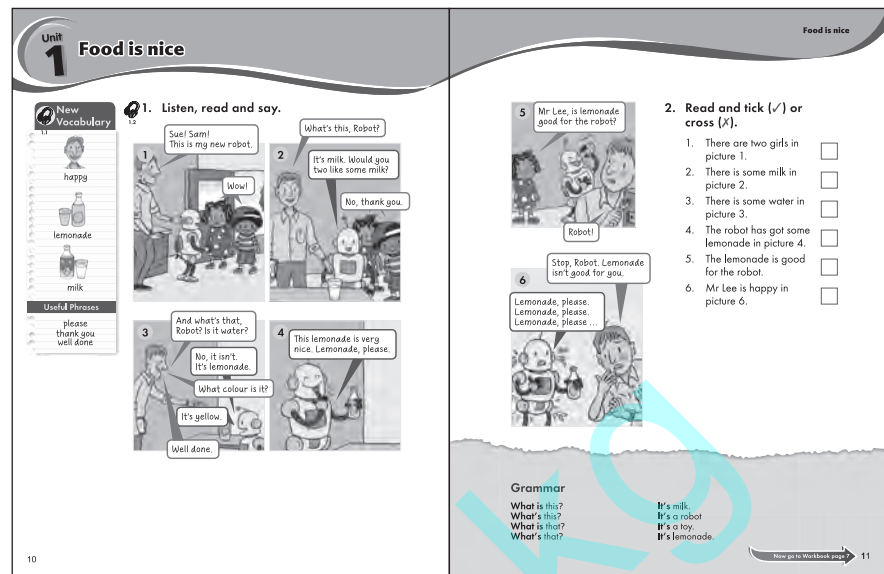


Teacher's tips

To introduce new vocabulary show a real object or a picture; demonstrate actions.

Lesson 1

Pupil's Book pages 10–11



Lesson objectives

- **Grammar:** questions with *What?* and demonstrative pronouns *this* and *that*. *What is this/What's this? What is that/What's that? It's .../It's a ...*
- **New vocabulary:** *happy, lemonade, milk, please, thank you, well done*
- **Learning outcomes:** The pupils can recognise and name common items of food and drink.
 - o The pupils can ask and answer questions to identify items of food and drink.
 - o The pupils can use colour and numbers to describe some common items of food and drink.

Warm up

- Move round the class shaking hands with several pupils in turn and saying *Hello!* to them.
- Encourage the pupils to reply.
- Encourage all pupils to shake hands and say *Hello* to one or two other pupils around them.
- Have a quick question-and-answer session to review vocabulary. Say, for example, *Show me/Point to ... a boy, a girl, a book, your arm, something red*. Ask, for example, *Three pencils?* (hold up some pencils), *What colour is this?* (*It's blue*), *Where is the book?* (*On the table*).

New vocabulary

- Look at the vocabulary box on page 10 with the class.
- Play audio track 1.1, pointing to each new word in turn. The pupils follow in their books.
- Check understanding. Mime the meaning of *happy* with a smile. Elicit the meaning of *please* and *No, thank you*. Ask a pupil to do something without *please*. Be a little rude: *Give me your pencil!* Ask again, adding *please*. Smile and be very polite. Say *Thank you* afterwards.

- Replay the audio several times, pausing if necessary after each word for the pupils to point and repeat.

Audio track 1.1: (CD 01 track 01)

Page 10, New vocabulary

happy, lemonade, milk, please, thank you, well done

1 Listen, read and say.

- Look at the pictures on page 10. Review *robot, milk, lemonade* and the names of the characters.
- Play audio track 1.2. The pupils listen and follow in their books. Remind pupils how to follow the conversation in the correct order.
- Check understanding of the events. (Allow pupils to explain in their own language.) Teach (*not*) *good for*. For *nice*, mime eating something you like. Smile and say *Nice!* Mime eating something you don't like. Make a disgusted face and say *Ugh! Not nice!*
- Play audio track 1.2 sentence by sentence, pausing for the class to repeat.
- Replay audio track 1.2 speech bubble by speech bubble, pausing for the class to repeat.
- Divide the class into four groups. Give each group a part to read (Mr Lee, Sue, Sam, the robot). Pupils read the conversation in four groups without the audio.

Audio track 1.2: (CD 01 track 02)

Page 10, exercise 1

Mr Lee: Sue! Sam! This is my new robot.
 Sue and Sam: Wow!
 Mr Lee: What's this, Robot?
 Robot: It's milk. Would you two like some milk?
 Sam and Sue: No, thank you.
 Mr Lee: And what's that, Robot? Is it water?
 Robot: No, it isn't. It's lemonade.
 Mr Lee: What colour is it?
 Robot: It's yellow.
 Mr Lee: Well done.
 Robot: This lemonade is very nice. Lemonade, please.
 Sue: Mr Lee, is lemonade good for the robot?
 Mr Lee: Robot!
 Mr Lee: Stop, Robot. Lemonade isn't good for you.
 Robot: Lemonade, please. Lemonade, please.
 Lemonade, please ...

2 Read and tick (✓) or cross (X).

- Do number one as a class.
- Pupils work in pairs to complete the exercise.
- Check the answers as a class.

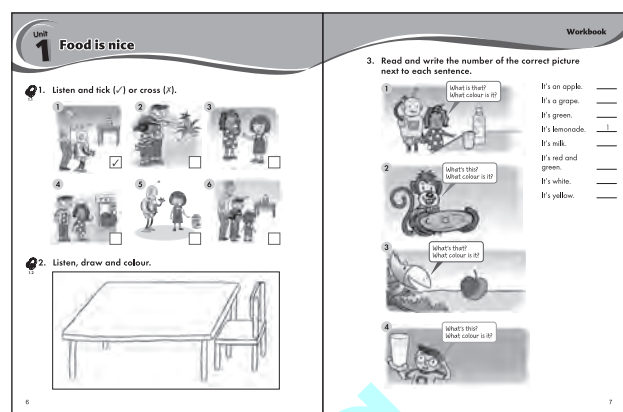
Answers

1. X 2. ✓ 3. X 4. ✓ 5. X 6. X

Grammar: Questions with *What?* and demonstrative pronouns *this* and *that*

- Review the difference between *this* and *that*. For example, ask two pupils on opposite sides of the classroom to stand up. Stand close to one child. Point and say *This is (child's name)*. Point to the child on the far side of the classroom and say *That's (child's name)*. Repeat with a selection of objects, for example: *This is a pencil. That's a book. This is my book. That's your book.*
- Encourage pupils to make sentences of their own. Make sure they use *this* for objects which are near them and *that* for objects which are far away.
- Read the questions and answers in the grammar box on page 11 with the class.
- Ask the questions *What's/What is this?* and *What's/What is that?* about objects around the classroom.
- Pupils copy the questions and answers from the grammar box into their notebooks.

Workbook pages 6-7



1 Listen and tick (✓) or cross (X).

- Explain the task. Pupils have to listen to the audio and tick or cross the pictures. If the audio matches the picture, pupils put a tick. If it doesn't match the picture, they put a cross.
- Play audio track 1.1 according to the pictures, pausing for the class to answer. Do the example as a class.
- Check the answers as a class.

Answers

1. ✓ (example) 2. X 3. X 4. X 5. ✓ 6. ✓

Audio track 1.1: (WB CD track 01)

Page 6, exercise 1

1. Mr Lee: Is that lemonade?
 Robot: Yes, it is.
 2. Bill: What's that, Sam? Is it a mango?
 Sam: No, it's a pineapple.
 3. May: What's that, Sue? Is it water?
 Sue: No, it's orange juice.
 4. Sue: What's that, Bill? Is it an orange?
 Bill: No, it isn't. It's an apple.
 5. May: What's this, Robot? Is it milk?
 Robot: Yes, it is.
 6. Mr Lee: OK, children. What's that? [pause] Yes, Sam?
 Sam: It's lemonade, Mr Lee.

2 Listen, draw and colour.

- Optional in-class activity: Revise the colours *red, yellow, orange, black, green*. Say *Point to something (red)*.
- Play audio track 1.2, pausing for pupils to draw and colour each type of fruit as it is named.
- Check the answers as a class. (See audio script.) Sketch the table and chair on the board. Choose pupils to come and draw (and, if possible, colour) the fruit. Pupils check their pictures in pairs.

Audio track 1.2: (WB CD track 02)

Page 6, exercise 2

- Draw two apples. Colour them red.
- Draw four bananas on the chair. Colour them yellow.
- Draw two oranges on the table. Colour them orange.
- Draw five grapes under the chair. Colour them black.
- Draw a pineapple on the table. Colour it orange and green.

3 Read and write the number of the correct picture next to each sentence.

- Explain the task. Pupils have to read each sentence. They then find the picture which shows that object or colour, and write the number of that picture in the box next to the sentence. There are two sentences for each picture.
- Pupils complete the exercise individually, or in pairs.
- Check the answers with the class.

Answers

It's an apple.	3
It's a grape.	2
It's green.	2
It's lemonade.	1 (example)
It's milk.	4
It's red and green.	3
It's white.	4
It's yellow.	1

Cool down

- Play *Let's draw Max!* in pairs. Pupils take turns to choose a word for their partner to guess. They can choose any of the words they have learnt so far. Move round the class and check spelling.
- With less able pupils, play on the board as a class, or divided into two teams.

Instructions for *Let's draw Max!*

- Pupils choose a word and count the letters. They draw one blank line in their notebook for each letter.
- Their partner must guess a letter. If he or she guesses correctly, the letter is written on its line (or lines, if it occurs more than once in the word). If the letter does **not** appear in the word, the pupil who chose the word draws a circle to represent Max's head. Each time their partner make an incorrect guess, they add another part of the body to the picture of Max, in this order: head, body, two legs, two arms, two feet, two ears, two eyes, nose, mouth, tail (see below).
- If all the letters are guessed before Max is finished, the game is won. Guessing the whole word is discouraged and a wrong guess adds a line to the drawing.

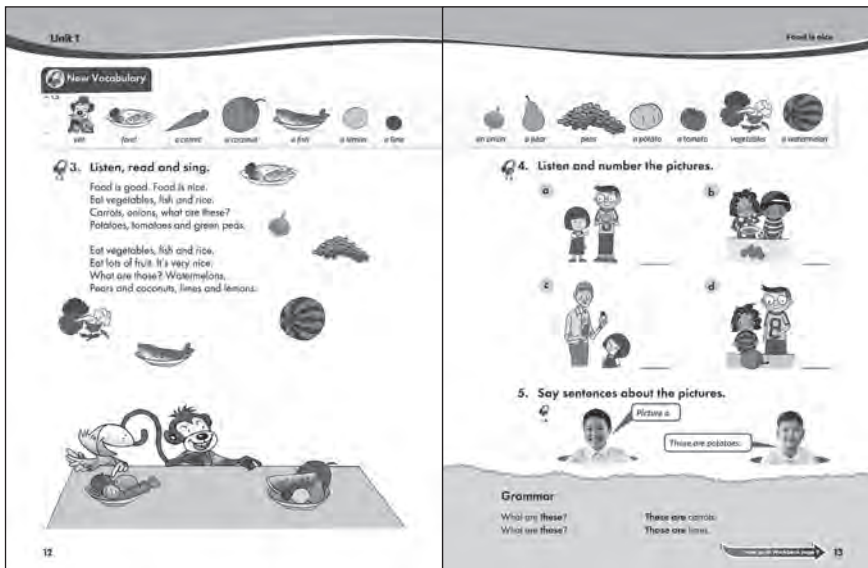
Variations:

- To make it easier for the pupil guessing, add more guesses by having pupils draw separate lines for each leg and each arm, or add hands.
- To make it harder, reduce the number of guesses by adding legs and feet at the same time, eyes, nose and mouth at the same time, and so on.



Lesson 2

Pupil's Book pages 12–13



Lesson objectives

- **Grammar:** questions with *What?* and demonstrative pronouns *these* and *those*: *What are these?* *What are those?* *They're ...*
- **New vocabulary:** *eat, food, a carrot, a coconut, a fish, a lemon, a lime, an onion, a pear, peas, a potato, a tomato, vegetables, a watermelon*
- **Learning outcomes:**
 - o The pupils can recognise and name some common fruits and vegetables.
 - o The pupils can ask and answer questions to identify items of food and drink.
 - o The pupils can use colour and numbers to describe some common items of food and drink.

Warm up

- Revise the food vocabulary the pupils learnt in Level 4 Unit 10 (see list below). Choose **some** or **all** of the words, depending on the time **available**. Write the jumbled words on the board. Pupils work in **pairs** to write them out correctly.
- Check that pupils **remember** the meanings.

Jumbled word	Word
pleap	apple
nnaaab	banana
presag	grapes
ganom	mango
granoe	orange
alppenpie	pineapple
dreab	bread
gruber	burger

Jumbled word	Word
eack	cake
neckchi	chicken
spich	chips
fitru	fruit
trufi dalsa	fruit salad
ceimerac	ice cream
ceri	rice
uceji	juice
trawe	water

New vocabulary

- Look at the vocabulary box on pages 12–13 with the class.
- Play audio track 1.3, pointing to each new word in turn. The pupils follow in their books.
- Check understanding. Explain that *food* is anything we eat. Mime *eat*. Elicit or remind pupils of the meaning of *fruit*. Ask for examples. Ask pupils to pick out the names of all the fruit in the vocabulary box (*coconut, lemon, lime, pear, watermelon*). Ask whether a *potato* is a fruit. Explain that a *potato* is a *vegetable*. Pick out all the vegetables in the list (*carrot, onion, peas, potato, tomato*).
- Point out that *tomato* and *potato* end in 'o'. Do they know another kind of food that ends in an 'o'? Elicit *mango*. Can they remember how we spell *mangoes*? Elicit that we have to add '-es'. Elicit that we have to add '-es' to spell *tomatoes* and *potatoes* too. Ask pupils to add these words to the list of special spellings they started in Level 4.
- Ask which food on the list isn't a fruit and isn't a vegetable? (*a fish*)

- Replay the audio several times, pausing if necessary after each word for pupils to point and repeat.

Optional extension activities

- When discussing the new words, put photos or drawings of the food items on the board.
- Ask pupils to sort the food into two groups: fruit (*coconut, lemon, lime, pear, watermelon*) and vegetables (*carrot, onion, peas, potato*). Decide with the class where to put *tomato*.
- Put *fish* in a group by itself.

Audio track 1.3: (CD 01 track 03)

Page 12, New vocabulary

eat, food, a carrot, a coconut, a fish, a lemon, a lime, an onion, a pear, peas, a potato, a *tomato*, vegetables, a watermelon

3 Listen, read and sing.

- Look at the pictures on page 12. If possible, draw or stick pictures of the food on the board, in the order in which they are mentioned in the song.
- Play audio track 1.4. The pupils listen and follow in their books. Point to the pictures on the board as each food item is named.
- Play the audio again several times, while the pupils join in gradually.

Audio track 1.4: (CD 01 track 04)

Page 12, exercise 3

Food is good. Food is nice.
Eat vegetables, fish and rice.
Carrots, onions, what are these?
Potatoes, tomatoes and green peas.

Eat vegetables, fish and rice.
Eat lots of fruit. It's very nice.
What are those? Watermelons,
Pears and coconuts, limes and lemons.

4 Listen and number the pictures.

- Look at the pictures in exercise 4. Revise the names of the fruit and vegetables. Say *What can you see in this picture?* (point). *Picture (a)?*
- Explain the task. Pupils have to listen to each conversation and find the matching picture. They write the number of the conversation in the box beside the correct picture.
- Play audio track 1.5, pausing after every conversation for the pupils to find the picture and write the number.
- Replay the audio, pausing to check each answer with the class. Ask *Who is speaking?* (*Sue and Bill.*) *What has (Bill) got?* (*Potatoes.*) *Yes. Well done!*
- Divide the class into two groups. For each conversation, give each group a role (for example: May and Bill). Replay the audio, pausing after each speaker for the pupils to repeat. Make sure that both groups get a chance to ask questions.

Answers

a 2, b 4, c 1, d 3

Audio track 1.5: (CD 01 track 05)

Page 13, exercise 4

- Mr Lee: What's this?
May: It's a carrot.
Mr Lee: And what's this?
May: It's a lime, Mr Lee.
Mr Lee: Yes, good.
- May: What are those? Are they tomatoes?
Bill: No, they aren't. They're potatoes.
- Bill: What's that, Sue?
Sue: It's a watermelon.
Bill: And what's that? Is it a mango?
Sue: No, it isn't. It's a coconut.
- Sue: These are peas.
Sam: What are those?
Sue: They're onions.

5 Say sentences about the pictures.

- Look at the photos in exercise 5. Say *Listen to the children. They are talking about the pictures in exercise 4.*
- Play audio track 1.6 while the pupils read the speech bubbles. Ask them to point to the potatoes.
- Read the model conversation without the audio. Divide the class into two groups. Ask each group to read one speech bubble.
- Ask the groups to swap roles. Elicit a new conversation about picture b. Repeat for pictures c and d.
- Ask the pupils to repeat the four conversations about the pictures with a partner. Monitor and give support as needed.
- Choose pairs to say a conversation to the class.

Answers

Picture a: Those are potatoes.
Picture b: These are peas and those are onions.
Picture c: This is a carrot and this is a lime.
Picture d: That's/This is a watermelon. That's a coconut.

Audio track 1.6: (CD 01 track 06)

Page 13, exercise 5

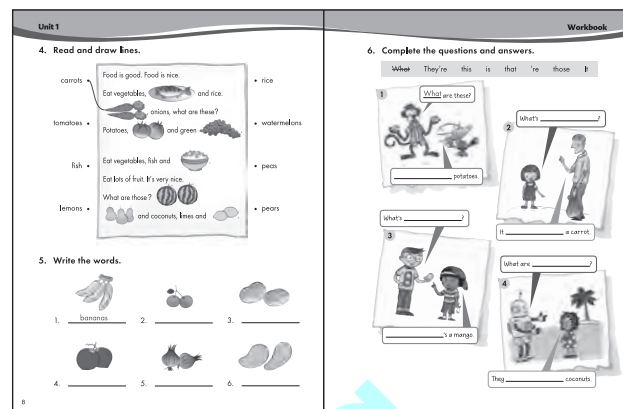
Child A: Picture a.
Child B: Those are potatoes.

Grammar: Questions with *What?* and demonstrative pronouns *these* and *those*

- Review the difference between *this* and *these*. For example, hold up one book. Say *This is a book*. Hold up several books. Say *These are books*.
- Repeat for *that* and *those*. Lay a single book on one table and several books on another table. Walk to the other side of the room. Point to the single book and say *That is a book*. Point to the pile of books and say *Those are books*.

- Elicit or explain that we use *this* for one object which is near to us and *that* for one object which is far away, and that we use *these* for several objects near to us and *those* for several objects far away.
- Show pupils how to mime *this*, *these*, *that* and *those*. Demonstrate pointing down with one finger for *this*, and two hands for *these*. Demonstrate pointing away with one finger for *that* and two hands for *those*.
- Practise. Say *this*, *that*, *these*, *those* in turn while pupils mime.
- Repeat, mixing up the order of the words and speeding up.
- Read the questions and answers in the grammar box on page 13 with the class.
- Ask more able pupils to work with a partner to ask and answer questions, following the model and pointing to objects around the classroom. Make sure they use *these* for objects which are near them (or which they are holding) and *those* for objects which are far away (or which someone else is holding).
- Pupils copy the questions and answers from the grammar box into their notebooks.

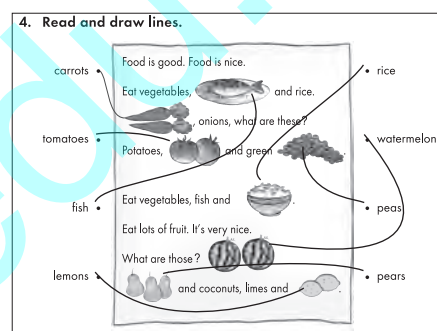
Workbook pages 8–9



4 Read and draw lines.

- Pupils draw lines from the words to the pictures.
- Check the answers as a class.

Answers



5 Write the words.

- Pupils write their answers. Check.

Answers

1. bananas 2. limes 3. potatoes 4. coconuts 5. onions 6. mangoes

Instructions for homework

- Pupils check their spelling on Pupil's Book pages 12–13.

6 Complete the questions and answers.

- Pupils work alone, then check with a partner.
- Check the answers as a class.

Answers

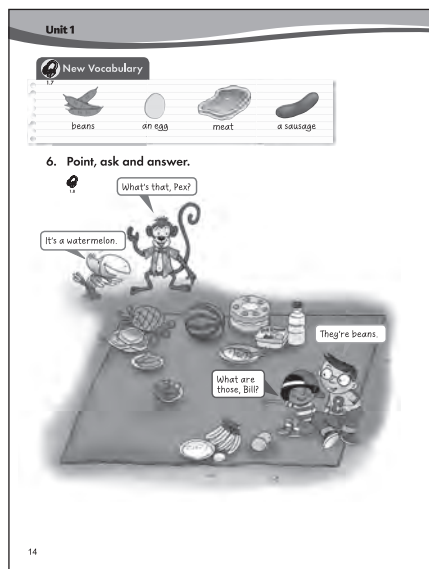
- What are these? (example) They're potatoes.
- What's that? It is a carrot.
- What's this? It's a mango.
- What are those? They're coconuts.

Cool down

- Begin to draw (for example) some apples, asking *What are these?* Pupils try to guess.

Lesson 3

Pupil's Book page 14



Lesson objectives

- **New vocabulary:** *beans, an egg, meat, a sausage*
- **Learning outcome:** The pupils can use the correct demonstrative pronoun (*this, that, these, those*) to ask questions about food.

Warm up

- Revise the demonstrative pronouns. Play a *Chain game*. Write *this, that, these, those* on the board. Touch or hold up an object in the classroom and ask *What's this?* Pick a pupil to reply. That pupil then points to another object and asks the next pupil *What's that?* Continue round the class, following the order *What's this? What's that? What are these? What are those?* Monitor for the correct demonstrative pronoun.

Variations:

- Once pupils understand the game, they can play in small groups, allowing them more opportunities to speak.
- Bring in real examples of fruit and vegetables, if available, or use pictures. Lay them out around the classroom so that pupils can ask about them.

New vocabulary

- Look at the vocabulary box on page 14 with the class.
- Play audio track 1.7, pointing to each new word in turn. The pupils follow in their books.
- Check understanding. Elicit the equivalent word in the pupils' own language. Explain that *meat* means all kinds of meat. Elicit or explain that this includes burgers, chicken and sausages as well as pieces of meat like the one shown in the picture.
- Replay the audio several times, pausing after each word if necessary for the pupils to point and repeat.
- Practise without the audio. Say *Point to (an egg)*. Say the words in random order.
- Point to the pictures in random order. Ask *What is this?/What are these?*

Optional extension activities

- If available, use pictures of the food and drink vocabulary from lessons 1, 2 and 3.
- Mix up the pictures. Point to them in random order. Ask *What is this?/What are these?*

Audio track 1.7: (CD 01 track 07)

Page 14, New vocabulary

beans, an egg, meat, a sausage

6 Point, ask and answer.

- Look at the picture in exercise 6. Say *Listen*. The characters are asking about the food.
- Play audio track 1.8. The pupils listen and follow in their books.
- Play the audio again, pausing after each phrase for the class to repeat.
- Pupils work in pairs to ask and answer questions about the food in the picture, following the model. Move round the classroom to monitor and support. Check that pupils are using *that* and *it* for singular items and *those* and *they* for plural items.
- Choose pairs to demonstrate their conversations to the class.

Audio track 1.8: (CD 01 track 08)

Page 14, exercise 6

Max: What's that, Pex?
Pex: It's a watermelon.
Sam: What are those, Bill?
Bill: They're beans.

Workbook page 10

Unit 1

7. Write the words in the correct box.

Fruit	Meat	Vegetables

8. Write *a* or *an*.

1. tomato 2. onion 3. sausage

4. watermelon 5. egg 6. coconut

7. orange 8. potato

7 Write the words in the correct box.

- Read the words and revise.
- Explain the task. Pupils decide whether each food is a fruit, a vegetable or meat.
- Pupils work individually to complete the table.
- Check the answers with the class.

Answers

(words in any order)

Fruit	Meat	Vegetables
apples	burgers	carrots
lemons	chicken	peas
mangoes	sausages	potatoes

8 Write *a* or *an*.

- Remind pupils that we use *an*, not *a*, before words which start with a vowel (*a, e, i, o, u*).
- Read the example as a class.
- Pupils work alone to write *a* or *an* before each word.
- Check the answers with the class.
- Ask the class to repeat all the words, emphasising the *n* where it occurs. (Say *A-n-onion*.)

Answers

1. a (example) 2. an 3. a 4. a 5. an 6. a 7. an
8. a

Cool down

- Play *Pairs*. Either match the word with its picture or a word with the same word.

Instructions for *Pairs*

- Stick pieces of paper with pairs of words or pictures face down on the board in random order.
- Invite a pupil to turn over any two cards. If they are a matching pair, they are displayed face up, side by side. If they do not match, they are replaced face down.
- Invite someone else to have a turn, and continue until all the pairs have been found.

Optional extension:

- Pupils can make their own cards and play in pairs.

It's our world!

Pupil's Book page 15

It's our world!

1. Look at the picture below. What can you see?

2. Read and tick (✓) or cross (X).

1. Lucas is from Mexico. ☐

2. The word 'piñata' is Spanish. ☐

3. A piñata is a kind of toy. ☐

4. There are sticks in piñatas. ☐

5. Children have piñatas on special days. ☐

3. Talk about birthdays and special days in your country.

1. Do people have piñatas? ☐

2. What special food do people eat? ☐

3. What special things do people do? ☐

Cultural notes

A Mexican piñata (say *pee-NYAH-tah*) is a container, usually made of papier mâché or cardboard. It is decorated with coloured paper and filled with small toys, sweets or sometimes fruit. It is hung up – for example, in a tree – and then broken to access the toys and sweets as part of a celebration. Children are blindfolded and take turns to hit the piñata with a stick until it breaks. They do this on special occasions, such as birthdays.



1 Look at the picture. What can you see?

- Look at the picture of the boy. Say *What can you see?* Elicit *A boy*.
- Say *Listen. What is the boy's name?*
- Play the first part of audio track 1.9 while the pupils follow in their books. Pause the audio after *in Mexico* and ask the pupils to answer the question (Lucas).



2 Read and tick (✓) or cross (X).

- Choose pupils to read the questions to the class. Check that the pupils understand that *Spanish* is a language, and that *Mexico* is a country.
- Play the rest of the audio track while the pupils follow in their books.

- Check understanding of *piñata* (see Cultural notes), *sweets*, *special days*.
- Pupils work in pairs to answer the questions. Support less able pupils by pairing them with a stronger reader.
- Monitor how well pupils are managing. If necessary, demonstrate how to find the answers by looking for key words in the text (*from, Spanish*). Go over any problems.
- Check the answers as a class.
- Help pupils find Mexico on the map of the world at the back of their Pupil's Books. Explain that most people in Mexico speak Spanish.

Answers

1. ✓ 2. ✓ 3. ✗ 4. ✗ 5. ✓

Optional extension activities

- Ask pupils to work in pairs and read the text to each other.
- Ask more able pupils to read short parts of the text to the class.

Audio track 1.9: (CD 01 track 09)

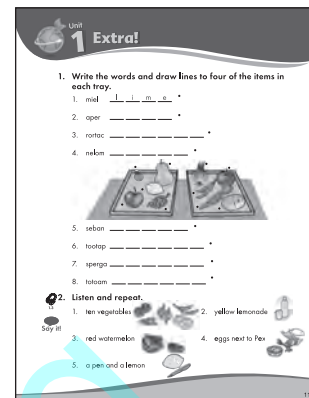
Page 15, exercise 1

Hello! My name is Lucas. I'm from Mérida in Mexico. Look, I've got a piñata. That's a Spanish word. In Mexico, children have piñatas on special days. There are toys and sweets in my piñata. We hit the piñata with a stick and the toys and sweets fall out.

3 Talk about birthdays and special days in your country.

- Explain to the pupils that these questions are about them and what they do. Teach *birthday*.
- Elicit examples of special days in your country.
- Read the questions with the class and elicit the answers. Rephrase the question if necessary. Encourage the pupils to answer in English as far as possible, but allow them to use their own language if necessary.
- Rephrase their answers in simple English if possible. (Some foods may not have an English name. In this case, give the answer in English but use the local name: *We eat (name of food) on special days.*)
- Ask pupils to repeat the English sentences, either individually or as a class.

Unit 1 Extra! Workbook page 11



Lesson objective

- Say it!: short e sound: /e/

1 Write the words and draw lines to four of the items in each tray.

- Pupils work in pairs to unscramble and write the words. Monitor and make suggestions.
- Pupils draw a line from each word to the fruit.
- Check the answers as a class. First check the words. Choose pupils to say the word and then to spell it out.
- Check the matches. Say *Point to a ...* When all the pupils are pointing, hold up your own book and point. Pupils check each other's work.
- Deal with any problems. Pupils may notice that number 4 could also be an anagram of *melon*. Say *Well done!* but point out that there isn't a picture of a melon.

Answers

1. lime (example) 2. pear 3. carrot 4. lemon 5. beans 6. potato 7. grapes 8. tomato

2 Listen and repeat.

- Play audio track 1.3. Pupils listen and repeat the model pronunciation in the pauses, following in their books.
- Listen and repeat several times. Model the words for the pupils, pausing as you say the target sound so pupils can see the mouth shape they need to make.
- Pupils practise saying the words in pairs. Monitor for correct pronunciation.

Audio track 1.3: (WB CD track 03)

Page 11, exercise 2

1. ten vegetables, ten vegetables
2. yellow lemonade, yellow lemonade
3. red watermelon, red watermelon
4. eggs next to Pex, eggs next to Pex
5. a pen and a lemon, a pen and a lemon

Unit 2

Unit overview

Objectives

Grammar: Question word: *Whose?*; Possessive *s*: *They're Sue's socks*; Possessive adjectives (plural): *our, your, their*

New vocabulary:

- Clothes: *blouse, dress, glasses, handbag, hat, jacket, jeans, shirt, shoes, skirt, socks, trousers, T-shirt*
- Colours: *grey, pink, purple*

Communication objectives:

- To identify the owner of objects, especially clothes
- To ask about and name the owner of objects, especially clothes
- To describe objects

Learning outcomes:

- Pupils can ask questions about ownership with *Whose?*
- Pupils can use possessive *s* to answer questions about ownership.
- Pupils can use possessive adjectives to identify and/or describe an object.

It's our world! focus: Clothing for a cold climate

Online teacher's resources

- Unit 2 end-of-unit test
- MP3s of the audio
- Flashcards: clothes; games, certificates and more ...
www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 16–17;

Workbook pages 12–13

New vocabulary: *a blouse, a dress, a hat, a jacket, jeans, a shirt, shoes, a skirt, socks, trousers, a T-shirt, grey, pink, purple*

21st century skills lesson objectives:

- Communication: Pupils give instructions to organise their classmates into a line.
- Communication: Pupils follow instructions to copy a drawing.
- Collaboration: Pupils check their work together.

Lesson 2

Pupil's Book pages 18–19;

Workbook pages 14–15

Grammar: question word *Whose?*; possessive *s*

21st century skills lesson objective:

- Communication: Pupils ask and answer questions about the clothes in a picture.

Lesson 3

Pupil's Book page 20; Workbook page 16

New vocabulary: *glasses, a handbag*

21st century skills lesson objective:

- Collaboration: Pupils work with a partner to complete an exercise.

It's our world!

Pupil's Book page 21

21st century skills lesson objectives:

- Global awareness: Pupils read about an Inuit girl and her special cold-weather clothes.
- Collaboration: Pupils work together to find and record information from a reading text.
- Communication: Pupils talk about the clothes they wear for the weather in their country.

Unit 2 Extra!

Workbook page 17

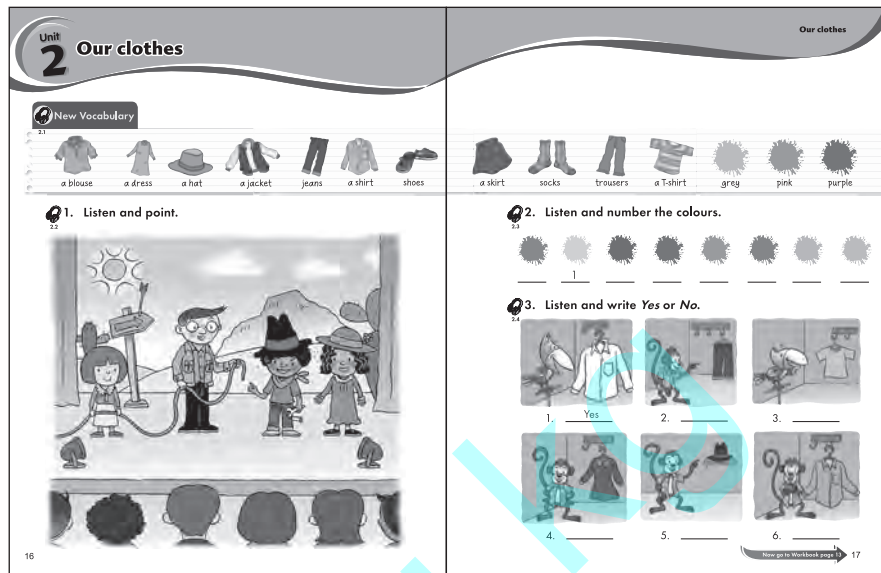
Say it!: contrasting *s* and *sh* sounds: /s/ and /ʃ/

Teacher's tips

- Teaching grammar. Ask pupils to copy the sentences from the grammar boxes into a special section in their notebooks and then to write some more example sentences.
- In discussion activities, allow pupils to answer in their own language. Then rephrase their answers in simple English. Ask them to repeat the English as individuals or as a class.

Lesson 1

Pupil's Book pages 16–17



Lesson objectives

- **New vocabulary:** a blouse, a dress, a hat, a jacket, jeans, a shirt, shoes, a skirt, socks, trousers, a T-shirt, grey, pink, purple
- **Learning outcomes:**
 - o Pupils can recognise the names of some everyday items of clothing.
 - o Pupils can recognise the names of eight different colours.
 - o Pupils can identify clothes by their colour.

Warm up

- Sing the song on Pupil's Book page 12 (audio track 1.4).
- Review the colours pupils already know (black, blue, brown, green, orange, red, white, yellow). Say *Point to something yellow*. The pupils point to something in the classroom or on pages 16 or 17 of the Pupil's Book. Ask questions. Point and ask *What colour is this?*

New vocabulary

- Look at the vocabulary box on pages 16–17 with the class.
- Play audio track 2.1, pointing to each new word in turn. The pupils follow in their books.
- Check understanding of the difference between *jeans* and *trousers*. Explain that a woman or a girl wears a *blouse*, and a man or a boy wears a *shirt*. Use pupils' own language if necessary.
- Replay the audio several times, pausing after each word if necessary for the pupils to point and repeat.
- Practise. Say *Point to (a shirt)*. Pupils point to a real shirt or to the picture in the vocabulary box.

Audio track 2.1: (CD 01 track 10)

Page 16, New vocabulary

a blouse, a dress, a hat, a jacket, jeans, a shirt, shoes, a skirt, socks, trousers, a T-shirt, grey, pink, purple

1 Listen and point.

- Practise the new colours. Say *Point to (grey)*. Pupils point to something grey in the classroom or to the picture in the vocabulary box.
- Look at the picture in exercise 1. It might be helpful to elicit or explain, using the pupils' own language, that the characters are in a school play, but this is not essential. Say *Listen and point to their clothes*.
- Play audio track 2.2. The pupils listen and point to the clothes as they are named.
- Play the audio again, pausing after each phrase for the class to repeat. Check understanding of *May's*, *Bill's*. Use pupils' own language if necessary.

Audio track 2.2: (CD 01 track 11)

Page 16, exercise 1

May's blouse is pink. Her skirt is yellow and her socks are yellow, too. Her shoes are brown.
 Bill's jacket is grey. His shirt is purple and his trousers are black. His shoes are black, too.
 Sam's hat is black. His T-shirt is red and his jeans are blue. His shoes are white.
 Sue's hat is brown. Her dress is green. Her socks are white and her shoes are black.

2 Listen and number the colours.

- Review the numbers 1 to 10. Ask the pupils to answer some simple addition questions: *What's three and four?* and so on.
- Look at the row of colours in exercise 2. As a class, point to and say the name of each colour in turn.
- Play the first item on audio track 2.3. Pause. Use the example to explain the task. Pupils have to listen and write each number under the correct colour.
- Play the rest of audio track 2.3, pausing after each colour for the pupils to write the answer.
- Replay the audio. Pause after each colour to check the answer. Pupils point to the correct colour. Write the numbers on the board in the order of the answers.

Answers

green 4, yellow 1 (example), red 7, purple 3, pink 2, brown 8, orange 5, grey 6

Audio track 2.3: (CD 01 track 12)

Page 17, exercise 2

1. yellow
2. pink
3. purple
4. green
5. orange
6. grey
7. red
8. brown

3 Listen and write Yes or No.

- Look at the pictures in exercise 3. Review the vocabulary. Ask *What can you see?*
- Explain the task. If the audio and the picture match, pupils should write *Yes*. If the audio and the picture don't match, pupils should write *No*.
- Work through the example as a class. Play the first part of audio track 2.4 while the pupils look at picture 1. Pause the audio and repeat *This is a white shirt*. Ask *Is that right?* (*Yes.*)
- Play the rest of audio track 2.4, pausing after each picture for the pupils to write the answer. Check understanding.
- Replay the audio. Choose pupils to give their answers. The class votes *Yes* or *No*. Pupils check their answers with a partner.

Answers

1. yes (example) 2. no 3. no 4. yes 5. no 6. yes

Audio track 2.4: (CD 01 track 13)

Page 17, exercise 3

1. This is a white shirt.
2. Those are green jeans.
3. Those are grey trousers.
4. This is a purple dress.
5. These are black shoes.
6. This is a pink skirt.

Optional extension activities

- Bring eight pupils to the front. Hand them pieces of coloured paper (or coloured felt-tip pens) to match the colours in exercise 2. Arrange the pupils in a line, in the order of the colours on the Pupil's Book page.
- Ask the class to use their answers to exercise 2 to help the pupils at the front to get into number order (1–8). Prompt with questions: *What number is (red)? Which colour is next to (green)?* The colours should now be in this order: 1 yellow, 2 pink, 3 purple, 4 green, 5 orange, 6 grey, 7 red, 8 brown.


OR:

- Play as above but with two teams. Make it a race.

Workbook pages 12–13

Unit 2 Our clothes


1. Read and tick (✓) or cross (X).



1. The skirt is on the sofa. ☒
2. The T-shirts are on the sofa. ☐
3. The hat is on the floor. ☐
4. The jeans are on the table. ☐
5. The jacket is on the door. ☐
6. The socks are on the floor. ☐
7. The dress is next to the blouse. ☐
8. The trousers are next to the jacket. ☐

2. Read and colour.

1. Colour the shoes black.
2. Colour the shirt yellow.
3. Colour the jeans blue.
4. Colour the blouse purple.
5. Colour the skirt orange.
6. Colour the hat grey.
7. Colour the dress pink.



1 Read and tick (✓) or cross (X).

- Review the vocabulary (sofa, floor, table, door). Say *This is something you can see in a sitting room.* Start to draw one of the items. Draw separate lines at first, so that it is not clear what the object is. Ask *What's this?* Pupils guess. Gradually fill in the rest of the drawing until the pupils get it right. Repeat for the other words.
- Explain the task. Pupils have to look at the picture and work out whether each sentence is correct. Read the example as a class.
- Pupils complete the exercise individually and then check their answers with a partner.
- Check the answers as a class. Choose a pupil to read each sentence. Put a tick and a cross at opposite sides of the board. The rest of the class points to the right answer.

Optional extension activities

- Pupils work in pairs. They take turns to correct the sentences that are wrong. For example: *The skirt isn't on the sofa. The skirt/It is on the chair.*
- More able pupils can write the correct sentences in their notebooks and check them with a partner.

Answers

1. X (example) 2. ✓ 3. ✓ 4. X 5. ✓ 6. X 7. ✓
8. X

2 Read and colour.

- If necessary, read the sentences together first. Pick pupils to read the sentences one by one. Ask the class to point to the clothes as they are named and to hold up a crayon of the correct colour each time.
- Pupils read the instructions and colour the picture. Monitor for accuracy.
- Pupils swap books and check each other's work.

Cool down

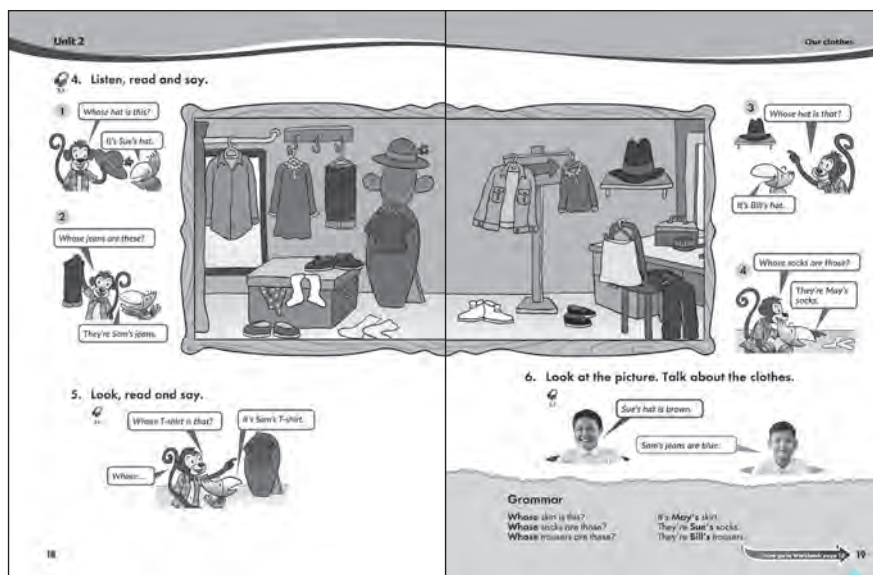
- Play *Ask and draw* (see general instructions below). Each pupil draws and colours two characters from the course. They describe their picture to their partner. They talk about the clothes and the colour of the clothes they have drawn. The partner tries to match the drawing. The partner can also ask questions, such as *What colour is (her) (blouse)? Has (he) got socks?*
- Partners compare drawings.

Instructions for *Ask and draw* activities:

- In *Ask and draw* activities, pupils work in pairs. Both pupils draw a picture (or pictures) without letting their partner see it. Each pupil has to copy his or her partner's drawing.
- The first pupil describes his or her picture, or answers the partner's questions, until the partner has all the information needed to copy the drawing.
- Pupils compare the finished drawings to check that they match.
- Pupils swap roles and repeat the activity with the second pupil's picture.

Lesson 2

Pupil's Book pages 18–19



Lesson objectives

- **Grammar:** question word *Whose?*: *Whose socks are those?*; possessive *s*
- **Learning outcome:** The pupils can ask and answer questions about who owns an item of clothing.

Warm up

- Play *Pairs* with words and pictures (or sketches) from lesson 1. (See page 16 for instructions.)

4 Listen, read and say.

- Look at pages 18–19. Review the vocabulary.
- Play audio track 2.5. The pupils listen and read.
- Demonstrate the meaning of *Whose?* Ask a child to stand up. Hold up his or her book and say *Look, this is (Sara's) book.* Look puzzled and ask *Whose book is this?* The pupils answer *It's (Sara's).* Prompt if necessary. Repeat with other members of the class and other objects.
- Replay the audio, pausing for pupils to repeat.

Audio track 2.5: (CD 01 track 14) Page 18, exercise 4

- Max: Whose hat is this?
Pex: It's Sue's hat.
- Max: Whose jeans are these?
Pex: They're Sam's jeans.
- Max: Whose hat is that?
Pex: It's Bill's hat.
- Max: Whose socks are those?
Pex: They're May's socks.

5 Look, read and say.

- Look at pages 18–19. Say *Listen and point.* Replay audio track 2.2 from lesson 1 exercise 1. Pause after each sentence for pupils to point. Monitor.
- Look at the picture in exercise 5. Say *Read and listen.* Play audio track 2.6. Pupils follow in their books.
- Practise. Divide the class into two groups. Point to the yellow skirt. Prompt the first group to ask *Whose skirt is that?* and the second group to reply *It's May's skirt.*
- With less able pupils, continue to ask and answer in two groups. The groups should take turns to ask and answer.
- More able pupils can work in pairs.

Audio track 2.6: (CD 01 track 15) Page 18, exercise 5

See speech bubbles on Pupil's Book page.

6 Look at the picture. Talk about the clothes.

- Play audio track 2.7. The pupils listen and read.
- Practise. Elicit *Sam's hat is black.* Monitor for *'s*.
- Pupils work in pairs, following the model.
- Move round the classroom to monitor and support.

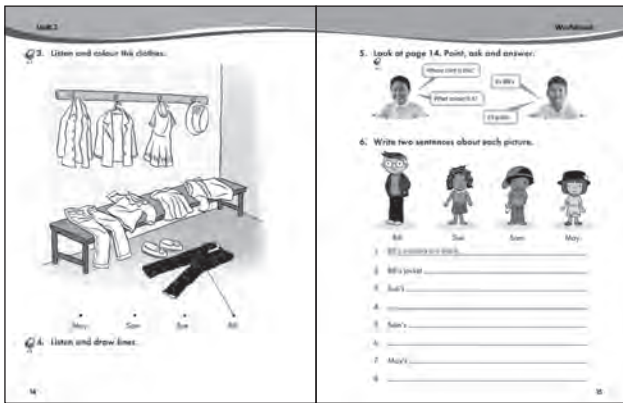
Audio track 2.7: (CD 01 track 16) Page 19, exercise 6

See speech bubbles on Pupil's Book page.

Grammar: Questions with *Whose?*

- Read the sentences in the grammar box with the class.
- Pupils copy the sentences into their notebooks. They draw and colour the clothing appropriately.

Workbook pages 14–15



3 Listen and colour the clothes.

- Review the clothing and colour vocabulary.
- Say *Listen and colour*. Play audio track 2.1, pausing after each instruction for pupils to colour the item. The first item is completed as an example.
- Pupils swap books and check each other's answers.
- Check the answers as a class. Point to each item of clothing in turn and ask *What colour is/are ...?* Pupils answer and hold up a crayon of the correct colour.

Answers

See audio script below.

Audio track 2.1: (WB CD track 04)

Page 14, exercise 3

- Colour the trousers black.
- Colour the shirt green.
- Colour the jacket grey.
- Colour the dress yellow.
- Colour the hat black.
- Colour the T-shirt orange.
- Colour the shoes brown.
- Colour the skirt purple.
- Colour the jeans blue.
- Colour the blouse pink.

4 Listen and draw lines.

- Pupils have to match the clothes to the correct names.
- Play audio track 2.2. Pause after each pair of sentences for the pupils to draw the line.
- Check the answers. Pupils check each other's work.

Answers

May	shoes, hat, dress
Sam	jeans, T-shirt
Sue	blouse, skirt
Bill	trousers, jacket, shirt

Audio track 2.2: (WB CD track 05)

Page 14, exercise 4

- Child A: Whose trousers are these?
 Child B: They're Bill's.
 Child A: Are these his jeans?
 Child B: No, they aren't. They're Sam's jeans.
 Child A: Whose shoes are these?
 Child B: They're May's shoes.
 Child A: Is this May's hat?
 Child B: Yes, it is.
 Child A: Is this May's blouse?
 Child B: No, it isn't. It's Sue's blouse.
 Child A: And is that Sue's dress?
 Child B: No, it's May's dress.
 Child A: And whose jacket is that?
 Child B: It's Bill's jacket.
 Child A: Is this Bill's T-shirt?
 Child B: No, it's Sam's T-shirt.
 Child A: And is this Sam's shirt?
 Child B: No, it's Bill's shirt.
 Child A: OK, and whose skirt is that?
 Child B: That's Sue's skirt.

5 Look at page 14. Point, ask and answer.

- Say *Listen to the children*.
- Play audio track 2.3 while pupils read.
- Read the model conversation without the audio. Divide the class into two groups. One group asks the questions and the second group answers them.
- The groups swap and ask and answer.
- Pupils work in pairs following the model. Monitor.

Audio track 2.3: (WB CD track 06)

Page 15, exercise 5

See speech bubbles on Workbook page.

Instructions for homework:

- Pupils write the conversation.

6 Write two sentences about each picture.

- Look at the pictures and read the example as a class. Elicit a second sentence about Bill's clothes.
- Pupils work individually. Monitor.
- Choose individual pupils to read their sentences to the class. The class votes *Yes* or *No*.

21st Cool down

- Play *Whose is this?*
- Ask one pupil to close their eyes. Choose four pupils to each put one or more of their belongings at the front of the class. The first pupil has to find out who the items belong to by asking *Whose is this/that? Whose are these/those?*

Lesson 3

Pupil's Book page 20

Unit 2

New Vocabulary

glasses a handbag

7. Read. Who are the sentences about? Write the names.

Max May Mr Lee
Sam Pex Sue Bill the robot

1 Her handbag is pink.

2 My trousers are green.

3 Their shirts are white.

4 Our hats are big.

5 His jacket is grey.

6 Its glasses are brown.

Grammar

This is **my** jacket and this is **Sam's** jacket.
This is **your** jacket, Sue. This is **your** jacket, Bill.
This is **her** jacket and this is **his** jacket.

These are **our** jackets.
These are **your** jackets.
These are **their** jackets.

20

Lesson objectives

- **Grammar:** possessive adjectives (plural): *our, your, their*
- **New vocabulary:** *glasses, a handbag*
- **Learning outcome:** The pupils can use the correct possessive adjective to identify the owner of an object.

Warm up

- Have a *Spelling bee* with words from the course so far.
- With less able pupils, play on the board as a class, or divided into teams. More able pupils can play in pairs.

Instructions for a Spelling bee

- Make a list of words that pupils know and write them on small pieces of paper. Fold the pieces of paper and put them in a container. Choose the difficulty of the words according to the ability of the pupils.
- Divide the class into two teams.
- Teams take turns to pick a word out of the container for the other team to spell out. A different member of the team should spell out each word.
- A correctly spelt word gets a point. The team with most points is the winner.
- Make a note of any words which cause problems, for further practice.

New vocabulary

- Look at the vocabulary box on page 20 with the class.
- Play audio track 2.8, pointing to each new word in turn. The pupils follow in their books.
- Check understanding.
- Replay the audio, pausing after each word if necessary for the pupils to point and repeat.

Audio track 2.8: (CD 01 track 17)

Page 20, New vocabulary

glasses, a handbag



7 Read. Who are the sentences about? Write the names.

- Look at the pictures on page 20 with the class. Read the character names in the box. Ask questions. For example: *What colour is Max's jacket? Whose hat is pink? Where is Bill?* Do this quickly.
- Do number 1 as an example. Play the first item on audio track 2.9. Pause and ask *Who has got a pink handbag?* (May). Pupils write the answer.
- Play the rest of the audio, pausing for the pupils to write the answers. Pupils work in pairs.
- Check the answers with the class. Choose individual pupils to say their answers. The class votes *Yes* or *No*.

Answers

1. May (example) 2. Max 3. Bill and Sam 4. Pex and Max
5. Mr Lee 6. the robot

Audio track 2.9: (CD 01 track 18)

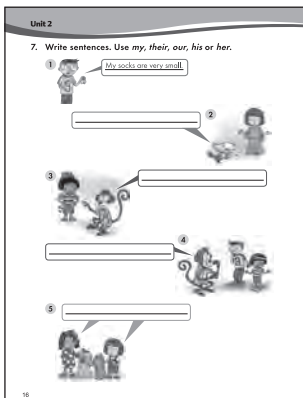
Page 20, exercise 7

See speech bubbles on Pupil's Book page.

Grammar: Possessive adjectives (plural) *our, your, their*

- Read the sentences in the grammar box with the class.
- Ask a boy and a girl to come to the front with their books.
- Hold up your own book, point to yourself and say or elicit *This is ... my book*.
- Ask the two pupils to hold up their books. Point at the boy's book, look at the class, and elicit *This is ... his book*. Repeat with the girl, eliciting *... her book*.
- Move near the two pupils and gesture to all the books, and say *These are our books*. Prompt the two pupils to repeat with you *These are our books*.
- Point to one pupil in the class and say *Show me your book*. (The pupil holds it up.)
- Point to the whole class and say *Show me your books*. (They hold them up.)
- Gesture to the whole class and ask *Whose books are these?* Prompt the class to answer *These are our books*.
- Practise. Ask two pupils to stand up. Take their books and ask *Whose books are these?* The two pupils reply *They're our books*. Turn to the class and repeat the question. The class replies *They are their books*.
- Repeat with different objects as a class, or ask the pupils to work in pairs. Monitor for accuracy.
- Pupils copy the sentences from the grammar box into their notebooks.

Workbook page 16



7 Write sentences. Use *my, their, our, his or her*.

- Look at the pictures in exercise 7 with the class. Look at the example together. Ask pupils who the other characters are talking about.
- Pupils work individually or in pairs to write the sentences.
- Move round the classroom to monitor and support.
- Ask individual pupils to say their answers to the class. The class votes *Yes* or *No*.

Answers

- My socks are very small. (example)
- Her dress is (very) long.
- His hat is (very) small.
- Their shoes are (very) big.
- Our T-shirts are (very) long.

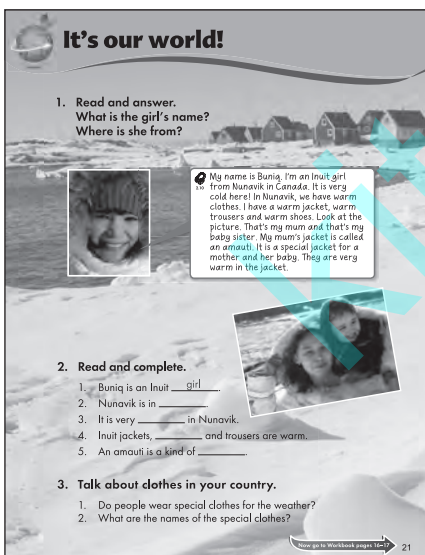
Cool down

- Play *Word Bingo* with words from the unit.

Instructions for *Word Bingo*

- With the class, make a list of words from the unit on the board.
- Pupils divide a notebook page into six boxes.
- They each choose six words from the list and copy one word into each box. If possible they also draw the objects as they write the words. They check spellings with a partner.
- Call out words from the list in random order. (Make a personal list of the words you say for checking later.)
- If pupils have the word you say on their list, they cross it off.
- When the first pupil crosses off his or her last word, he or she calls out *Bingo!* and the game stops.
- Check (on your personal list) that you said all the words the pupil has crossed off and that they are all correctly spelt.

It's our world! Pupil's Book page 21



Lesson objectives

Learning outcomes:

- The pupils can make simple statements about the clothes they wear.
- The pupils can ask and answer questions about who owns an item of clothing.

Cultural notes

Nunavik is in the north of Canada. The people who live there are called Inuit. It is very cold in Nunavik. The snow usually starts towards the end of September and lasts all winter. Sometimes there is even snow in summer. (The average top temperature in August is just over 10 degrees Celsius.)

There are no roads between Nunavik and the rest of Canada. In summer, people can get to some places by boat, but in the winter the only way in and out is by plane. Many tourists visit Nunavik to see the wonderful wildlife: for example, there are polar bears, whales, caribou (a type of deer) and many different species of birds.



1 Read and answer. What is the girl's name? Where is she from?

- Ask the pupils to look at the background photo on page 21. Explain *snow*.
- Say *Look at the photo of the girl. Listen. What is her name? Where is she from?*
- Play the first part of audio track 2.10 while pupils follow in their books. Pause the audio after *and warm shoes*. Ask pupils to answer the questions (*Buniq; Nunavik/Canada*).
- Help them to find Canada on the world map at the back of the Pupil's Book. Explain about Nunavik and Inuit (see the Cultural notes). Teach *warm* and *cold*.
- Point to the photo of the woman and the baby. Say *Listen. Who is this?*

- Play the rest of the audio while they follow in their books. Pupils answer the question (*Bunni's mum and baby sister*).

Audio track 2.10: (CD 01 track 19)

Page 21, exercise 1

See text on Pupil's Book page

2 Read and complete.

- Read the incomplete sentences with the class. Check understanding of *a kind of*.
- Ask pupils to write one word for each answer. Pupils answer the questions in pairs.
- Monitor and support as necessary. Remind them to look for key words.
- Check the answers as a class. Go over any problem areas.
- Ask *What is special about an amauti (jacket)?* Elicit that it is a jacket for two people. A mother and her baby are both in the same jacket. Elicit that this is to keep the baby warm in the very cold weather. Use the pupils' own language if necessary.

Answers

- girl (example)
- Canada
- cold
- shoes
- jacket



Optional extension activities

- Ask pairs to read the text to each other.
- Ask more able pupils to read short parts of the text to the class.

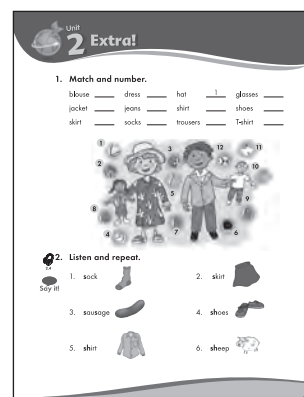
3 Talk about clothes in your country.

- Read the questions with the class. Check understanding of *wear and weather*.
- Ask pupils to discuss the answers with a partner.
- Choose pairs to answer the questions. Accept answers in the pupils' own language.
- As far as possible, rephrase the answers in simple English. Use the local name for any item of clothing which has no English name. If appropriate, add *A(n) X is a kind of ...*
- Ask pupils to repeat your sentences as a class.

Suggested answers

It is very hot here. We have X. A(n) X is a special (kind of) hat.
It is cold here. I have a(n) X. It is a warm jacket.
It is hot in summer and cold in winter. We have...

Unit 2 Extra! Workbook page 17



Lesson objective

- Say it!: contrasting *s* and *sh* sounds: /s/ and /ʃ/

1 Match and number.

- Look at the picture with the class. Review the vocabulary if necessary. Say *Point to a (shirt)*.
- Read the words as a class.
- Pupils work individually to number the words to match the numbers in the picture, as in the example.
- Go through the answers as a class while pupils swap books and check each other's work.

Answers

blouse	2	dress	3	hat	1	glasses	12
jacket	5	jeans	9	shirt	10	shoes	6
skirt	8	socks	4	trousers	7	T-shirt	11

2 Listen and repeat.

- Play audio track 2.4. Pupils listen and repeat the model pronunciation in the pauses, following in their books.
- Listen and repeat several times.
- Pupils practise the words in pairs. Monitor.
- Demonstrate the different positions of the lips for *s* and *sh* (stretched wide with teeth together and tongue close behind bottom teeth for *s*; rounded and pushed out with tongue further back in the mouth for *sh*).
- Ask individual pupils to say the words to the class.

Audio track 2.4: (WB CD track 07)

Page 17, exercise 2

- sock
- skirt
- sausage
- shoes
- shirt
- sheep

Unit 3

Unit overview

Objectives

Grammar: verb: *can/can't* for ability

New vocabulary:

- Common verbs: *climb, draw, drive, fly, paint, run fast, sing, speak English, swim*
- Sports: *tennis*
- Other: *guitar*

Useful phrases:

- *but*

Communication objectives:

- To talk about abilities
- To say what people are not able to do

Learning outcomes:

- Pupils can read, say and write affirmative sentences about what they, and others, can do.
- Pupils can read, say and write negative sentences about what they, and others, can't do.

It's our world! focus: Coconuts in the Philippines

Online teacher's resources

- Unit 3 end-of-unit test
 - MP3s of the audio
 - Flashcards: verbs; games, certificates and more ...
- www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 22–23;

Workbook pages 18–19

Grammar: *can/can't* for ability (3rd person singular)

New vocabulary: *climb, fly, a guitar, sing, speak English, swim, tennis*

21st century skills lesson objectives:

- Collaboration: Pupils work together to complete a written conversation.
- Communication, creativity: Pupils mime an action for others to guess.

Lesson 2

Pupil's Book pages 24–25;

Workbook pages 20–21

Grammar: *can/can't* for ability (all persons, singular and plural)

New vocabulary: *draw, drive, paint, run fast, but*

21st century skills lesson objectives:

- Creativity: Pupils sing a song.
- Collaboration: Pupils check their work together (optional).

Lesson 3

Pupil's Book page 26;

Workbook page 22

21st century skills lesson objectives:

- Collaboration: Pupils work together to make sentences about what people can or can't do.
- Communication: Pupils talk about what they can and can't do.

It's our world!

Pupil's Book page 27

21st century skills lesson objectives:

- Global awareness: Pupils read about a boy in the Philippines who can climb trees to pick coconuts.
- Communication: Pupils talk about the food that they and their families grow and eat.
- Collaboration: Pupils make a survey of how many pupils in the class like and eat coconuts.

Unit 3 Extra!

Workbook page 23

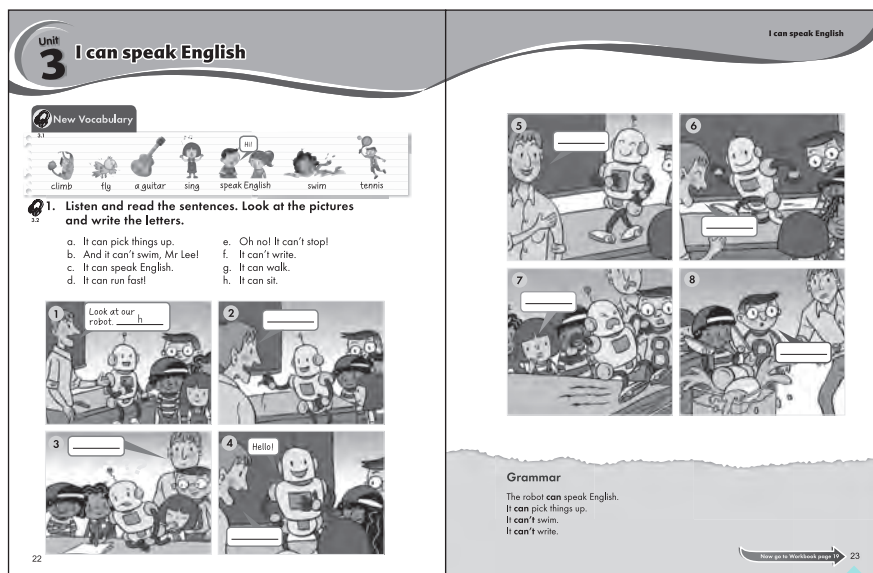
Say it! *g* sound: /g/

Teacher's tips

- To monitor the pupils' understanding quickly, ask them to 'vote' on the answers to questions. They can raise a hand for *That's right*, or you can write alternative answers (*Yes/No, Right/Wrong*, etc.) on the board for the class to point to.
- Sometimes less confident pupils can be paired with a more able pupil who can support their learning, but make sure that the less able pupils take an active part in the work.
- Pupils can work in pairs to check their work together. This gives pupils instant feedback.

Lesson 1

Pupil's Book pages 22–23



Lesson objectives

- **Grammar:** *can/can't* for ability (3rd person singular)
- **New vocabulary:** *climb, fly, a guitar, sing, speak English, swim, tennis*
- **Learning outcome:** The pupils can use *can* and *can't* to make sentences about what someone is able to do.

Warm up

- Play *Pex* says with *eat, pick up, read, run, sit (down), stand (up), stop, walk, write*.
- Practise the actions for *sit down, stand up, pick up (your pencil), stop*.
- Practise doing the actions for *walk, run* on the spot.
- Practise mimes for *read* (mime holding a book and move the head from side to side); *write* (mime holding a pencil and make a writing movement); *eat* (mime spooning food into the mouth).

Instructions for *Pex* says

- If necessary, remind the pupils how to play the game. Pupils have to do what 'Pex' says. If he says *don't*, they stand still and don't do anything. If pupils make a mistake, they are 'out' and must sit down.
- Review and practise the actions and mimes.
- Practise the game. Take the part of *Pex*, giving instructions while the pupils carry out the actions. Allow anyone who is 'out' to carry on during this practice run.
- Play the game. This time pupils who get it wrong sit down. They can help you to spot others who make a mistake. The last pupil standing at the end is the winner.
- As the pupils get better at the game, start to speed up.
- Confident pupils can take turns to be *Pex*.

New vocabulary

- Look at the vocabulary box on page 22 with the class.
- Play audio track 3.1, pointing to each new word in turn. The pupils follow in their books.
- Check understanding. Mime a swimming action. Use your hand to mime a talking mouth.
- Replay the audio several times, pausing after each word if necessary for the pupils to point and repeat.

Audio track 3.1: (CD 01 track 20)

Page 22, New vocabulary

climb, fly, a guitar, sing, speak English, swim, tennis

1 Listen and read the sentences. Look at the pictures and write the letters.

- Look at the pictures on pages 22–23. Ask *What can you see? (a robot)*.
- Say *Let's read about the robot*. Ask individuals to read the sentences in the box to the class. Check understanding of *can* and *can't*. Say *A fish can swim. A fish can't walk*. Use mime or gesture to make the meaning clear.
- Explain the task. The pupils have to find a sentence in the box to complete each speech bubble.
- Play audio track 3.2. The pupils listen and follow in their books. Check that the pupils follow the conversation in the correct order.
- Pupils work in pairs to discuss their answers. Give them a few minutes to reread the sentences.
- Replay the audio, pausing after each speech bubble for pupils to write the answer. Monitor and help with reading.
- Ask individual pupils to say their answers. The class votes *Yes* or *No*. Review any problems.

- Read the story without the audio. Pick individuals to read the parts of the robot, May and Bill. The whole class can read Mr Lee.

Answers

1. h (example) 2. a 3. f 4. c 5. g 6. d 7. e 8. b

Audio track 3.2: (CD 01 track 21)

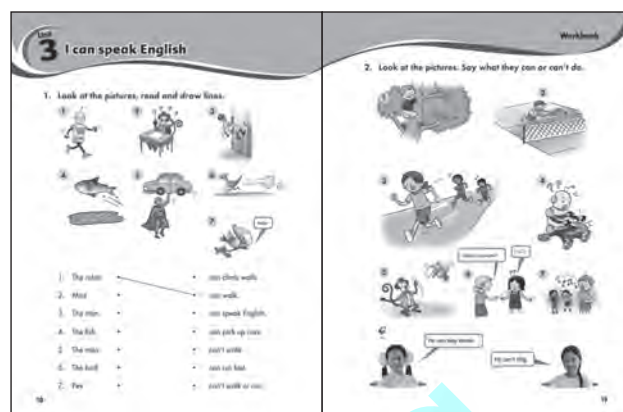
Page 22, exercise 1

- Mr Lee: Look at our robot. It can sit.
- Mr Lee: It can pick things up.
- Mr Lee: It can't write.
- Robot: Hello!
Mr Lee: It can speak English.
- Mr Lee: It can walk.
- Mr Lee: It can run fast!
- May: Oh no! It can't stop!
- Bill: And it can't swim, Mr Lee!

Grammar: Verb *can* for ability (3rd person singular)

- Read the sentences with the class.
- Pupils copy the sentences into their notebooks.
- Put the verbs from *Pex says* on the board. Add *swim, speak, hop, jump*.
- Ask pupils for the names of some animals (*fish, cat, dog, cow, parrot, monkey* and so on). Make a list of these on the board too.
- The pupils make sentences about the animals, using the verbs. Prompt if necessary. For example, say *cat - eat*. Choose a pupil to answer either *A cat can eat* or *A cat can't eat*. The class votes *Yes* or *No*.
- Pupils write sentences about what four animals can or can't do. They should write two sentences with *can* and two with *can't*.

Workbook pages 18–19



1 Look at the pictures, read and draw lines.

- Look at the pictures in turn. Prompt pupils to say *can* or *can't* about each one.
- Choose pupils to read the sentence endings. Say *Make the sentences*.
- Pupils read the first half of each sentence and draw a line to the correct ending.
- Choose pupils to read their sentences to the class. The class says whether they are correct.

Answers

- The robot can walk. (example)
- Max can't write.
- The man can climb walls.
- The fish can't walk or run.
- The man can pick up cars.
- The bird can run fast.
- Pex can speak English.

2 Look at the pictures. Say what they can or can't do.

- Look at the pictures. Say *What can they do? What can't they do?*
- Play audio track 3.1 while pupils follow in their books.
- Read the model conversation without the audio. Divide the class into two groups. Ask each group to read one speech bubble.
- Pupils work in pairs to point to and make sentences about the pictures.
- Choose pairs to say their sentences to the class. The class votes *Yes* or *No*.

Suggested answers

- He can climb trees.
- He can play tennis.
- She can run fast.
- It/The robot can't play the guitar.
- He/Max can't fly.
- She can't speak English.
- He can't sing.

Audio track 3.1: (WB CD track 08)

Page 19, exercise 2

Child A: He can play tennis.

Child B: He can't sing.

Instructions for homework

- Pupils write one sentence about each picture, following the models in the speech bubbles.



Cool down

- Play *What's my mime?* with action verbs from the lesson.

Instructions for *What's my mime?*

- Pupils take turns to mime an action for the rest of the class to guess.

Variations:

- Play in small groups so that more pupils get a chance to mime.
- Play in two teams. The teams take turns to watch one of their members do a mime. They get a point for every mime they guess right first time. (The players should tell you what they are going to do so that there can be no cheating!)

Lesson 2

Pupil's Book pages 24–25

Lesson objectives

- Grammar:** *can/can't* for ability (all persons, singular and plural)
- New vocabulary:** *draw, drive, paint, run fast, but*
- Learning outcome:** The pupils can make simple statements about their own and others' abilities.

Warm up

- Play *Let's draw Max!* with words from the last lesson. (See page 11 for instructions.)

New vocabulary

- Look at the vocabulary box on page 24 with the class.
- Play audio track 3.3, pointing to each new word in turn. The pupils follow in their books.
- Check understanding. Elicit or demonstrate a mime for each action.

- Replay the audio several times, pausing after each word if necessary for the pupils to point and repeat.
- Practise. Say *Show me (paint)*. The pupils mime the action.

Audio track 3.3: (CD 01 track 22)

Page 24, New vocabulary

draw, drive, paint, run fast, but



2 Listen and sing.

- Look at the pictures on page 24. Review the verbs. Say *What's this?* The pupils say the name of the action (*fly*).
- Play audio track 3.4. The pupils listen and follow in their books.
- Check understanding.
- Play the audio again several times. At first pupils only mime the actions. They then gradually join in with the song.

Optional extension activity

- Pupils work in pairs. They take turns to point to the pictures and say what the children can or can't do.

Audio track 3.4: (CD 01 track 23)

Page 24, exercise 2

I can play the guitar and I can sing, sing, sing,
I can play the guitar and I can sing, sing, sing,
I can read and write and paint and draw,
But I can't fly, drive a car or ride a motorbike!
I can play tennis, swim and I can climb trees, too,
I can play tennis, swim and I can climb trees, too,
I can read and write and paint and draw,
But I can't fly, drive a car or ride a motorbike!

3 Listen and tick (✓) or cross (X).

- Look at the pictures on page 25. Review the verbs. Say *Point to (fly)*.
- Explain the task. Pupils have to listen and tick the actions that Sue can do and cross the actions that she can't do. Then they do the same for Max.
- Play audio track 3.5. Pause after the first action and look at the example together.
- Play the rest of the audio line by line, pausing for the pupils to find the matching picture and tick or cross the appropriate box. After line four, check understanding of *good pictures*.
- Support less able students by checking the answers as a class. For each picture, prompt with the action. Say, for example, *Climb trees*. Choose one pupil to answer *Sue can't climb trees*. Choose another pupil to answer *Max can climb trees*.

Optional extension activity

- More able pupils can work in pairs to check their answers. They can go through the exercise, picture by picture, making sentences about Sue and Max. (Pupil 1: *Sue can't climb trees*. Pupil 2: *Max can climb trees*.) Monitor as they work.
- Review any problems.

Answers

Play tennis:	Sue X (example)	Play guitar:	Sue ✓ Max X
	Max X	Drive:	Sue X Max X
Climb trees:	Sue X Max ✓	Sing:	Sue ✓ Max ✓
Paint:	Sue ✓ Max X	Run fast:	Sue X Max ✓
Fly:	Sue X Max X		

Audio track 3.5: (CD 01 track 24)

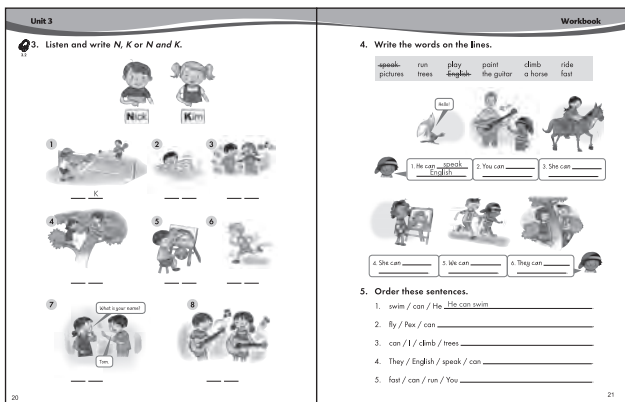
Page 25, exercise 3

Sue: Hello, I'm Sue.
I can't play tennis.
I can play the guitar.
I can't climb trees and I can't drive.
I can paint good pictures and I can sing.
I can't fly. I can't run fast.
Max can run fast.
He can't fly.
Max can't drive and he can't play tennis.
He can't play the guitar or paint pictures.
He can climb trees ... and he can sing!

Grammar: Verb *can* for ability (all persons, singular and plural)

- Copy the table in the grammar box onto the board.
- Demonstrate how to use the table to make up to 28 sentences. (*I can sing; I can't sing; I can drive a car; I can't drive a car, and so on with the other pronouns.*)
- Pupils use the table to write six different sentences in their notebooks. They should use both actions (*drive, sing*), both *can* and *can't*, and at least three pronouns. Monitor for accuracy.
- Choose pupils to read their sentences to the class.

Workbook pages 20–21



3 Listen and write N, K or N and K.

- Support pupils by reviewing the actions in the pictures. Point and say *What's this?*
- Look at the pictures of the two children and read their names with the class.
- Explain the task. Pupils have to listen and write the children's initials under the pictures of the things they can do. For Nick they write N and for Kim they write K.
- Play audio track 3.2 straight through, while pupils listen and look at the pictures in their books.
- Replay the audio, pausing after each sentence to allow pupils to find the correct picture and write the answer.
- Check the answers as a class. Say *Look at picture 1. Elicit Nick can't play tennis. Kim can play tennis. Write 1 K on the board. Pupils check their answers together.*



Optional extension activity

- Pupils make sentences about each picture taking the parts of Nick and Kim. (Pupil 1: *I can't play tennis*; Pupil 2: *I can play tennis*.)

Answers

1. K (example) 2. N 3. K 4. N 5. K 6. N 7. N, K 8. N

Audio track 3.2: (WB CD track 09)

Page 20, exercise 3

Nick: Hello, I'm Nick. I can climb trees and I can run fast. I can't sing and I can't paint good pictures. I can play the guitar and I can swim. I can speak English. I can't play tennis.

Kim: Hello, I'm Kim. I can sing and I can speak English. I can't play the guitar. I can paint good pictures and I can play tennis. I can't run fast and I can't swim. And I can't climb trees.

4 Write the words on the lines.

- Read the words in the box as a class. Explain the task. Pupils have to choose two words from the box to complete each sentence. Read the example together.
- Support less able pupils by matching the pairs of words as a class first. Say *Run?* Elicit *run fast* and so on.
- Pupils write the answers individually and then check their answers with a partner.
- Check the answers as a class. Choose individual pupils to read their sentences to the class. The class says whether they are correct.

Answers

- He can speak English. (example)
- You can play the guitar.
- She can ride a horse.
- She can paint pictures.
- We can run fast.
- They can climb trees.

5 Order these sentences.

- Explain the task. The pupils have to write the words in the right order to make a sentence.
- Read the example together. If necessary, write each word on a piece of paper, stick them on the board and ask pupils to come and arrange them into a sentence.
- Support pupils who find this difficult by giving them small pieces of paper to write their words on, so that they can rearrange them into sentences on the desk before copying them out.
- Pupils complete the exercise individually. Monitor and give support as necessary.
- Choose individuals to read their sentences to the class. The class votes Yes or No.

Answers

- He can swim. (example)
- Pex can fly.
- I can climb trees.
- They can speak English.
- You can run fast.

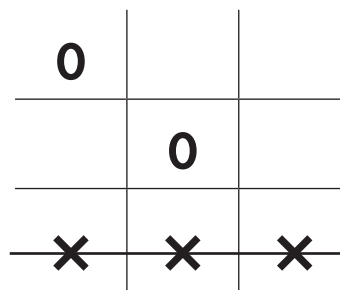
Cool down

- Play *Noughts and crosses* (spelling).
- The task is to spell out words from the unit so far.
- Vary the difficulty of the words according to each child's ability, if appropriate.

Instructions for Noughts and crosses

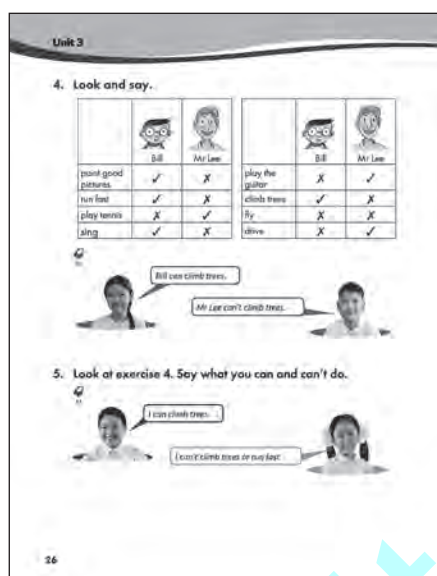
- Draw a *Noughts and crosses* grid on the board (see right).
- Have ready some questions. They could be words to spell out, as here, or pictures for pupils to name, or questions to answer (*What can he do? What's this?*).
- Divide the class into two teams (O and X). Teams take turns to answer one of the questions. If they get it right, they put their team's symbol in the square of their choice. Another member of their team has a turn. If they get it wrong, the other team tries to answer the question. (If neither team gets it right, go on to a new question.)
- The first team to place three symbols in a row in any direction, horizontal, vertical or diagonal, is the winner.

- Keep a note of any areas which caused problems and review and practise them again in later activities.



Lesson 3

Pupil's Book page 26



- Pupils work in pairs to make sentences about what Bill and Mr Lee can and can't do, following the model. Support less able pupils by pairing them with a stronger partner. Monitor and help with reading as necessary.
- Choose pairs to say their sentences to the class. The class votes Yes or No.

Answers

Bill can paint good pictures. Mr Lee can't paint good pictures.
 Bill can run fast. Mr Lee can't run fast.
 Bill can't play tennis. Mr Lee can play tennis.
 Bill can sing. Mr Lee can't sing.
 Bill can't play the guitar. Mr Lee can play the guitar.
 Bill can climb trees. Mr Lee can't climb trees.
 Bill can't fly. Mr Lee can't fly.
 Bill can't drive. Mr Lee can drive.

Audio track 3.6: (CD 01 track 25)

Page 26, exercise 4

Child A: Bill can climb trees.

Child B: Mr Lee can't climb trees.

Lesson objective

- **Learning outcome:** The pupils can say what they and others can and can't do.

21st Warm up

- Sing the song from Pupil's Book page 24 (audio track 3.4).

21st 4 Look and say.

- Explain the task. Pupils have to use the chart to say what Bill and Mr Lee can and can't do.
- Ask the pupils to find *climb trees*. Point out the tick and the cross. Elicit *Bill Yes. Mr Lee No*.
- Look at the picture of the two children and play audio track 3.6 while pupils follow in their books.
- Listen to the audio again and repeat, or choose pupils to read the speech bubbles to the class.

21st 5 Look at exercise 4. Say what you can and can't do.

- Look at the picture of the two children. Play audio track 3.7 while pupils read the speech bubbles.
- Replay the audio, pausing after each sentence if necessary for the pupils to repeat.
- Ask *What can the boy do? (Climb trees). Can the girl climb trees? (No) Can she run fast? (No)*.
- Review using *or* with two things that they **can't** do.
- Write these two sentences on the board: *I can't climb trees. I can't run fast.*
- Look at the girl's speech bubble again and elicit that we can join the sentences with *or*. Demonstrate on the board. Choose pupils to come to the board, cross out the second *I can't* and write *or: I can't climb trees or run fast.*

- Remind pupils to use *and* with two things that they **can** do: *I can climb trees. I can run fast.* becomes *I can climb trees and run fast.* Point out that *I can climb trees and I can run fast.* is also correct.
- Practise. Use the chart in exercise 4. Find two things that Bill can do. Find two things that Mr Lee can't do. Elicit sentences with *and* and *or*.
- Pupils work in pairs to make sentences about themselves, using the chart in exercise 4. Monitor for the correct use of *or* and *and*. Supply vocabulary if pupils want to make sentences about abilities not mentioned in the table.
- Choose pupils to tell the class some of the things they can and can't do.



Optional extension activity

- Ask pupils to put a tick or cross next to the chart as their partner says what he or she can or can't do. Pupils then use the information to tell the class about their partner.



Audio track 3.7: (CD 01 track 26)

Page 26, exercise 5

Child A: I can climb trees.

Child B: I can't climb trees or run fast.

Workbook page 22

Unit 3

6. Write *can* or *can't*.

1. Sue _____ swim. 2. Cats _____ play tennis.
3. Max _____ sing. 4. Mr Lee _____ play the guitar.
5. The robot _____ speak English. 6. Cows _____ climb trees.
7. Fish _____ walk. 8. Horses _____ read.

7. Write what you can and can't do. Choose six things from the box.

Speak English	fly	swim	paint good pictures
play the guitar	play tennis	drive	sing

1. I can speak English.
2. I can't fly.
3. _____
4. _____
5. _____
6. _____

6 Write *can* or *can't*.

- Do the example as a class.
- Pupils complete the exercise individually. Monitor.
- Work with less able pupils in a group.
- Check the answers. Ask pupils to spell the verbs.

Answers

1. Sue can swim. 2. Cats can't play tennis. 3. Max can sing.
4. Mr Lee can play the guitar. 5. The robot can speak English.
6. Cows can't climb trees. 7. Fish can't walk. 8. Horses can't read.

7 Write what you can and can't do. Choose six things from the box.

- Choose pupils to read the words in the box.
- Read the two examples as a class.
- Pupils work individually and then check with a partner.
- Ask several pupils to read their answers to the class.

Answers

Pupils' own answers.


Cool down

- In groups, play a *Chain game* with *can* and *can't*.
 - Say a sentence (it doesn't have to be true!) about something you can do: for example, *I can swim*.
 - The first pupil must repeat the sentence with the correct pronoun (*He/She can swim*). The pupil then adds a sentence about something he or she **can't** do.
 - Carry on round the group, adding sentences with *can* and *can't* alternately. Players must not repeat any verbs (so they must not repeat *I can swim*, but they can say *I can't swim*). The sentences can be silly. Players may have their books open to give them ideas. Players who make a mistake are 'out'.
- Optional variation: The pupils must mime the action as they speak.

It's our world! Pupil's Book page 27

It's our world!

Hi! I'm Tony. I live in Palawan in the Philippines. We eat a lot of coconuts in the Philippines – I love coconuts. My family has some coconut trees. The trees are very, very tall but I can climb them. I pick the coconuts and throw them to the ground. Don't stand under the tree when I am picking coconuts!



1. Read and choose Yes or No.

1. Tony is from the Philippines. Yes / No
2. Tony loves coconuts. Yes / No
3. Coconut trees are short. Yes / No
4. Tony gets coconuts from a shop. Yes / No
5. Tony can climb his family's coconut trees. Yes / No

2. Answer the questions.

1. Do you like coconuts?
2. Do you eat a lot of coconuts?
3. Does your family grow anything to eat? What?

Now go to Workbook page 27

Lesson objectives

Learning outcomes:

- The pupils understand a little about the daily life of a boy in the Philippines.
- They can read a simple text and answer questions about it.

Cultural notes

The Philippines is a country in South-East Asia. It is a chain of more than 7,100 islands. Not all the islands have people living on them. The country has beautiful beaches and tall mountains. Farmers there grow lots of things to eat, including bananas, mangoes, coconuts, pineapples and rice. Many families grow some of their own food.

1 Read and choose Yes or No.

- Look at the photos. Say *What can you see?* Elicit *a boy, trees, a beach*.
- Read the questions as a class. Say *Listen and read*.
- Play audio track 3.8 straight through while the pupils follow in their books.
- More able pupils work with a partner to answer as many questions as they can.
- Replay the audio straight through so that they can listen for any information they missed.
- Support less able pupils by replaying the audio in short sections. Pause to allow them to answer each question. Read the next question and say *What do you think? Yes or no?* before letting the audio continue.
- Choose individuals to read the sentences to the class. The class votes *Yes* or *No*.
- Check understanding of the differences between *ground* (outside) and *floor* (inside), and between *pick* and *pick up*. Elicit or explain the meaning of *love*. Discuss any problems.

Answers

1. yes 2. yes 3. no 4. no 5. yes

Optional extension activities

- Ask pairs to read the text to each other.
- Ask more able pupils to read short parts of the text to the class.

Audio track 3.8: (CD 01 track 27)

Page 27, exercise 1

Hi! I'm Tony. I live in Palawan in the Philippines. We eat a lot of coconuts in the Philippines – I love coconuts. My family has some coconut trees. The trees are very, very tall but I can climb them. I pick the coconuts and throw them to the ground. Don't stand under the tree when I am picking coconuts!

2 Answer the questions.

- Read questions 1 and 2 to the class and explain *Do you like?*
- Do a survey using questions 1 and 2. Draw the chart below on the board. Read the questions one at a time and ask pupils to raise their hands for *Yes*. Count and say the number in their own language as well as in English. Write the numbers in the chart. (Write the numerals in the pupils' own script as well if necessary.)
- Make sentences in English from the chart. For example: (27) *pupils in our class like coconuts*. Repeat in the pupils' own language.

	😊	☹
like coconuts		
eat a lot of coconuts		

- Read question 3 and explain it to the class. Ask the pupils to raise their hands for *Yes*.
- Ask pupils who answer 'yes' what their family grows. Accept answers in the pupil's own language. Say the answer in English. Ask the class to repeat the English sentence, for example: *We grow (mangoes)*.

Unit 3 Extra! Workbook page 23

Unit 3 Extra!

1. Cross out the wrong words.

Horses can	Babies can	Men and women can	Ducks can
swim	read	paint pictures	climb trees
swim	pick up things	swim	ride a motorbike
run fast	eat	play the guitar	fly
play tennis		drive a car	

2. Complete the sentences below.


Anna doesn't like water and she can't swim in it.


Lucy likes drawing and she can paint good pictures.


My sister doesn't like trees and she can't climb them.

Grace likes music and she can play the guitar.

3. Listen and repeat.

1.  a green guitar

2.  a grey goat with glasses

3.  a girl and her grandmother in the garden

Lesson objective

- Say it!: g sound: /g/

1 Cross out the wrong words.

- Explain the task. Pupils make sentences with the words in the chart. They cross out those words which don't make true sentences.
- Choose pupils to read the examples in column one to the class. For each sentence, ask *Is this true?* Elicit that horses can swim and run fast but that they can't speak or play tennis.
- Pupils work in pairs. They take turns to say a sentence from the chart and decide if it is true or not.
- Choose pupils to read the sentences to the class. The class votes *True* or *False*.

Answers

Horses can	Babies can	Men and women can	Ducks can
swim	read	paint pictures	climb trees
swim	pick up things	swim	swim
run fast	run fast	play the guitar	ride a motorbike
play tennis	eat	drive a car	fly

Optional extension activity

- Pupils write the true sentences in their notebooks. This can be completed for homework.

2 Complete the sentences below.

- Explain the task and read the example. The pupils have to choose a word to complete the sentence.
- Pupils work individually to complete the sentences.
- Choose pupils to read their sentences to the class. The class votes whether they agree.

Answers

Anna doesn't like water and she can't swim in it. (example)
 Lucy likes drawing and she can paint good pictures.
 My sister doesn't like trees and she can't climb them.
 Grace likes music and she can play the guitar.

3 Listen and repeat.

- Play audio track 3.3. Pupils listen and repeat the model pronunciation in the pauses, following in their books.
- Listen and repeat several times.
- Pupils practise the words in pairs. Monitor for correct pronunciation.

Audio track 3.3: (WB CD track 10)

Page 23, exercise 3

- a green guitar, a green guitar
- a grey goat with glasses, a grey goat with glasses
- a girl and her grandmother in the garden, a girl and her grandmother in the garden