

Jane Thompson

Take Off with English

Teacher's Guide

with Class Audio



Level 4 overview

| Teacher's Guide | Number of hours | Vocabulary | Grammar and structures |
|-------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Aunts and uncles pages 8–18 | 8 | Family: <i>aunt, uncle</i> Food and drink: <i>cheese, pasta</i> Ordinal numbers: <i>eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth</i> Parts of a building: <i>balcony, downstairs, stairs, upstairs</i> Places: <i>bus stop, city, the USA, village</i> Other: <i>address, film, a hundred, money</i> Useful Language: <i>be called, fine, a kind, pretty, visit, well</i> | <i>Shall</i> for offers: <i>Shall I open the door?</i> Reinforcement of present simple: <i>Uncle Chen lives (in a big city).</i> |
| 2 Our school and other places pages 19–29 | 8 | Objects and machines: <i>CD, CD player, DVD, DVD player, fan</i> Places: <i>sports centre, sports field</i> Time: <i>yesterday</i> Other: <i>accident, driver, fair (hair), thirsty</i> Useful Language: <i>age, break, mistake, only, safe</i> | Past simple <i>to be</i> : <i>The principal's room was (empty). The teacher's room wasn't (on the ground floor). Were you at the library? Yes, I was. / No, I wasn't. Where were you yesterday?</i> |
| 3 At the zoo pages 30–39 | 8 | Animals: <i>dolphin, fly, kitten, panda, rabbit, shark, snail</i> Verbs: <i>brush</i> Other: <i>zookeeper</i> Useful Language: <i>travel, invite, thank, work</i> | Past simple (regular verbs): <i>I played with the monkeys.</i> <i>I didn't play with the rabbits or the dolphins.</i> <i>Did you wash the plates? Yes, I did. / No, I didn't.</i> |
| 4 A storm on Coco Island pages 40–50 | 8 | Adjectives: <i>frightened</i> Verbs: <i>cry, sail</i> Weather: <i>fog, foggy, rainbow, storm, temperature</i> Other: <i>blanket, cave, down, towel</i> Useful Language: <i>arrive, back, bad, busy, decide, idea, move, terrible, wait, warm</i> | More past simple (regular verbs): <i>We sailed to Coco Island.</i> Questions: <i>What did you do (on Monday)?</i> Reinforcement of <i>I think</i> : <i>I think Pex watched TV this morning.</i> <i>because</i> : <i>I don't like storms because (I can't go outside).</i> |
| 5 We went to the circus! pages 51–61 | 8 | Adjectives: <i>surprised</i> The home: <i>shower</i> Leisure: <i>circus, clown, ticket</i> Verbs: <i>drop, get dressed, get undressed, laugh, look for, put on, take off, wake up</i> Other: <i>circle, present</i> Useful Language: <i>dress up, everyone, everything, exciting, lose, pair</i> | Past simple (irregular verbs): <i>I came to school by bus. I lost my pen. I got dressed.</i> Infinitive of purpose: <i>I went to the park to play tennis.</i> |
| Revision unit 1 pages 62–66 | 4 | Review of: weather vocabulary; past simple; offers with <i>shall I</i> ; infinitive of purpose | |
| 6 Going places pages 67–77 | 8 | Transport: <i>get off, get on, sail, taxi, van</i> The world around us: <i>countryside, farm</i> Jobs: <i>farmer</i> Other: <i>grown-up</i> Useful Language: <i>both, excuse me, message, trip</i> | Verb + infinitive: <i>Bill wants to fly (in a plane).</i> Verb + <i>-ing</i> : <i>I enjoy taking (the bus).</i> More past simple (irregular verbs): <i>Yesterday, I took a taxi to school.</i> Reinforcement of <i>because</i> : <i>I like taking the train because I like going fast.</i> |
| 7 We're not well pages 78–89 | 8 | Health: <i>cold, cough, earache, headache, stomach-ache, toothache</i> The home: <i>toothbrush</i> Jobs: <i>doctor, nurse</i> Parts of the body: <i>back, tooth</i> Verbs: <i>fall</i> Useful Language: <i>hurt, out of, sweet, train, weak, what's the matter?</i> | <i>could</i> and <i>couldn't</i> (for past): <i>Sue could train on Wednesday. May couldn't play tennis. Could Pex fly when he had a headache?</i> Reinforcement of <i>have to</i> : <i>She had to (wash the windows).</i> |
| 8 Quickly or slowly? pages 90–100 | 8 | Places: <i>bridge, gym</i> The world around us: <i>moon, rock, star</i> Verbs: <i>shout, skate, skip</i> Useful Language: <i>naughty, a noise</i> | Adverbs (of manner): <i>Kim walked quickly over the bridge. He plays well. Jill talked more loudly than Sue.</i> |
| 9 You must do your homework pages 101–112 | 8 | Clothes: <i>uniform</i> Family: <i>grandparents</i> The home: <i>seat</i> Useful Language: <i>internet, rule, website</i> | <i>must</i> and <i>mustn't</i> (for obligation): <i>We must (wear a uniform). We mustn't (eat in the classroom). Where must you go?</i> |
| 10 What are you talking about? pages 113–123 | 8 | Family: <i>daughter, grandchildren, granddaughter, grandson, son</i> The world around us: <i>leaf, some leaves</i> Other: <i>dictionary, dream, roof</i> Useful Language: <i>someone, something</i> | Relative clauses: <i>Jack's the boy who's got brown hair. That is the drawing that/which my sister Sue made. A farmer is someone who lives in the countryside. A book is something that you read.</i> |
| Revision unit 2 pages 124–127 | 4 | Review of: vocabulary; <i>could</i> and <i>couldn't</i> ; <i>must</i> and <i>mustn't</i> ; <i>have to</i> ; relative clauses | |

Online teacher's resources at www.mceducation.com/towe

| | Communication objectives | It's our world! | Extra! | Resources |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | To talk about one's surroundings and domestic environment To offer to do something | Living in a city and a village | Ordinal numbers review Short book: <i>My country</i> <i>n</i> sound: /n/ | Pupil's Book pages 10–17; Workbook pages 6–13; Unit 1 end-of-unit test; CD or MP3s; Flashcards: places, family, ordinal numbers, and parts of a building |
| | To talk about things in the past To talk about the location of people and things To ask and answer questions about the location of people and things | Changes in places and things over time | Vocabulary and grammar review Short book: <i>My week</i> <i>/</i> sound: /l/ | Pupil's Book pages 18–25; Workbook pages 14–21; Unit 2 end-of-unit test; CD or MP3s; Flashcards: places |
| | To talk about events in the past To ask and answer questions about events in the past | Singapore Zoo | Animals review Short book: <i>Different kinds of animals</i> <i>y</i> sound: /j/ | Pupil's Book pages 26–33; Workbook pages 22–29; Unit 3 end-of-unit test; CD or MP3s; Flashcards: jobs and animals |
| | To talk about the weather and activities To ask and answer questions about the weather and activities To talk about why you like or don't like something | Across the desert | Weather review A weather diary <i>m</i> sound: /m/ | Pupil's Book pages 34–41; Workbook pages 30–37; Unit 4 end-of-unit test; CD or MP3s; Flashcards: weather |
| | To talk about daily routines To talk about past events | Living in a circus | Drawing exercise for grammar review Verbs wordsearch <i>o</i> sound: /əʊ/ | Pupil's Book pages 42–49; Workbook pages 38–45; Unit 5 end-of-unit test; CD or MP3s; Flashcards: home and additional verbs |
| | | | | Mid-course test |
| | To talk about modes of transportation To ask and answer questions about the preferred type of transportation To give reasons for a preferred type of transportation | A long journey | Transport crossword Short book: <i>My last trip</i> <i>v</i> sound: /v/ | Pupil's Book pages 54–61; Workbook pages 50–57; Unit 6 end-of-unit test; CD or MP3s; Flashcards: places and transport |
| | To talk about health concerns To ask and answer questions about one's health To ask and answer questions about abilities | Emergency services | Health review <i>Could/couldn't</i> review Short book: <i>When I was young and now I am older</i> <i>ear</i> and <i>air</i> sounds: /ɪə/ and /eə/ | Pupil's Book pages 62–69; Workbook pages 58–65; Unit 7 end-of-unit test; CD or MP3s; Flashcards: health, home and jobs |
| | To talk about how different actions are done | Braille | Adverbs review <i>igh</i> sound: /aɪ/ | Pupil's Book pages 70–77; Workbook pages 66–73; Unit 8 end-of-unit test; CD or MP3s; Flashcards: places and additional verbs |
| | To express commands/obligations To ask and answer questions about rules | Uniforms | Rules for using the internet at school <i>th</i> sound: /θ/ | Pupil's Book pages 78–85; Workbook pages 74–81; Unit 9 end-of-unit test; CD or MP3s; Flashcards: home, jobs and family |
| | To describe people and things | Memory champions | Drawing and writing exercise to review relative clauses <i>oy</i> sound: /ɪ/ | Pupil's Book pages 86–93; Workbook pages 82–89; Unit 10 end-of-unit test; CD or MP3s; Flashcards: family |
| | | | | End-of-course test |

Introduction

About *Take Off with English*

Take Off with English 7 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 7* 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 but also prepares pupils for the Cambridge English Young Learners tests. *Take Off with English 6* and *7* cover the Cambridge English: Movers test syllabus.

Teaching materials and resources

Pupil's Book

Take Off with English 7 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.

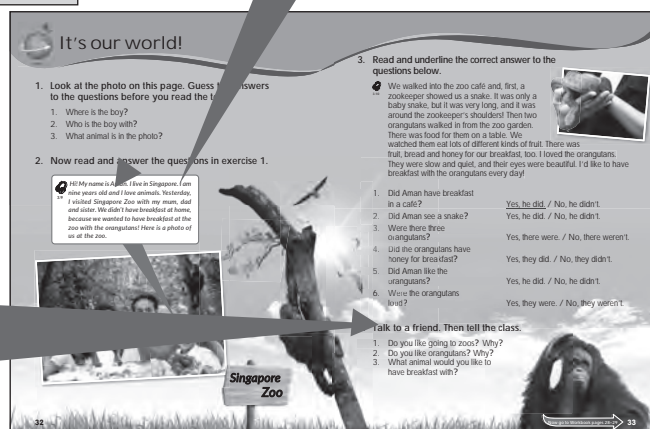
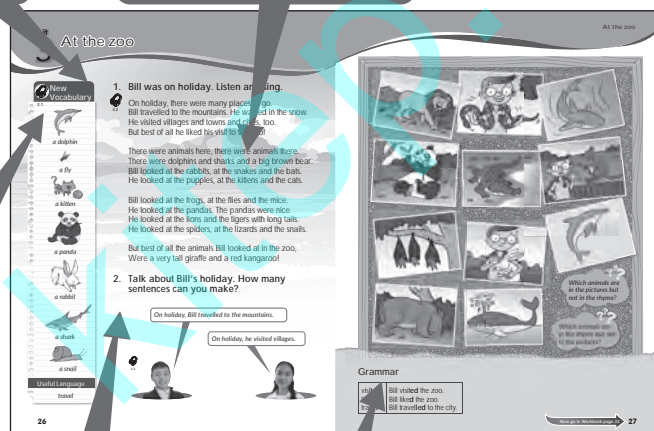
New words are introduced with pictures and audio to aid comprehension. Useful language is also highlighted.

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

New language structures are highlighted.

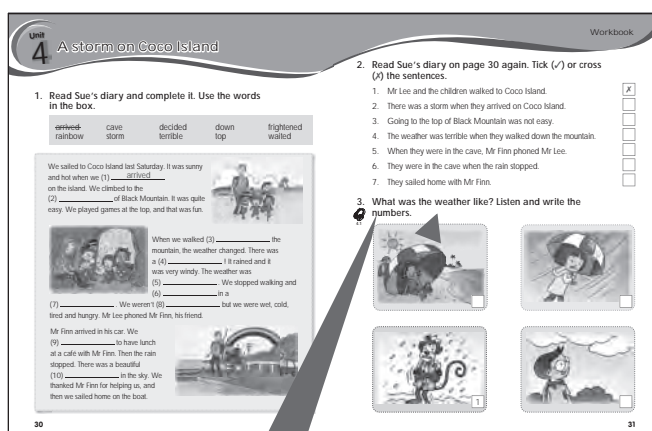
Activities develop 21st century skills, such as global awareness, communication and collaboration.

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

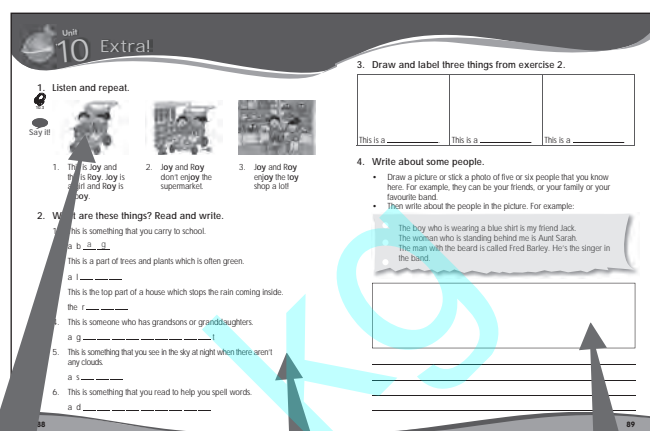


Workbook with Audio

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.



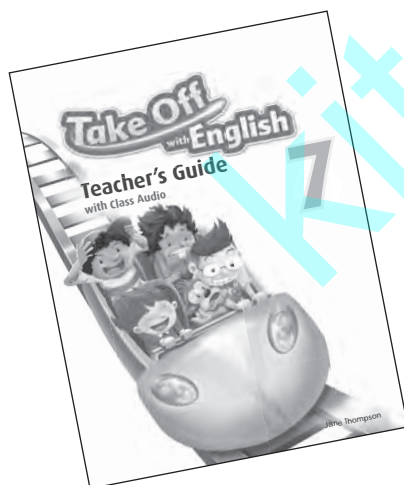
Simple pronunciation activities introduce learners to the sounds of English and help build confidence.

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

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.

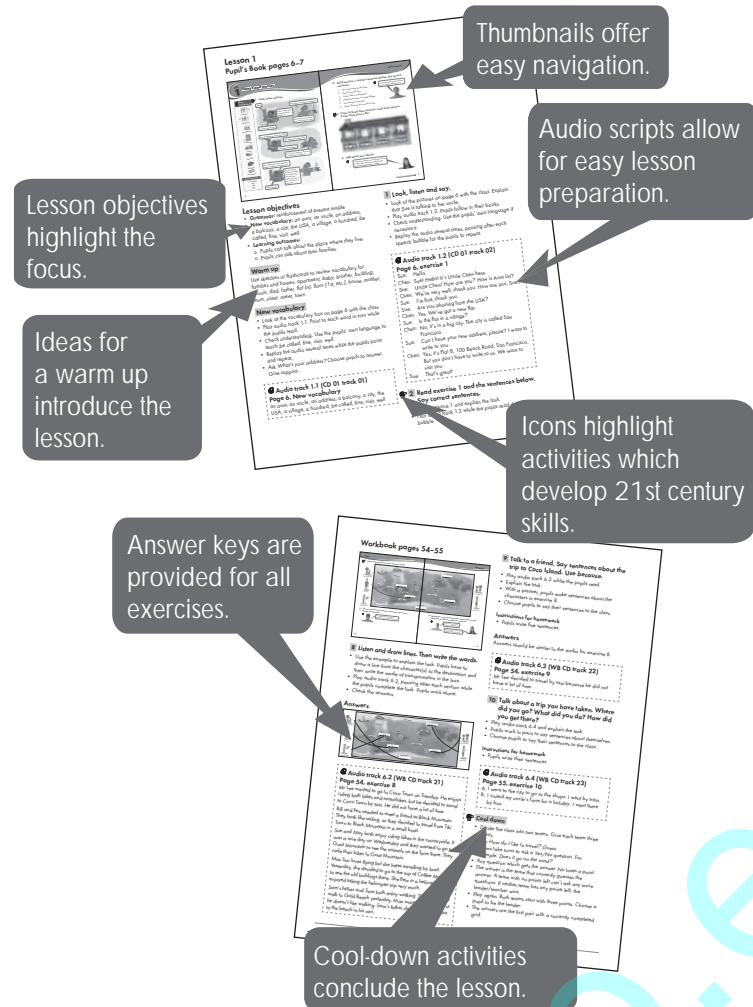
Online Teacher's Resources

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 the sentence level. There are also audio recordings of the reading texts, to help pupils to 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 7* 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 7* 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: *shall* for offers: *Shall I open the door?*; reinforcement of present simple: *Uncle Chen lives (in a big city).*

New vocabulary:

- Family: *aunt, uncle*
- Food and drink: *cheese, pasta*
- Ordinal numbers: *eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth*
- Parts of a building: *balcony, downstairs, stairs, upstairs*
- Places: *bus stop, city, the USA, village*
- Other: *address, film, a hundred, money*

Useful language: *be called, fine, a kind, pretty, visit (v), well*

Communication objectives:

- To talk about one's surroundings and domestic environment
- To offer to do something

Learning outcomes:

- Pupils can describe people's homes.
- Pupils can understand and use the ordinal numbers *eleventh* to *twentieth*.
- Pupils can make, accept and refuse offers politely.

It's our world! focus: Living in a city and a village

Extra! project: Short book (*My country*)



Online teacher's resources

- Unit 1 end-of-unit test
 - MP3s of the audio
 - Flashcards: places, family, ordinal numbers and parts of a building; games, certificates and more ...
- www.mceducation.com/towe

Lesson overview

Lesson 1

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

Grammar: reinforcement of present simple

New vocabulary: *an aunt, an uncle, an address, a balcony, a city, the USA, a village, a hundred, be called, fine, visit (v), well*

21st century skills lesson objectives:

- Collaboration: Pupils correct wrong information.
- Communication: Pupils talk about their families.

Lesson 2

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

Grammar: reinforcement of present simple

New vocabulary: *cheese, pasta, a film, money, stairs, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, a kind, pretty*

21st century skills lesson objective:

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

Lesson 3

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

Grammar: *shall* for offers

New vocabulary: *a bus stop, downstairs, upstairs*

21st century skills lesson objective:

- Collaboration: Pupils compare two pictures.

It's our world!

Pupil's Book pages 16–17

21st century skills lesson objectives:

- Global awareness: Pupils read about children in Canada and Georgia.
- Collaboration: Pupils work together to find information in a reading text.
- Communication: Pupils discuss the two countries and where they would prefer to live; they present their ideas to the class.

Unit 1 Extra!

Workbook pages 12–13

21st century skills lesson objectives:

- Critical thinking: Pupils classify vocabulary by theme.
- Creativity: Pupils write a short book.

Say it!: *n* sound (*nice, rain, open*): /n/



Teacher's tips

To help with differentiation, assign each pupil to an ability group. Give the groups names, so that differences in ability are not obvious. For example, name the groups after colours or countries.

Lesson 1

Pupil's Book pages 10–11

Unit 1
Aunts and uncles

New Vocabulary

- an aunt
- an uncle
- an address
- a balcony
- a city
- the USA
- a village
- 100
- a hundred

Useful Language

- be called
- fine
- visit
- well

1. Look, listen and say.

1.1 Hello.

Sue! Hello! It's Uncle Chen here.

Uncle Chen! How are you? How is Aunt Lin?

We're very well, thank you. How are you, Sue?

I'm fine, thank you.

Are you phoning from the USA?

Yes. We've got a new flat.

Is the flat in a village?

No, it's in a big city. The city is called San Francisco.

Can I have your new address, please? I want to write to you.

Yes, it's Flat 8, 100 Beach Road, San Francisco. But you don't have to write to us. We want to visit you.

That's great!

1.2 Sue isn't phoning Uncle Chen. Uncle Chen is phoning Sue.

2. Read exercise 1 and the sentences below. Say correct sentences.

- Sue is phoning Uncle Chen.
- Aunt Lin is with Sue.
- Uncle Chen is in England.
- Uncle Chen lives in a small village.
- Sue has got a new flat.
- Uncle Chen wants to write to Sue.

3. Listen to Uncle Chen and Sue. Look at the picture.

3.1 Circle Uncle Chen's flat.

3.2 Talk about your family.

I've got two aunts, an uncle and three cousins. My aunts are called Anna and Grace. My uncle is called ...

Lesson objectives

- Grammar:** reinforcement of present simple
- New vocabulary:** *an aunt, an uncle, an address, a balcony, a city, the USA, a village, a hundred, be called, fine, visit, well*
- Learning outcomes:**
 - Pupils can talk about the place where they live.
 - Pupils can talk about their families.

Warm up

Use sketches or flashcards to review vocabulary for families and homes: *apartment, baby, brother, building, cousin, dad, father, flat (n), floor (1st, etc.), house, mother, mum, sister, street, town.*

New vocabulary

- Look at the vocabulary box on page 6 with the class.
- Play audio track 1.1. Point to each word in turn while the pupils read.
- Check understanding. Use the pupils' own language to teach *be called, fine, visit, well*.
- Replay the audio several times while the pupils point and repeat.
- Ask *What's your address?* Choose pupils to answer. Give support.

Audio track 1.1 (CD 01 track 01)

Page 10, New vocabulary

an aunt, an uncle, an address, a balcony, a city, the USA, a village, a hundred, be called, fine, visit, well

1 Look, listen and say.

- Look at the pictures on page 6 with the class. Explain that Sue is talking to her uncle.
- Play audio track 1.2. Pupils follow in their books.
- Check understanding. Use the pupils' own language if necessary.
- Replay the audio several times, pausing after each speech bubble for the pupils to repeat.

Audio track 1.2 (CD 01 track 02)

Page 10, exercise 1

Sue: Hello.

Chen: Sue! Hello! It's Uncle Chen here.

Sue: Uncle Chen! How are you? How is Aunt Lin?

Chen: We're very well, thank you. How are you, Sue?

Sue: I'm fine, thank you.

Sue: Are you phoning from the USA?

Chen: Yes. We've got a new flat.

Sue: Is the flat in a village?

Chen: No, it's in a big city. The city is called San Francisco.

Sue: Can I have your new address, please? I want to write to you.

Chen: Yes, it's Flat 8, 100 Beach Road, San Francisco. But you don't have to write to us. We want to visit you.

Sue: That's great!



2 Read exercise 1 and the sentences below.

Say correct sentences.

- Read sentence 1 and explain the task.
- Play audio track 1.3 while the pupils read the speech bubble.

- Play the audio again, pausing for the pupils to repeat.
- Review negative verb forms: *is* → *isn't*, *lives* → *doesn't live*, *has got* → *hasn't got*.
- Pupils work in pairs to correct the sentences.
- Check the answers.

Answers

1. Sue isn't phoning Uncle Chen. Uncle Chen is phoning Sue. (example)
2. Aunt Lin isn't with Sue. She is with Uncle Chen.
3. Uncle Chen isn't in England. He is in the USA.
4. Uncle Chen doesn't live in a small village. He lives in a big city.
5. Sue hasn't got a new flat. Uncle Chen has got a new flat.
6. Uncle Chen doesn't want to write to Sue. Sue wants to write to Uncle Chen. / He wants to visit Sue.

Audio track 1.3 (CD 01 track 03)

Page 11, exercise 2

Sue isn't phoning Uncle Chen. Uncle Chen is phoning Sue.

3 Listen to Uncle Chen and Sue. Look at the picture. Circle Uncle Chen's flat.

- Read the exercise heading and explain the task.
- Look at the picture and revise the vocabulary.
- Play audio track 1.4 while the pupils listen.
- Pupils point to the correct flat.
- Check the answer.

Answers



Audio track 1.4 (CD 01 track 04)

Page 11, exercise 3

Sue: Is your flat big, Uncle Chen?
 Chen: Yes, it is. It's bigger than the old flat. I've got a balcony outside my living room.
 Sue: Have you got a table and chairs on your balcony?
 Chen: No, I haven't. I've got plants on the balcony.
 Sue: And does your cat sleep on the balcony?
 Chen: Yes.
 Sue: What's your cat called?
 Chen: My cat's name is Jack.



4 Talk about your family.

- Read out the exercise heading and explain the task.
- Play audio track 1.5 while the pupils listen and read.
- Explain *cousin*.
- Review *I haven't got any ...*
- In pairs, pupils talk about their families. Monitor and support.

Audio track 1.5 (CD 01 track 05)

Page 11, exercise 4

I've got two aunts, an uncle and three cousins. My aunts are called Anna and Grace. My uncle is called...

Workbook pages 6–7

Unit 1 Aunts and uncles

1. Read and write the letters.

a. Yes, it's bigger than our old house.
 b. Hello, Chen. It's Aunt Sally here.
 c. We're very well, thank you.

d. It's 100 Market Road, Leeds.
 e. I'm phoning from England.
 f. Leeds. We've got a new house here.

2. Write the words from the box in the correct place.

an address an aunt a balcony a city a village

100

3. Match the sentences to the correct picture. Write the letters.

a. She's very well.
 c. I'm fine today, thanks.

b. How is Uncle Ben?
 d. He's fine, thanks.

1 Read and write letters.

- Use the pictures to set the scene.
- Read the sentences. Use the example to explain the task.
- Pupils work alone to complete the exercise.
- Choose pupils to say their answers to the class. Pupils check each other's work.

Answers

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

2 Write the words from the box in the correct place.

- Review the words in the box.
- Use the example to explain the task.
- Pupils work alone to label the pictures.
- Check the answers. Pupils check each other's spelling.

Answers

1. a hundred (example) 2. a village 3. the USA
 4. a city 5. an aunt 6. an address 7. an uncle
 8. a balcony

3 Match the sentences to the correct picture. Write the letters.

- Read the sentences as a class. Check understanding.
- Pupils work alone.
- Check the answers in pairs.

Answers

1. b (example) 2. d 3. c 4. a

Cool down

Pupils role-play in pairs. They ask and answer questions, following the models in exercise 3.

Lesson 2

Pupil's Book pages 12–13

Unit 1

New Vocabulary

cheese pasta a film money stairs eleventh twelfth

5. Look at the picture of Uncle Chen's building. Listen, point and say.

6. Ask and answer about what you can do in Uncle Chen's building.

1. buy a T-shirt
2. buy cheese, fruit and pasta
3. eat and drink
4. get money
5. go for a swim
6. watch a film

Can I buy a T-shirt here?

Yes, there's a clothes shop on the eleventh floor.

Uncle Chen's building

cinema
supermarket
library
toy shop
bank
swimming pool
café
clothes shop

Aunts and uncles

13th 14th 15th 16th 17th 18th 19th 20th
thirteenth fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twentieth

7. Read and tick (✓).

Uncle Chen and Aunt Lin don't live in a house in a village now. They live in a flat in the city of San Francisco. Their address is 100 Beach Road. Sixty other people live in their building. The building has three lifts and hundreds of stairs.

Beach Road is a long road. It has 90 tall buildings with lots of flats. Two of them are very tall. One has 30 floors and one has 40 floors. There are 70 houses, 80 shops and 50 cafés in Beach Road. There is also a school and a big park with lots of trees. The park is very pretty.

Uncle Chen and Aunt Lin live in Beach Road, but their building isn't near a beach. It's near the park. Uncle Chen and Aunt Lin go for a walk in the park every day. After their walk, they sometimes eat pasta and cheese in the café in the park. They don't like the café in their building.

1. Where do Uncle Chen and Aunt Lin live?
a city ☒ a village ☐

2. What kind of home have they got?
a house ☐ a flat ☐

3. How many floors are there in the tallest building in Beach Road?
thirty ☐ forty ☐

4. What is near their building?
a beach ☐ a park ☐

5. Which café do they like? The café in...
their building ☐ the park ☐

Useful Language
a kind
pretty

Lesson objectives

- **Grammar:** reinforcement of present simple
- **New vocabulary:** *cheese, pasta, a film, money, stairs, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, a kind, pretty*
- **Learning outcomes:**
 - o Pupils can talk about the shops and services in a building.
 - o Pupils can understand and use the ordinal numbers eleventh to twentieth.

Warm up

- Write the numbers 1 to 10 on the board.
- Elicit the matching ordinals, first as digits (1st) and then as words (first). Review spelling.

New vocabulary

- Look at the vocabulary box on pages 8–9 with the class. Check understanding of the pictures. Use the pupils' own language to explain *a kind, pretty*.
- Play audio track 1.6, pointing to each new word in turn.
- Play the audio several times while the pupils listen, read and repeat.

Audio track 1.6 (CD 01 track 06)

Page 12, New vocabulary

cheese, pasta, a film, money, stairs, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, a kind, pretty

5 Look at the picture of Uncle Chen's building. Listen, point and say.

- Look at the picture of the top of Uncle Chen's building with the class. Review *floor (of a building)*.
- Explain the task.
- Play audio track 1.7. Pause for the pupils to point and repeat.

Audio track 1.7 (CD 01 track 07)

Page 12, exercise 5

the eleventh floor, the twelfth floor, the thirteenth floor, the fourteenth floor, the fifteenth floor, the sixteenth floor, the seventeenth floor, the eighteenth floor, the nineteenth floor, the twentieth floor



6 Ask and answer about what you can do in Uncle Chen's building.

- Use flashcards to review the vocabulary: *cinema, supermarket, library, toy shop, bank, swimming pool, café, clothes shop*.
- Review the vocabulary in the word box if necessary.
- Play audio track 1.8 while the pupils read the speech bubble.
- Explain the task.
- Pupils ask and answer questions in pairs. More able pupils could make up their own questions and answers about the toy shop and the library.
- Choose pairs to say their conversations to the class.

Suggested answers

1. Can I buy a T-shirt here? Yes, there's a clothes shop on the eleventh floor. (example)
2. Can I buy cheese, fruit and pasta here? Yes, there's a supermarket on the seventeenth floor.
3. Can I eat and drink here? Yes, there's a café on the twelfth floor.
4. Can I get money here? Yes, there's a bank on the fourteenth floor.
5. Can I go for a swim here? Yes, there's a swimming pool on the thirteenth floor.
6. Can I watch a film here? Yes, there's a cinema on the eighteenth floor.

Audio track 1.8 (CD 01 track 08)

Page 12, exercise 6

A: Can I buy a T-shirt here?

B: Yes, there's a clothes shop on the eleventh floor.

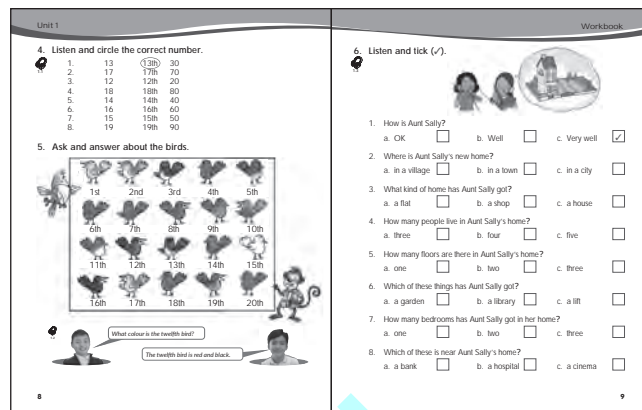
7 Read and tick ().

- Read the text with the class.
- Use the example to explain the task.
- Pupils work in pairs to tick the boxes.
- Check the answers.

Answers

1. a city (example)
2. a flat
3. forty
4. a park
5. the park

Workbook pages 8–9



4 Listen and circle the correct number.

- Play the first part of audio track 1.1 and use the example to explain the task.
- Play the rest of the audio track, pausing while pupils circle each number. Pupils work alone.
- Replay the audio. Pupils check their answers in pairs.

Answers

1. 13th
2. 70
3. 12th
4. 80
5. 14
6. 60
7. 50
8. 19th

Audio track 1.1 (WB CD track 01)

Page 8, exercise 4

1. Thirteenth.
2. Seventy.
3. Twelfth.
4. Eighty.
5. Fourteen.
6. Sixty.
7. Fifty.
8. Nineteenth.

5 Ask and answer about the birds.

- Explain the task.
- Play audio track 1.2 while the pupils read the speech bubbles.
- Pupils ask and answer in pairs.
- Choose pairs to say their conversations to the class.

Instructions for homework

- Pupils write the questions and answers.

Answers

What colour is the fourth bird? The fourth bird is brown.

What colour is the twentieth bird? The twentieth bird is red.

Audio track 1.2 (WB CD track 02)

Page 8, exercise 5

A: What colour is the twelfth bird?

B: The twelfth bird is red and black.

6 Listen and tick ().

- Read the questions and choices as a class. Check understanding.
- Play the first part of audio track 1.3 and use the example to explain the task.
- Play the rest of the audio track, pausing while the pupils tick the boxes.
- Check the answers. Pupils check each other's work.

Answers

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

Audio track 1.3 (WB CD track 03)

Page 9, exercise 6

Sam's mother: Hello. Who's speaking please?
Aunt Sally: Hello. It's Sally here! How are you?
Sam's mother: I'm fine. How are you?
Aunt Sally: I'm very well, thanks.
Sam's mother: Where are you phoning from, Sally?
Aunt Sally: I'm phoning from Leeds. It's a big city in England. Do you know it? We've got a new house in Leeds. It's very nice.
Sam's mother: You've got a new house?
Aunt Sally: Yes, we don't live in a flat now.
Sam's mother: Oh! Is the new house big?
Aunt Sally: Yes, it is. It's for four of us. Ben and the two boys love it.
Sam's mother: Has the new house got more than one floor?

cont.

Aunt Sally: Yes, it's got three floors. There's a big garden and the children can play in it. There's also a small balcony outside my bedroom. My bedroom's on the second floor, so I climb a lot of stairs every day. There's no lift, not like in our old flat. We've got a basement, too, but we haven't got a library.
Sam's mother: How many bedrooms and bathrooms are there?
Aunt Sally: There are three bedrooms and two bathrooms. There's also a living room, a kitchen and a dining room.
Sam's mother: Are you near the shops? Have you got a supermarket near your house?
Aunt Sally: Yes. We've got a park and a cinema near our house, too. The children watch films at the cinema.

Cool down

- Review *ground floor, lift, basement*.
- In their notebooks, pupils draw a rectangle to represent a building. They draw lines to divide it into 'floors'. They write the name of a shop or facility on each floor.
- Pupils work in pairs. Without letting their partner see their drawing, one pupil describes his or her building and the other pupil copies it. For example: *My building has 18 floors. On the 12th floor, there's a supermarket ...*
- Pairs compare drawings and then swap roles.

Lesson 3

Pupil's Book pages 14–15

Unit 1

New Vocabulary

1.8

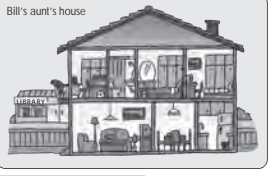
a bus stop

downstairs

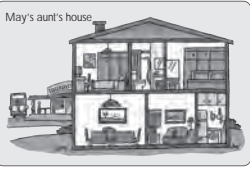
upstairs

8. Talk to a friend. Say sentences about Bill's aunt's house and May's aunt's house.

Bill's aunt's house



May's aunt's house



Bill's aunt's house has got a balcony upstairs. The kitchen is downstairs.

9. Talk to a friend. Find and say five differences.

Bill's aunt's house is near a library. May's aunt's house is near a bus stop and a supermarket.

Aunts and uncles

10. May is visiting her aunt. Read and write the letters.

a. Shall I water the plants?
c. Shall I give you more pasta?
e. Shall I take my case upstairs?

b. Shall I open the window?
d. Shall I clean the stairs?
f. Shall I carry those downstairs?

1. Hello May!
Hello, Aunt Amy!
Yes, please, May.

2. Yes, please. I'm very hungry.

3. Thank you. It's hot in here.

4. No, it's OK, thanks.

5. Yes, please. They need a lot of water.

6. Yes, please. They are quite dirty.

Grammar

Shall I bring you some water?
Shall we bring sandwiches to the picnic?

Lesson objectives

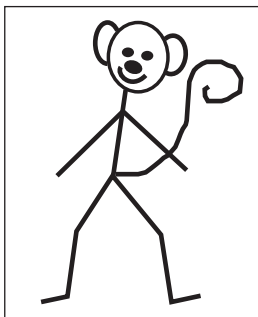
- **Grammar:** *shall* for offers: *Shall I open the door?*
- **New vocabulary:** *a bus stop, downstairs, upstairs*
- **Learning outcomes:**
 - o Pupils can describe people's homes.
 - o Pupils can make, accept and refuse offers politely.

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 guesses a letter. If (s)he guesses correctly, the pupil who chose the word writes it on a line (everywhere it occurs in the word). If the letter does not appear in the word, the pupil draws a circle to represent Max's head.
- For every incorrect guess, players add 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).
- Pupils win by guessing all the letters before the drawing of Max is complete.



New vocabulary

- Look at the vocabulary box on page 14 with the class. Check understanding.
- Play audio track 1.9, pointing to each new word in turn.
- Play the audio several times while the pupils listen, read and repeat.

Audio track 1.9 (CD 01 track 09)

Page 14, New vocabulary

a bus stop, downstairs, upstairs

8 Talk to a friend. Say sentences about Bill's aunt's house and May's aunt's house.

- Look at the pictures of the two houses with the class. Play audio track 1.10 while the pupils read.
- Give pairs a few minutes to talk about each picture.
- Brainstorm a list of what pupils can see. Support less able pupils by writing the list on the board. Prompt more able pupils to give more detail, such as on the *1st floor, downstairs*. Review vocabulary as necessary.

Possible answers

Bill's aunt's house is near a library. There are three bedrooms and a bathroom upstairs. It's got a living room and a dining room downstairs. The living room is bigger than the dining room.

Audio track 1.10 (CD 01 track 10)

Page 14, exercise 8

Bill's aunt's house has got a balcony upstairs. The kitchen is downstairs.

9 Talk to a friend. Find and say five differences.

- Play audio track 1.11 while the pupils read. Explain the task.
- Pupils take turns with a partner to make sentences following the model. Prompt more able pupils to join pairs of sentences with *but*.
- Choose pairs to say their sentences to the class.

Suggested answers

Bill's aunt's house has got a balcony upstairs (but) May's aunt's house hasn't (got one / got a balcony). The living room in May's aunt's house is smaller than the living room in Bill's aunt's house. The dining room in May's aunt's house is bigger than the dining room in Bill's aunt's house. There are two bedrooms in May's aunt's house, but there are three bedrooms in Bill's aunt's house.

Audio track 1.11 (CD 01 track 11)

Page 14, exercise 9

Bill's aunt's house is near a library. May's aunt's house is near a bus stop and a supermarket.

10 May is visiting her aunt. Read and write the letters.

- Introduce the exercise by reading and explaining the grammar box at the bottom of page 15.
- Read the sentences in the box. Check understanding. Use the example to explain the task.
- Pupils work in pairs. Give support.
- Check the answers as a class. Pupils vote *Yes* or *No*.

Answers

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

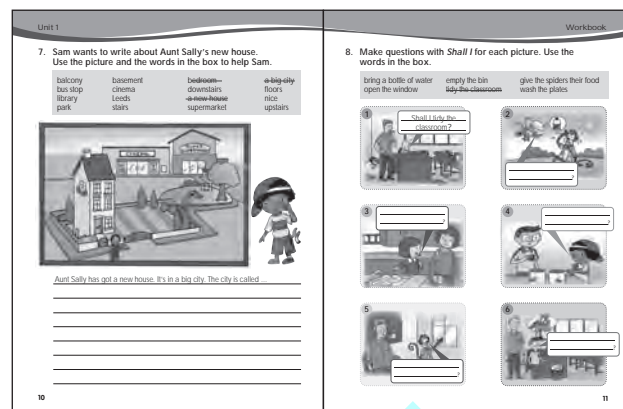
Grammar: *Shall I/we* for offers

- Read the grammar box as a class.
- Explain or elicit that *Shall I ... / Shall we ...* is used to introduce an offer to do something.

Optional extension activity

- Practise making, accepting and refusing offers. Write a list of simple verbs on the board, such as *bring, buy, open, close, get, make, put, go*. Add a list of nouns: *tea, bread, door, window, shoes, sandwich, book, park, cinema*.
- Point to a noun (*tea*). Choose a pupil to make a suggestion using the noun and any suitable verb: *Shall I bring/make you a cup of tea?* Choose a pupil to accept or refuse the offer, using the phrases from exercise 10.
- Repeat for the other words in your lists.

Workbook pages 10–11



7 Sam wants to write about Aunt Sally's new house. Use the picture and the words in the box to help Sam.

- Look at the picture of the house and read the words in the word box as a class.
- Elicit sentences about the house using the words in the box.
- Replay Workbook audio track 1.3 to remind pupils about the house.
- Pupils work alone to write about the house.
- Choose pupils to read their work to the class. Pupils check each other's work.

Suggested answer

Aunt Sally has got a new house. It's in a big city. The city is called (example) Leeds. Her house is big. There are three floors. There are a lot of stairs! Her house has got three bedrooms and a small balcony upstairs. There are two bathrooms. It's got a living room, a kitchen and a dining room downstairs. There's a basement, but there isn't a library. There isn't a bus stop near her house, but there's a supermarket, a park and a cinema. Her new house is very nice.

8 Make questions with *Shall I* for each picture. Use the words in the box.

- Read the phrases in the word box as a class.
- Use the example to explain the task.
- Pupils work alone and then check their answers with a partner.
- Check the answers as a class. Make sure pupils have remembered the question marks.

Answers

1. Shall I tidy the classroom? (example)
2. Shall I bring (you) a bottle of water?
3. Shall I wash the plates?
4. Shall give the spiders their food?
5. Shall I open the window?
6. Shall I empty the bin?


Cool down

- Play a chain game with *Shall I...?* See the optional extension activity on page 14 for general instructions.
- Pupils play in small groups. One player makes a suggestion with *Shall I...?* The next pupil accepts or refuses the suggestion and then makes a different suggestion to the next player.

- Players must accept or refuse suggestions alternately. They must not repeat suggestions exactly, but they can substitute words: *Shall I **make** you a cup of tea?* / *Shall I **bring** you a cup of tea?*
- If the pupils have not done the optional grammar extension activity, play the game as a class first.


It's our world! Pupil's Book pages 16–17

1. Look at the photo of the city. Where is it? Guess before you read the text.




2. Now read and answer the questions.

1.1 Hi, my name is Matis. I live in Montreal. It's a big city in Canada. About 1,500,000 people live here. Montreal has a lot of tall buildings. There are lots of things to do here. There are baseball games, big cinemas and lots of places to eat. You can go shopping at any time of day or night, and there are always people in the streets. Some people don't like Montreal. They think it's noisy and the city air is dirty. But I love it here.



1. What city does Matis live in?
2. What examples of things to do in his city does Matis give?
3. What do some people think of this city?
4. What does Matis think of his city?

3. Look, read and tick (✓) or cross (X).



1.1 Hello! I'm Lali. My country, Georgia, is very beautiful. I live in a small village in the mountains, near the forests and a lake. There are lots of birds and animals here. There aren't many people or cars in the village, and it's quite quiet. My family know all the other families in our village. There are only 23 children at my school. Some people think that living in a village is boring, but I don't. I go swimming and riding. I like being outside. It's great here.

1. Lali lives in a big city. ☒
2. Georgia is the name of Lali's village. ☐
3. Lali's village is near a lake. ☐
4. Lali's village is very quiet. ☐

4. Talk about the differences between where Matis and Lali live.

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

1. Are there any villages in your country? How are they different from the big cities?
2. Where would you like to live – in Lali's village or in Montreal? Why?

Lesson objectives

- **Topic vocabulary:** (city) *air, noisy, one and a half million / one million, five hundred thousand*
- **Learning outcomes:**
 - o Pupils can read a simple text and answer questions on it.
 - o Pupils can discuss where they would prefer to live.

Cultural notes

Canada is the 2nd largest country in the world (after Russia). There is lots to do and see there. One very popular attraction is Niagara Falls, a famous waterfall.

Georgia is a small country on the Black Sea, on the border between Asia and Europe. Perhaps because they work outside and have a healthy diet, many Georgians live to be more than 100 years old!

Warm up

- Review the vocabulary *building, cinema, city, country, forest, lake, mountain, village*. Use flashcards or give the English and elicit the meaning in the pupils' own language.

1 Look at the photo of the city. Where is it? Guess before you read the text.

- Read the exercise heading as a class.
- Choose pupils to say their guesses. Do not give the answer yet.

2 Now read and answer the questions.

- Explain 1,500,000. Teach *one million, five hundred thousand*.
- Play audio track 1.12 while the pupils read the text.
- Pupils answer the questions.
- Check the answers as a class. Elicit or teach the meaning of (city) *air* and *noisy*.
- Review what the pupils remember about Canada from previous lessons.

Answers

1. (He lives in) Montreal.
2. Baseball games, cinemas, places to eat, shopping.
3. Some people don't like it. / They think it's noisy and the city air is dirty.
4. He loves it.

Audio track 1.12 (CD 01 track 12)

Page 16, exercise 2

Hi, my name is Matis. I live in Montreal. It's a big city in Canada. About 1,500,000 people live here. Montreal has a lot of tall buildings. There are lots of things to do here. There are baseball games, big cinemas and lots of places to eat. You can go shopping at any time of day or night, and there are always people in the streets. Some people don't like Montreal. They think it's noisy and the city air is dirty. But I love it here.

21 Look, read and tick () or cross ().

- Elicit differences between the photo in this exercise and the photo in exercise 1.
- Use the heading to explain the exercise.
- Play audio track 1.13 while the pupils read.
- Pupils complete the exercise in pairs.
- Check the answers as a class.
- Help pupils to find Canada and Georgia on their maps. Use the Cultural notes on page 16 to give more information.

Answers

1. (example) 2. 3. 4.

Audio track 1.13 (CD 01 track 13)

Page 17, exercise 3

Hello! I'm Lali. My country, Georgia, is very beautiful. I live in a small village in the mountains, near the forests and a lake. There are lots of birds and animals here. There aren't many people or cars in the village, and it's quite quiet. My family know all the other families in our village. There are only 23 children at my school. Some people think that living in a village is boring, but I don't. I go swimming and riding. I like being outside. It's great here.

21 4 Talk about the differences between where Matis and Lali live.

- Use the heading to explain the exercise.
- In pairs, pupils take turns to make sentences comparing the two places. Monitor and help.
- Choose pupils to say their sentences to the class.

Suggested answers

Matis lives in a big city but Lali lives in a small village. It's quiet in Lali's village, but it's noisy in Montreal.

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

- Read the questions as a class. Check understanding.
- Pupils talk about the questions in pairs. Help with any new vocabulary.
- Discuss the answers as a class.

Unit 1 Extra! Workbook pages 12–13

Lesson objective

- Say it!: *n* sound (*nice, rain, open*): /n/

1 Use the key and write the letters to make a sentence.

- Use the example to explain the task.
- Pupils work alone to write the sentence.
- Check the answer as a class.

Answer

I (example) am fine, thanks.

2 Write these words in the correct group.

- Use the example to explain the task.
- Pupils work alone.
- Check the answers as a class.

Answers

1. balcony (example) 2. stairs 3./4. aunt, uncle
5./6. cheese, pasta 7./8. city, village

3 Listen and repeat.

- Play audio track 1.4. Pupils listen and repeat in the pauses, following in their books.
- Pupils listen and repeat several times. Model the words, 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 1.4 (WB CD track 4)

Page 13, exercise 3

- It's not a nice night. It's not a nice night.
- It's raining. Don't open the window. It's raining. Don't open the window.
- a lemon, a mango, a banana and a pineapple; a lemon, a mango, a banana and a pineapple



4 Make a short book: *My country*.

- Read out the exercise heading and the instructions, and use the picture to explain the task.
- Elicit or teach the facts about your country, or ask the pupils to find the information as homework. Pupils can use library books and/or the internet (where available at home). Do not allow pupils to search on the internet in school.
- Pupils work alone to make their book, following the instructions.
- Brainstorm comments that pupils could make about each other's work. For example: *I like this book because ...; That's/It's very interesting; I didn't know that ...; I like this page best because* Help with 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 *Pairs*.

Instructions for *Pairs*

- Pupils play in pairs. On separate slips of paper, they write the ordinal numbers from *eleventh* to *twentieth*, and the short forms *11th* to *20th*.
- Pupils arrange the cards face down between them.
- Players take turns to turn over any two cards. If they match (*11th* and *eleventh*, for example) the player who turned them over keeps both cards and has another turn. If not, the other player has a turn.
- Play until all the pairs have been found. The winner is the player with more cards.

Unit 2

Unit overview

Objectives

Grammar: past simple *to be*: *The principal's room was (empty). The teacher's room wasn't (on the ground floor). Were you at the library? Yes, I was. / No, I wasn't. Where were you yesterday?*

New vocabulary:

- Objects and machines: *CD, CD player, DVD, DVD player, fan*
- Places: *sports centre, sports field*
- Time: *yesterday*
- Other: *accident, driver, fair (hair), thirsty*

Useful language: *age, break, mistake, only, safe*

Communication objectives:

- To talk about things in the past
- To talk about the location of people and things
- To ask and answer questions about the location of people and things

Learning outcomes:

- Pupils can talk about things in the past.
- Pupils can talk about the location of people and things now and in the past.
- Pupils can ask and answer questions about the location of people and things.

It's our world! focus: Changes in places and things over time

Extra! project: Short book (*My week*)

Online teacher's resources

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

Lesson overview

Lesson 1

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

Grammar: past simple *to be*, 3rd person singular and plural, positive and negative

New vocabulary: *a CD, a CD player, a DVD, a DVD player, a fan, a sports centre, a sports field, age, a break*

21st century skills lesson objective:

- Communication: Pupils compare two schools.

Lesson 2

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

Grammar: past simple *to be*, all persons, question form

New vocabulary: *thirsty, yesterday*

21st century skills lesson objectives:

- Collaboration: Pupils use a table to ask and answer questions.
- Communication: Pupils talk about where they were yesterday.

Lesson 3

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

New vocabulary: *an accident, a driver, fair (hair), a mistake, only, safe*

21st century skills lesson objective:

- Collaboration: Pupils use a table to ask and answer questions.

It's our world!

Pupil's Book pages 24–25

21st century skills lesson objectives:

- Global awareness: Pupils read about how a modern Japanese school is different from schools in the past.
- Collaboration: Pupils work together to find information in a reading text.
- Communication: Pupils compare two photos; pupils discuss using the internet to study, and present their ideas to the class.

Unit 2 Extra!

Workbook pages 12–13

21st century skills lesson objectives:

- Creativity: Pupils write a short book.

Say it!: I sound (balcony, village, field): /1/

Teacher's tips

Pair less able pupils with a named 'buddy' or partner who is more able. For exercises where less able pupils need some support, say *Work with your buddies*.

Lesson 1

Pupil's Book pages 18–19

Unit
2
Our school and other places

New Vocabulary

a CD a CD player a DVD a DVD player a fan a sports centre a sports field

Useful Language
age
a break

1. Read, ask and answer.

1
Hello! I'm Miss Sun. I'm a new teacher.
Please tell me about our school.

2
Hello, Miss Sun.
The school has got three floors. There are five classrooms on the first floor and three on the second. There's a big library on the ground floor, next to the school hall.

3
Where's the teachers' room?
It's on the second floor, next to Mr Lee's classroom.

4
Is there a big playground?
No, it's small, but there's a big sports centre in the sports field.

5. What is next to the school building?

2. Mr Lee is telling the children about his old school. Listen and complete the answers.

1. There were two floors in Mr Lee's old school.
2. There were classrooms in Mr Lee's old school.
3. There were classrooms on the first floor.
4. There were big in the classrooms.
5. There was a player in the classroom.
6. There weren't any DVD.
7. There was a teachers' on the first floor.
8. There was a small on the ground floor.
9. There wasn't a sports.
10. There was a for the morning break.

3. Talk about the differences between Mr Lee's old school and the children's school now. Use the words in the box.

classrooms floors a library a playground
a sports centre a sports field a teachers' room

There were two floors in Mr Lee's school.
There are three floors in the children's school.

Grammar

There is a sports field in the children's school. There are eight classrooms in the children's school. There isn't a big playground. There aren't any fans.

There was a big playground in Mr Lee's school. There were five classrooms in Mr Lee's school. There wasn't a sports centre. There weren't any DVD players.

Lesson objectives

- Grammar:** past simple *to be*, 3rd person singular and plural, positive and negative: *(There) was, were, wasn't, weren't*
- New vocabulary:** *a CD, a CD player, a DVD, a DVD player, a fan, a sports centre, a sports field, age, a break*
- Learning outcome:** Pupils can talk about the location of things now and in the past.

Warm up

Use sketches or flashcards to review vocabulary for places. For example: *classroom, (ground) floor, hall, library, playground, school, supermarket, between, next to.*

New vocabulary

- Look at the vocabulary box on page 18 with the class.
- Play audio track 2.1. Point to each word in turn. The pupils follow in their books.
- Check understanding. Use the pupils' own language to teach *from the age of*...
- Replay the audio several times while the pupils point and repeat.

Audio track 2.1 (CD 01 track 14)

Page 18, New vocabulary

a CD, a CD player, a DVD, a DVD player, a fan, a sports centre, a sports field, age, a break

1 Read, ask and answer.

- Look at the pictures on page 18 with the class. Set the scene.
- Read the conversation as a class: one group reads Miss Sun's part and another reads the children's parts. Check understanding.
- Pupils practise the conversation with a partner, then swap roles and repeat.

Answers

- She's a new teacher. (example)
- (There are) 3/three.
- None (are/is on the 3rd floor) / There are none/no classrooms on the 3rd floor.
- (It's) on the ground floor (next to the school hall).
- (A sports field and) a (big) sports centre.

2 Mr Lee is telling the children about his old school. Listen and complete the answers.

- Use the example to explain the task.
- Give pupils a few moments to read the sentences to themselves.
- Play audio track 2.2. The pupils read the sentences and can make notes.
- Replay the audio as necessary, pausing for the pupils to complete the answers.
- Check the answers.

Answers

- two (example)
- five
- three
- fans
- CD
- players
- room
- library
- centre
- playground

Audio track 2.2: (CD 01 track 15)

Page 19, exercise 2

I was at my old school from the age of six to the age of ten. The school wasn't very big. There were two floors and five classrooms. There were two classrooms on the ground floor and there were three classrooms upstairs on the first floor. There were big fans in the classrooms for hot weather. There was a CD player for music, but there weren't any DVDs or DVD players for watching films in the classrooms then. The teachers' room was on the first floor and there was a small library on the ground floor between the two classrooms. There wasn't a sports centre. There was a playground, with a small tree in, outside the old school building. We played there in the morning break. My old school isn't there now. There's a supermarket in its place.

3 Talk about the differences between Mr Lee's old school and the children's school now. Use the words in the box.

- Introduce the exercise by reading the sentences in the grammar box with the class.
- Read out the exercise heading and explain the task.
- Read the words in the word box as a class. Tell pupils they can find the information in exercises 1 and 2.
- Play audio track 2.3 while the pupils read the speech bubbles.
- Play the audio again, pausing for the pupils to repeat.
- Pupils work in 'buddy' pairs (see *Teacher's tip* on page 18) to make sentences about the two schools.
- Choose pairs to say their sentences to the class.

Suggested answers (in order)

There were five classrooms in Mr Lee's school. There are eight classrooms in the children's school.

There were two classrooms on the ground floor and three classrooms on the 1st floor of Mr Lee's school. There are five classrooms on the 1st floor and three classrooms on the 2nd floor of the children's school.

There was a playground outside Mr Lee's school. There's a sports field and a sports centre next to the children's school.

Audio track 2.3 (CD 01 track 16)

Page 19, exercise 3

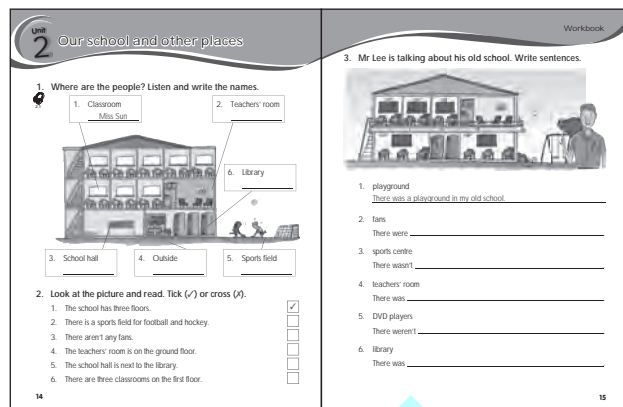
A: There were two floors in Mr Lee's school.

B: There are three floors in the children's school.

Grammar: Past simple *to be*, positive and negative

- Read the grammar box as a class.
- Explain or elicit that we use *was/were* to talk about something in the past. If necessary, explain 'the past' in the pupils' own language.
- Remind pupils that we use *There (is/are/was/were)* ... to talk about the location of people and things.

Workbook pages 14–15



1 Where are the people? Listen and write the names.

- Use the picture to set the scene. Review the names of the rooms.
- Use the exercise heading and the example to explain the task.
- Play audio track 2.1, pausing while the pupils write. Pupils work alone.
- Check the answers. Pupils check each other's work.

Answers

1. Miss Sun (example) 2. May 3. Bill 4. Mr Lee
5. Sam 6. Sue

Audio track 2.1 (WB CD track 05)

Page 14, exercise 1

Max: Is Miss Sun in the teachers' room?

Pex: No, she isn't. She's reading in her classroom.

Max: Where's her classroom?

Pex: It's on the first floor, next to the stairs.

Max: What's Bill doing?

Pex: He's playing volleyball.

Max: Playing volleyball? Where is he?

Pex: He's in the school hall.

Max: Is Mr Lee standing outside, in front of the school building?

Pex: Yes, he is.

Max: What's he doing?

Pex: He's eating an apple.

Max: Where's May?

Pex: May's on the first floor. She's in the teachers' room. She's talking to a teacher.

Max: Where's Sue?

Pex: She's in the library.

Max: Is she reading?

Pex: No, she's drawing pictures of horses.

Max: Where's Sam? Is he in the classroom on the second floor?

Pex: No, he isn't. Sam's at the sports field. He's playing hockey with his friends.

2 Look at the picture and read. Tick () or cross ().

- Use the example to explain the task.
- Pupils work alone.
- Check the answers.

Answers

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

3 Mr Lee is talking about his old school. Write sentences.

- Use the example to explain the task. Review Pupil's Book page 19, exercise 2, if necessary.
- Pupils work alone.
- Check the answers. Check for use of *were* with plural nouns.

Answers

1. There was a playground in my old school. (example)
2. There were (big) fans in the classrooms (for hot weather).
3. There wasn't a sports centre.
4. There was a teachers' room on the 1st floor.
5. There weren't any DVD players (for watching films).
6. There was a (small) library on the ground floor.

Cool down

Pupils play *Jumbled words* in pairs.

Instructions for *Jumbled words*

- Each pupil chooses six target vocabulary words and write them in their notebooks with the letters in the wrong order.
- Pupils swap notebooks with a partner. They try to unscramble the words and write them out correctly. The first to finish is the winner.

Lesson 2

Pupil's Book pages 20–21

Unit 2

New Vocabulary

thirsty

yesterday

Yesterday

BANK

May

SUPERMARKET

LIBRARY

TOYS

Today

TOYS

SUPERMARKET

Café

4. Listen and write the names.

Bill May Miss Sun Mr Lee Sam Sue

5. Where were these boys and girls yesterday? Look at the table and ask and answer.

| | beach | hospital | home | park |
|----------------|-------|----------|------|------|
| Harry | ✓ | | | |
| Daisy | | ✓ | | |
| John and Fred | | | | ✓ |
| Sally | | | ✓ | |
| Penny and Jane | | | | ✓ |

Where was Harry yesterday? Was he at home?

No, he wasn't. Harry was at the beach yesterday.

6. Ask and answer questions about you and your friend. Use the words in the box.

on Friday on Sunday night on Thursday morning yesterday

Where were you yesterday? Were you at the park?

No, I wasn't. I was at home.

Grammar

Were you at the library? Yes, I was. / No, I wasn't.

Was Harry at the café? Yes, he was. / No, he wasn't.

Were Daisy and Fred at the park? Yes, they were. / No, they weren't.

Where were you yesterday? I was at home.

When was Daisy here? She was here this morning.

Lesson objectives

- **Grammar:** past simple *to be*, all persons, question form
- **New vocabulary:** *thirsty, yesterday*
- **Learning outcome:** Pupils can ask and answer questions about the location of people in the past.

Warm up

- Review vocabulary: *café, zoo, toy shop, bank, supermarket, library, beach, hospital, home, park.*

New vocabulary

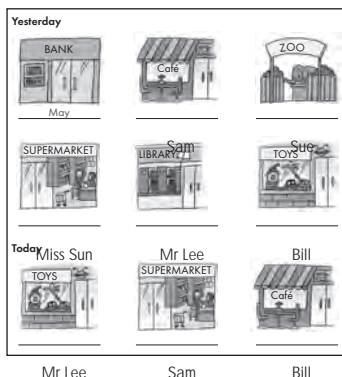
- Look at the vocabulary box on page 16 with the class. Explain *yesterday*.
- Play audio track 2.4 several times while the pupils listen, read and repeat.

Audio track 2.4 (CD 01 track 17)
Page 20, New vocabulary
thirsty, yesterday

4 Look at the picture of Uncle Chen's building. Listen, point and say.

- Introduce the exercise by reading the grammar box on page 21.
- Look at the pictures. Explain the task.
- Play audio track 2.5. Pause while the pupils write the names. Replay the audio if necessary.
- Check the answers. Pupils swap books and check each other's work.

Answers



Audio track 2.5 (CD 01 track 18)

Page 20, exercise 4

- Max: Where was May yesterday, Pex?
Pex: She was at the bank with her mother.
- Max: Miss Sun, excuse me. Were you at the supermarket yesterday?
Miss Sun: Yes, I was. There were a lot of people there.
- Max: Where's Sam today, Pex?
Pex: Sam's at the supermarket.
- Max: Was Sam at the supermarket yesterday?
Pex: No, he wasn't. He was at the café. He was very thirsty and he wanted some orange juice to drink.
- Max: Hello, Bill. Where are you?
Bill: I'm at the café.
- Max: Were you at the café yesterday?
Bill: No I wasn't. I was at the toyshop.
- Max: Was Sue at the bank yesterday?
Pex: No, she wasn't. She was at the zoo with her family.
- Max: Where was Mr Lee yesterday?
Pex: He was at the library.
- Max: Where's Mr Lee today?
Pex: He's at the toyshop.

5 Where were these boys and girls yesterday? Look at the table and ask and answer.

- Use the table and the exercise heading to explain the task.
- Play audio track 2.6 while the pupils read the speech

bubbles.

- Replay the audio, pausing for the pupils to repeat.
- In pairs, pupils ask and answer questions, following the model.
- Choose pairs to say their conversations to the class.

Suggested answers

Where was Daisy yesterday? Was she at the park? No, she wasn't. Daisy/She was at the hospital (yesterday).

Where were John and Fred yesterday? Were they at the hospital? No, they weren't. They were at the park.

Audio track 2.6 (CD 01 track 19)

Page 21, exercise 5

- A: Where was Harry yesterday? Was he at home?
B: No, he wasn't. Harry was at the beach yesterday.

6 Ask and answer questions about you and your friend. Use the words in the box.

- Use the exercise heading to explain the task.
- Read the phrases in the box as a class. Review the days of the week and times of day.
- Play audio track 2.7 while the pupils read the speech bubbles.
- Replay the audio, pausing for the pupils to repeat.
- Pupils ask and answer questions in pairs.
- Choose pairs to say their conversations to the class.

Audio track 2.7 (CD 01 track 20)

Page 21, exercise 6

- A: Where were you yesterday? Were you at the park?
B: No, I wasn't. I was at home.

Grammar: Past simple *to be*, all persons, questions

- Read the grammar box as a class.
- Elicit that we make questions with *was* and *were* by swapping the noun or pronoun with the verb: *Harry was at the café*; *Was Harry at the café*?
- Elicit that the answer to *Where were you?* is *I was ...*

Optional extension activities

- Write out *Harry was at the beach yesterday*, putting each word on a separate card. Stick them on the board.
- Show a card with a question mark. Challenge the pupils to rearrange the words into a question: *Was Harry at the beach yesterday?*
- Challenge the pupils to add a question word: *Where (was Harry yesterday)? When ...? Who ...?*

Workbook pages 16–17

Unit 2


4. Read Sam's diary and answer the questions. Write complete sentences.

It was wet in the morning yesterday. I was at home with my mum and my brother.

In the afternoon, the weather was sunny. I was at the zoo with my dad and my brother. It was great. My mum was at the market.

In the evening, I was at the cinema. There was a film about monsters. It was very good. Bill and May were at the cinema, too. They were afraid of the monsters in the film, but I wasn't. The monsters were funny.

After the cinema, my brother, my mum and I were at Aunt Lila's house. I went into to see my aunt and my uncle again.



- Where was Sam in the morning?
He was at home.
- Who was with Sam in the morning?

- Was the weather wet in the afternoon?

- What was the film at the cinema about?

- Who was at the cinema with Sam?




- Was Sam afraid of the monsters?





- Where was Sam yesterday after the cinema?

- How many people were at Aunt Lila's house?

Workbook

5. Where were they yesterday? Look at the pictures. Write questions.

- Where was Sam yesterday?

- Where was May yesterday?

- Where were Jill and her mum yesterday?

- Where was Miss Sun yesterday?

- Where was Sue yesterday?

- Where was Pex yesterday?

- Where were Bill and Max yesterday?

He was at the sports centre.
She was at the café.
They were at the zoo.
No, she was at the school.
She was in the sports field.
No, he was in a tree.
No, they were in the park.

4 Read Sam's diary and answer the questions. Write complete sentences.

- Read Sam's diary entry as a class.
- Use the example to explain the task.
- Pupils work alone or with a 'buddy' partner.
- Check the answers.

Answers

- He was at home. (example)
- Sam's mum and his brother (were with Sam/him).
- No, it/the weather was sunny.
- The film/It was about monsters.
- Bill and May (were at the cinema with Sam).
- No, Sam wasn't afraid/Bill and May were afraid.
- He was at Aunt Lila's house.
- Five people were at Aunt Lila's house.

5 Where were they yesterday? Look at the pictures. Write questions.

- Look at the pictures with the class. Check understanding.
- Use the example to explain the task.
- Pupils work alone.
- Choose pupils to read their questions and answers to the class.

Answers

- Where was Sam yesterday? (example)
- Where was May (yesterday)?
- Where were Jill and her mum (yesterday)?
- Where was Miss Sun (at the hospital)?
- Where was Sue (yesterday)?
- Where was Pex (watching a DVD)?
- Where were Bill and Max (at the sports centre)?

Cool down

- Play *Bingo*. Brainstorm a list of places (hospital, park and so on) and write it on the board.
- Pupils draw six squares in their notebooks and write a place in each square.
- Pupils add the word *NOT* to any three of their squares.
- Use the words to make positive and negative sentences in turn. For example: *You were/weren't at the (park) yesterday.*
- If pupils have a matching square, they cross it off. (They must have both the place and *NOT* if the sentence was negative.)
- The first pupil to have crossed off all his or her squares is the winner.

Lesson 3

Pupil's Book pages 22–23

Unit 2

7. Read about Mr Lee's school. Then correct Sam's notes.

My old school wasn't very big. There are three floors in this school. There were only two floors in my old school. There were five classrooms. Two classrooms were on the ground floor, and there were three classrooms on the first floor. The library was on the ground floor and the teachers' room was upstairs. The stairs were outside and there was a balcony on the first floor. There was also a big playground with a tree in it next to the school. I played there at break time. There wasn't a sports field or a sports centre in my old school.

My classroom was on the first floor. There were some chairs, desks and bookcases in it. There was also a blackboard and a CD player. There weren't any DVD players and there was only one computer. My classroom was very different from the classrooms in this school.

Sam's notes

- There were six classrooms in Mr Lee's school.
- There weren't six classrooms. There were five classrooms.
- There was a library on the first floor.
- There were three classrooms on the ground floor.
- There was a balcony on the ground floor.
- There was a sports field next to the school.
- There was a DVD player in Mr Lee's classroom.

Our school and other places

New Vocabulary

an accident
a driver
fair hair
a mistake
only
safe

8. Max was in an accident yesterday. Listen and tick (✓).

| | | | | |
|-------------------------------|-------------------|--------------------------|--------------------|-------------------------------------|
| 1. The accident was ... | this morning | <input type="checkbox"/> | this afternoon | <input checked="" type="checkbox"/> |
| 2. The accident was ... | outside the shops | <input type="checkbox"/> | outside the school | <input type="checkbox"/> |
| 3. The other bike was ... | red | <input type="checkbox"/> | blue | <input type="checkbox"/> |
| 4. The lights were ... | green | <input type="checkbox"/> | red | <input type="checkbox"/> |
| 5. The boy was ... | tall | <input type="checkbox"/> | short | <input type="checkbox"/> |
| 6. The boy's hair was ... | fair and straight | <input type="checkbox"/> | fair and curly | <input type="checkbox"/> |
| 7. The boy's clothes were ... | blue and red | <input type="checkbox"/> | blue and green | <input type="checkbox"/> |
| 8. The driver was ... | a man | <input type="checkbox"/> | a woman | <input type="checkbox"/> |

9. Ask and answer questions about the accident. Use the words in the table.

Was the accident outside the shops?

No, the accident wasn't outside the shops. It was outside the school.

Lesson objectives

- New vocabulary:** *an accident, a driver, fair (hair), a mistake, only, safe*
- Learning outcomes:**
 - Pupils can talk about the location of people and things in the past.
 - Pupils can ask and answer questions about the location of people and things in the past.

Warm up

Use classroom objects to review prepositions: *on, in, under, next to, behind, inside, outside*.

New vocabulary

- Look at the vocabulary box on page 23 with the class. Check understanding. Use the pupils' own language to teach *a mistake, only, safe*.
- Play audio track 2.8, pointing to each new word in turn.
- Play the audio several times while the pupils listen, read and repeat.

Audio track 2.8 (CD 01 track 21)

Page 23, New vocabulary

an accident, a driver, fair hair, a mistake, only, safe

7 Read about Mr Lee's school. Then correct Sam's notes.

- Read about Mr Lee's school (page 22) as a class. Choose pupils to read short sections aloud.
- Remind pupils that we can use *There ...* to talk about places.
- Use the example to explain the task.
- Pupils work alone or with a 'buddy' partner.

- Check the answers. Pupils check each other's work for correct use of the apostrophe.

Answers

- There weren't six classrooms. There were five classrooms. (example)
- There wasn't a library on the first floor. There was a library on the ground floor.
- There weren't three classrooms on the ground floor. There were (only) two classrooms (on the ground floor).
- There wasn't a balcony on the ground floor. There was a balcony on the first floor.
- There wasn't a sports field next to the school. There was a (big) playground.
- There wasn't a DVD player in Mr Lee's classroom. There was a CD player.

8 Max was in an accident yesterday. Listen and tick (✓)

- Look at the picture with the class and set the scene.
- Play the first part of audio track 2.9. Use the example to explain the task.
- Give the pupils a few minutes to read the remaining choices silently.
- Play the rest of the audio, pausing for the pupils to tick the boxes. Pupils work alone.
- Check the answers. Pupils vote for the correct choice.

Answer

| | | | | |
|-------------------------------|-------------------|--------------------------|--------------------|-------------------------------------|
| 1. The accident was ... | this morning | <input type="checkbox"/> | this afternoon | <input checked="" type="checkbox"/> |
| 2. The accident was ... | outside the shops | <input type="checkbox"/> | outside the school | <input type="checkbox"/> |
| 3. The other bike was ... | red | <input type="checkbox"/> | blue | <input type="checkbox"/> |
| 4. The lights were ... | green | <input type="checkbox"/> | red | <input type="checkbox"/> |
| 5. The boy was ... | tall | <input type="checkbox"/> | short | <input type="checkbox"/> |
| 6. The boy's hair was ... | fair and straight | <input type="checkbox"/> | fair and curly | <input type="checkbox"/> |
| 7. The boy's clothes were ... | blue and red | <input type="checkbox"/> | blue and green | <input type="checkbox"/> |
| 8. The driver was ... | a man | <input type="checkbox"/> | a woman | <input type="checkbox"/> |

Audio track 2.9 (CD 01 track 22)

Page 23, exercise 8

- Bill: Please tell me about the accident.
 Both: Yes, OK.
 Bill: When was the accident? Was it in the morning?
 Girl: No, it wasn't. It was in the afternoon after lunch.
 Boy: Yes. We were outside the shops.
 Girl: Was the accident outside the shops?
 Boy: No, it was outside the school.
 Bill: And the other bike was ...
 Girl: The other bike was red.
 Bill: Are you sure?
 Boy: Yes, we are. The bike was red.
 Bill: Were the traffic lights green?
 Girl: No, they weren't. The lights were red but the bike didn't stop. The boy on the bike made a mistake.
 Bill: Oh dear, that wasn't safe! Now please tell me who was riding the bike.
 Boy: It was a boy.
 Bill: Was he tall?
 Boy: No, I think he was short.
 Bill: And what about his hair? Was it dark?
 Boy: No, it was fair.
 Bill: Was it straight?
 Girl: Yes, it was. It wasn't curly.
 Bill: OK. And what colour were his clothes?
 Girl: His clothes were blue and green.
 Boy: Yes, they were blue and green.
 Bill: And what about the car?
 Boy: There was a red car. The car did stop. The driver helped Max.
 Bill: Was the driver a man?
 Girl: No, the driver was a woman.

21 CS 9 Ask and answer questions about the accident. Use the words in the table.

- Use the exercise heading to explain the task.
- Play audio track 2.10 while the pupils read.
- Replay the audio, pausing for the pupils to repeat.
- Elicit more examples, using the information in the table (exercise 8).
- Pupils work in pairs. Give support.
- Choose pairs to say their conversations to the class.

Suggested answers (in any order)

Was the boy tall? No, the boy wasn't tall. He was short.

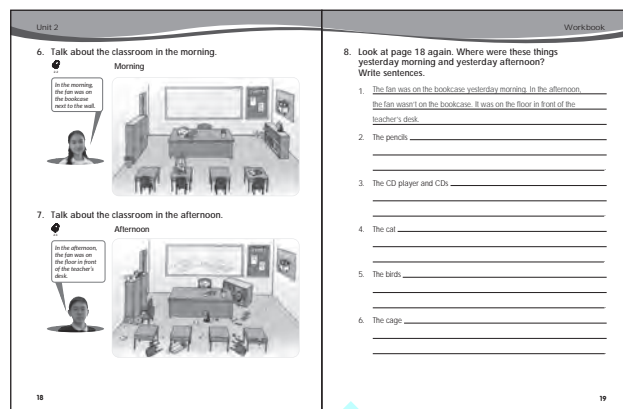
Were the lights green? No, the lights weren't green. They were red.

Audio track 2.10 (CD 01 track 23)

Page 23, exercise 9

- A: Was the accident outside the shops?
 B: No, the accident wasn't outside the shops. It was outside the school.

Workbook pages 18–19



6 Talk about the classroom in the morning.

- Give the pupils a few moments to look at the picture of the classroom with a partner.
- Ask questions using the past simple: *Was (the floor) clean?*
- Play audio track 2.2 while the pupils read.
- In pairs, pupils take turns to make sentences.
- Choose pupils to say their sentences to the class.

Instructions for homework

- Pupils write six to eight sentences about the classroom in the morning.

Suggested answers

In the morning, the floor was clean. The pencils were on the teacher's desk.

Audio track 2.2 (WB CD track 06)

Page 18, exercise 6

In the morning, the fan was on the bookcase next to the wall.

7 Talk about the classroom in the afternoon.

- Give the pupils a few moments to look at the picture with a partner.
- Ask questions using the past simple: *Where were (the birds)?*
- Play audio track 2.3 while the pupils read.
- In pairs, pupils take turns to make sentences.
- Choose pupils to say their sentences to the class.

Instructions for homework

- Pupils write six to eight sentences about the classroom in the afternoon.

Suggested answers

In the afternoon, the floor was dirty. The pencils were on the floor.

Audio track 2.3 (WB CD track 07)

Page 18, exercise 7

In the afternoon, the fan was on the floor in front of the teacher's desk.

8 Look at page 18 again. Where were these things yesterday morning and yesterday afternoon? Write sentences.

- Use the example to explain the task.
- Pupils work alone. Monitor for correct use of the apostrophe.
- Check the answers as a class.

Suggested answers

1. The fan was on the bookcase yesterday morning. In the afternoon, the fan wasn't on the bookcase. It was on the floor in front of the teacher's desk. (example)
2. The pencils were on the teacher's desk in the morning. In the afternoon, the pencils weren't on the teacher's desk. They were on the floor.
3. The CD player and CDs were on the teacher's desk in the morning. In the afternoon, the CD player and CDs weren't on the teacher's desk. They were on the teacher's chair and on the floor.

4. The cat was behind the bookcase in the morning. In the afternoon, the cat wasn't behind the bookcase. It was in the bin next to the cupboard.
5. The birds were in the cage in the morning. In the afternoon, the birds weren't in the cage. They were on the cupboard.
6. The cage was on a desk in the morning. In the afternoon, the cage wasn't on a desk. It was on the floor under a desk.

Cool down

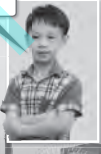
- Play a memory game. Draw a grid with 12 squares on the board. Pupils copy it into their notebooks.
- Explain the game. Teach row and column.
- Tell pupils to close their eyes. In each square of the grid stick a target vocabulary flashcard.
- Tell pupils to open their eyes. Give them a few moments to look at the grid. Then cover it up.
- In pairs, pupils ask and answer about where everything was in the grid. One partner writes the words in the correct squares. Prompt them to use prepositions (above, below, next to, between), ordinals and the past simple.
- The winners are the first pair with a correctly completed grid.

It's our world!

Pupil's Book pages 24–25


It's our world!

1. Look at the photo of the classroom on this page. Answer the questions.
 1. What can you see in the photo?
 2. Is this classroom like your classroom? What is different? What is the same?
2. Read the text. Answer the questions.


 Hello, my name is Ren and I live in Tokyo, in Japan. My school is very new. This is a photo of my classroom. There are 20 children in my class. We don't use books in our lessons. We have e-books, computers, whiteboards and the internet to learn about the world and to find out about other countries. My classroom is very different from the classroom in my grandpa's old school.

 1. Where is Ren's school?
 2. How many children are there in his class?
 3. Are there more children in Ren's class or in your class?
 4. How does Ren study and learn in lessons?

3. Look, read and tick (✓) or cross (X).


 This is a photo of my grandpa's old classroom. His school was in a village. There was only one school in his village, and one classroom in the school! Miss Mori was his teacher for all lessons. The desks and chairs in his classroom look different from the desks and chairs in my classroom. There were no computers in his school, but there was a big playground. Grandpa says school was a lot of fun!

1. Ren's grandpa's school was in a city. ☒
2. There were lots of classrooms in Ren's grandpa's school. ☐
3. There were different teachers for different lessons in Ren's grandpa's school. ☐
4. There were computers and books in Ren's grandpa's classroom. ☐
5. There was a big playground in Ren's grandpa's school. ☐

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

1. What things are there in your classroom to help you learn?
2. Do you use the internet to study? What do you think is good and bad about using the internet to study?

Lesson objectives

- Topic vocabulary: *e-books, whiteboard, world*
- Learning outcomes:
 - o Pupils can read a simple text and answer questions on it.
 - o Pupils can discuss the advantages and disadvantages of using the internet to study.

Cultural notes

Review what the pupils remember about Japan from Level 1. Many well-known companies, such as Sony, Nintendo, Toshiba and Honda, are Japanese. Tokyo is the capital city of Japan.

Warm up

- Review the vocabulary bookcase, classroom, computer, desk.
- Use the photos on pages 24 and 25 to teach any new vocabulary pupils ask for, such as whiteboard, blackboard, plastic, wood(en), chalk.

1 Look at the photo of the classroom on this page. Answer the questions.

- Give pupils a few minutes to discuss the questions in pairs.
- Choose pupils to say their answers. The class votes Yes or No.

Answers

Pupils' own answers

2 Read the text. Answer the questions.

- Read the questions as a class.
- Play audio track 2.11 while the pupils read the speech bubble.
- Pupils answer the questions in pairs.
- Check the answers as a class.
- Help pupils to find Japan on their maps. Use the Cultural notes on page 27 to give more information.

Answers

- Ren's school is / It's in Tokyo/Japan.
- (There are) 20.
- Pupils' own answer
- He has/uses e-books, computers, whiteboards and the internet. (He doesn't use books.)

Audio track 2.11 (CD 01 track 24)

Page 24, exercise 2

Hello, my name is Ren and I live in Tokyo, in Japan. My school is very new. This is a photo of my classroom. There are 20 children in my class. We don't use books in our lessons. We have e-books, computers, whiteboards and the internet to learn about the world and to find out about other countries. My classroom is very different from the classroom in my grandpa's old school.

3 Look, read and tick () or cross ().

- Elicit some differences between the photo in this exercise and the photo in exercise 1. (For example: *There isn't a whiteboard but there is a blackboard.*)
- Use the heading to explain the exercise.
- Play audio track 2.12 while the pupils read the text.
- Pupils complete the exercise in pairs.
- Check the answers as a class.

Answers

- (example) 2. 3. 4. 5.

Audio track 2.12 (CD 01 track 25)

Page 25, exercise 3

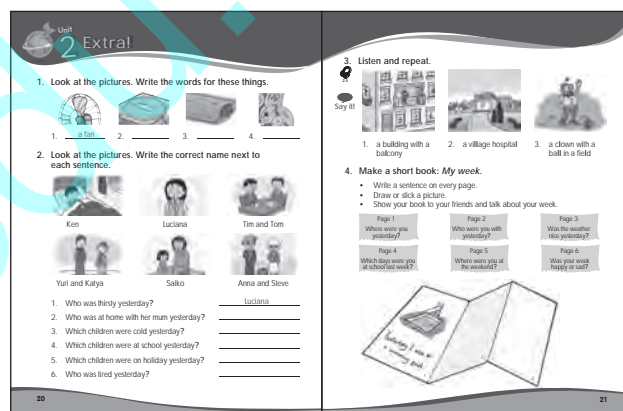
This is a photo of my grandpa's classroom. His school was in a village. There was only one school in his village and one classroom in the school! Miss Mori was his teacher for all lessons. The desks and chairs in his classroom look different from the desks and chairs in my classroom. There were no computers in his school, but there was a big playground. Grandpa says school was a lot of fun!

4 Talk to a friend. Then tell the class.

- Read the questions as a class. Check understanding.
- Pupils talk about the questions in pairs. Help with any new vocabulary.
- Discuss the answers as a class.

Unit 2 Extra!

Workbook pages 20–21



Lesson objective

- Say it!: / sound (balcony, village, field): /1/

1 Look at the pictures. Write the words for these things.

- Pupils work alone to label the pictures.
- Check the answers, including spelling, as a class.

Answers

- a fan (example) 2. a CD player 3. a sports field
- a CD/a DVD

2 Look at the pictures. Write the correct name next to each sentence.

- Use the example to explain the task.
- Read the questions and check understanding.
- Pupils work alone.
- Check the answers.

Answers

1. Luciana (example) 2. Saiko 3. Yuri and Katya
4. Tim and Tom 5. Anna and Steve 6. Ken

3 Listen and repeat.

- Play audio track 2.4. Pupils listen, read and repeat 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.
- Pupils practise in pairs. Monitor for correct pronunciation.

Audio track 2.4 (WB CD track 08)

Page 21, exercise 3

1. a building with a balcony; a building with a balcony
2. a village hospital; a village hospital
3. a clown with a ball in a field; a clown with a ball in a field

4 Make a short book: *My week*.

- Read out the question prompt for each page. Elicit possible answers.

- Pupils work alone to make their book, following the instructions.
- Pupils swap books and say something positive about their partner's book. (See page 18 for suggestions.)
- 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 *Spell that!* in pairs.

Instructions for *Spell that!*

- Pupils make a list of 10 to 12 words from the unit.
- In pairs, pupils take turns to ask their partner to spell out a word from the list. Every correct answer gets a point.

Unit 3

Unit overview

Objectives

Grammar: past simple (regular verbs): *I played with the monkeys. I didn't play with the rabbits or the dolphins. Did you wash the plates? Yes, I did. / No, I didn't.*

New vocabulary:

- Animals: *dolphin, fly, kitten, panda, rabbit, shark, snail*
- Verbs: *brush*
- Other: *zookeeper*

Useful language: *travel, invite, thank, work*

Communication objectives:

- To talk about events in the past
- To ask and answer questions about events in the past

Learning outcomes:

- Pupils can form the past simple (positive, negative and question forms) of regular verbs.
- Pupils can use the past simple to talk about events in the past.
- Pupils can use the past simple to ask and answer questions about events in the past.

It's our world! focus: Singapore Zoo

Extra! project: Short book (*Different kinds of animals*)



Online teacher's resources

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

Lesson 3

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

Grammar: past simple (regular verbs), question form

21st century skills lesson objective:

- Communication: Pupils ask and answer questions about recent events.

Lesson overview

Lesson 1

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

Grammar: past simple (regular verbs), positive form

New vocabulary: *a dolphin, a fly, a kitten, a panda, a rabbit, a shark, a snail, travel*

21st century skills lesson objectives:

- Creativity: Pupils sing a song.
- Critical thinking: Pupils investigate spelling rules.

Lesson 2

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

Grammar: past simple (regular verbs), negative form

New vocabulary: *brush (v), a zookeeper, invite, thank, work*

21st century skills lesson objective:

- Collaboration: Pupils decide whether sentences are true or not.

It's our world!

Pupil's Book pages 32–33

21st century skills lesson objectives:

- Global awareness: Pupils read about the orangutans in Singapore Zoo.
- Collaboration: Pupils work together to find information in a reading text.
- Communication: Pupils discuss their ideas about animals and zoos; they present their ideas to the class.

Unit 3 Extra!

Workbook pages 28–29

21st century skills lesson objective:

- Creativity: Pupils write a short book: *Different kinds of animals*.

Say it! y sound (*yesterday, you*): /j/



Teacher's tips

To enable more pupils to share their work, pupils can present to a group rather than to the whole class.

Lesson 1

Pupil's Book pages 26–27

Unit 3 At the zoo

New Vocabulary

- a dolphin
- a fly
- a kitten
- a panda
- a rabbit
- a shark
- a snail

Useful Language

travel

1. Bill was on holiday. Listen and sing.

On holiday, there were many places to go.
Bill travelled to the mountains. He walked in the snow.
He visited villages and towns and cities, too.
But best of all he liked his visit to the zoo!

There were animals here, there were animals there.
There were dolphins and sharks and a big brown bear.
Bill looked at the rabbits, at the snakes and the bats.
He looked at the puppies, at the kittens and the cats.

Bill looked at the frogs, at the flies and the mice.
He looked at the pandas. The pandas were nice.
He looked at the lions and the tigers with long tails.
He looked at the spiders, at the lizards and the snails.

But best of all the animals Bill looked at in the zoo,
Were a very tall giraffe and a red kangaroo!

2. Talk about Bill's holiday. How many sentences can you make?

On holiday, Bill travelled to the mountains.

On holiday, he visited villages.

Grammar

| | |
|--------|-----------------------------|
| visit | Bill visited the zoo. |
| like | Bill liked the zoo. |
| travel | Bill travelled to the city. |

Lesson objectives

- Grammar:** past simple of regular verbs, positive form
- New vocabulary:** a dolphin, a fly, a kitten, a panda, a rabbit, a shark, a snail, travel
- Learning outcome:** Pupils can make positive statements using the past simple of regular verbs.

Warm up

- Give the pupils a few minutes to look at the pictures on Pupil's Book page 27.
- As a class, play *Let's draw Max!* (see page 14 for instructions) to revise the animal names used in the lesson (bat, bear, crocodile, frog, kangaroo, lion, lizard, mouse, puppy, snake, spider, tiger, whale).

New vocabulary

- Look at the vocabulary box on page 26 with the class.
- Play audio track 3.1. Point to each word in turn. Pupils follow in their books.
- Check understanding of the pictures. Use the pupils' own language to teach *travel*.
- Replay the audio several times while the pupils point and repeat.

Audio track 3.1 (CD 01 track 26)

Page 26, New vocabulary

a dolphin, a fly, a kitten, a panda, a rabbit, a shark, a snail, travel



1 Bill was on holiday. Listen and sing.

- Read the exercise heading as a class. Remind pupils that *was* is used for the past.

- Write *walk, visit, look (at)* on the board. Ask pupils to find these words in the song. Ask what has been added to the words to make the past tense (-ed).
- Play audio track 3.2. The pupils listen and follow in their books.
- Play the audio again and encourage pupils to sing along.

Answers

In the pictures but not in the rhyme: crocodile, whale
In the rhyme but not in the pictures: puppies, kittens, cats, frogs, flies, mice, tigers, spiders, lizards, snails, giraffe

Audio track 3.2 (CD 01 track 27)

Page 26, exercise 1

On holiday, there were many places to go.
Bill travelled to the mountains. He walked in the snow.
He visited villages and towns and cities, too.
But best of all he liked his visit to the zoo!
There were animals here, there were animals there.
There were dolphins and sharks and a big brown bear.
Bill looked at the rabbits, at the snakes and the bats.
He looked at the puppies, at the kittens and the cats.
Bill looked at the frogs, at the flies and the mice.
He looked at the pandas. The pandas were nice.
He looked at the lions and the tigers with long tails.
He looked at the spiders, at the lizards and the snails.
But best of all the animals Bill looked at in the zoo,
Were a very tall giraffe and a red kangaroo!



Optional extension activity

- Read the questions in the blue bubbles on page 27 as a class.
- Pupils work in pairs to find the answers.
- Check the answers.

2 Talk about Bill's holiday. How many sentences can you make?

- Use the exercise heading to explain the task.
- Play audio track 3.3 while the pupils read.
- Pupils work in pairs to make sentences following the model.
- Choose pupils to say one of their sentences to the class.

Suggested answers (in any order)

On holiday, Bill/he walked in the snow. On holiday, Bill/he visited towns. On holiday, Bill/he liked his visit to the zoo. On holiday, Bill/he looked at the frogs. On holiday, Bill/he looked at the snails.

Audio track 3.3 (CD 01 track 28) Page 26, exercise 2

- A: On holiday, Bill travelled to the mountains.
B: On holiday, he visited villages..

Grammar: Past simple of regular verbs, positive form

- Read the grammar box as a class.
- Elicit the spelling changes (add *-ed*, add only *-d* if the verb ends in *-e*, double final *-l*).
- Briefly practise the three different pronunciations of the endings: *visit-/id/*; *like-/t/*; *travel-/d/*.

Workbook pages 22–23

Unit 3 At the zoo

1. Match the pictures to the words.

dolphin shark panda snail rabbit kitten fly kangaroo

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

liked looked at travelled visited walked were

Hello Paul. Last Saturday (1) we (2) went to the zoo. We (3) visited the zoo. We (4) looked at lots of different animals to see. First, we looked at the bats and the bears. Then we (5) walked to the lake and we looked at the dolphins. Last, we (6) visited the pandas. They have white faces and big eyes. I (7) liked the pandas best.

3. Look at the pictures and complete the sentences about yesterday. Use the words in the box.

like look at look at walk visit

Sam visited the toy shop.

Sam looked at the boats and planes in the window.

Mia visited the zoo.

She looked at the rabbits and the kittens.

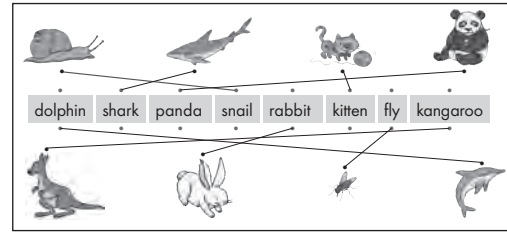
Mia visited the mountains.

She looked at the waterfall and the birds.

1 Match the pictures to the words.

- Use the exercise heading and the example to explain the task.
- Pupils work alone to draw a line from each word to the matching picture.
- Check the answers. Pupils swap books and check each other's work.

Answers



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

- Review the vocabulary in the word box.
- Use the example to explain the task.
- Pupils work alone.
- Check the answers.

Answers

1. was (example) 2. visited 3. travelled 4. were
5. walked 6. looked at 7. liked

3 Look at the pictures and complete the sentences about yesterday. Use the words in the box.

- Use the example to explain the task.
- Pupils work alone to complete the sentences, using the Past simple.
- Check the answers. Pupils check each other's spelling.

Answers

1. visited (example) 2. liked/looked at 3. visited
4. looked at/liked 5. walked 6. looked at/liked

Cool down

- Play *Who am I?*
- Give a simple description of an animal: *I am (white). I have got (long ears).*
- Pick one pupil to say the answer (*a rabbit*).
- Able pupils take turns to give descriptions for the class to guess.

Lesson 2

Pupil's Book pages 28–29

Unit 3

New Vocabulary

brush a zookeeper

invite
thank
work

3. Read about Bill's day at the zoo. Circle the animals Bill visited with the zookeeper.

| | |
|------------------|-----------------|
| 1. the dolphins | 2. the elephant |
| 3. the monkeys | 4. the pandas |
| 5. the rabbits | 6. the lions |
| 7. the kangaroos | 8. the giraffes |

1 Yesterday, I visited another zoo. But I didn't look at all the animals. The zookeeper invited me to help him.

I want to visit the zoo!

3 I watched the zookeeper. He washed and brushed the elephant. The elephant loved it!

5 In the evening, the zookeeper thanked me for my help.

Was it fun at the zoo?

Yes, I loved the zoo!

2 I worked with the rabbits. They liked carrots, but they didn't like fish or meat.

I want a rabbit!

4 I liked the pandas. We cleaned their cage. Then I played with the monkeys, but I didn't see the dolphins.

4. Read and tick (✓) or cross (X).

- Bill helped the zookeeper at the zoo. ☒
- Bill looked at all the animals at the zoo. ☐
- The rabbits didn't like carrots. ☐
- The zookeeper washed the elephant, and the elephant enjoyed it. ☐
- Bill played with the pandas and cleaned the monkeys' cage. ☐
- In the evening, Bill thanked the zookeeper for his help. ☐
- Bill didn't enjoy the zoo. ☐

5. Talk about Bill's day at the zoo. Use the words in the boxes.

Bill
The rabbits
The zookeeper

brush
like
play with
wash
work with

the meat
the dolphins
the elephant
the monkeys
the pandas
the zookeeper

The zookeeper didn't wash the panda.

Bill played with ...

Grammar

| | | | |
|----------------------|------------------|---------------------------|-----------------------------|
| I/You/He/She/We/They | did not / didn't | wash play with like | the rabbits, the sharks. |
|----------------------|------------------|---------------------------|-----------------------------|

Lesson objectives

- Grammar:** past simple of regular verbs, negative form
- New vocabulary:** *brush (v), a zookeeper, invite, thank, work*
- Learning outcome:** Pupils can make negative statements using the past simple of regular verbs.

Warm up

Review the past simple of regular verbs. Ask *What did I do yesterday?* Mime an action for the pupils to guess.

New vocabulary

- Look at the vocabulary box on page 28 with the class. Check understanding. Use the pupils' own language to teach *invite, thank, work*.
- Play audio track 3.4 several times while the pupils listen, read and repeat.

Audio track 3.4 (CD 01 track 29)

Page 28, New vocabulary

brush, a zookeeper, invite, thank, work

3 Read about Bill's day at the zoo. Circle the animals Bill visited with the zookeeper..

- Review the words listed.
- Use the exercise heading to explain the task.
- Choose pupils to read the parts of Bill, Sam, Sue and May. The other pupils follow in their books.
- Pupils work in pairs to circle the correct words.
- Check the answers.

Answers

Circled: 2. the elephant (example), 3. the monkeys, 4. the pandas, 5. the rabbits

Optional extension activity

- Pupils reread the story with a partner. One pupil reads Bill's part and the other reads the other parts.
- Pairs swap roles and repeat.

21st 4 Read and tick () or cross ().

- Use the example to explain the task.
- Pupils work in pairs.
- Check the answers.

Answers

1. (example) 2. 3. 4. 5. 6. 7.

Optional extension activity

- Pupils say or write the correct sentences for numbers 2, 3, 5, 6 and 7 in exercise 4.

5 Talk about Bill's day at the zoo. Use the words in the boxes.

- Use the grammar box to teach the formation of the past simple.
- Review the vocabulary if necessary and explain the task.
- Play audio track 3.5 while the pupils follow.
- Elicit one or two sentences from the table as further examples.
- Pupils work in pairs to say sentences about Bill's day, following the model.
- Choose pupils to say their sentences to the class.

Suggested answers (in any order)

Bill didn't brush the panda. The rabbits didn't like the meat. The zookeeper didn't wash the dolphins. The rabbits didn't play with the zookeeper.

Audio track 3.5 (CD 01 track 30)

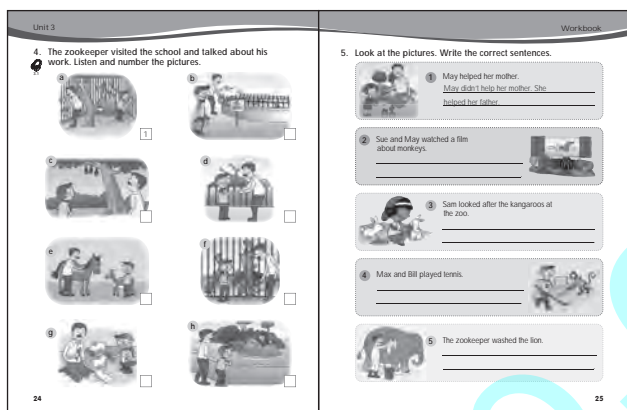
Page 29, exercise 5

- A: The zookeeper didn't wash the panda.
B: Bill played with ...

Grammar: Past simple of regular verbs, negative form

- Read the grammar box as a class.
- Use the pupil's own language to elicit or explain that *didn't* makes past simple sentences negative. Point out that *didn't* and *did not* mean the same.
- Use the pupil's own language to elicit or explain that in negative sentences we don't add *-ed* to the verb: *I didn't like ...* NOT *I didn't liked.*
- Choose pupils to make sentences from the grammar box.

Workbook pages 24–25



4 The zookeeper visited the school and talked about his work. Listen and number the pictures.

- Review the vocabulary if necessary.
- Play the first part of audio track 3.1 and use the example to explain the task.
- Play the rest of the audio. Pupils work alone to number the pictures.
- Support less able pupils by pausing the audio after each section.
- Check the answers.

Answers

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

Audio track 3.1 (WB CD track 09)

Page 24, exercise 4

1. Yesterday morning Bill helped me with my work. First we cleaned the parrots' cage. It was very dirty.
2. Then we walked to the monkey cage and Bill helped me to give the monkeys some bananas. They liked their food very much.
3. After that, Bill and I visited the bats. The bats weren't awake.
4. In the afternoon the sharks needed some fish and Bill helped me to give them food. He wasn't afraid of them.
5. Then we watched the lions. They were beautiful and Bill liked them a lot.
6. After that Bill helped me with the rabbits. They liked the carrots very much.
7. Then I brushed the horse and Bill brushed the goat. The animals were very happy.
8. We stopped work at five and I thanked Bill for his help.

5 Look at the pictures. Write the correct sentences.

- Look at the first picture with the class. Elicit that it shows May and her father.
- Read the first sentence and use the example answer to explain the task.
- Pupils work alone to write two correct sentences for each picture.
- Check the answers.

Answers

1. May didn't help her mother. She helped her father. (example)
2. Sue and May didn't watch a film about monkeys. They watched a film about dolphins.
3. Sam didn't look after the kangaroos at the zoo. He looked after the rabbits (at the zoo).
4. Max and Bill didn't play tennis. They played hockey.
5. The zookeeper didn't wash the lion. He washed the elephant.

Cool down

- Pupils play a chain game in groups.
- The first player says a sentence about something (s)he didn't do yesterday: *Yesterday, I didn't (walk to school).*
- The next player repeats the sentence and adds another activity: *Yesterday I didn't walk to school and I didn't (wash up).* Play continues round the group in the same way.








Lesson 3

Pupil's Book pages 30–31

Unit 3

6. Match the pictures to the words. Write the letters next to the words.

| | |
|-------------------------------|------------------------------------|
| 1. brush Jill's hair <u>c</u> | 2. clean Mr Lee's apartment _____ |
| 3. help his mother _____ | 4. play football _____ |
| 5. wash the plates _____ | 6. watch a film about pandas _____ |
| 7. watch TV _____ | |










30


At the zoo

7. Listen. Did they do these things? Look at the pictures on page 30 and tick (✓) or cross (x).

8. Look at the pictures on page 30. Say what they did yesterday.



Mr Lee watched a film about pandas.




The robot cleaned Mr Lee's house.

9. Talk about what you did last night. Ask and answer. Use the words in the box.


brush your pet
play football
watch a film

clean your room
walk in the park
watch TV

help your parents
wash the plates



Did you clean your room?



No, I didn't. I watched a film.

Grammar

Did I/you/he/she/we/they watch TV?

Yes, I/you/he/she/we/they did.
No, I/you/he/she/we/they didn't.

Now go to Workbook page 31

Lesson objectives

- **Grammar:** past simple of regular verbs, question form
- **Learning outcome:** Pupils can use the past simple to ask and answer questions about events in the past.

Warm up

- Pupils play a chain game in groups, changing positive sentences into the negative.
- Brainstorm a list of regular verbs, such as *brush, clean, help, play, walk, wash, watch*.
- Choose a name (Tom) to use in the sentences.
- The first player says a sentence about what Tom did yesterday: *Yesterday, Tom (brushed his hair).*
- The next player says *No, Tom didn't brush his hair. He (washed the cups).*
- The next player says *No, Tom didn't wash the cups. He ...* Play continues round the group in the same way.

6 Match the pictures to the words. Write the letters next to the words.

- Read the phrases as a class. Check understanding.
- Use the example to explain the task.
- Pupils work alone.
- Check the answers.

Answers

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

7 Listen. Did they do these things? Look at the pictures on page 30 and tick () or cross (x)

- Use the exercise heading to explain the task.
- Look at the pictures and review the vocabulary.

- Play audio track 3.6 while the pupils read.
- Pupils work alone.
- Check the answers.

Answers

a. (example) b. c. d. e. f. g.

Audio track 3.6 (CD 01 track 31)

Page 31, exercise 7

- Pex: Sam helped his mother at home.
Max: No, he didn't.
Pex: He didn't?
Max: No, he played football with me all afternoon.
Max: Did Miss Sun wash the plates after lunch?
Pex: Yes, she did. There were a lot of plates to wash.
Max: Jill brushed Sue's hair.
Pex: No, she didn't brush Sue's hair.
Max: She didn't?
Pex: No. Sue brushed Jill's hair.
Max: Did the robot clean Mr Lee's apartment?
Pex: Yes, he did. Now Mr Lee's apartment is very clean.
Max: Did Mr Lee watch a film?
Pex: Yes, he did. He watched a film about pandas.
Max: Did Bill play football?
Pex: No, he didn't. He played with the monkeys at the zoo.
Pex: Did Jill watch TV?
Max: Yes, she did. She watched TV. She didn't do her homework.

8 Look at the pictures on page 30. Say what they did yesterday.

- Use the exercise heading to explain the task.
- Play audio track 3.7 while the pupils read.
- Elicit more examples, following the model.
- Pupils work in pairs.
- Choose pupils to say their sentences to the class.

Suggested answers (in any order)

Sam played football (all afternoon). Miss Sun washed the plates (after lunch). Sue brushed Jill's hair. Bill played with the monkeys (at the zoo). Jill watched TV.

Audio track 3.7 (CD 01 track 32)

Page 31, exercise 8

- A: Mr Lee watched a film about pandas.
B: The robot cleaned Mr Lee's house.

9 Talk about what you did last night. Ask and answer. Use the words in the box.

- Use the exercise heading to explain the task.
- Play audio track 3.8 while the pupils read the speech bubbles.
- Elicit more examples, following the model.
- Pupils ask and answer questions in pairs, using the words in the box.
- Choose pairs to say their conversations to the class.

Suggested answers

Did you watch a film (last night)? Yes, I did. / No, I didn't. I watched TV.

Did you help your parents? Yes, I did. (I washed the plates.) / No, I didn't. I ...

Audio track 3.8 (CD 01 track 33)

Page 31, exercise 9

- A: Did you clean your room?
B: No, I didn't. I watched a film.

Workbook pages 26–27

Unit 3

6. Look at the pictures. Write sentences.

1. Miss Sun looked at clothes in a shop.
2. _____
3. _____
4. _____
5. _____
6. _____

Workbook

7. Look at the table below. Did you do these things yesterday? Put a tick (✓) or a cross (X) under You.

| | You | Your friend | You | Your friend |
|--|-----|-------------|-----|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

8. Ask and answer. Put a tick (✓) or a cross (X) under Your friend.

Did you walk to school yesterday?

6 Look at the pictures. Write sentences.

- Revise the vocabulary. Check understanding.
- Use the example to explain the task.
- Pupils work alone to write a sentence about each picture, using the words in the box.
- Choose pupils to say their sentences to the class.

Answers

1. Miss Sun looked at clothes in a shop. (example)
2. The monster walked to the café.
3. Jill brushed her hair.
4. Bill and Sam helped Sam's mother in the garden.
5. The robot cleaned Mr Lee's car.
6. Max and Pex played badminton in the park.

7 Look at the table below. Did you do these things yesterday? Put a tick (✓) or cross (X) under You.

- Look at the pictures as a class. Revise the vocabulary.
- In the column under *You*, pupils tick the activities they did yesterday and cross the ones they didn't do.

8 Ask and answer. Put a tick (✓) or cross (X) under Your friend.

- Play audio track 3.2 while the pupils read the speech bubbles.
- In pairs, pupils take turns to ask and answer about whether they did these activities yesterday.
- In the column under *Your friend*, pupils tick the activities their partner did yesterday and cross the ones (s)he didn't do.
- Choose pairs to tell the class about themselves. Prompt more able pupils to make longer sentences with *and so did* and *but: X walked to school yesterday, but I didn't. X watched TV yesterday, and so did I.*

Instructions for homework

- Pupils write one question about each picture and answer it about themselves.

Answers

Did you walk to school yesterday? Yes, I did. / No, I didn't.
 Did you watch a DVD yesterday? Yes, I did. / No, I didn't.
 Did you play badminton yesterday? Yes, I did. / No, I didn't.

Did you play football yesterday? Yes, I did. / No, I didn't.
 Did you help your mother/wash the plates yesterday? Yes, I did. / No, I didn't.

Did you cook (lunch/dinner) yesterday? Yes, I did. / No, I didn't.

Did you clean your room yesterday? Yes, I did. / No, I didn't.

Did you ride a/your bike yesterday? Yes, I did. / No, I didn't.

Did you watch TV yesterday? Yes, I did. / No, I didn't.

Did you read a book yesterday? Yes, I did. / No, I didn't.

Audio track 3.2 (WB CD track 10)

Page 27, exercise 8

A: Did you walk to school yesterday?

B: No, I didn't.

Cool down

- Choose a name at random (Tim). Pupils write eight things Tim did yesterday.
- Ask a pupil *What did Tim do yesterday?* The pupil replies *He (watched a film).*
- Anyone who has the same sentence gives it a tick.
- Continue asking pupils for new sentences.
- The winner is the first pupil to tick all his or her sentences.

It's our world!

Pupil's Book pages 32–33

It's our world!

- Look at the photo on this page. Guess the answers to the questions before you read the text.
 - Where is the boy?
 - Who is the boy with?
 - What animal is in the photo?
- Now read and answer the questions in exercise 1.

3. Read and underline the correct answer to the questions below.

We walked into the zoo cafe and, first, a zookeeper showed us a snake. It was only a baby snake, but it was very long, and it was around the zookeeper's shoulders! Then two orangutans walked in from the zoo garden. There was food for them on a table. We watched them eat lots of different kinds of fruit. There was fruit, bread and honey for our breakfast, too. I loved the orangutans. They were slow and quiet, and their eyes were beautiful. I'd like to have breakfast with the orangutans every day!

- Did Aman have breakfast in a cafe? Yes, he did. / No, he didn't.
- Did Aman see a snake? Yes, he did. / No, he didn't.
- Were there three orangutans? Yes, there were. / No, there weren't.
- Did the orangutans have honey for breakfast? Yes, they did. / No, they didn't.
- Did Aman like the orangutans? Yes, he did. / No, he didn't.
- Were the orangutans loud? Yes, they were. / No, they weren't.

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

- Do you like going to zoos? Why?
- Do you like orangutans? Why?
- What animal would you like to have breakfast with?

Lesson objectives

- Topic vocabulary: *honey, orangutan*
- Learning outcomes:
 - Pupils can read a simple text and answer questions on it.
 - Pupils can discuss their ideas about animals and zoos.

Cultural notes

There are over 300 species of animals in Singapore Zoo. They live in 'naturalistic' enclosures, with hidden barriers between the animals and the visitors. Many of the species are in danger of becoming extinct and the zoo is trying to help.

Warm up

- Play *Jumbled words* as a class to review the vocabulary used in the lesson. (See page 22 for instructions.)



1 Look at the photo on this page. Guess the answers to the questions before you read the text.

- Give pupils a few minutes to discuss the questions in pairs.
- Do not check the answers at this point.

2 Now read and answer the questions in exercise 1.

- Say *Now listen and read*.
- Play audio track 3.9 while the pupils read the text.
- Teach *orangutan*. If necessary, explain that an orangutan is an ape, not a monkey.
- Pupils answer the questions in pairs.
- Check the answers as a class.

Answers

1. (He is) at the zoo in Singapore. / (He is) at Singapore Zoo.
2. (He is with) his family / his mum, dad and sister.
3. (It's an) orangutan.

Audio track 3.9 (CD 01 track 34)

Page 32, exercise 2

Hi! My name is Aman. I live in Singapore. I am nine years old and I love animals. Yesterday, I visited Singapore Zoo with my mum, dad and sister. We didn't have breakfast at home, because we wanted to have breakfast at the zoo with the orangutans! Here is a photo of us at the zoo.

3 Read and underline the correct answer to the questions below.

- Use the heading to explain the exercise.
- Read the questions as a class. Check understanding. Teach honey.
- Play audio track 3.10 while the pupils read the text.
- Pupils complete the exercise in pairs.
- Check the answers as a class.
- Help pupils to find Singapore on their maps. Use the Cultural notes on page 37 to give more information.

Answers

1. Yes, he did. 2. Yes, he did. 3. No, there weren't.
4. No, they didn't. 5. Yes, he did. 6. No, they weren't.

Audio track 3.10 (CD 01 track 35)

Page 33, exercise 3

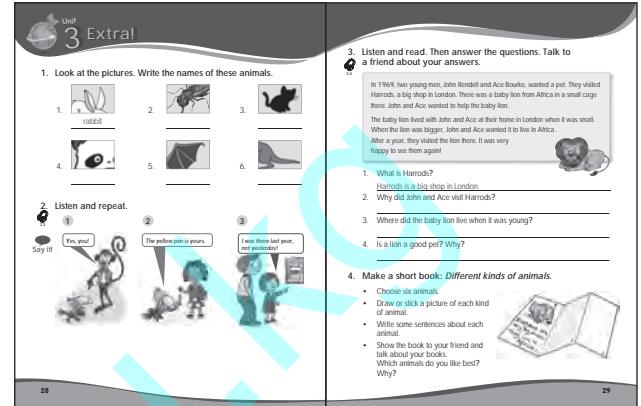
We walked into the zoo café and, first, a zookeeper showed us a snake. It was only a baby snake, but it was very long, and it was around the zookeeper's shoulders! Then two orangutans walked in from the zoo garden. There was food for them on a table. We watched them eat lots of different kinds of fruit. There was fruit, bread and honey for our breakfast, too. I loved the orangutans. They were slow and quiet, and their eyes were beautiful. I'd like to have breakfast with the orangutans every day!

4 Talk to a friend. Then tell the class.

- Read the questions as a class. Check understanding.
- Pupils talk about the questions in pairs. Help with any new vocabulary.
- Discuss the answers as a class.

Unit 3 Extra!

Workbook pages 28–29



Lesson objective

- Say it!: y sound (*yesterday, you*): /j/

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

- Pupils work alone to label the pictures.
- Check the answers, including spelling, as a class.

Answers

1. rabbit (example) 2. fly 3. cat 4. panda 5. bat
6. kangaroo

2 Listen and repeat.

- Play audio track 3.3. Pupils listen, read and repeat 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.
- Pupils practise in pairs. Monitor for correct pronunciation.

Audio track 3.3 (WB CD track 11)

Page 28, exercise 2

1. Yes, you! Yes, you!
2. The yellow pen is yours. The yellow pen is yours.
3. I was there last year, not yesterday! I was there last year, not yesterday!

3 Listen and read. Then answer the questions. Talk to a friend about your answers.

- Review *shop, lion, cage, Africa*.
- Read the questions and check understanding.
- Play audio track 3.4 while pupils follow in their books.
- Pupils work in pairs to answer the questions.
- Check the answers.

Instructions for homework

- Pupils work alone.

Answers

1. (Harrods is) a big shop in London. (example)
2. Because they wanted a pet.
3. (It lived) with John and Ace (at their home) in London.
4. Yes/No. Pupils' own reasons.

Audio track 3.4 (WB CD track 12)

Page 29, exercise 3

In 1969, two young men, John Rendell and Ace Bourke, wanted a pet. They visited Harrods, a big shop in London. There was a baby lion from Africa in a small cage there. John and Ace wanted to help the baby lion.

The baby lion lived with John and Ace at their home in London when it was small. When the lion was bigger, John and Ace wanted it to live in Africa. After a year, they visited the lion there. It was very happy to see them again!

4 Make a short book: *Different kinds of animals.*

- Read out the instructions.
- Brainstorm a list of animals. Elicit one or two facts about some of them.

- Pupils work alone to make their book, following the instructions.
- Pupils swap books and say something positive about their partner's book. (See page 18 for suggestions.)
- Choose a few pupils to say to the class what they like about their partner's book.
- Choose pupils to say what their favourite animal is.

Instructions for homework

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

Cool down

- Pupils work in pairs or small groups. They draw three columns on a page in their notebooks.
- In the first column, they write the letters of the alphabet.
- In the second column, they write the name of an animal beginning with that letter.
- In the third column, they write a verb beginning with that letter.
- The group with the most words is the winner. Pupils may use word banks or dictionaries if available.

Answers

| Letter | Animal | Verb |
|--------|---------|--------|
| A | — | ask |
| B | bear | bounce |
| C | cat | close |
| D | dolphin | draw |