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Take Off with English

Teacher's Guide

with Class Audio



Bishkek
2025

Level 3 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures
1 The pirates and the parrot pages 8–18	8	Adjectives: blonde (hair), curly (hair), fat, straight (hair), (quite/very) tall, thin Clothing: coat, scarf Parts of the body: beard, moustache, neck, shoulder Other: carry, party, treasure	quite/very: I'm quite (tall). with (for appearance): The boy with (the curly hair...) Reinforcement of have got: She has got (long hair). Reinforcement of present continuous: He is wearing (jeans and a T-shirt).
2 My friends, the animals pages 19–29	8	Animals: bat, bear, kangaroo, lion Verbs: take for a walk Other: awake, cage, grass, pet Useful language: a lot, after, always, at home, before, careful, leave, look after, never, often, sometimes	Adverbs of frequency: always, often, sometimes, never: I always walk to school. Prepositions of time: at, after, before: I never play before school. Reinforcement of present simple: I get up in the morning.
3 Helping at school and at home pages 30–41	8	Containers: cup, glass Food and drink: coffee, sandwich, tea School and home: bin, brush, rubbish Verbs: buy, cook, empty, plant, tidy, wash, water Other: market Useful language: first... then..., see you!	have (got) to (for obligation): He has (got) to (tidy the classroom). We don't have / haven't got to (cook dinner). Do you have to (help at home)? What do you have to (do at school)?
4 The weather's very nice pages 42–52	8	Animals: whale Sports and leisure: holiday The world around us: island, jungle, mountain, river Weather: cloud, cloudy, cold, hot, ice, rain, snow, sunny, weather, wet, wind, windy Verbs: climb, fish Other: email, sweater Useful language: bad, country, difference, different, everything, place, why?	Present simple (for general facts): It's (cold). Present continuous: It's snowing now. Nouns and adjectives for weather: Look at the sun . It's sunny . Reinforcement of Wh- question words: how old, how many, what, where, which, who: How many people are there?
5 New places to live pages 53–64	8	Ordinal numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth Parts of a building: basement, ground floor, lift Places: bank, building, bus station, café, cinema, hospital, library, road, supermarket, swimming pool Prepositions: above, below, inside, near, opposite, outside Other: nest, up Useful language: all right, catch, every, go shopping, need	Ordinal numbers: 1st–10th Reinforcement of prepositions: The school is between the library and the house.
Revision unit 1 pages 65–68	4	Review of have (got) to; have got (for appearance); quite/very; present simple and present continuous; weather; always, often, sometimes, never; the world around us	
6 Bigger, taller, quicker pages 69–79	8	Adjectives: afraid, loud, quick, round, slow, square, strong, tired Other: wheel Useful language: another, better than, boring, difficult, easy, over, worse than	Comparative adjectives: Mr Lee is taller than Bill. The boy is more afraid than the man. The blue dress is better than the red one. I think ... : I think cold weather is better than hot weather.
7 Welcome to Coco Island! pages 80–90	8	Adjectives: high The world around us: forest, map Useful language: come on!, wait	Superlative adjectives: The shortest river is Fish River. The happiest girl is Sarah. The most beautiful beach is Whale Beach. The best cake is chocolate cake!
8 Can you come to the party? pages 91–101	8	School: homework Verbs: text, visit Other: soup, a text Useful language: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, how about...?	Question words: how often, when: How often does Bill clean the floor? When does May have to empty the bins? Time and frequency: Bill has to tidy the desks once a week . May has to empty the bins on Mondays . Reinforcement of prepositions of time: Sue can play tennis after school.
9 The picnic by the waterfall pages 102–112	8	Containers: bottle, bowl, plate Food: salad, vegetables The world around us: waterfall Other: bottom, menu, picnic Useful language: by, nothing	Quantifiers: a bowl of (soup); a cup of (tea); a bottle of (water); a plate of (chips) would like: I'd like (a cup of tea), please.
10 After school and at weekends pages 113–123	8	Animals: puppy Family: parents Sports and leisure: comic, sailing, skating Time: weekend Verbs: bring, hate, hide, hop, invent Useful language: be good at, clever, how much, unusual	Expressing likes and dislikes: like/hate + verb + -ing: Sam likes fishing at the weekend. Sue doesn't like doing homework. Ogg hates cooking supper. He likes shopping a lot . Sam likes flying a kite the best . May quite likes drawing.
Revision unit 2 pages 124–127	4	Review of like/hate + verb + -ing; days of the week; comparative and superlative adjectives; containers; food; would like	

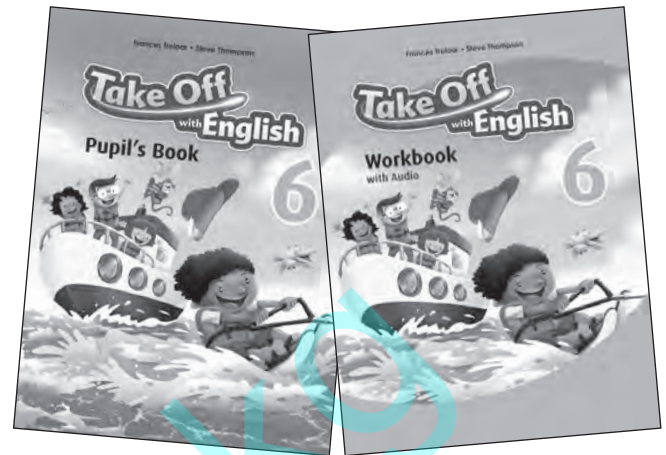
	Communication objectives	It's our world!	Extra!	Resources
	To talk about physical appearance To ask and answer questions on how to identify people	Twins	Drawing exercise for grammar and vocabulary review Short o sound: /ɒ/	Pupil's Book pages 10–17; Workbook pages 6–13; Unit 1 end-of-unit test; CD or MP3s; Flashcards: people and weather
	To talk about animals and pets To ask and answer questions about daily routines	A guide in a tiger park	Animal review Short book: <i>My favourite animal</i> k sound: /k/	Pupil's Book pages 18–25; Workbook pages 14–21; Unit 2 end-of-unit test; CD or MP3s; Flashcards: animals
	To talk about what one and others have to do To ask and answer questions about what has to be done	Cleaning the beach	Verb crossword Short book: <i>Helping people</i> y as vowel sound: /i/	Pupil's Book pages 26–35; Workbook pages 22–29; Unit 3 end-of-unit test; CD or MP3s; Flashcards: food and helping out at home
	To talk about the weather To describe, ask and give information about pictures and places	An Antarctic holiday	Weather and vocabulary review Short book: <i>Our weather</i> Diphthong sound as in <i>whale</i> : /eɪ/	Pupil's Book pages 34–41; Workbook pages 30–37; Unit 4 end-of-unit test; CD or MP3s; Flashcards: Adventure Island and weather
	To give the order of items To understand directions To ask and answer questions about the location of things	My dad's a builder	Places review Short book: <i>My home</i> ar sound: /ɑː/	Pupil's Book pages 42–49; Workbook pages 38–45; Unit 5 end-of-unit test; CD or MP3s; Flashcards: places
				Mid-course test
	To talk about the differences between things and people To express opinions and ideas	Changes as you grow	Comparative adjectives review Poster: <i>We are all different</i> er sound: /ə/	Pupil's Book pages 54–61; Workbook pages 50–57; Unit 6 end-of-unit test; CD or MP3s; Flashcards: additional adjectives
	To talk about the differences between things and people To ask and answer questions about people and things	The Seychelles Islands	Superlative adjectives Anagrams Coco Island colouring exercise or sound: /ɑː/	Pupil's Book pages 62–69; Workbook pages 58–65; Unit 7 end-of-unit test; CD or MP3s; Flashcards: Adventure Island
	To talk, ask and answer questions about schedules To ask and answer questions about the frequency of activities	First day at school	Days of the week crossword Football quiz (time and frequency) ir sound: /ɜː/	Pupil's Book pages 70–77; Workbook pages 66–73; Unit 8 end-of-unit test; CD or MP3s; Flashcards: additional verbs
	To talk about containers To make polite requests	School lunches	Containers matching exercise soft c sound as in <i>nice</i> : /s/	Pupil's Book pages 78–85; Workbook pages 74–81; Unit 9 end-of-unit test; CD or MP3s; Flashcards: food
	To ask and answer questions about likes and dislikes To talk about the degree of likes and dislikes	Unusual hobbies	Vocabulary crossword Short book: <i>My hobbies</i> ing sound: /ɪŋ/	Pupil's Book pages 86–93; Workbook pages 82–89; Unit 10 end-of-unit test; CD or MP3s; Flashcards: additional verbs
				End-of-course test

About Take Off with English

Take Off with English 6 helps to develop learners' confidence in English. The Teacher's Guide integrates the Pupil's Book, Workbook, audio and online resources to help you 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 6* 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 6* and *7* cover Cambridge English Starters test syllabus.



Teaching materials and resources

Pupil's Book

Take Off with English 6 Pupil's Book contains ten 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

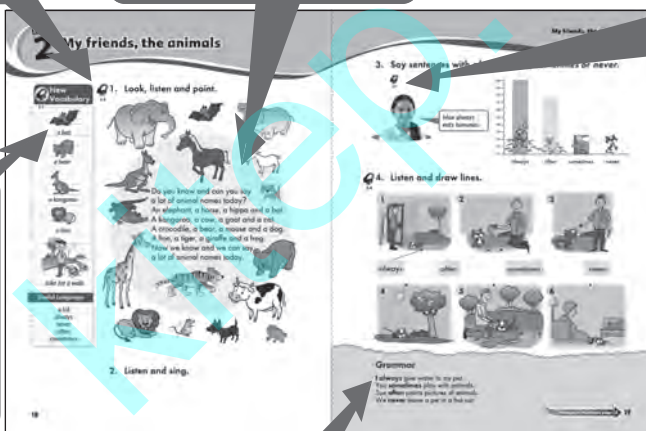
through a lively unit theme and story. Vocabulary and grammar are recycled throughout the series at increasing levels of sophistication to reinforce learning. Children learn about the world and other children's lives and reflect on their own experiences in the *It's our world* lesson in each unit of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

Large audio icons identify listening activities.

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

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

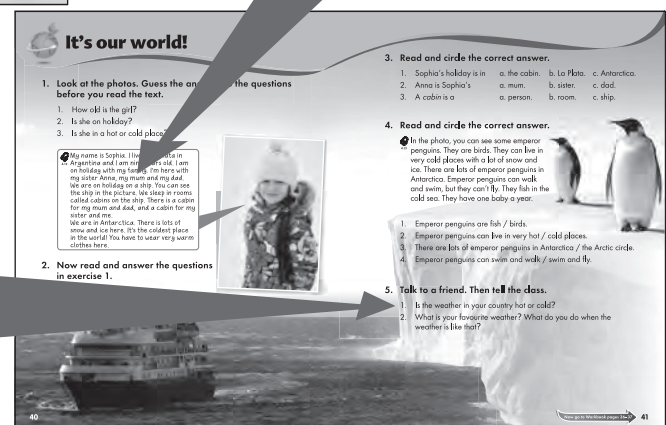
New words are introduced with pictures and audio to aid comprehension. Useful language is also highlighted.



New language structures are highlighted.

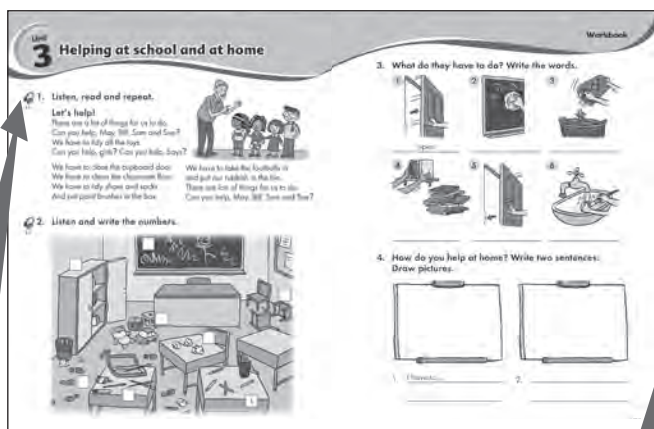
Activities develop 21st century skills, such as global awareness, communication and collaboration.

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

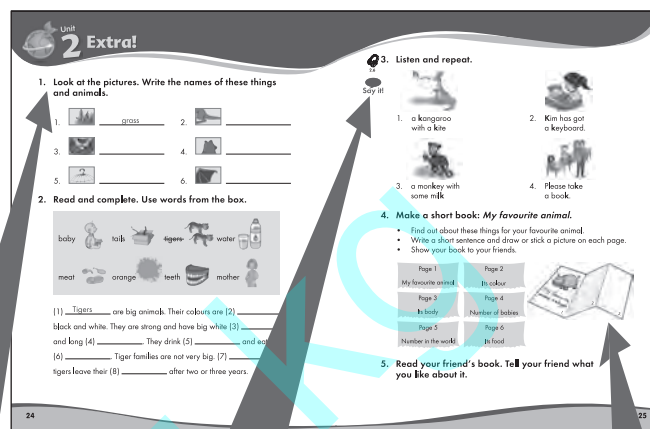


Workbook with Audio

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.



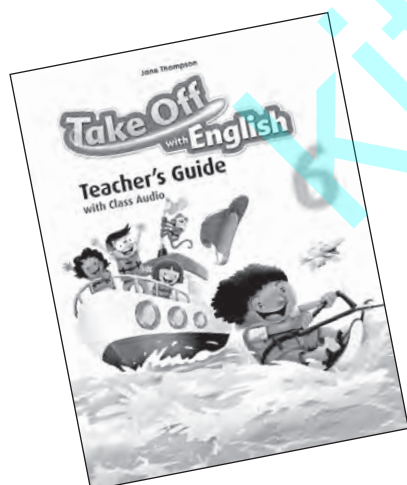
Vocabulary from the unit is reviewed in interesting and challenging ways to make pupils think harder.

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

Activities develop 21st century skills, such as critical thinking, creativity, communication and collaboration.

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, a 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.mceducation.com/towe.

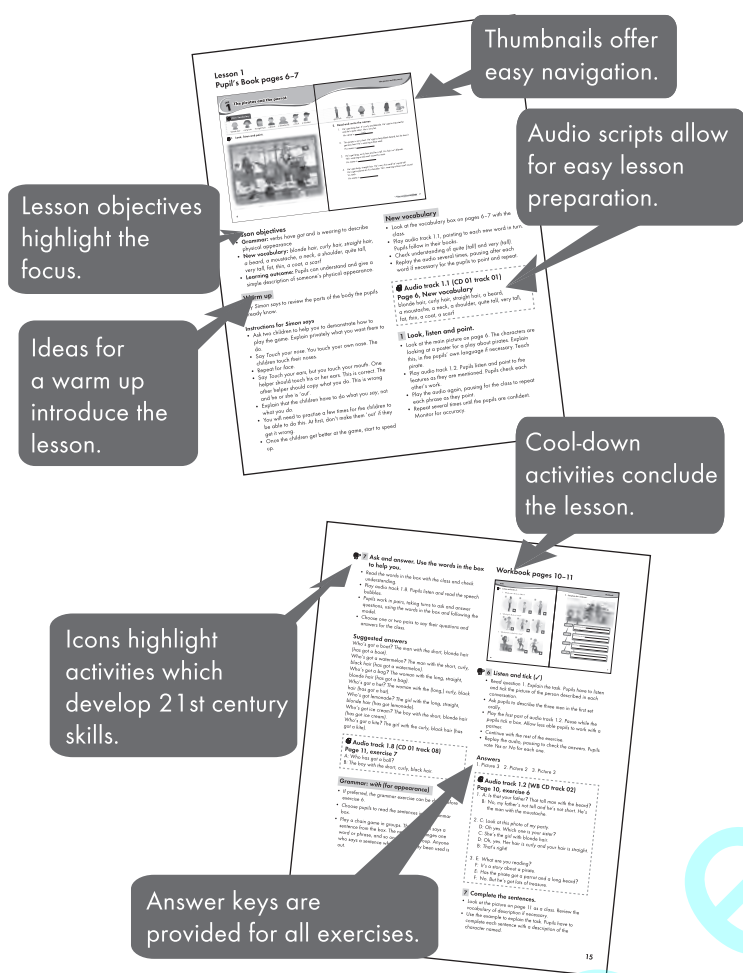
Online Teacher's Resources

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 an end-of-course test, printable certificates, Cambridge English: Young Learners Word List and Cambridge English: Young Learners Correlation Chart.

www.mceducation.com/towe



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 activity* 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 you to plan your lessons. You may wish to download the flashcards organised by 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, the mid-course test, the end-of course test, 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, such as specific learning needs of your pupils or constraints due to the physical classroom environment.

Preparing to teach *Take Off with English*

The contents on pages 2–3 list 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 activity* 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 to 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 the 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 covering a variety of text types. The materials are explored through a range of different activities, which emphasise reading at both the word and sentence levels. There are also audio recordings of the reading texts to help pupils develop fluency. *Take Off with English 4* and *5* kick-start pupils' reading experience with short texts. As pupils progress in their learning, *Take Off with English 6* gradually exposes them to longer and more complex texts.

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 the word level before progressing to the 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 21st century skills, such as collaboration, communication, critical thinking, creativity and global awareness. These will help develop lifelong skills in your pupils.

The *It's our world!* section in every unit introduces pupils to the wider world, and promotes global awareness and cross-cultural understanding. It often contains 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 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 the 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 6* 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 adapt the series to your needs.

If you have few teaching hours, you may omit the *It's our world!* 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
- for 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 the higher-ability groups. This frees you, allowing you to give extra support to those pupils who need it.

Unit 1

Unit overview

Objectives

Grammar: *quite/very*: I'm quite (tall); *with* (for appearance): The boy with (the curly hair...); reinforcement of *have got*: She has got (long hair); reinforcement of present continuous: He is wearing (jeans and a T-shirt).

New vocabulary:

- Adjectives: *blonde (hair), curly (hair), fat, straight (hair), (quite/very) tall, thin*
- Clothing: *coat, scarf*
- Parts of the body: *beard, moustache, neck, shoulder*
- Other: *carry, party, treasure*

Communication objectives:

- To talk about physical appearance
- To ask and answer questions on how to identify people

Learning outcomes:

- Pupils can use *have got* and *is wearing* to describe people's appearance.
- Pupils can identify people by asking and answering questions about appearance.

It's our world! focus: Twins

Online teacher's resources

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

Lesson overview

Lesson 1

Pupil's Book pages 10–11; Workbook pages 6–7

Grammar: verbs *have got* and *is wearing* to describe physical appearance

New vocabulary: *blonde hair, curly hair, straight hair, a beard, a moustache, a neck, a shoulder, quite tall, very tall, fat, thin, a coat, a scarf*

21st century skills lesson objectives:

- Collaboration, critical thinking: Together, pupils use the information in a text to match a description to a picture.
- Communication, creativity: Pupils describe themselves and others; pupils describe people in pictures.

Lesson 2

Pupil's Book pages 12–13; Workbook pages 8–9

Grammar: adverbs *quite, very*; questions with *have got* and *is wearing*

New vocabulary: *a party*

21st century skills lesson objectives:

- Communication, creativity: Pupils describe someone in a picture for their partner to identify; pupils share descriptions of people they know.
- Critical thinking: Pupils solve a puzzle by a process of elimination.

Lesson 3

Pupil's Book page 14–15; Workbook page 10–11

Grammar: *with* to describe physical appearance

New vocabulary: *carry, treasure*

21st century skills lesson objectives:

- Communication, collaboration: Pupils ask and answer questions about a picture.
- Critical thinking: Pupils listen to a description and identify the person.
- Communication, creativity, critical thinking: Pupils draw and describe a picture for a matching game.

It's our world!

Pupil's Book pages 16–17

21st century skills lesson objectives:

- Global awareness: Pupils read about twin brothers from Brazil.
- Collaboration: Pupils work together to find information in a reading text.
- Communication: Pupils discuss being a twin and present their ideas to the class.

Unit 1 Extra!

Workbook pages 12–13

21st century skills lesson objectives:

- Communication, creativity: Pupils draw a picture and describe it for their partner to copy.
- Critical thinking: Pupils use vocabulary from the unit to fill in a table.

Say it!: short *o* sound (*long, blonde, dog*): /ɒ/

Teacher's tips

To introduce new vocabulary, point to a real example or use pictures from magazines or the internet.

Lesson 1

Pupil's Book pages 10–11

Unit 1 The pirates and the parrot

New Vocabulary

blonde hair — curly hair — straight hair — a beard — a moustache — a neck — a shoulder

1. Look, listen and point.

The pirates and the parrot

quite tall — very tall — fat — thin — a coat — a scarf

2. Read and write the names.

- He's got long hair. It's curly and blonde. He's got a moustache and he's quite short. He is very fat. His name is Jack.
- This pirate is very short. He's got a long black beard, but he hasn't got any hair! He's wearing a blue coat. His name is _____.
- He's got long, curly hair and he is tall. His hair isn't blonde. He's wearing a red scarf round his neck. His name is _____.
- He's got long, straight hair. He's very thin and he's quite tall. He's got a parrot on his shoulder. He's wearing a blue scarf round his neck. His name is _____.

Lesson objectives

- **Grammar:** verbs *have got* and *is wearing* to describe physical appearance
- **New vocabulary:** *blonde hair, curly hair, straight hair, a beard, a moustache, a neck, a shoulder, quite tall, very tall, fat, thin, a coat, a scarf*
- **Learning outcome:** Pupils can understand and give a simple description of someone's physical appearance.

Warm up

Play *Simon says* to review the parts of the body the pupils already know.

Instructions for *Simon says*

- Ask two children to help you to demonstrate how to play the game. Explain privately what you want them to do.
- Say *Touch your nose*. You touch your own nose. The children touch their noses.
- Repeat for *face*.
- Say *Touch your ears*, but you touch your mouth. One helper should touch his or her ears. This is correct. The other helper should copy what you do. This is wrong and he or she is 'out'.
- Explain that the children have to do what you say, not what you do.
- You will need to practise a few times for the children to be able to do this. At first, don't make them 'out' if they get it wrong.
- Once the children get better at the game, start to speed up.

New vocabulary

- Look at the vocabulary box on pages 10–11 with the class.
- Play audio track 1.1, pointing to each new word in turn. Pupils follow in their books.
- Check understanding of *quite (tall)* and *very (tall)*.
- Replay the audio several times, pausing after each word if necessary for the pupils to point and repeat.

Audio track 1.1 (CD 01 track 01)

Page 10, New vocabulary

blonde hair, curly hair, straight hair, a beard, a moustache, a neck, a shoulder, quite tall, very tall, fat, thin, a coat, a scarf

1 Look, listen and point.

- Look at the main picture on page 10. The characters are looking at a poster for a play about pirates. Explain this, in the pupils' own language if necessary. Teach *pirate*.
- Play audio track 1.2. Pupils listen and point to the features as they are mentioned. Pupils check each other's work.
- Play the audio again, pausing for the class to repeat each phrase as they point.
- Repeat several times until the pupils are confident. Monitor for accuracy.

Audio track 1.2 (CD 01 track 02)

Page 10, exercise 1

Long, curly, black hair
A blue scarf
A long, black beard
Long, curly, blonde hair
A blonde moustache
Long, brown, straight hair
A tall pirate
A short pirate
A fat pirate
A thin pirate

Optional extension activity

- Bring in and show pictures of people. Ask pupils to identify the features.

21st 2 Read and write the names.

- Use the picture of the pirates on page 10 to review the structures *is wearing* and *have/n't got*. Also review items of clothing and colours. Review *parrot*.
- Read the example text (no. 1) as a class.
- Pupils work in pairs. They read each text and write the name of the pirate who is described.

Answers

1. Jack (example) 2. Zack 3. Black 4. Mack

21st Optional extension activities

- Ask pupils questions about their own appearance. For example: *Is your hair long or short?* Be sensitive.
- Bring in and show pictures of people (reuse the pictures from the exercise 1 extension activity, if used). Ask pupils to describe the people.

Workbook pages 6-7

Unit 1 The pirates and the parrot

1. Read and draw lines.

long, curly, blonde hair short, straight, black hair

a scarf short, curly, black hair

a neck a shoulder

a black moustache a long, grey beard a tall, thin man

2. Look at the pictures. Complete the sentences.

1. He's got a long, black _____.

2. He's wearing a red _____ round his neck.

3. He's got short, black, _____ hair.

4. He's got a parrot on his _____.

5. She's got long, straight, _____ hair.

6. She's tall and _____.

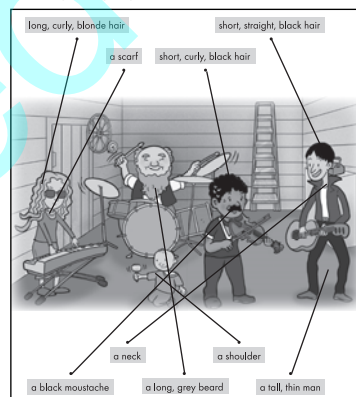
7. She's wearing a blue _____.

8. Her dog is small, short, brown and _____.

1 Read and draw lines.

- Use the example to explain the task. Read the words in the boxes as a class.
- Pupils draw lines from the word boxes to the features in the picture.
- Check the answers. (Pupils can choose any *shoulder* or *neck* that can be seen clearly.)

Answers



2 Look at the pictures. Complete the sentences.

- Look at the first picture with the class. Review the vocabulary if necessary.
- Use the example to explain the task.
- Pupils work alone to complete the sentences. Monitor spelling.
- Check the answers. Pupils check each other's spelling.

Answers

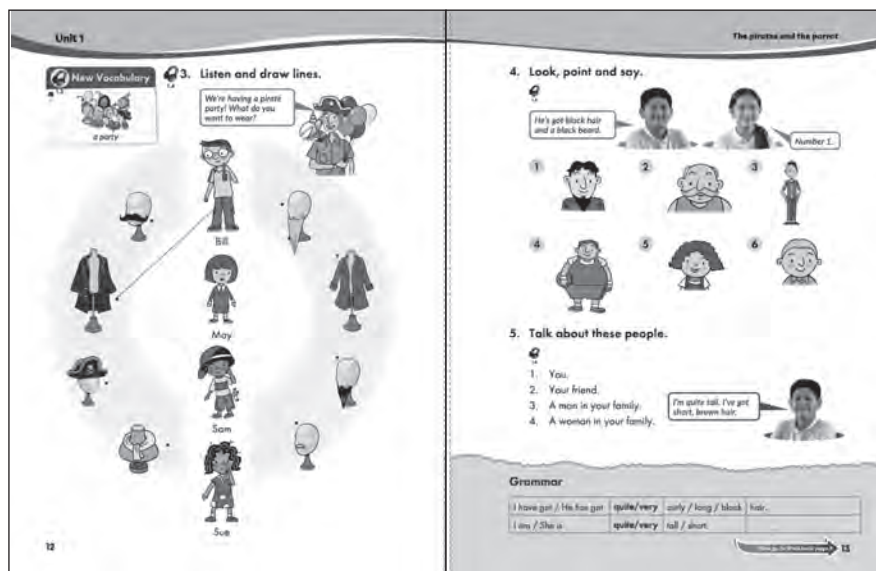
1. beard (example) 2. scarf 3. curly 4. shoulder
5. blonde 6. thin 7. coat 8. fat

21st Cool down

Pupils describe members of the class for their partner to guess, or they describe people in the magazine pictures used earlier in the lesson.

Lesson 2

Pupil's Book pages 12–13



Lesson objectives

- **Grammar:** adverbs *quite, very*; questions with *have got* and *is wearing*
- **New vocabulary:** *a party*
- **Learning outcomes:**
 - o Pupils can ask and answer questions about physical appearance.
 - o Pupils can describe themselves and others.
 - o Pupils can answer questions about what they want to wear.

Warm up

- Review making polite requests. Go round the class asking for things. Say *Can I have (a pen/the book), please?* Prompt the pupils to give you the item and say *Here you are.*
- Use flashcards or draw pictures of clothing on the board. Pupils point to a picture and request it: *Can I have (the blue scarf), please?*

New vocabulary

- Look at the vocabulary box on page 12 with the class. Check understanding.
- Play audio track 1.3 several times for the children to repeat.

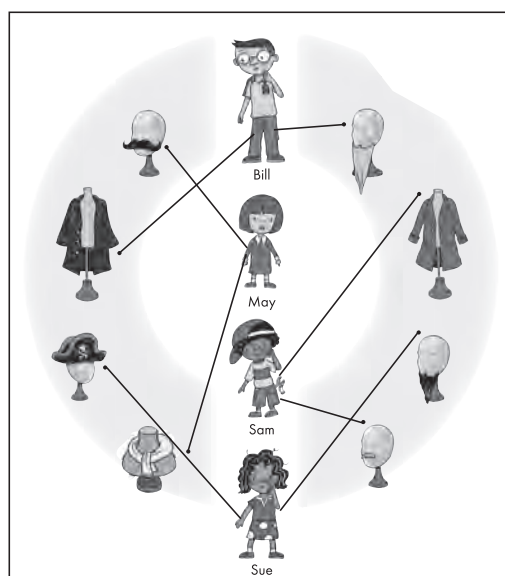
Audio track 1.3 (CD 01 track 03)

Page 12, New vocabulary
a party

3 Listen and draw lines.

- Review *want to* and teach the question *What do you want to wear?*
- Explain that the characters are dressing up for a pirate party. Use the pupils' own language if necessary.
- Look at the picture on page 12. Review the vocabulary if necessary.
- Use the example to explain the task. Pupils have to match the characters to what they want to wear.
- Play audio track 1.4, pausing while pupils draw lines.
- Pupils check their answers with a partner.
- Check the answers as a class. Elicit whole sentences. For example: *Bill wants to wear the black pirate's coat.*

Answers



Audio track 1.4 (CD 01 track 04)

Page 12, exercise 3

Mr Lee: We're having a pirate party! What do you want to wear?
Bill: I want that black pirate coat, please. Can I have the blonde beard, too?
Mr Lee: Here you are.
May: What do you want, Sue?
Sue: The black beard, please. And can I have the black pirate's hat, too?
Mr Lee: OK. And what do you want, May?
May: Can I have the black moustache, please?
Mr Lee: Here you are, May.
May: And the yellow scarf, please.
Mr Lee: OK, May.
Bill: What do you want, Sam?
Sam: I want the blonde moustache.
Mr Lee: Here you are. Do you want the red pirate's coat, too?
Sam: Yes, please.



4 Look, point and say.

- Review the vocabulary. Say *Show me (a beard)*. Pupils point to the appropriate part of the picture.
- Say *Point to the first man*. Listen. Play audio track 1.5. Pupils follow in their books.
- Say *Listen and repeat*. Play the audio again. The pupils repeat.
- Elicit sentences about each picture. Allow a range of structures. Prompt pupils to use *He's quite/very ...* if necessary. Encourage more able pupils to use more than one adjective and/or describe more than one feature. How many different sentences can the class make?
- Pupils work in pairs, taking turns to give a description of a picture. Their partner has to say which picture is being described. Monitor and give support.

Suggested answers

- He's got black hair and a black beard. (example)
- He's got blonde hair and a blonde moustache.
- He's (very/quite) tall and (quite/very) thin. / He's very tall and thin.
- He's (quite) short and (very) fat.
- She's got (curly/short) brown hair.
- He's got (short/straight) blonde hair.

Audio track 1.5 (CD 01 track 05)

Page 13, exercise 4

A: He's got black hair and a black beard.
B: Number 1.



Optional extension activity

- After the introduction, challenge pupils to work in pairs or groups to make as many different sentences as possible. Which group can make the most sentences?

5 Talk about these people.

- Say *Look at the photograph*. Listen. Play audio track 1.6.
- Ask pupils to say sentences about their own appearance.
- Pupils work in pairs to say sentences about the other people in the exercise. Encourage more able pupils to give more detailed descriptions. Monitor and give support as necessary.
- Ask pupils to share their sentences with the class.

Answers

Pupils' own answers.

Audio track 1.6 (CD 01 track 06)

Page 13, exercise 5

I'm quite tall. I've got short, brown hair.



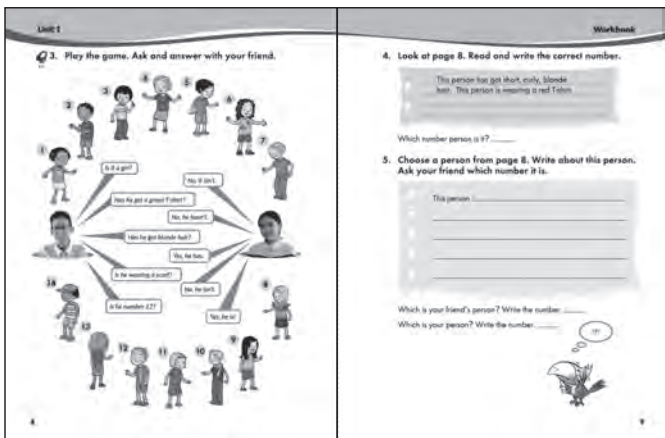
Optional extension activity

- The pupils write sentences about either the pictures in exercise 4 or the people in exercise 5.
- Monitor for letter formation and correct placement on the line.

Grammar: Adverbs quite, very

- If preferred, the grammar exercise can be done before exercise 4.
- Look at the grammar box. Ask pupils to use the table in the grammar box to make sentences.
- Encourage more able pupils to use more than one adjective. For example: *very long, straight, black hair*.

Workbook pages 8–9



3 Play the game. Ask and answer with your friend.

- Review answering Yes/No questions. Ask questions about the pictures on Workbook page 8. For example: *Look at picture 7/13. Is he/she wearing a red T-shirt?* Elicit *No, he isn't/Yes, she is.*
- Write the numbers 1–14 on the board as they are laid out on the Workbook page.
- Explain the game. Pupils have to guess which picture their partner has chosen.
- Play the first question and answer from audio track 1.1 while the pupils read. Pause.
- Elicit that if the answer isn't a girl it must be a boy. Ask a pupil to come out and cross off all the numbers which are pictures of girls.
- Continue in the same way with the rest of the audio until only picture 12 is left. Number 12 is the answer.
- Pupils play the game in pairs, choosing a different picture for their partner to guess.

Instructions for homework

- Omit this exercise, or ask pupils to play with someone at home.

Audio track 1.1 (WB CD track 01)

Page 8, exercise 3

- A: Is it a girl?
B: No, it isn't.
A: Has he got a green T-shirt?
B: No, he hasn't.
A: Has he got blonde hair?
B: Yes, he has.
A: Is he wearing a scarf?
B: No, he isn't.
A: Is he number 12?
B: Yes, he is!

4 Look at page 8. Read and write the correct number.

- Explain the task. The pupils have to find the picture described in the text.
- Choose a pupil to read the sentences to the class.
- Elicit that the answer is 4.

Answer

4

5 Choose a person from page 8. Write about this person. Ask your friend which number it is.

- Pupils write two sentences about one of the pictures on page 8.
- They swap books with a partner.
- Their partner reads the description and writes the number of the picture it is about.
- Partners check each other's answers.

Instructions for homework

- Pupils write the description and then write the number of the picture they are describing.

OR

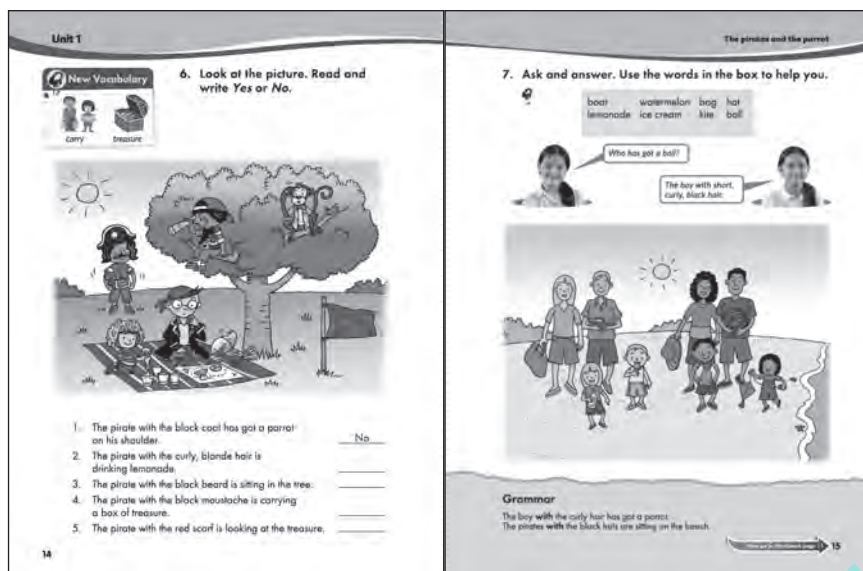
- Pupils write the description and leave the number to be filled in when the book is marked.

Cool down

- Pupils work in pairs or groups. Give each group a picture of a person. (Use pictures from earlier in the unit or ask the pupils to bring their own in.)
- Each group writes a description of the person in their picture.
- Mix up the pictures and the descriptions and put them up on the board in random order. Give each picture a letter and number the descriptions.
- The first group to match all the descriptions to the correct pictures is the winner.
- Check the answers.

Lesson 3

Pupil's Book pages 14–15



Lesson objectives

- **Grammar:** *with* to describe physical appearance
- **New vocabulary:** *carry, treasure*
- **Learning outcome:** Pupils can use *with* to give a simple description of someone's physical appearance.

Warm up

Have a *Spelling bee* with words from the unit.

Instructions for a *Spelling bee*

- Make a list of words that the children 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 pupils' ability.
- 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 child from the team should spell out each word.
- A correctly spelled word gets a point. The team with the most points is the winner.
- Make a note of any words which cause problems, for further practice.

Variations:

- When children know the game, they can play in small groups, one group against another. This gives more chances for everyone to have a turn.
- Groups can find and make their own lists of words. Monitor for fairness.

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. Pupils follow in their books.
- Check understanding.
- Replay the audio several times, pausing after each word if necessary for the pupils to point and repeat.

Audio track 1.7 (CD 01 track 07)

Page 14, New vocabulary

carry, treasure

6 Look at the picture. Read and write Yes or No.

- Look back at the picture on page 12. Use *with* to describe each of the children. Say, for example, *Look. Bill is the boy with short, brown hair and green trousers.*
- Look at the picture on page 14. Review the vocabulary if necessary.
- Explain the task. Pupils look at the picture and decide whether the sentences are true or false.
- Check answers.

Answers

1. No (example) 2. Yes 3. Yes 4. Yes 5. Yes

Optional extension activity

- Ask Which pirate is (Bill)? Elicit The pirate with the (black coat).

7 Ask and answer. Use the words in the box to help you.

- Read the words in the box with the class and check understanding.
- Play audio track 1.8. Pupils listen and read the speech bubbles.
- Pupils work in pairs, taking turns to ask and answer questions, using the words in the box and following the model.
- Choose one or two pairs to say their questions and answers for the class.

Suggested answers

Who's got a boat? The man with the short, blonde hair (has got a boat).

Who's got a watermelon? The man with the short, curly, black hair (has got a watermelon).

Who's got a bag? The woman with the long, straight, blonde hair (has got a bag).

Who's got a hat? The woman with the (long,) curly, black hair (has got a hat).

Who's got lemonade? The girl with the long, straight, blonde hair (has got lemonade).

Who's got ice cream? The boy with the short, blonde hair (has got ice cream).

Who's got a kite? The girl with the curly, black hair (has got a kite).

Audio track 1.8 (CD 01 track 08)

Page 13, exercise 7

A: Who has got a ball?

B: The boy with the short, curly, black hair.

Grammar: with (for appearance)

- If preferred, the grammar exercise can be done before exercise 6.
- Choose pupils to read the sentences in the grammar box.
- Play a chain game in groups. The first pupil says a sentence from the box. The next pupil changes one word or phrase, and so on round the group. Anyone who says a sentence which has already been used is out.

Workbook pages 10–11

Unit 1

6. Listen and tick (✓).

1. Which man is the boy's father?

2. Which girl is the boy's sister?

3. Which pirate is in the boy's story?

Workbook

7. Complete the sentences.

Who is Sam? He's the boy with the curly, black hair. He's wearing a yellow and red T-shirt.

Who is Bill? He's the boy with the _____.

Who is Sue? She's the girl _____.

Who is May? She's _____.

6 Listen and tick (✓)

- Read question 1. Explain the task. Pupils have to listen and tick the picture of the person described in each conversation.
- Ask pupils to describe the three men in the first set orally.
- Play the first part of audio track 1.2. Pause while the pupils tick a box. Allow less able pupils to work with a partner.
- Continue with the rest of the exercise.
- Replay the audio, pausing to check the answers. Pupils vote Yes or No for each one.

Answers

1. Picture 3 2. Picture 2 3. Picture 3

Audio track 1.2 (WB CD track 02)

Page 10, exercise 6

1. A: Is that your father? That tall man with the beard?
B: No, my father's not tall and he's not short. He's the man with the moustache.
2. C: Look at this photo of my party.
D: Oh yes. Which one is your sister?
C: She's the girl with blonde hair.
D: Oh, yes. Her hair is curly and your hair is straight.
B: That's right!
3. E: What are you reading?
F: It's a story about a pirate.
E: Has the pirate got a parrot and a long beard?
F: No. But he's got lots of treasure.

7 Complete the sentences.

- Look at the picture on page 11 as a class. Review the vocabulary of description if necessary.
- Use the example to explain the task. Pupils have to complete each sentence with a description of the character named.

- Pupils work alone to complete the sentences. Monitor spelling.
- Check the answers. Pupils check each other's spelling.

21st CS Cool down

- Play *Guess who?* as a class or in groups. One pupil describes someone in the class for the others to guess.

OR

- Pupils draw a picture of a friend or family member and write a description on a separate piece of paper.
- Put the pictures and the descriptions up on the board in random order.
- The class matches each description to the correct picture.

Suggested answers

1. Who is Sam? He's the boy with the curly, black hair. He's wearing a yellow and red T-shirt. (example)
2. Who is Bill? He's the boy with the straight, brown hair. He's wearing a green T-shirt.
3. Who is Sue? She's the girl with the curly, black hair. She's wearing a purple T-shirt.
4. Who is May? She's the girl with the straight, brown hair. She's wearing a pink T-shirt.

It's our world!

Pupil's Book pages 16–17

It's our world!

1. Look at the photos. Do you think these boys are brothers? Why?

2. Read the text. Answer the questions.

Hi, my name's Bruno. My brother is Bernardo. We're from Brazil. We are nine years old and we're twins. This means we have the same mother and father, we were born on the same day, and we're the same age. We have got dark brown hair and dark brown eyes. My hair is quite short and Bernardo's is quite long. We are tall, but you can't see that in this photo! I think I am very different from Bernardo, but people often think I am him!

1. Which photo is of Bruno and his brother?
2. Which boy is Bruno?

Twins

3. Look again at the photos on page 12. Read the sentences and write 1, 2 or 3.

1. They have got blonde hair.
2. The two brothers have got very short hair.
3. One brother has got quite short hair and one brother has got quite long hair.
4. They have got blue eyes.

4. Read what Bruno says about twins and circle Yes or No.

My brother and I are 'identical twins'. Identical twins look like each other. Identical twins are always two girls or two boys. Some of my friends are twins, but they aren't identical.

1. Bruno is an identical twin. Yes / No
2. Identical twins don't look like each other. Yes / No
3. Identical twins are always two boys or two girls. Yes / No
4. Some of Bruno's friends are identical twins. Yes / No

5. Talk to a friend. Then tell the class.

1. Do you know any twins?
2. What do you think is not good about being a twin?

Lesson objectives

- **Topic vocabulary:** born, dark brown, different, each other, identical, twins
- **Learning outcomes:**
 - o Pupils can read a simple text and answer questions on it.
 - o Pupils can discuss the disadvantages of being a twin.



Cultural notes

Brazil is a country in South America. Football is very popular there, and footballers from Brazil play for teams all over the world. Ronaldo, one of the greatest ever footballers, is Brazilian.

Warm up

- Play *Let's draw Max!* with words from the unit.

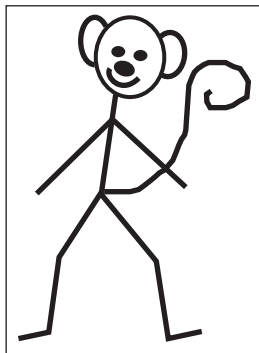
Instructions for *Let's draw Max!*

- 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 makes 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 picture opposite).
- 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 an element to the drawing.

Variations:

- To make it easier for the pupil guessing, add more guesses by having pupils draw each leg and each arm separately, 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.



1 Look at the photos. Do you think these boys are brothers? Why?

- Read the questions as a class. Review *brother*. Explain *twin*.
- In pairs, pupils look at the photos and discuss whether they think the boys are brothers or not. Help with any vocabulary.
- Ask the class to vote *Yes* or *No* for each photo. Choose pairs to give their reasons why they think the boys might be brothers.

Answers

Pupils' own answers.

2 Read the text. Answer the questions.

- Review vocabulary (*day, years old*) if necessary. Teach *born, dark brown, different*.
- Read the questions as a class.
- Play audio track 1.9. Pupils follow in their books.
- Pupils answer the questions in pairs.
- Check the answers as a class. Help pupils to find *Brazil* on the map at the back of their Pupil's Book. Use the Cultural notes to explain more about it.

Answers

- Photo 1
- The boy in the blue T-shirt (or The boy on the left)

Audio track 1.9 (CD 01 track 09)

Page 16, exercise 2

Hi, my name's Bruno. My brother is Bernardo. We're from Brazil. We are nine years old and we're twins. This means we have the same mother and father, we were born on the same day, and we're the same age. We have got dark brown hair and dark brown eyes. My hair is quite short and Bernardo's is quite long. We are tall, but you can't see that in this photo! I think I am very different from Bernardo, but people often think I am him!

3 Look again at the photos on page 16. Read the sentences and write 1, 2 or 3.

- Pupils work in pairs to find the photo that matches each description.
- Ask pupils to vote '1', '2' or '3' for each sentence.

Answers

1. 3 2. 2 3. 1 4. 3

4 Read what Bruno says about twins and circle Yes or No.

- Read the text as a class. Do not explain *identical* at this point.
- Play audio track 1.10. The pupils follow in their books.
- Teach *identical* and *each other*.
- Pupils do the task in pairs.
- Check the answers as a class.

Answers

1. Yes 2. No 3. Yes 4. No

Audio track 1.10 (CD 01 track 10)

Page 17, exercise 4

My brother and I are 'identical twins'. Identical twins look like each other. Identical twins are always two girls or two boys. Some of my friends are twins but they aren't identical.

5 Talk to a friend. Then tell the class.

- Pupils read the questions and discuss the answers in pairs. Help with any vocabulary.
- Choose pupils to share their answers with the class.

Unit 1 Extra! Workbook pages 12–13

Unit 1 Extra!

1. Read, listen and draw the pirate.

This is Big Red, the Pirate. He has got long hair. It is quite curly and black. He has got a black moustache. He is wearing a red scarf round his neck and a long, red coat. His trousers are blue. He is not wearing any shoes.

2. Read and match. Write the letter.

A B C D

1. His hair is blonde. It's straight. He hasn't got a beard or a moustache. _____
 2. He has got black hair. His hair is quite long and curly. He has a beard, too. _____
 3. He has got short, brown hair. His hair is quite straight and he isn't wearing glasses. _____
 4. He has got short, brown hair. His hair isn't curly. He is wearing glasses. _____

3. Listen and repeat.

Say it!

1. a doll with long, blonde hair
 2. a monster singing a song
 3. a frog in a box
 4. a lorry in a shop
 5. a dog called Tom

4. Complete the table. Use the words in the box.

shoulder straight tall curly neck black coat eyes
 scarf das long blonde glasses thin

Parts of the body	Things we wear	Words that describe hair	Words that describe the body
eyes	glasses	long	fat

Lesson objective

- **Say it!:** short o sound (*long, blonde, dog*): /p/

1 Read, listen and draw the pirate.

- Play audio track 1.3. Pupils follow in their books. Review the vocabulary if necessary.
- Pupils work alone to draw the pirate, following the description in the text.
- Pupils mark each other's work in pairs. Monitor for accuracy.

Answer

Drawing to match description in the audio script.

Audio track 1.3 (WB CD track 03)

Page 12, exercise 1

This is Big Red, the Pirate. He has got long hair. It is quite curly and black. He has got a black moustache. He is wearing a red scarf round his neck and a long, red coat. His trousers are blue. He is not wearing any shoes.

2 Read and match. Write the letter.

- Read the descriptions as a class and review the vocabulary if necessary.
- Pupils work alone to match each description with the correct picture.
- Check the answers as a class. Pupils mark each other's work in pairs.

Answers

1. D 2. A 3. B 4. C

3 Listen and repeat.

- Play audio track 1.4. Pupils listen and repeat the model pronunciation in the pauses, following in their books. Check understanding of *called*.
- 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 1.4 (WB CD track 04)

Page 13, exercise 3

1. a doll with long, blonde hair, a doll with long, blonde hair
2. a monster singing a song, a monster singing a song
3. a frog in a box, a frog in a box
4. a lorry in a shop, a lorry in a shop
5. a dog called Tom, a dog called Tom

4 Complete the table. Use the words in the box.

- Read the words in the word box as a class. Review the vocabulary if necessary.
- Use the example to explain the task. Pupils write each word from the box under the correct heading in the table. Check understanding of the table headings.
- Pupils work alone to complete the exercise.
- Check the answers as a class.

Answers

Parts of the body	Things we wear	Words that describe hair	Words that describe the body
eyes (example) shoulder neck	glasses (example) coat scarf	long (example) blonde curly straight black	fat (example) tall thin

21st CS Cool down

- Each pupil draws and colours a picture of someone.
- Pupils work in pairs. Without showing their drawing to their partner, they take turns to describe their picture. Their partner tries to draw the same picture.
- Mix up all the pictures and put them up on the board. Can the class match the 'twins'?

Unit 2

Unit overview

Objectives

Grammar: adverbs of frequency: *always, often, sometimes, never*: *I always walk to school*; prepositions of time: *at, after, before*: *I never play before school*; reinforcement of present simple: *I get up in the morning*.

New vocabulary:

- Animals: *bat, bear, kangaroo, lion*
- Verbs: *take for a walk*
- Other: *awake, cage, grass, pet*

Useful language: *a lot, after, always, at home, before, careful, leave, look after, never, often, sometimes*

Communication objectives:

- To talk about animals and pets
- To ask and answer questions about daily routines

Learning outcomes:

- Pupils can use *always, often, sometimes, never* to talk about how often people do things.
- Pupils can recognise and name a range of animals.

It's our world! focus: A guide in a tiger park

Extra! project: Short book (*My favourite animal*)

Online teacher's resources

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

Lesson overview

Lesson 1

Pupil's Book pages 18–19; Workbook pages 14–15

Grammar: adverbs of frequency: *always, often, sometimes, never*; present simple (to express routine)

New vocabulary: *a bat, a bear, a kangaroo, a lion, take for a walk, a lot, always, never, often, sometimes*

21st century skills lesson objectives:

- Collaboration, critical thinking: Pupils discuss the information in a bar chart; pupils make a class bar chart (optional).
- Communication: Pupils discuss how often they do things.
- Creativity: Pupils sing a song.

Lesson 2

Pupil's Book pages 20–21; Workbook pages 16–17

Grammar: prepositions of time: *after, at, before*

New vocabulary: *awake, a cage, grass, a pet, after, at home, before, careful, leave, look after*

21st century skills lesson objectives:

- Communication, critical thinking: Pupils describe an animal for the class to guess.
- Collaboration: Pupils decide whether sentences are true or false.
- Critical thinking: Pupils match an audio description to an animal.

Lesson 3

Pupil's Book pages 22–23; Workbook pages 18–19

Grammar: answering questions using adverbs of frequency

21st century skills lesson objective:

- Communication: Pupils ask and answer questions.

It's our world!

Pupil's Book pages 24–25

21st century skills lesson objectives:

- Global awareness: Pupils read about a guide in Ranthambore Park in India.
- Collaboration: Pupils work together to find information in a reading text.
- Critical thinking, communication: Pupils answer questions about their favourite animals and discuss their answers with the class.

Unit 2 Extra!

Workbook pages 20–21

21st century skills lesson objective:

- Creativity, communication: Pupils make a book about their favourite animal and discuss it with a friend.

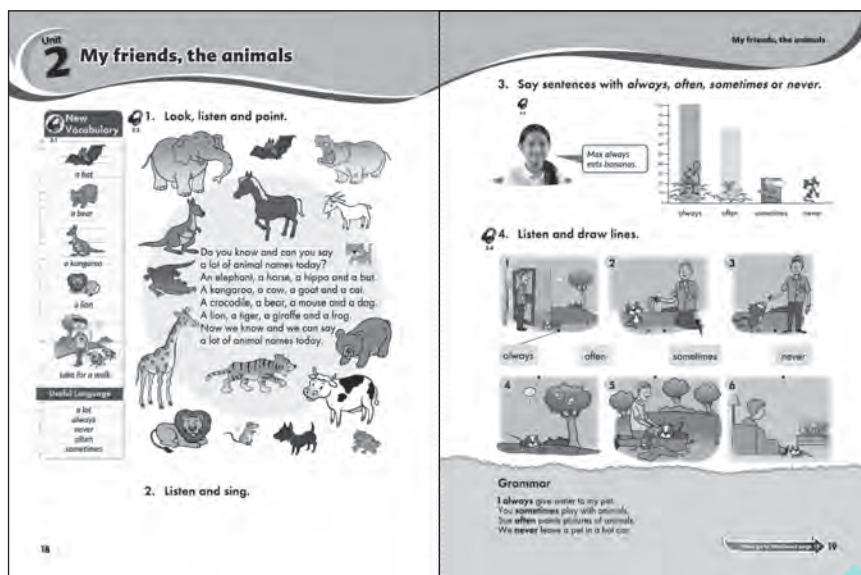
Say it! *k* sound (*kangaroo, take, walk*): /k/

Teacher's tips

To monitor understanding and encourage participation, have pupils 'vote' on the answers to questions. Ask them to raise a hand for the correct answer.

Lesson 1

Pupil's Book pages 18–19



Lesson objectives

- **Grammar:** adverbs of frequency: *always, often, sometimes, never*; present simple for habitual actions
- **New vocabulary:** *a bat, a bear, a kangaroo, a lion, take for a walk, a lot, always, never, often, sometimes*
- **Learning outcomes:**
 - o Pupils can recognise and name a range of animals.
 - o Pupils can talk about habitual actions.

Warm up

Play *Let's draw Max!* to review the animal names the pupils already know (see page 16 for instructions).

New vocabulary

- Look at the vocabulary box on page 18 with the class.
- Play audio track 2.1, pausing after *take for a walk*. Point to each new word in turn. The pupils read.
- Check understanding.
- Play the rest of the audio. Teach *a lot, always, never, often, sometimes*.
- Replay the audio several times, pausing after each word if necessary for the pupils to point and repeat.

Audio track 2.1 (CD 01 track 11)

Page 18, New vocabulary

a bat, a bear, a kangaroo, a lion, take for a walk, a lot, always, never, often, sometimes

1 Look, listen and point.

- In pairs, pupils look at the pictures on page 18 and name as many animals as they can to their partner.

- Without reviewing the vocabulary first, play audio track 2.2, pausing after each animal name. Choose pupils to point to the correct animal. Review any names they have forgotten.
- Play the audio track again. The pupils point to each animal as it is mentioned.
- Repeat several times. Monitor for accuracy.

Audio track 2.2 (CD 01 track 12)

Page 18, exercise 1

Do you know and can you say
a lot of animal names today?
An elephant, a horse, a hippo and a bat.
A kangaroo, a cow, a goat and a cat.
A crocodile, a bear, a mouse and a dog.
A lion, a tiger, a giraffe and a frog.
Now we know and we can say
a lot of animal names today.

2 Listen and sing.

- Read the text of the song as a class.
- Play audio track 2.2 again. The pupils read.
- Replay the audio while the pupils sing.

3 Say sentences with *always, often, sometimes or never*.

- Discuss the bar chart as a class. Explain in the pupils' own language if necessary.
- Play audio track 2.3 and explain the task.
- Pupils work in pairs, taking turns to say sentences.
- Choose pupils to say their sentences to the class.

Answers

Max always eats bananas. (example)
The mouse often eats bananas.
Pex sometimes eats bananas.
The cat never eats bananas.

Audio track 2.3 (CD 01 track 13)

Page 19, exercise 3

Max always eats bananas.



Optional extension activity

- Make a class bar chart showing how often the pupils eat bananas.

4 Listen and draw lines.

- Discuss the pictures. Review vocabulary as necessary.
- Use the example to explain the task. Some words are used more than once. Able children can work alone. Less able children should work with a partner.
- Play audio track 2.4. Pause after each speech while the pupils draw lines. For less able pupils, also pause after each sentence.
- Replay the audio and check the answers as a class.

Answers

1. always (example) 2. never 3. often 4. always
5. often 6. sometimes

Audio track 2.4 (CD 01 track 14)

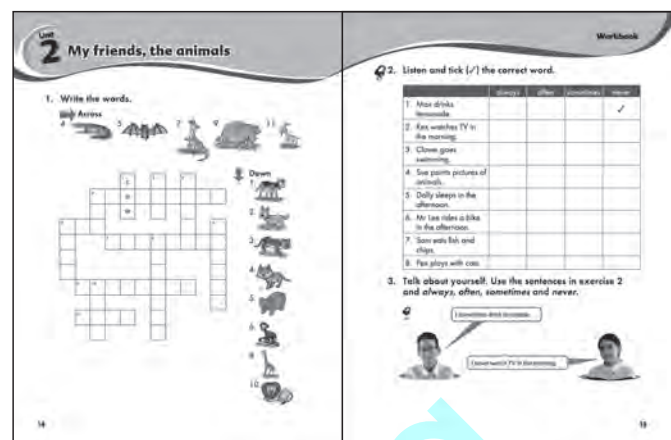
Page 19, exercise 4

- Mr Lee has a pet cat. His name is Rex. Mr Lee always says 'Good morning' to Rex.
- Before school Mr Lee gives meat to Rex. He never gives fruit to him.
- In the evening, Mr Lee often plays with Rex in the garden. He never takes him for a walk.
- Rex always enjoys playing in the garden.
- Mr Lee often gives Rex a bath when he is dirty. Rex doesn't like his bath.
- At night Rex sometimes watches TV with Mr Lee. Rex likes watching TV.

Grammar: Adverbs of frequency

- Read the sentences with the class. Ask the pupils to comment on the forms of the verbs (no *-ing*; *-s* if used with *Sue*).
- Pupils copy the sentences from the grammar box into their notebooks.
- Practise. Choose pupils to say a sentence about themselves, beginning *I always ...*, *I never ...*, *I often ...* or *I sometimes ...*

Workbook pages 14–15



1 Write the words.

- With the books closed, make a list of animal names.
- Pupils then open their books and look at the crossword on page 14. Use the example to explain the task.
- Able pupils work alone. Less able pupils work in pairs.
- Check the answers. Ask pupils to spell out their answers.

Answers

Across: 4. crocodile; 5. bat; 7. kangaroo; 9. elephant; 11. goat

Down: 1. cow (example); 2. dog; 3. tiger; 4. cat; 5. bear; 6. monkey; 8. giraffe; 10. lion

2 Listen and tick (✓) the correct word.

- Read the sentences in the table as a class and check understanding.
- Play the first part of audio track 2.1. Use the example to explain the task. Pupils work alone.
- Replay the audio and check the answers. Pupils swap books and check each other's work.

Answers

1. never (example) 2. sometimes 3. often 4. sometimes 5. always 6. often 7. often 8. never

Audio track 2.1 (WB CD track 05)

Page 15, exercise 2

- Max drinks water and he sometimes drinks milk but he never drinks lemonade.
- Rex often plays in the garden in the evening and he sometimes watches TV in the morning.
- Clover likes the garden and she likes the park. She often goes swimming there.
- Sue always paints pictures in the evening. She often paints pictures of her friends and she sometimes paints pictures of animals.
- Dolly the mouse sleeps a lot. She often sleeps under the house at night and she always sleeps in the garden in the afternoon.

6. Mr Lee always drives a car to school and he often rides his bike to the beach in the afternoon.
7. Sam never eats chicken and rice but he often eats fish and chips. He never eats potatoes with bread.
8. Pex always plays in the afternoon. He sometimes plays with Dolly the mouse but he never plays with cats.

21st 3 Talk about yourself. Use the sentences in exercise 2 and **always, often, sometimes and never**.

- Reread the first sentence from the table in exercise 2.
- Play audio track 2.2 while the pupils read.
- Elicit the change in the form of the verb: *drinks/drink, watches/watch*.
- Say *Now say whether you do these things always, often, sometimes or never*.
- In pairs, pupils take turns to make true sentences about themselves.
- Choose pupils to say sentences to the class.

Instructions for homework

- Pupils rewrite the sentences in the table about themselves.

Audio track 2.2 (WB CD track 06)

Page 15, exercise 3

A: I sometimes drink lemonade.

B: I never watch TV in the morning.

Optional extension activity

- Choose pupils to say sentences from the exercise about their partner. Monitor for 3rd person -s on the verb.

Cool down

- Play *Spell that!* with animal names from the unit.

Instructions for *Spell that!*

- Pupils make a list of eight words (from the unit).
- In pairs, they take turns to ask their partner to spell out a word from the list. Every right answer gets a point.

Lesson 2

Pupil's Book pages 20–21

Unit 2

New Vocabulary

awake	a cage	grass	a pet
-------	--------	-------	-------

Useful Language

after	at home	before	look after
-------	---------	--------	------------

5. Read the sentences about pets. Write the letter of each picture next to the correct sentence.

Look after your pets, please.

A

B

C

D

E

F

G

H

1. Always say nice things to your pet. G

2. Never give a lot of cake to a pet bird. _____

3. Always take your dog to play on the grass in the park. _____

4. Always be careful of pets with big teeth. _____

5. Never leave the door of a bird cage open. _____

6. Always take your dog for a walk. _____

7. Always give your pet a lot of water. _____

8. Never leave your pet in a hot car. _____

20

My friends, the animals

6. Listen and read about Bill and his pets. Tick (✓) or cross (X).

When I get up in the morning, I always go and see my pets. Sally, Rover and Clover are always awake. I say 'Hello' to them but I never play with them before school.

After school, I often play with my pet bird, Sally. Sally sometimes flies to me and sits on my shoulder.

In the afternoon, I always take Rover and Clover for a walk in the park. Rover and Clover like running on the grass.

At night, Sally always sleeps in my house. Rover and Clover never sleep in the house. They always sleep in the garden.

1. Rover and Clover are always awake when Bill gets up. ☒
2. Bill plays with Rover and Clover before school. ☐
3. Bill often plays with his pet bird after school. ☐
4. Bill always takes Rover and Clover for a walk. ☐
5. Bill, Rover and Clover always go to the park. ☐
6. Rover and Clover never sleep in Bill's room. ☐

Now go to Workbook page 21

Lesson objectives

- **Grammar:** prepositions of time: *after, at, before*
- **New vocabulary:** *awake, a cage, grass, a pet, after, at home, before, careful, leave, look after*

Learning outcomes:

- o Pupils can understand and give instructions using *always* and *never*.
- o Pupils can read and understand a detailed report of regular actions.
- o Pupils can identify a range of animals from descriptions of their features and habits.



Warm up

- Play *What am I?* with animal names.

Instructions for *What am I?*

- First demonstrate the game. Say one or two sentences to describe an animal and its habits. Pupils have to guess the animal. For example, say *It lives in trees. It eats a lot of bananas.* Elicit *monkey*. If necessary, add more sentences until the answer is guessed.
- Pupils play as a class or in pairs.

New vocabulary

- Look at the vocabulary box on page 20 with the class. Check understanding of the pictures.
- Play audio track 2.5, pointing to each new word in turn. Pause after each word or phrase in the Useful language section (*after, at home, before, careful, leave, look after*) and explain the meaning.
- Play the audio several times while the children read and repeat.
- Practise. Say *Point to ...*, or use the pupils' own language to elicit the Useful language words and phrases.

Audio track 2.5 (CD 01 track 15)

Page 20, New vocabulary

awake, a cage, grass, a pet, after, at home, before, careful, leave, look after



5 Read the sentences about pets. Write the letter of each picture next to the correct sentence.

- Read Bill's speech bubble as a class. Check understanding.
- Give the pupils a few minutes to study the pictures with a partner.
- Use the example to explain the task. Teach *teeth*.
- Pupils work in pairs to write the answers.
- Check the answers as a class.

Answers

1. G (example) 2. H 3. F 4. C 5. B 6. E 7. A 8. D



6 Listen and read about Bill and his pets. Tick (✓) or cross (X).

- Play audio track 2.6 straight through while the pupils read.
- Use the example to explain the task.
- Read sentences 1 to 6 as a class. Review the vocabulary and the phrases *in the morning/afternoon/evening, at night*. Check that the pupils know the names of the pets.
- Play audio track 2.6 again, pausing after each speech bubble for the pupils to tick or cross the sentences. Pupils work with a partner. Pair less able pupils with a stronger reader.
- Give pupils a few more minutes to finish their answers if necessary.
- Pupils check their answers with another pair. Monitor and help with any problems.
- Choose pupils to read the sentences to the class. The class votes Yes or No.

Answers

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

Audio track 2.6 (CD 01 track 16)

Page 21, exercise 6

When I get up in the morning, I always go and see my pets. Sally, Rover and Clover are always awake. I say 'Hello' to them but I never play with them before school.
After school, I often play with my pet bird, Sally. Sally sometimes flies to me and sits on my shoulder.
In the afternoon, I always take Rover and Clover for a walk in the park. Rover and Clover like running on the grass.
At night, Sally always sleeps in my house. Rover and Clover never sleep in the house. They always sleep in the garden.

Workbook pages 16–17

Unit 2

4. Listen, read and match the numbers to the animals.

1 These animals sometimes eat meat. They often eat fish. They can be orange, brown, black or white. They often live in houses.







2 Sometimes you see these animals in water, on the ground or in trees. They never walk or run. They haven't got legs.

3 These animals are black and white or brown. They always eat grass. They live on land.

4 These animals live in water. They have big teeth and long tails. They haven't got hair. They never eat fruit.

5 These animals often sleep in the day. They are orange and black or white. They have got big teeth. They always eat meat and never eat fruit.

6 These animals like water and they often swim. They have big teeth and they haven't got hair. They always eat grass and never eat meat.










Workbook


5. Read and complete the sentences with *before* or *after*.


- Always look before you cross a street.
- Always clean your teeth before you go to bed.
- Always give water to your pet before you go to school.
- Bill usually watches TV after he comes home from school.
- Sue always washes her hands before she sits down to eat.
- Sam never watches TV before he has breakfast.


6. Write sentences. Use the words in boxes to help you.


1  always clean the bird cage.

2  never give a bath to

3  always give fruit to

4  never sit

5  always close

6  never leave with



4 Listen, read and match the numbers to the animals.

- Look at the pictures with the class and review the names of the animals.
- Use the example to explain the task.
- Play audio track 2.3 while the pupils read. Pause between descriptions to give them 'thinking time'.
- If necessary, give pupils a few minutes to reread any descriptions and finish writing.
- Pupils check their answers with a partner.
- Check the answers as a class. Ask pupils to say and spell out the names of the animals.

Answers

A. 6 B. 5 C. 3 D. 2 E. 1 (example) F. 4

Audio track 2.3 (WB CD track 07)

Page 16, exercise 4

See text on Workbook page.



Optional extension activity

- Play in groups. With books closed, number the pupils in each group from 1 to 6. Pupils can work alone or with a stronger reader.
- Explain the task. Each pupil (or pair) has to read the text which matches their number, find the picture of the animal it describes and share their answer with the rest of the group. The first group to finish with all answers correct is the winner. Everyone in the group must have all the answers written in their book and the pupils should be able to say and spell out the name of their animal.
- Pupils open their books and begin the activity.
- Note the order in which the groups finish. When all have finished, play audio track 2.3, pausing after each description to check the answers.
- Ask members of the group which finished first to say and spell out the names of their animals.

5 Read and complete the sentences with *before* or *after*.

- Use the example to explain the task. Review *before* and *after*.
- Pupils work alone. Support less able pupils by reading the sentences and reviewing the vocabulary first.
- Ask the class to vote for *before* or *after* for each sentence.
- Choose pupils to read the completed sentence to the class.

Answers

1. before (example) 2. before 3. before 4. after
5. before 6. before

6 Write sentences. Use the words in boxes to help you.

- Look at picture number 1 and read the words as a class. Use the example to elicit or explain that the children have to write the rules for looking after pets.
- Pupils complete the activity individually and then check their answers with a partner.
- Check the answers as a class. The pupils vote on whether they agree with each rule. Discuss any concerns they have about the rules. Help with vocabulary or allow the use of the pupils' own language.

Answers

1. Always clean the bird cage. (example)
2. Never give a bath to a fish.
3. Always give fruit to a bird/parrot.
4. Never sit on a cat/pet.
5. Always close the door.
6. Never leave a bird with a cat.

Cool down

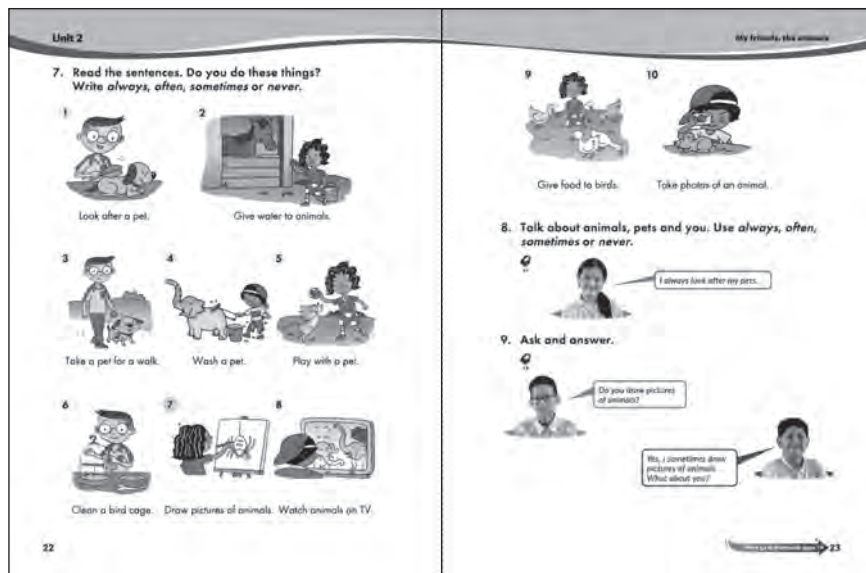
Play *Silly sentences*.

Instructions for *Silly sentences*

- Prepare four bags or boxes with phrases on slips of paper:
 - names of the pupils
 - adverbs of frequency
 - short verb phrases (*has a bath, goes to school, eats bananas*)
 - adverbial phrases (*in the morning, in the classroom*)
- Play as a class. Choose pupils to take a slip of paper from each bag and make a sentence.

Lesson 3

Pupil's Book pages 22–23



Lesson objectives

- **Grammar:** answering questions using adverbs of frequency.
- **Learning outcome:** Pupils can use adverbs of frequency to say how often they and others do things.

Warm up

- Use the verb phrases from the previous lesson, or brainstorm a new list and write them on the board.
- Choose a verb phrase. Ask a pupil, for example, *Do you drink milk for breakfast?* Teach or elicit the short answers *Yes, always/often/sometimes* and *No, never*.
- With less able pupils, continue as a class. More able pupils can ask and answer with a partner.

7 Read the sentences. Do you do these things? Write *always, often, sometimes* or *never*.

- Look at the pictures and read the sentences as a class. Review vocabulary as necessary.
- Do number 1 together as an example.
- Say to the class *Now write always, often, sometimes or never. Write what is true for you.*

Answers

Pupils' own answers.

8 Talk about animals, pets and you. Use *always, often, sometimes* or *never*.

- Explain the task. The pupils have to make sentences using the answers to exercise 7.
- As a class, read number 1 in exercise 7 again.
- Say *Listen to the girl talking about what she does*. Play audio track 2.7. Pupils listen and read the speech bubble.
- Point out the change from *a pet* to *my pets*.
- Replay the audio while the pupils repeat.
- In pairs, pupils take turns to make sentences about themselves, following the model. Monitor and help with problems.
- Choose a few pairs to say their sentences to the class.

Answers

Pupils' own answers.

Audio track 2.7 (CD 01 track 17)

Page 23, exercise 8

I always look after my pets.

9 Ask and answer.

- Review making questions in the present simple tense. Use verb phrases from the previous lesson and ask questions with *Do you ...?* For example: *Do you watch television before school?*

- Say *Listen to the boys asking and answering about what they do.*
- Play audio track 2.8. Pupils listen and read.
- Replay the audio, pausing for the pupils to repeat.
- Teach *What about you?* Elicit that the first child now has to answer the same question.
- Pupils ask and answer questions in pairs, using the phrases from exercise 7 and following the model. Monitor and help with problems.
- Choose one or two pairs to say their conversations to the class.

Answers

Pupils' own answers.

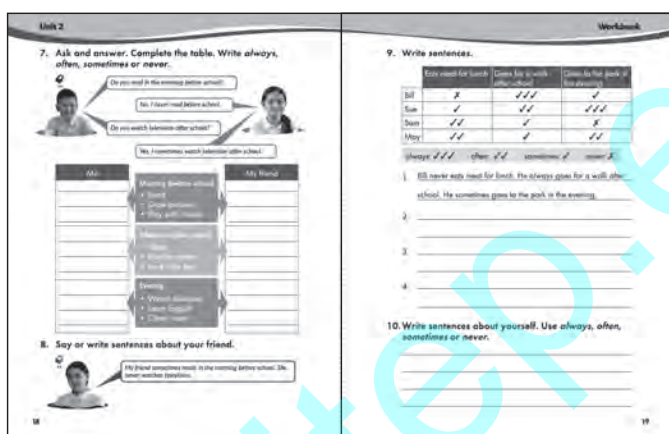
Audio track 2.8 (CD 01 track 18)

Page 23, exercise 9

A: Do you draw pictures of animals?

B: Yes, I sometimes draw pictures of animals. What about you?

Workbook pages 18–19



21st 7 Ask and answer. Complete the table. Write *always, often, sometimes or never.*

- Read the list of activities in the table as a class. Review the times of day.
- The pupils complete the *Me* column of the table about themselves, using *always, often, sometimes or never.*
- Say *Listen to these children asking and answering about when they do things.*
- Play audio track 2.4 while the children read.
- Replay the audio, pausing for the pupils to repeat.
- Pupils ask and answer questions with a friend or partner, following the model. Pair less able pupils with a stronger partner. Monitor and support.
- Pupils use their partner's answers to complete the *My friend* column of the table.
- Choose one or two pairs to say their conversations for the class.

Instructions for homework

- The pupils read the list of activities and complete the *Me* column of the table about themselves, using *always, often, sometimes or never.*
- They write out the questions and answers.

Answers

Pupils' own answers.

Audio track 2.4 (WB CD track 08)

Page 18, exercise 7

A: Do you read in the morning before school?

B: No, I never read before school.

A: Do you watch television after school?

B: Yes, I sometimes watch television after school.

21st 8 Say or write sentences about your friend.

- Explain the task. The pupils have to use the information in the *My friend* column of the table to say sentences about what their friend or partner does *before school, after school* and *in the evening.*
- Play audio track 2.5 while the pupils read.
- The pupils swap partners and take turns to say sentences about their previous partner, using the information in the table.
- Choose pupils to say sentences to the class.

Instructions for homework

- Pupils complete the *My friend* column of the table in exercise 7 with *always, often, sometimes or never* in any order. They should choose different answers from the ones they gave for themselves.
- The pupils write sentences using the information in the *My friend* column.

Answers

Pupils' own answers.

Audio track 2.5 (WB CD track 09)

Page 18, exercise 8

My friend sometimes reads in the morning before school.

She never watches television.

Optional extension activity

- The pupils write out some or all of the possible sentences from the table about their partner.
- Pupils check each other's spelling.

9 Write sentences.

- Read the table as a class. Look at the box below it and check that the pupils understand the use of ticks and crosses to represent, *always* (✓✓✓), *often* (✓✓), *sometimes* (✓) and *never* (X).
- Use the example to explain the activity. The pupils have to use the information to write three sentences about each character. Check understanding of *go for a walk*.
- Pupils complete the exercise individually.
- Choose pupils to read their sentences to the class. Ask the class to vote by raising their hands if they agree. Pupils check each other's answers in pairs.

Answers

1. Bill **never** eats meat for lunch. He **always** goes for a walk after school. He **sometimes** goes to the park in the evening. (example)
2. Sue **sometimes** eats meat for lunch. She **often** goes for a walk after school. She **always** goes to the park in the evening.
3. Sam **often** eats meat for lunch. He **sometimes** goes for a walk after school. He **never** goes to the park in the evening.
4. May **often** eats meat for lunch. She **sometimes** goes for a walk after school. She **often** goes to the park in the evening.

10 Write sentences about yourself. Use *always*, *often*, *sometimes* or *never*.

- Choose pupils to say sentences about themselves, following the model in exercise 9. Remind them to drop the 3rd person -s from the verb when talking about themselves.
- Pupils work alone to write sentences about themselves.
- Pupils check their spelling with a partner.
- Choose pupils to read their sentences to the class.

Answers

Pupils' own answers.

Cool down

- Collect the pupils' writing from exercise 10.
- Choose one book without letting the class see who it belongs to. Read out the sentences. Ask the class to guess whose book it is.

Optional variation:

- Explain the game and then divide the class into groups. Pupils swap Workbooks within their group several times until the books are thoroughly mixed up. Pupils take turns reading aloud the sentences from exercise 10. The rest of the group has to guess whose book it is. Play until everyone in the group has had a turn to read.

It's our world!

Pupil's Book pages 24–25

It's our world!

1. Look at the photos. Guess the answers to the questions before you read the text.

1. How old is the girl?
2. Where is the girl from?
3. Who is the man with her?
4. What is the man's job?

2. Now read and answer the questions in exercise 1.

Hello. My name is Preet, and I'm from India. I am eight years old. This is my dad. His name is Arun. He is a guide at Ranthambore Park. Tigers live there.

3. Read and circle Yes or No.

Tigers are in danger. There are not many tigers in the world now. People come to Ranthambore Park in India to see them. Dad drives visitors to the park and helps them to find tigers. In the park, they can watch tigers and take photos of them. Dad tells them about the tigers. He thinks we all need to look after our world.

1. Are tigers in danger? Yes / No
2. Are there a lot of tigers in the world? Yes / No
3. Do people come to Ranthambore to see tigers? Yes / No
4. Does Arun drive tigers to the park? Yes / No
5. Can people take pictures of tigers in Ranthambore Park? Yes / No

4. Talk to a friend. Choose two animals that you like. Answer the questions.

1. Where do your animals live?
2. Are your animals in danger?
3. Which animals are in danger in your country?

5. Now tell the class about your animals.

Lesson objectives

- **Topic vocabulary:** (*in*) *danger*, *a guide*, *a visitor*
- **Learning outcomes:**
 - o Pupils can read a simple text and answer questions on it.
 - o Pupils can talk about two favourite animals.

Cultural notes

Ranthambore Park is one of the best places in India to see tigers. Tigers can be seen here even in the daytime. The park is also home to many other large jungle cats and to lots of different animals, including bats, crocodiles and snakes.

Warm up

- Play *What am I?* as in lesson 2, but using adverbs of frequency. For example: *It sometimes lives in water and sometimes lives on land* (see page 23 for instructions).

1 Look at the photos. Guess the answers to the questions before you read the text.

- The pupils cover up the speech bubble. Read the exercise heading as a class. Review *guess*.
- Discuss what pupils can see in the photos. Provide any new vocabulary. Allow answers in the pupils' own language, but restate in simple English and ask the pupils to repeat.
- Pupils read and discuss the questions with a partner.
- Choose one or two pupils to say their guesses for each question. Do not give the answers yet.

2 Now read and answer the questions in exercise 1.

- Say *Now listen and read*.
- Play audio track 2.9 while the pupils read the speech bubble.
- Check the answers to exercise 1 as a class. Teach *guide*.
- Help pupils to find India on their maps. Use the Cultural notes to explain about Ranthambore Park. Explain about national parks and their role in protecting endangered species. Use the pupils' own language where necessary.

Answers

- (She's) eight/8.
- (She's from) India.
- Her father (Arun).
- (He's a) guide.

Audio track 2.9 (CD 01 track 19) Page 24, exercise 2

Hello. My name is Preet and I'm from India. I am eight years old. This is my dad. His name is Arun. He is a guide at Ranthambore Park. Tigers live there.

3 Read and circle Yes or No.

- Teach *in danger*.
- Say *Listen to and read some more information about Ranthambore Park*.
- Play audio track 2.10 while the pupils read.
- Pupils work in pairs to answer the questions.
- Check the answers as a class. Ask pupils to vote *Yes* or *No* for each question.

Answers

- Yes
- No
- Yes
- No
- Yes

Audio track 2.10 (CD 01 track 20)

Page 25, exercise 3

Tigers are in danger. There are not many tigers in the world now. People come to Ranthambore Park in India to see them. Dad drives visitors to the park and helps them to find tigers. In the park, they can watch tigers and take photos of them. Dad tells them about the tigers. He thinks we all need to look after our world.

4 Talk to a friend. Choose two animals that you like. Answer the questions.

- Read the questions as a class and check understanding.
- Pupils talk about the questions in pairs. Help with any new vocabulary.
- Pupils swap partners and tell their new partner about their animal.

Answers

Pupils' own answers.

5 Now tell the class about your animals.

- Choose pupils to tell the class about their chosen animals.

Answers

Pupils' own answers.

Unit 2 Extra!

Workbook pages 20–21

Unit 2 Extra!

1. Look at the pictures. Write the names of these things and animals.

- kangaroo
- kite
- monkey
- book
- milk
- tiger

2. Read and complete. Use words from the box.

baby
 tail
 tiger
 water
 meat
 orange
 teeth
 mother

(1) _____ are big animals. Their colours are (2) _____ black and white. They are strong and have big white (3) _____ and long (4) _____. They drink (5) _____ and eat (6) _____. Tiger families are not very big (7) _____. tigers leave their (8) _____ after two or three years.

3. Listen and repeat.

Say it

- a kangaroo with a kite
- Kim has got a keyboard
- a monkey with some milk
- Please take a book

4. Make a short book: *My favourite animal*.

- Find out about these things for your favourite animal.
- Write a short sentence and draw or stick a picture on each page.
- Show your book to your friends.

Page 1 My favourite animal.	Page 2 Its colour.
Page 3 Its body.	Page 4 Number of babies.
Page 5 Number in the world.	Page 6 Its food.

5. Read your friend's book. Tell your friend what you like about it.

Lesson objective

- Say it!: *k* sound (*kangaroo, take, walk*): /k/

1 Look at the pictures. Write the names of these things and animals.

- Able pupils work alone. Less able pupils can work in pairs. Monitor and support.
- Check the answers as a class. Choose pupils to read and spell out their answers. Pupils mark each other's work in pairs.

Answers

1. grass (example) 2. kangaroo 3. lion 4. bear
5. cage 6. bat

21st 2 Read and complete. Use words from the box.

- Read the words in the box as a class. Review the vocabulary if necessary.
- In pairs, pupils fill in each blank in the text with a word from the box.
- Check the answers as a class. Choose a pupil to read each sentence. Ask the class whether they agree.

Answers

1. Tigers (example) 2. orange 3. teeth 4. tails
5. water 6. meat 7. Baby 8. mother

3 Listen and repeat.

- Play audio track 2.6. Pupils listen, read and repeat the phrases in the pauses.
- Pupils listen and repeat several times. Model the phrases, pausing as you say the target sound so that pupils can see the mouth shape they need to make.
- Pupils practise in pairs. Monitor for correct pronunciation.

🔊 Audio track 2.6 (WB CD track 10)

Page 21, exercise 3

1. a kangaroo with a kite, a kangaroo with a kite
2. Kim has got a keyboard. Kim has got a keyboard.
3. a monkey with some milk, a monkey with some milk
4. Please take a book. Please take a book.

21st 4 Make a short book: *My favourite animal*.

- You may prefer to ask the pupils to find the information about their animal as homework. Pupils can use their Pupil's Book and Workbook, library books and/or the internet (where available at home) as sources of information. Do not allow children to search on the internet in school.

- Read out the exercise heading and the instructions and use the picture to explain the task.
- As a class, reread the completed text from exercise 2 as an example.
- Pupils work alone to make their book, using the information they have found.
- Pupils share their books with a friend or partner.

21st 5 Read your friend's book. Tell your friend what you like about it.

- Brainstorm some comments that pupils could make. For example: *I like this book because ...; That's/It's very interesting; I didn't know that ...; I like this page best because ...; This is a good drawing of a ...; It's very clear; It's very neat.* Help with and practise any new vocabulary.
- Pupils swap books and say something positive about their partner's book.
- Choose a few pupils to say to the class what they like about their partner's book.

Instructions for homework

- Omit the discussion, but use the finished books to make a class or school display.

Cool down

- Play *Jumbled words* in pairs.

Instructions for *Jumbled words*

- Ask the pupils to choose six animal names each and write them in their notebooks with the letters in the wrong order.
- Pupils swap notebooks with a partner and try to unscramble the words and write them out correctly. The first to finish is the winner.

Unit 3

Unit overview

Objectives

Grammar: *have (got) to* (for obligation): *He has (got) to (tidy the classroom); We don't have / haven't got to (cook dinner); Do you have to (help at home)? What do you have to (do at school)?*

New vocabulary:

- Containers: *cup, glass*
- Food and drink: *coffee, sandwich, tea*
- School and home: *bin, brush, rubbish*
- Verbs: *buy, cook, empty, plant, tidy, wash, water*
- Other: *market*

Useful language:

- *first... then..., see you!*

Communication objectives:

- To talk about what one and others have to do
- To ask and answer questions about what has to be done

Learning outcomes:

- Pupils can use *have/has (got) to* to talk about what they and others do to help at home and at school.
- Pupils can say what they and others don't have to do.
- Pupils can ask and answer questions about what they and others have to do.

It's our world! focus: Cleaning the beach

Extra! project: Short book (*Helping people*)

Online teacher's resources

- Unit 3 end-of-unit test
- MP3s of the audio
- Flashcards: food and helping out at home; games, certificates and more ...

www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 26–27; Workbook pages 22–23

Grammar: *have (got) to*: present simple tense, 1st & 3rd persons singular and 1st person plural, positive forms

New vocabulary: *a bin, a brush, empty (v), rubbish, tidy (v), wash (v)*

21st century skills lesson objectives:

- Collaboration: Pupils work together to say what jobs they and characters have to do.
- Creativity: Pupils mime jobs for the class to guess.

Lesson 2

Pupil's Book pages 28–29; Workbook pages 24–25

Grammar: *have (got) to*: present simple tense, all persons singular and plural, and negative forms: *don't/doesn't have to, haven't/hasn't got to*

New vocabulary: *buy, coffee, cook (v), a cup, a glass, a market, plant (v), a sandwich, tea, water (v)*

21st century skills lesson objective:

- Communication: Pupils talk about what they and others have to do and don't have to do.

Lesson 3

Pupil's Book pages 30–31; Workbook pages 26–27

Grammar: *have (got) to*: present simple tense, 2nd person and 3rd person singular and plural, question forms: *Do you have to ...? What do you have to do ...?*

New vocabulary: *first ... then ..., see you!*

21st century skills lesson objective:

- Communication: Pupils ask and answer questions about the jobs they and others have to do.

It's our world!

Pupil's Book pages 32–33

21st century skills lesson objectives:

- Global awareness: Pupils read about a dirty beach.
- Collaboration: Pupils work together to find information in a reading text.
- Communication: Pupils talk about the dangers of rubbish on a beach.

Unit 2 Extra!

Workbook pages 28–29

21st century skills lesson objective:

- Creativity: Pupils make a short book about what they do to help other people.

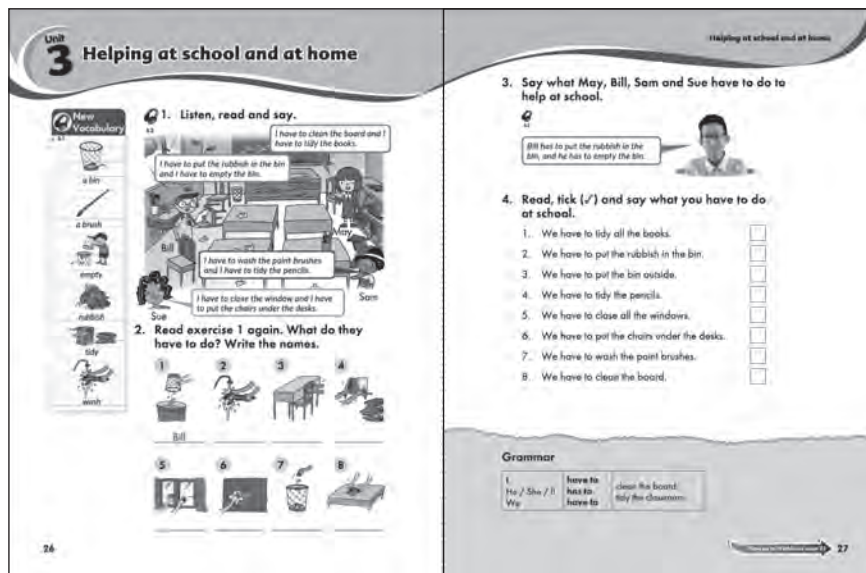
Say it! *y* as a vowel sound (*tidy, carry, empty*): /i/

Teacher's tips

To help pupils learn a new word, remind them to **look** at it, to **say** it slowly, then **cover** it and try to 'see' it, then **write** it without looking at the original, then **check** what they have written letter by letter.

Lesson 1

Pupil's Book pages 26–27



Lesson objectives

- **Grammar:** *have (got) to*: present simple tense, 1st & 3rd persons singular and 1st person plural, positive forms
- **New vocabulary:** *a bin, a brush, empty (v), rubbish, tidy (v), wash (v)*
- **Learning outcome:** Pupils can use *have/has (got) to* to list ways they and others help at home and at school.

Warm up

Sing the song from Pupil's Book page 18.

New vocabulary

- Look at the vocabulary box on page 26.
- Play audio track 3.1. Point to each new word in turn while the pupils read.
- Check understanding.
- Replay the audio several times. The pupils point and repeat.

Audio track 3.1 (CD 01 track 21)

Page 26, New vocabulary

a bin, a brush, empty, rubbish, tidy, wash

1 Listen, read and say.

- Discuss the unit title. Check understanding of *help* and explain *have to*.
- Play audio track 3.2 while the pupils read. Pause for the pupils to repeat.
- Check understanding. Ask the class to point to the matching picture in exercise 2, or choose pupils to demonstrate each action.
- Pupils read the speech bubbles to a partner.

Audio track 3.2 (CD 01 track 22)

Page 26, exercise 1

May: I have to clean the board and I have to tidy the books.

Bill: I have to put the rubbish in the bin and I have to empty the bin.

Sam: I have to wash the paint brushes and I have to tidy the pencils.

Sue: I have to close the window and I have to put the chairs under the desks.

2 Read exercise 1 again. What do they have to do? Write the names.

- Check understanding of the pictures. Say, for example, *Show me ('tidy the pencils')*.
- Teach or elicit the meaning of *job(s)*.
- Use the example to explain the task. Pupils reread exercise 1 to find who has to do each job.
- Pupils work in pairs.
- Check the answers. Write *May, Bill, Sam* and *Sue* on the board. Say *Number 1 – empty the bin. Who has to empty the bin?* Pupils point to the name.

Answers

1. Bill (example) 2. Sam 3. Sue 4. May 5. Sue
6. May 7. Bill 8. Sam

21st 3 Say what May, Bill, Sam and Sue have to do to help at school.

- Explain the task. Play audio track 3.3 while the pupils read.
- Elicit the change of verb from *I have to ...* to *He/She has to ...*

- In pairs, pupils take turns to say sentences, using the information from exercise 2.
- Choose pupils to say their sentences to the class.

Answers (in any order)

Bill has to put the rubbish in the bin, and he has to empty the bin. (example)

May has to clean the board and she has to tidy the books.

Sam has to wash the paint brushes and he has to tidy the pencils.

Sue has to close the window and she has to put the chairs under the desks.

Audio track 3.3 (CD 01 track 23)

Page 27, exercise 3

Bill has to put the rubbish in the bin, and he has to empty the bin.

4 Read, tick (✓) and say what you have to do at school.

- Elicit some things that the pupils have to do to help in the classroom.
- Read sentence 1 with the class and check understanding of *all the books*. Teach *all*.
- Pupils work alone to tick the things they (or other pupils) have to do.
- Pupils check their answers with a partner.
- Check the answers as a class. Pupils vote *Yes* or *No*.

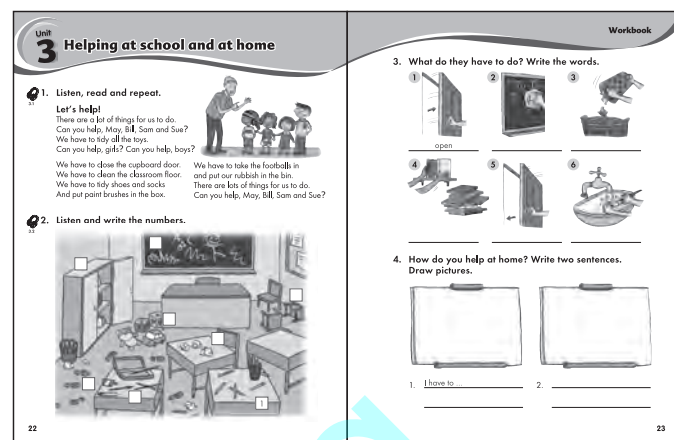
Answers

Pupils' own answers.

Grammar: have to/has to

- Choose pupils to make sentences from the grammar box.
- Practise round the class. Prompt with a name or pronoun and an object. For example: Teacher: *Bill, books*. Pupil: *Bill has to tidy the books*.
- Pupils write six sentences from the grammar box in their notebooks.
- Explain that sometimes people say *I have got to ...* instead of just *I have to*. Explain that *have/has got to* means the same as *have/has to*.
- Write *I've got to ...*, *We've got to ...*, *He's got to ...*, *She's got to ...* on the board. Say sentences from the lesson with *have got to*. Ask the children to repeat each sentence without *got*. For example: Teacher: *We've got to tidy the books*. Pupil: *We have to tidy the books*.

Workbook pages 22–23



1 Listen, read and repeat.

- With the books closed, brainstorm a list of things that children can do to help in the classroom.
- The pupils open their Workbooks on page 22. Play audio track 3.1 while they read.
- Replay the audio, pausing for the pupils to repeat each line. Check understanding.
- Pupils read the poem with a partner.

Audio track 3.1 (WB CD track 11)

Page 22, exercise 1

Children: Let's help!

Mr Lee: There are a lot of things for us to do.
Can you help, May, Bill, Sam and Sue?
We have to tidy all the toys,
Can you help, girls? Can you help, boys?

Children: We have to close the cupboard door.
We have to clean the classroom floor.
We have to tidy shoes and socks
And put paint brushes in the box.

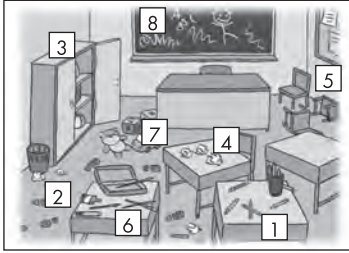
We have to take the footballs in
and put our rubbish in the bin.
There are a lot of things for us to do.

Mr Lee: Can you help, May, Bill, Sam and Sue?

2 Listen and write the numbers.

- Give the pupils a few minutes to talk about the picture in pairs.
- Play the first sentence of audio track 3.2. Use the example to explain the task.
- Play the rest of the audio, pausing after each sentence. Pupils work alone to number the boxes.
- Replay the audio and check the answers as a class. Pupils check each other's work.

Answers



Audio track 3.2 (WB CD track 12)

Page 22, exercise 2

1. We've got to tidy all the pencils.
2. We've got to clean the classroom floor.
3. We've got to close the cupboard door.
4. We have to put the rubbish in the bin.
5. We have to tidy the desks and the chairs.
6. We've got to put all the paint brushes in the box.
7. We have to tidy all the toys.
8. We've got to clean the board.

3 What do they have to do? Write the words.

- Able pupils work alone. Less able pupils may work in pairs, using the Pupil's Book.
- Choose pupils to read and spell out their answers. The class votes *Yes* or *No*.

Answers

1. open (example)
2. clean
3. empty
4. tidy
5. close
6. wash



Optional extension activity

- Choose pupils to make sentences from the exercise. For example: *I/We have to open the door. He/She has to clean the board.*

4 How do you help at home? Write two sentences. Draw pictures.

- Brainstorm what pupils do to help at home. Help with vocabulary.
- Pupils work alone and then share their pictures with a partner. They check each other's spelling.
- Choose a few pupils to read their sentences to the class.



Cool down

- Play a miming game, for example, *Simon says* (see page 9 for instructions).
- Say *I have to (empty the bin)*. Mime emptying the bin. The pupils also mime.
- Sometimes say one action but mime another. The pupils must mime what you say, not what you do.

Lesson 2

Pupil's Book pages 28–29

Unit 3

New Vocabulary

- buy
- coffee
- cook
- a cup
- a glass
- a market
- sandwich
- tea
- water

5. Listen and number the pictures.

6. Talk about the robot.

The robot always has to make Mr Lee a sandwich.

The robot doesn't have to wash the glasses or cups.

Helping at school and at home

7. Do you help at home? What do you have to do?
Tick (✓) or cross (X).

plant flowers	<input type="checkbox"/>	empty the bin	<input type="checkbox"/>
clean the kitchen	<input type="checkbox"/>	wash the floor	<input type="checkbox"/>
wash cups and glasses	<input type="checkbox"/>	carry bags for people	<input type="checkbox"/>
tidy clothes	<input type="checkbox"/>	cook dinner	<input type="checkbox"/>
water flowers	<input type="checkbox"/>	make tea or sandwiches	<input type="checkbox"/>

8. Say what you have to do and don't have to do at home.

I have to empty the bin.

I don't have to wash the floor.

Grammar

I / You / We / They	have to / have got to	tidy clothes	cook dinner
He / She	has to / has got to	tidy clothes	cook dinner

29

Lesson objectives

- Grammar:** *have (got) to*: present simple tense, all persons singular and plural, and negative forms: *don't/doesn't have to*, *haven't/hasn't got to*
- New vocabulary:** *buy, coffee, cook (v), a cup, a glass, a market, plant (v), a sandwich, tea, water (v)*
- Learning outcomes:**
 - Pupils can say and understand sentences with *have/has (got) to*.
 - Pupils can say and understand sentences with *don't/doesn't have to* and *haven't/hasn't got to*.

Warm up

- Write on the board *tigers/hands*. Elicit the negative sentence *Tigers don't have hands*.
- Ask pupils to look at the picture of the pirates in unit 1 (page 10). Prompt them to make negative sentences with *hasn't got*.
- Explain or remind the class that *have to* and *have got to* mean the same.

New vocabulary

- Look at the vocabulary box on page 28 with the class. Check understanding of the pictures.
- Play audio track 3.4, pointing to each new word in turn.
- Play the audio several times while the children read, listen and repeat.

Audio track 3.4 (CD 01 track 24)

Page 28, New vocabulary

buy, coffee, cook, a cup, a glass, a market, plant, a sandwich, tea, water

5 Listen and number the pictures.

- Play the first part of audio track 3.5 and use the example to explain the task.
- Pupils work in pairs. Play the rest of the audio track, pausing while the pupils number the pictures.
- Check the answers as a class. Elicit the correct number and then say the full sentence, stressing the negative where it occurs.

Answers

6	1	3
2	9	4
8	5	7

Audio track 3.5 (CD 01 track 25)

Page 28, exercise 5

- I have to do a lot of things to help Mr Lee.
I've got to take a cup of coffee to Mr Lee in the morning and a cup of tea to Mr Lee in the afternoon.
- I always have to make Mr Lee a sandwich for dinner.
- I have to clean the kitchen. I always clean in the afternoon.
- I've often got to tidy the books. I like tidying the books.
- I don't have to carry Mr Lee's school bag to the car. Mr Lee carries it.
- I don't have to buy the food in the market. Mr Lee buys it.
- I often have to help Mr Lee in the garden in the evening. Mr Lee plants the flowers and I water them.
- I've sometimes got to take photos of Mr Lee. Mr Lee likes my photos.
- I don't have to cook dinner. Mr Lee cooks.

21st 6 Talk about the robot.

- Play audio track 3.6 while the pupils read.
- Replay the audio, pausing for the pupils to repeat.
- In pairs, pupils make sentences about the pictures in exercise 5.
- Choose pupils to say sentences to the class.

Suggested answers

As audio script 3.5, changing *I* to *The robot*.

Audio track 3.6 (CD 01 track 26)

Page 28, exercise 6

A: The robot always has to make Mr Lee a sandwich.

B: The robot doesn't have to wash the glasses or cups.

21st 7 Do you help at home? What do you have to do? Tick (✓) or cross (X).

- Read the phrases and review the vocabulary. Check understanding of the jobs.
- Give pupils a few minutes to put a tick by the things they have to do at home and a cross by the jobs they don't have to do.

Answers

Pupils' own answers.

21st 8 Say what you have to do and don't have to do at home.

- Play audio track 3.7 straight through while the pupils read.
- Replay the audio, pausing for the pupils to repeat.
- In pairs, pupils say sentences following the model, using their answers to exercise 7.
- Choose pupils to say sentences to the class.

Answers

Pupils' own answers.

Audio track 3.7 (CD 01 track 27)

Page 29, exercise 8

A: I have to empty the bin.

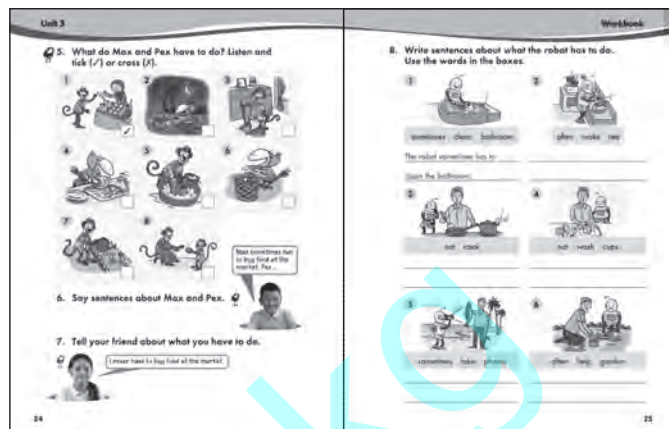
B: I don't have to wash the floor.

Grammar: *have/has (got) to*, *don't/doesn't have to*, *haven't/hasn't got to*

- The grammar presentation could be used as the introduction to the lesson.
- Remind pupils that *have to* and *have got to* mean the same.
- Ask pupils to look at the table. Point out the negative forms *don't have to/haven't got to* and *doesn't have to/hasn't got to*.

- Choose pupils to make sentences from the table.
- Pupils write eight sentences from the table in their notebooks, using all the verb forms.

Workbook pages 24–25



5 What do Max and Pex have to do? Listen and tick (✓) or cross (X).

- Play audio track 3.3, pausing for the pupils to tick or cross each picture.
- Pupils work alone and then check their answers with a partner.
- Check the answers with the class.

Answers

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

Audio track 3.3 (WB CD track 13)

Page 24, exercise 5

1. Sometimes Max has to buy food at the market.
2. Pex often has to cook food. Sometimes he has to cook in the garden.
3. Max doesn't like cleaning. He never has to clean rooms in the house.
4. Pex always has to wash the cups and glasses after his dinner.
5. Max often has to wash his clothes. Sometimes he has to wash things for Pex, too.
6. Pex doesn't have to empty the rubbish bins. Bill empties the bins for him. But he has to put his rubbish in the bin.
7. Max has to water the plants in the house but he doesn't have to water the plants in the garden.
8. At his grandmother's house Max always has to make a cup of tea and take it to his grandmother before he drinks his tea. He never drinks his tea first.

21st 6 Say sentences about Max and Pex.

- Play audio track 3.4 while the pupils read.
- Replay the audio for the pupils to repeat.

- In pairs, pupils make up their own sentences about Max and Pex, following the model. They don't have to be based on the pictures.
- Choose pupils to say their sentences to the class.

Instructions for homework

- Pupils write the sentences from exercise 6 in their notebooks.

Answers

Pupils' own answers.

Audio track 3.4 (WB CD track 14)

Page 24, exercise 6

Max sometimes has to buy food at the market. Pex ...

7 Tell your friend about what you have to do.

- Play audio track 3.5 while the pupils read.
- Replay the audio for the pupils to repeat.
- Say *Now talk about you. Use the pictures from exercise 5.*
- With less able pupils, elicit one or two sentences as examples.
- In pairs, pupils take turns to make sentences.
- Choose pupils to say sentences about themselves to the class.

Instructions for homework

- Pupils write sentences about themselves.

Answers

Pupils' own answers.

Audio track 3.5 (WB CD track 15)

Page 24, exercise 7

I never have to buy food at the market.

8 Write sentences about what the robot has to do. Use the words in the boxes.

- Look at the pictures and read the words as a class.
- Use the example to explain the task.
- Pupils work alone.
- Choose pupils to read sentences to the class.

Answers

1. The robot sometimes has to **clean** the bathroom. (example)
2. The robot/He often has to make **tea** (for Mr Lee).
3. The robot/He doesn't have to **cook** (for Mr Lee).
4. The robot/He doesn't have to **wash** the cups.
5. The robot/He sometimes has to take **photos** (of Mr Lee).
6. The robot/He often has to **help** (Mr Lee) in the garden.

Cool down

- Brainstorm verbs from the unit and write them on the board.
- Say a pronoun (*I*) and then a verb (*cook*). Elicit a sentence with *have/has (got) to*: *I have to (cook dinner)*. Choose another pupil to say the sentence in the negative: *I don't have to/I haven't got to (cook dinner)*.
- Continue as a class. Able pupils can play in a group, taking turns to choose the prompts.

Lesson 3

Pupil's Book pages 30–31

Unit 3

Useful Language
First ... then ... see you!

9. Who is going to the beach with Mary? Write the names.

Hi May. Can you come to the beach with me this afternoon?

10. What do the children have to do? Listen again and draw lines.

May • Sam • Bill • Sue

Helping at school and at home.

11. What do they have to do? Ask and answer.

What does May have to do before she can go to the beach?
She has to clean her bedroom and she's got to ...

12. What do you have to do at home and school? Ask and answer.

What do you have to do at home?
I've got to clean my room. I don't have to clean the car.
What have you got to do at home?

Grammar

Do	you	have to	help at home?
	they		wash cups?
What do	you	have to	do at school?
	they		clean at home?
What does	he/she	have to	do at school?
What have	you	got to	clean at home?

Lesson objectives

- Grammar:** *have (got) to*: present simple tense, 2nd person and 3rd person singular and plural, question forms: *Do you have to ...? What do you have to do ...?*
- New vocabulary:** *first ... then ..., see you!*
- Learning outcome:** Pupils can ask and answer questions about what they and others have to do.

Warm up

Play *Spell that!* with words from the unit (see page 22 for instructions).

Useful language

- Teach the phrases in the Useful language box on page 30.
- Play audio track 3.8 several times while the children read and repeat.

Audio track 3.8 (CD 01 track 28)

Page 30, Useful language

first ... then ..., see you!

9 Who is going to the beach with Mary? Write the names.

- Play audio track 3.9 up to *Yes, I can* and use this as an example to explain the task.
- Play the rest of the audio, pausing after each conversation while the pupils decide whose name to write in the spaces.
- Check the answers as a class.

Answers

May, Bill

Audio track 3.9 (CD 01 track 29)

Page 30, exercise 9

Mary: Hi May. Can you come to the beach with me this afternoon?

May: Yes, I can.

Mary: Great!

May: But I've got to do some things at home first.

Mary: Do you have to tidy your bedroom?

May: Yes, I have to do that. I've got to make a cup of tea for mum and dad, too. Then I can come to the beach.

Mary: OK, see you at the beach!

May: OK. Bye!

Sam: Hello.

Mary: Hi Sam, it's Mary.

Sam: Hi Mary.

Mary: I want to go to the beach this afternoon. Can you come?

Sam: Sorry, Mary. I can't. I've got some things to do.

Mary: What do you have to do?

Sam: First I have to cook lunch. Then I have to wash a lot of cups and glasses.

Mary: Oh, OK. Bye, Sam.

Sam: Bye!

Mary: Hello, can I speak to Bill, please?

Bill: Yes, this is Bill. Is that you, Mary?

Mary: Yes. Bill, do you want to come to the beach this afternoon?

Bill: Yes. But I've got to do some things first.

Mary: Oh, OK. What do you have to do?

Bill: I have to wash the car first and then I've got to help dad in the garden. Then I can come.

Mary: OK. See you at the beach!

Bill: Thanks, Mary. See you there!

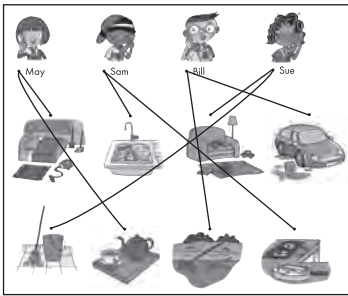
cont.

Sue: Hello. Sue here.
 Mary: Hi Sue. It's Mary.
 Sue: Hi Mary.
 Mary: Sue. Can you come to the beach this afternoon?
 Sue: No, I can't, Mary. Sorry. I have to wash the floor in the kitchen.
 Mary: Oh.
 Sue: And then I've got to tidy the living room.
 Mary: I'm sorry you can't come. Bye, Sue.
 Sue: Bye, Mary.

10 What do the children have to do? Listen again and draw lines.

- Look at the pictures in exercise 10 and review the jobs.
- Play the first part of audio track 3.9. Use the example to explain the task.
- Replay audio track 3.9, pausing after each conversation while pupils draw lines.
- Check the answers as a class.

Answers



11 What do they have to do? Ask and answer.

- Review *before, first ... and then ...*
- Play audio track 3.10 while the pupils read.
- Play the audio again, pausing for the pupils to repeat.
- In pairs, pupils ask and answer questions, following the model in the speech bubbles.
- Choose pairs to say their conversations to the class.

Suggested answers (in any order)

What does May have to do before she can go to the beach? (example)

She has to clean her bedroom and she's got to make a cup of tea (for her mum and dad).

What does Sam have to do?/What has Sam got to do?

(First) he has (got) to cook lunch and (then) he has (got) to wash a lot of cups and glasses.

What does Bill have to do/What has Bill got to do before he can go to the beach?

(First) he has (got) to wash the car and (then) he has (got) to help his dad in the garden.

What does Sue have to do?/What has Sue got to do?

(First) she has (got) to wash the floor in the kitchen and (then) she has (got) to tidy the living room.

Audio track 3.10 (CD 01 track 30)

Page 31, exercise 11

A: What does May have to do before she can go to the beach?

B: She has to clean her bedroom and she's got to ...

12 What do you have to do at home and school? Ask and answer.

- Play audio track 3.11 while the pupils read the speech bubbles.
- Play the track again, pausing for pupils to repeat.
- Say *Now talk about yourself*.
- In pairs, pupils take turns to ask and answer questions about the jobs they have to do, using the model as an example.
- Choose pairs to say their conversations to the class.

Answers

Pupils' own answers.

Audio track 3.11 (CD 01 track 31)

Page 31, exercise 12

A: What do you have to do at home?

B: I've got to clean my room. I don't have to clean the car. What have you got to do at home?

Grammar: (what) do you/they have to ...?

- Choose pupils to make questions from the grammar box.
- Practise. One pupil makes up a question using a structure from the box with a pupil's name. For example: *What does John have to do at school?* The next pupil gives an answer and asks another question, and so on.
- Pupils write questions in their notebooks using *you*. They swap books and write answers to their partner's questions.

Workbook pages 26–27

Unit 3

9. Read. What do you have to do? Match the sentences in the box to the correct picture. Write the number.

1. You don't have to walk.
3. You've got to talk to him.
5. You've got to clean the floor.
7. You have to help her.

2. You don't have to empty it.
4. You have to run.
6. You have to go to the market.
8. You don't have to swim.

10. Now play the game with a friend.

26

Workbook

11. May, Sam and the robot can't go to the zoo. Look at the pictures. Write sentences to finish the letters. Say what they have to do.

1. Dear Bill,
I am sorry. I can't come to the zoo with you. I have to clean the floor, and I have to _____.
From May

2. Dear Bill,
I am sorry _____.
From Sam

3. Dear Bill,
I am sorry _____.
From Robot

27

9 Read. What do you have to do? Match the sentences in the box to the correct picture. Write the number.

- Say *Some of the instructions for this game are missing. Match each picture with the correct instruction below.*
- Pupils work in pairs. Work with less able pupils in a group.
- Check the answers as a class.

Answers

B. 5 (example) C. 4 D. 3 E. 8 G. 6 H. 2 J. 1 L. 7

10 Now play the game with a friend.

- Pupils play the game in pairs or groups. They will need a die (or spinner) for each pair/group.
- They take turns to throw the die, move the number of squares shown on it and follow the instructions.

Instructions for homework

- Omit playing the game, or pupils find someone at home to play with.

11 May, Sam and the robot can't go to the zoo. Look at the pictures. Write sentences to finish the letters. Say what they have to do.

- Read the example as a class.
- Elicit suggestions for the second part of number 1.
- Pupils work alone and then share their answers with a partner.
- Choose pupils to read their sentences to the class.

Suggested answers

- clean the floor (example); plant flowers
- I can't come to the zoo with you. (First) I have/I've got to cook (lunch) and (I have/I've got to) tidy my room, and then I have/I've got to wash the cups and glasses.
- I can't come to the zoo with you. (First) I have/I've got to empty the bin and (I have/I've got to) water the plants. (Then) I have/I've got to clean the kitchen.

Cool down

- Play a memory game. Say *Before I go home, I have to (clean the floor).*
- The next player repeats your sentence and adds a new job: *Before I go home, I have to clean the floor and (empty the bins).*
- Continue the game in groups. The group which makes the longest sentence without a mistake is the winner.

It's our world!

Pupil's Book pages 32–33

It's our world!

1. Look at the photos. Guess the answers to the questions before you read the text.

- How old is the girl?
- What is wrong with the beach?
- What is she doing?

2. Now read and answer the questions in exercise 1.

Hello. My name is Caitlin and I'm thirteen years old. I come from Ireland. This is a picture of me on a beach near my home. The beach is very dirty. I have a plastic bag and I am picking up rubbish from the sand. The rubbish is dangerous for people and animals. I am helping to look after our beach and our world.

3. Read and complete.

- The girl's _____ is Caitlin.
- Caitlin is _____ Ireland and she is _____ years old.
- She is on a _____ and she is _____ rubbish.

4. What do we have to do to look after our beaches? Tick (✓) the good sentences. Cross (X) the bad sentences.

- We have to throw rubbish in the sea. ☒
- We have to take our rubbish home. ☐
- We have to leave old food on the beach. ☐
- We have to put bottles in the bin. ☐
- We have to have bins for rubbish. ☐
- We have to pick up rubbish from the sand. ☐

5. Talk to a friend. Then tell the class.

- Do you sometimes go to the beach?
- Is the beach clean?
- How can people look after the beach?
- How is a dirty beach dangerous?

Lesson objectives

- **Topic vocabulary:** *dangerous, plastic (bag), wrong with*
- **Learning outcomes:**
 - Pupils can read a simple text and answer questions on it.
 - Pupils can talk about the dangers of rubbish on a beach.

Cultural notes

Ireland is an island in the Atlantic Ocean. Northern Ireland is part of the United Kingdom, but southern Ireland is an independent country. It has many beautiful beaches, but the weather can be quite cold!

Rubbish on beaches looks ugly and can be dangerous. Broken glass can cut and old food can be smelly and bring wild animals to the beach. Sea animals can swallow plastic bags and die.

Warm up

- Play *Let's draw Max!* with words from the unit (see page 16 for instructions).

1 Look at the photos. Guess the answers to the questions before you read the text.

- The pupils cover the speech bubble. Read the exercise heading as a class. Review *guess*.
- Discuss what pupils can see in the photos. Provide vocabulary. Allow answers in the pupils' own language, but restate in simple English and ask the pupils to repeat.
- Explain *wrong with*.
- Pupils read and discuss the questions with a partner.
- Choose one or two pupils to say their guesses for each question. Do not give the answers yet.

2 Now read and answer the questions in exercise 1.

- Teach *dangerous*, or remind the pupils of *danger* and elicit the meaning of *dangerous*.
- Play audio track 3.12 while pupils read.
- Pupils answer the questions.
- Check the answers as a class. Elicit or teach the meaning of *plastic bag*.
- Help pupils to find Ireland on their maps. Elicit ideas about problems caused by rubbish. Use the Cultural notes to help. Use the pupils' own language where necessary.

Answers

- (She's) 13/thirteen (years old).
- It's (very) dirty.
- (She's) picking up rubbish.

Audio track 3.12 (CD 01 track 32)

Page 32, exercise 2

Hello. My name is Caitlin and I'm thirteen years old. I come from Ireland. This is a picture of me on a beach near my home. The beach is very dirty. I have a plastic bag and I am picking up rubbish from the sand. The rubbish is dangerous for people and animals. I am helping to look after our beach and our world.

3 Read and complete.

- Explain that pupils have to use the information in the reading text to complete the sentences.
- Pupils work in pairs.
- Check the answers as a class. Choose pupils to say the missing words and ask the class to vote Yes or No.

Answers

1. name 2. from, thirteen/13 3. beach, picking up

4 What do we have to do to look after our beaches? Tick (✓) the good sentences. Cross (X) the bad sentences.

- Use the exercise heading and the example to explain the task. Review look after if necessary.
- Pupils work in pairs. Monitor and help with vocabulary.
- Check the answers as a class. Pupils vote Yes or No.

Answers

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

21st 5 Talk to a friend. Then tell the class.

- Read the questions as a class and check understanding of, for example, *clean* as an adjective.
- Pupils talk about the questions in pairs. Help with vocabulary.
- Discuss the answers as a class.
- Warn children not to pick up rubbish without using protective clothing and/or equipment.

Unit 3 Extra!

Workbook pages 28–29

Unit 3 Extra!

1. Write the words.

Across: 3. wash 4. empty 7. clean 8. tidy

Down: 1. carry (example) 2. water 5. plant 6. buy 7. cook

2. Listen and repeat.

Say it!

1. I can carry the baby. 2. We are a happy family. 3. A very big lorry. 4. Tony is tidy. 5. Mary has curly hair. 6. Sally can empty the bin.

3. Read and answer the questions.

How much do you have to help at home?

Anna: I don't have to help! I've got to clean my room. There is under the flowers. Sometimes I plant flowers, too.

Don: First I have to tidy my room and then I have to wash the car.

Axel: I've got to take my mum a cup of tea in the evening and look after the cat.

Vicky: Hussam

1. Who has three jobs to do? 2. Who doesn't have to help at home? 3. How many jobs does Hussam have to do? 4. Who helps with a pet?

4. Make a short book: Helping people.

- Think about who you help.
- Write a short sentence and draw or stick a picture on each page.
- Show your book to your friends.
- Talk about what you and your friends do to help.

Page 1: My mum Page 2: My dad Page 3: My brother or sister
Page 4: My teacher Page 5: My friends Page 6: Other people

5. Think about who helps you. Talk to your friends about it.

Lesson objective

Say it!: y as a vowel sound (*tidy, carry, empty*): /i/

1 Write the words.

- Able pupils work alone to fill in the crossword. Less able pupils work in pairs.
- Choose pupils to read and spell out their answers. Pupils mark each other's work in pairs.

Answers

Down: 1. carry (example) 2. water 5. plant 6. buy 7. cook

Across: 3. wash 4. empty 7. clean 8. tidy

2 Listen and repeat.

- Play audio track 3.6 several times while the pupils repeat. Model the correct mouth shape.
- Pupils practise in pairs.

Audio track 3.6 (WB CD track 16)

Page 28, exercise 2

1. I can carry the baby. I can carry the baby.
2. We are a happy family. We are a happy family.
3. A very big lorry. A very big lorry.
4. Tony is tidy. Tony is tidy.
5. Mary has curly hair. Mary has curly hair.
6. Sally can empty the bin. Sally can empty the bin.

3 Read and answer the questions.

- Read questions 1–4 as a class. Review *help at home*.
- Choose five pupils to read the speech bubbles.
- Give the class a few minutes to reread the speech bubbles and write the answers.
- Pupils work alone, or with a partner if necessary.
- Check the answers as a class. Pupils vote Yes or No.

Answers

1. Axel 2. Anna 3. Two/2. 4. Vicky

21st 4 Make a short book: Helping people.

- Read out the exercise heading and instructions. Use the picture to explain the task.
- Pupils work alone to make their book.
- Pupils share their books with a partner.
- Choose pupils to talk about what they or their partner do to help other people.

21st 5 Think about who helps you. Talk to your friends about it.

- Brainstorm a list of people who help (teachers, bus drivers, firemen, farmers and so on). Help with vocabulary.
- Pupils share ideas with a friend or partner about who helps them and how. Monitor and support.

Instructions for homework

- Omit the discussion. Pupils write short sentences about the people who help them.

Cool down

- Choose pupils to tell the class about who helps them.