

CAMBRIDGE Global English

Teacher's Resource



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Map of the Learner's Book

page	Unit	Words and expressions	Use of English	Reading/Writing
104–117	8 Home, sweet home	Parts of a building Kinds of homes Climates (hot, cold, warm, cool, wet, dry) Rooms and furnishings Animal homes Construction materials <i>What is it made of?</i>	Present perfect <i>have</i> + object + infinitive <i>Have you ever...?</i> <i>Let's</i> and <i>How about</i> + <i>-ing</i> for suggestions <i>Would you like ___ or ___? I'd like...</i> <i>Too</i> to add information <i>Will</i> for future intention	Poems Narrative song Information text Information from diagrams Write descriptions of things Narrative writing (retell story)
118–131	9 Inside and outside cities	Buildings and other city words Holiday places and leisure activities Food and drink Opposites	<i>here/what would you like to ...?</i> Comparative adjectives: <i>-er</i> and <i>more</i> + adjective; <i>better</i> Expressing agreement/disagreement: <i>So do!</i> / <i>I don't</i>	Poems/songs Information text Fable from Aesop (contemporary retelling) Write a poem (<i>haiku</i>) Write a picture caption (stating and explaining a preference)

Listening/Speaking	School subjects	Phonics / Word study	Critical thinking / Values
<p>Listen for information Ask/answer questions Share information Make decisions and choices Recite and discuss poems and song</p>	<p>Social studies: Homes around the world Geography: World places and climates Science: Homes built by animals; building materials</p>	<p>Long <i>u</i> spellings: Variant sounds of <i>oo</i> Rhyming words</p>	<p><i>What kinds of homes do people and animals build?</i> Collaborative learning Values: Homes offer shelter and safety. Homes around the world are both similar and unique</p>
<p>Listen for information Recognise speaker's opinion Problem solving Discuss preferences Roleplay: Ask for food and drink Discuss and act out poem, song, and story</p>	<p>Geography: Mountains, beach, desert, etc. Social studies: Community places in a city</p>	<p>Identify opposites Count syllables Variant sounds of <i>c</i></p>	<p><i>What can we do in the town and countryside?</i> Comparing Supporting an opinion with reasons Values: Respecting different opinions and preferences</p>

Welcome to *Cambridge Global English Stage 3*

Cambridge Global English is an eight-stage course for learners of English as a second language. The eight stages range from the beginning of primary to the penultimate year of junior secondary (roughly ages 6–13). The course has been designed to fulfil the requirements of the Cambridge English as a Second Language curriculum framework developed by Cambridge English Language Assessment. These internationally recognised standards provide a sequential framework for thorough coverage of basic English concepts and skills.

The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the themes, and situations and literature covered by *Cambridge Global English* strive to reflect this diversity and help learners find out about each other's lives through the medium of English. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Cambridge Global English* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest level, *Cambridge Global English* addresses both these competencies. *Cambridge Global English* presents authentic listening and reading texts, writing tasks, and culminating unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials. At Stage 3; the basic learning strategies introduced in Stage 1 are developed and practised. These continue the foundations for future language learning and development.
- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Cambridge Global English* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.

- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and extra challenges. Unit by unit support for this is provided in the unit notes in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Resource provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project of their choice. This provides teachers with an excellent performance assessment opportunity. An end-of-unit quiz in the Activity Book provides another evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills.

Cambridge Global English can be used as a stand-alone ESL curriculum, or it can be used as part of an innovative suite of materials created by Cambridge University Press for young learners at international primary schools:

- *Cambridge Primary Science*
- *Cambridge Primary Mathematics*
- *Cambridge Primary English (L1)*
- *Cambridge Global English*.

We encourage you to learn more about these complementary courses through the Cambridge University Press website: education.cambridge.org



We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Cambridge Global English* team

How to use *Cambridge Global English*

A Components

Cambridge Global English offers the following components:

- The **Learner's Book** provides the core input of the course and consists of nine thematic units of study. Each unit contains six lessons developed around a unifying theme, and linked to a main question at the beginning of the unit. The materials cater for the needs of learners studying in a primary context, they feature skills-building tasks for listening, reading, writing and speaking, as well as language focuses. In addition, there is a strong vocabulary-building element to the course. Ways of introducing basic learning awareness skills are also explored through features such as:
 - Language tips
 - Words to remember
 - Language detective
 - Look what I can do!

Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. We feel that the learner needs to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.

- The **Audio CDs** include all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as songs and read-along stories. We recommend that learners also use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Activity Book** provides additional practice activities, deepening the understanding of language skills and content material introduced in the Learner's Book.
- The **Teacher's Resource** provides valuable guidance and support for using *Cambridge Global English* in your classroom. We understand that within each class there are learners of different abilities. It is very important to support differentiated work in the classroom and we do this through suggestions in the unit notes and additional differentiation 'challenge' activities in the Activity Book. The production skills required in the project work at the end of each unit can also be graded in terms of ability. At the end of the Teacher's Resource, photocopiable activities, cross-referenced in the unit notes, are provided to give additional work for each lesson.

A selection of lesson-by-lesson spelling words, which can be photocopied, cut out and given to the children to learn, are also included in the end section.

B Learner's Book structure

Cambridge Global English consists of nine thematic units of study, designed to cover approximately three units per term, in most educational systems. The Stage 3 Learner's Book is structured as follows:

- **Units:** Nine thematic units provide a year's worth of curriculum lessons.
- **Picture dictionary:** At the end of the book there is a thematically arranged Picture dictionary. This dictionary can be used for a number of activities, such as reviewing material at the end of terms, but its main aim is to introduce the concept of using a dictionary in order to look up the meaning of words. This should be done on a fairly regular basis, so that the learners become accustomed to the idea.

C Unit structure

Each unit is divided up into six lessons. The length of lessons will vary from school to school, so a strict time limit for each lesson has not been prescribed. Lessons are structured as follows:

- **Lesson 1 Think about it:** Lesson 1 introduces the main topic, in the form of a question, which should be a trigger for input from the learners in line with the enquiry-led approach of the course. A short poem and main picture lead into the topic of the unit, giving learners an opportunity to identify key vocabulary items. This leads to vocabulary practice tasks and culminates in a productive task.
- **Lesson 2 Find out more:** Lesson 2 is geared to deeper learning about a curriculum topic. It usually involves a short listening or reading passage followed by critical thinking skills and guided writing tasks.
- **Lesson 3 Words and sounds:** Lesson 3 focuses on the mechanics of reading and pronunciation, including phonics, alphabet skills, reading, listening and writing skills. It usually contains a song or simple phonics story and a range of activities.
- **Lesson 4 Use of English:** Lesson 4 focuses on developing language skills through contextualised activities. It involves combinations of speaking, writing and reading activities.
- **Lesson 5 Read and respond:** Lesson 5 focuses on literacy and reading stories, poems and factual texts. It allows the learner to explore a variety of text types and develop comprehension and writing skills through related activities.

- **Lesson 6 Choose a project:** Lesson 6 is the consolidation and production section of the unit. Learners produce a project related to the unit content. Lesson 6 begins with a restatement of the initial unit question and leads to a review of what has been learned in the course of the unit. Learner independence is enhanced by allowing choice. Learners choose one of three projects to complete. At the end of the lesson they carry out a short activity (*Look what I can do!*) where learners can be encouraged to identify and demonstrate skills they have accumulated during the course of the unit.

D Activity Book

Each lesson in the Learner's Book is supported by two Activity Book pages that reinforce learning through activities, clearly framed within the 'I can' objectives of the course. The Activity Book provides basic practice and reinforcement of vocabulary, use of English, writing and concepts. It also provides opportunities for personalisation and creative work, as well as activities that can offer a higher level of challenge to support differentiated classroom situations. The last lesson of each unit in the Activity Book is devoted to an end-of-unit quiz, offering more in-depth assessment of what the learners have achieved.

E Customising your lessons

Support for planning each lesson and teaching objectives are provided in the main unit notes of this book. When planning, please also bear in mind the following:

- These are ideas and guidelines only, you should adapt them to your situation and the needs of your learners. Do not be afraid of changing things and bringing in to the classroom additional elements of your own.
- Monitor your learners. If they need additional support for some aspect of the book or particular skills work, tailor the material to their needs.
- Learners of this age group need repetition and revision. Do not be afraid of going over material several times. We would encourage you to continue singing songs, reading stories and playing games throughout the year. Create routines and chants that learners can join in with.
- Be creative in developing craft activities and role-plays. Some suggestions are given but there is much more that can be done. Try combining English with arts and crafts classes.
- Try to encourage learning/teaching/showing between classes of different age groups.
- Draw on parental support where possible. There are 'home-school link' suggestions in every unit.

When using the book, the following guidelines might also be useful:

Before using the Learner's Book

- Engage in warm-up activities (songs, total physical response (TPR), vocabulary games, alphabet chants, etc.).
- Pre-teach and practise key language learners will encounter in the Learner's Book and Audio CDs.

While using the Learner's Book

- Keep learners actively engaged.
- Use the artwork in Lesson 1 as a conversation starter: ask learners to name everything they see in the picture; play *I Spy*, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions as well as answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.

Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the 'Additional support and practice' activities and/or 'Extend and challenge' activities suggested in the Teacher's Resource at the end of every lesson.
- Do a Wrap up activity or game at the end of every lesson.
- Give homework assignments at the end of every lesson, especially vocabulary reinforcement activities:
 - Learners draw and label a picture scene with vocabulary items
 - Learners write and illustrate several sentences using vocabulary items
 - Learners create flash cards
 - Learners play games such as *What's Missing?* or *Concentration* with a family member using a set of learner-made Word flashcards (*Concentration* requires a double set of flashcards – 6–10 pairs of words)
 - Learners make 'favourite word' posters where they draw a picture of their favourite word from each lesson/unit.

We would strongly recommend that you supplement this core material with the following:

- An extended reading programme to provide learners with practice of different types of books, leading ultimately to reading independence. It is recommended that you regularly set aside time for the learners to read books of their choice in class and that they are encouraged to read at home.
- ‘Real’ materials incorporated into the classroom as far as possible in order to create more interest in the lessons.
- Exposure to additional audiovisual material such as television programmes, songs and film excerpts so that the learners begin to feel confident in their ability to decode and understand a range of media in English.
- Supplementary handwriting and phonics materials to help build on those skills at this crucial time in the learner’s linguistic development.

F Setting up the primary classroom

While there is not always a lot of flexibility in setting up the primary classroom, it would be useful to arrange the learning space in the following way:

- Set up tables in groups so learners can work together and have a bigger surface to do so when doing end-of-unit projects and craft activities.
- Set aside uncluttered spaces for learners to move around in, do circle activities, role-plays, etc.
- Designate a reading corner in the room in which you read to the learners and they also read independently. Make a space for a ‘class library’ with a variety of books that changes all the time.
- Reserve wall space to make displays of the learners’ work, show words to remember, etc. Change these regularly to maintain learner interest.

G Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the projects, as well as in the self-assessment sections (*Look what I can do!*) in the Learner’s Book. A restatement of the objectives is provided at the top of most pages in the Activity Book and in the ‘Look what I can do!’ statements and end-of-unit quizzes in the Activity Book.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

If you would like further learner assessment opportunities, a table of how the Cambridge English Language Assessment exams for primary stages fit in with the *Cambridge Global English* levels is set out below:

Cambridge English Language Assessment exams for primary stages








Stage	Assessment	CEFR level
6		
5	Cambridge English: Key (KET) for Schools	A2
4		
3	Cambridge English: Flyers (YLE Flyers)	
2	Cambridge English: Movers (YLE movers)	A1
1	Cambridge English: Starters (YLE starters)	

H The home–school relationship

Support and encouragement at home is extremely important at this age. Encourage parents either face-to-face or via letter/email to become as involved as possible in their child’s learning process by asking them what they have learned after every lesson, allowing children to ‘teach’ them what they have learned, taking an interest in what they bring home or want to perform for them and supporting any work the learners might try to do at home.

Icons

The following icons have been used to clearly signpost areas of special interest or as shorthand for specific instructions:

-  Audio and track number reference. These appear in the Learner's Book, the Activity Book and the Teacher's Resource.
-  Speaking opportunity / activity recommended for pairwork or small group work. These appear in the Learner's Book, the Activity Book and Teacher's Resource.
-  Cross-curricular maths and science topics. These appear in the Learner's Book, the Activity Book and the Teacher's Resource .
-  Links directly to Activity Book activity and references it. These appear in the Learner's Book and the Teacher's Resource.
-  Activity to be written in the learner's notebook. These appear in the Learner's Book and the Activity Book.
-  Activity to be done out of the book, in a more active classroom setting. These appear in the Teacher's Resource.
-  Activity incorporating a song. These appear in the Learner's Book and in the Activity Book.

Common European Framework of Reference (CEFR) guidelines

The Cambridge Primary English as a Second Language Curriculum Framework is mapped to the Council of Europe's Common European Framework of Reference for Languages (CEFR). For more information about the CEFR framework, please visit its website. The framework correlation to the *Cambridge Global English* stages (or levels) is set out in the table below. However, since the course material has been written for an ESL context (which has less rigid conceptions about language level) it can move more fluidly between CEFR levels.

Comparative CEFR levels for CGE stages

	<i>Cambridge Global English</i> stage					
	1	2	3	4	5	6
Reading CEFR level	Working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Writing CEFR level	Working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Use of English CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Listening CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Speaking CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1

8

Home, sweet home

Big question What kinds of homes do people and animals build?

Unit overview

In this unit learners will:

- speak about parts of a house and different types of houses
- speak about intentions
- write poems and descriptions
- read and write words with a long **u** sound
- make choices and suggestions
- read and talk about animal homes.

Learners will build communication and literacy skills as they read and listen to a poem and a song, read information texts and stories, read and write poems, identify words with long **u** sound, learn to make suggestions and choices, use *will* for intentions, speak about animals and their homes and do a crossword puzzle.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: writing about animal homes, designing a play room for children or writing a poem.

Language focus

Present perfect: *Have you ever ...?*

Have + object + infinitive

Made of + common materials

Let's ...; How about ... + -ing? for suggestions

Would you like ... or ...? I'd like ...

Too to add information

Will for future intentions

Past simple questions and answers

Vocabulary topics: parts of a house, rooms in a house, types of houses, materials,

Critical thinking

- memorise poems and stories
- make connections and inferences
- compare and contrast
- using context to find the meaning of words
- share information to answer questions
- collecting information in a table.

Self-assessment

- I can talk about parts of a house.
- I can talk about different kinds of homes.
- I can read words with the long **u** sound.
- I can ask about and make choices:
Would you like ... or ...?
- I can read and talk about an information text.

Teaching tips

As far as possible, bring books to the class suitable for extended reading. They might be related to the topic of the unit or similar to a piece of literature learners have read in a lesson. Encourage them to explore the books and devote some time every week to silent reading.

Review learners' work on the quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 9**.

Lesson 1: Think about it

What kinds of homes do people and animals build?

Learner's Book pages: 104–105

Activity Book pages: 88–89

Lesson objectives

Listening: Listen to a poem, listen for specific information, listen and answer questions.

Speaking: Recite a poem, explain things, talk about homes and animals.

Reading: Read a poem, read and identify key vocabulary.

Writing: Write sentences, answer questions, label a picture.

Critical thinking: Make inferences; explain, memorise and recite a poem.

Language focus: Present perfect; *have you ever ... ?*;
have + object + infinitive

Vocabulary: *nest, hive, hole, tree house, roof, wall, stairs, ladder, railing, juice, crisps, magazines*

Materials: Pictures of animals, e.g. bear, birds, rabbits, squirrels, of different types of houses and of animal homes.

Learner's Book

Warm up

- Do the warm-up routine.
- Ask learners to draw a house. They can be as imaginative as they wish. They show it to the class. Ask questions, e.g. *Is it big/small? Where is it? In the city, near the sea, in the mountains?*
- Display pictures of different types of houses and ask learners to choose the ones they like.
- Show pictures of different animals and ask learners if they know where each animal lives. Elicit some ideas.
- Introduce vocabulary using the pictures, e.g. *cave, nest, hole, house, hive, tree house*. You can add more words if learners require them.

Answers

Learners' own answers.

1 Read and listen 70 [CD2 Track 19]

- Focus on the picture. Ask learners to describe what they see. Can they find any animals in the picture?
- Tell learners they are going to listen to the poem. Play the audio. Learners listen and read. Then, they point to the animal homes.
- Play the audio again. Pause after each line for learners to repeat the line.
- **Critical thinking:** Ask learners to practise reciting the poem to memorise it.

Audioscript: Track 70. See Learner's Book page 104.

Answers

nest – on the roof of the tree house
hive – to the left, in the background
hole – bottom left of the picture
house – the tree house

2 A tree house 71 [CD2 Track 20]

- Focus on the picture again, what kind of house is that? Ask learners if they have ever been in one and if they would like to have one. Why?
- Tell learners that they are going to listen to a girl talking about the tree house. They listen and answer the two questions.
- Play the audio several times. As a class, elicit answers.
- **Critical thinking:** Ask learners to explain their answers as fully as possible. Ask them to explain why they think small children can't go up into the tree house (it's dangerous, they may fall).

Audioscript: Track 71

Mia: Have you ever been in a tree house? Our tree house is really cool! It has two floors. To get to the first floor, you walk up some stairs. There's a railing around the first floor so children don't fall off. There are lots of children on the first floor now. Look! They're walking in a big circle around the trunk of the tree.

The second floor of the tree house is only for big children. You must be seven years old to go to the second floor. To get to the second floor, you climb up a ladder. On the second level there is a room with four walls, a roof, a door and three windows. My friend Jenna is up there now. Can you see her? She's at the window. She's pulling up a basket on a rope. Look what I put in the basket – some magazines to read, some water to drink, and some crisps to eat! Now I'm going to climb up the ladder and go up to our tree house!

Jenna: Hey Mia! Come up here!

Mia: I'm coming!

Answers

How do you get to the second floor? You climb up a ladder.
Can all children go there? No, you must be seven or older.

3 Topic vocabulary 72 [CD2 Track 21]

- Focus on the pictures. Tell learners that they are going to listen to the audio recording.
- Play the audio at least twice. Learners listen, point to the pictures and say the words.
- Play the audio again and ask learners to listen to the questions.
- Pause after each question and allow time for learners to answer.

Audioscript: Track 72

Roof. What is on the roof of the tree house?

Wall. How many walls has the tree house got?

Stairs. The stairs go up to the first floor of the tree house. What colour are the stairs?

Ladder. Where does the ladder go to?

Railing. Why is there a railing around the first floor?

Hole. Can you find a rabbit hole? Where is it?

Answers

What is on the roof of the tree house? a nest


How many walls has the tree house got? four

What colour are the stairs? blue (and red)

Where does the ladder go to? It goes to the second floor.

Can you find a rabbit hole? Where is it? next to the tree

Why is there a railing around the first floor? So that the little children don't fall off.

 For further practice, see Activities 1 and 2 in the Activity Book.

4 Talk about it

- Tell learners to work in pairs and talk about the questions.
- Encourage them to make notes of their partner's answers. Then they report back to the class.
- **Informal assessment opportunity:** Circulate, listening to the learners' conversations. Take notes of good performance and of mistakes for remedial work.

Answers


Learners' own answers.

5 What's in the basket?

- Focus on the picture and elicit from learners what the girls have got in the basket.
- Write the answer on the board and underline the structure *Have* + object + infinitive. Ask learners to complete the sentence in their notebooks.
- Focus learners' attention on the words and pictures in the box. Ask them to discuss in pairs what they would put in the basket.
- **Critical thinking:** Encourage learners to use words from the box and their own ideas. Encourage them to explain why they would choose a certain item.
- **Informal assessment opportunity:** Circulate, checking for correct pronunciation and use of the target structure. Keep a record of learners' performance.

Answers

They've got some magazines to read, some crisps to eat and some water to drink.

 For further practice, see Activity 3 in the Activity Book.

Wrap up

- When learners have finished writing about what they would take to the tree house, they compare with other learners. With their help, collect the results on the board and see what items have been the most popular.
- **Home school opportunity:** Learners teach parents and siblings the poem and then draw a picture of their ideal house.

Activity Book

1 A tree house

- Tell learners to look at the picture and write the words on the lines to label the picture.

Answers

Labels for: stairs, railing, ladder, roof, wall, door, window, basket, rope.

2 Questions and answers

- Ask learners to read the questions and write the answers on the lines.
- Check as a class.

Answers

How do I get to the second floor of the tree house? Climb the ladder.

What is on the roof of the tree house? a nest.

Which part of the tree house do you like best? Learners' own answers.

3 What's in the basket?

- Ask learners to choose what they would put in a basket to read, to eat and to drink in the treehouse.
- They draw three things in the basket and then write about it.
- **Portfolio opportunity:** When learners have finished, ask them to write their names and the date and file the work in their portfolios.

Answers

Learners' own answers.

I can talk about parts of a house.

- Direct learners' attention to the self-evaluation question at the top of page 88. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- In small groups or as a class divided into two teams, learners play a spelling game to review new vocabulary.

Extend and challenge

- Play *I Spy*. You say: *I spy with my little eye something beginning with 'N'*. Students try to guess the object (e.g. nest). Use the vocabulary from this lesson.

Lesson 2: Find out more

Homes around the world

Learner's Book pages: 106–107

Activity Book pages: 90–91

Lesson objectives

Listening: Listen for information.

Speaking: Talk about homes, discuss and apply information.

Reading: Read for information, read about homes.

Writing: Guided writing.

Critical thinking: Apply information; make connections and inferences; compare and contrast.

Values: People live in many different kinds of homes; home is a place where families live and take care of each other.

Language focus: *made of* + common materials

Vocabulary: *beehive, stilt, cave, skyscraper, mud, concrete, wood, glass, metal, rock*

Materials: Map of the world, sheets of paper, file cards, writing supplies.

Warm up

- Learners do the warm-up routine.
- Ask learners to recite the poem in **Lesson 1**.
- Elicit from them information they remember from **Lesson 1**, e.g. *What was the lesson about? What new things did you learn?*

1 Before you read 73 [CD2 Track 22]


- Focus on the pictures and ask learners if there are houses like these in the pictures in their city or country.
- **Critical thinking:** Learners compare and contrast the houses in the pictures with houses in their country. Ask: *How similar or different are they?*
- Ask learners to look at the headings and predict what kind of information they can find in the text. Elicit some answers.

- Tell learners that they are going to listen to the audio recording about houses. They listen and follow in their books. Play the audio recording at least twice.
- What new information have they found? Are there any words they don't know? Remind learners to use the photos and the context to understand them.
- Focus on the materials used in the buildings and ask learners to find examples in their classroom.

Audioscript: Track 73. See Learner's Book pages 106–7.

Answers

Learners' own answers.


 For further practice, see Activity 1 in the Activity Book.

2 True or false?

- Ask learners to re-read the text and decide if the statements are true or false.
- You may ask them to correct the false ones.
- Check as a class.

Answers

- 1 A beehive house has lots of windows. **false**
- 2 A skyscraper has lots of windows. **true**
- 3 A cave home keeps you warm in winter. **true**
- 4 Stilt houses are built only in cold, dry places. **false**


 For further practice, see Activity 2 in the Activity Book.

3 Where do they live?

- Learners look at the pictures and discuss where each person lives. In order to do this, they need to read the clues carefully. Encourage them to go back to the text for help.
- **Informal assessment opportunity:** Circulate, checking for correct pronunciation and use of language. Make notes of mistakes for remedial work.
- When they have decided on the answers, check as a class. Encourage learners to justify their answers.

Answers

Layla – a skyscraper
Mohammed – a stilt house
Ahmed – a beehive house
Harika – a cave house

 For further practice, see Activity 3 in the Activity Book.

Wrap up

- Ask learners to show their house from **Activity 3** in the Activity Book and describe it using vocabulary from this lesson, e.g. *This is my house. It's a ... it's made of ... the walls are ...*

Activity Book

1 Where can you find these homes?

- Ask learners what countries are mentioned in the text. Write them on the board.
- Focus on the photos. Ask learners to read the country name under each photo and find the country on the map in the Learner's Book. **Picture dictionary** on page 128.
- They then answer the questions.

Answers

Which two countries are next to each other? Syria and Turkey

Which country is nearest to where you live? Learners' own answers.

2 Which one?

- Focus on the questions. Learners look for the information in the text and answer them.

Answers

1 Which home is only built in hot, dry places? beehive house

2 Which home is only built in hot, wet places? stilt house

3 Which home is made of wood? stilt house

4 Which home is made of mud? beehive house

5 Which home is made of rock? cave house

3 Join the dots

- Tell learners to draw lines to join the dots 1–60. Then they colour the house. Remind them to think about what their house is made from before they start to colour.

Answers

Learners' own answers.

I can talk about different kinds of homes.

- Direct learners' attention to the self-evaluation question at the top of page 90. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers


Learners' own answers.

Differentiated instruction

Additional support and practice

- Ask learners to write a description of their house on a separate sheet of paper using vocabulary and language they have learnt.
- **Portfolio opportunity:** Learners write their names and the date on their work. File the sheets in the learners' portfolios.

Extend and challenge

-  Ask learners to work in pairs or small groups and choose one of the places mentioned in the lesson. They search the Internet for information about the places and prepare a small poster. They then make a short presentation.

Lesson 3: Words and sounds

Long u

Learner's Book pages: 108–109

Activity Book pages: 92–93

Lesson objectives

Listening: Identify long u spellings, variant sounds of oo, listen to instructions.

Speaking: Describe rooms and houses, discuss where to put things in a house.

Reading: Read instructions.

Writing: Guided writing, solve a crossword puzzle.

Critical thinking skills: Memorise a poem, understand how a crossword puzzle works and solve it.

Language focus: *Let's ...; how about ... + -ing* for suggestions

Vocabulary: *bedroom, bathroom, kitchen, living room, bed, sink, TV, shower, toilet, table, cooker, chair, cupboard, bookcase*

Materials: Photocopiable activities 15 and 16, drawing supplies, cardboard toilet rolls, watercolours, small cardboard boxes, scissors, sticky tape, clay, sticks, stones, plastic bits of packaging.



Warm up

- Learners do the warm-up routine.
- Remind learners of the types of houses they read about in **Lesson 2**. Encourage them to describe the houses to revise vocabulary and the structure *made of + material*.

1 Let's build a cool house! 74 [CD2 Track 23]

- Ask learners to look at the picture and describe what they see. What do they call that building? (*castle*) Write the word on the board.
- Elicit what materials a castle is made of. Ask: *Are those materials the same as the ones in the picture?*
- Tell learners that they are going to listen to the instructions to make this castle. They look at the words in blue and identify the sound they hear.
- Play the audio at least twice and elicit the answer.
- Ask them to find words that rhyme with *zoo* and words where the vowel has the same spelling as the examples.

Audioscript: Track 74. See Learner's Book page 108.

Answers

a long u sound

Find words that rhyme with zoo. you, glue, too, few

Find words where the vowel has the same spelling as:

zoo – cool, too, room

blue – glue

new – few

2 The sounds of oo 75 [CD2 Track 24]

- Write the words *too* and *zoo* on the board and ask learners to say them. How is the vowel sound spelt? Elicit the answer **oo**.
- Focus on the exercise. Tell learners to listen to the words. Play the audio. Ask them to repeat.
- Then ask them to describe the picture using the words.
- Point out that the letters **oo** sometimes stand for a different sound. Focus on the words and ask learners to say them. Do they notice any difference?
- Ask learners to use the words to talk about the picture.

Audioscript: Track 75

goose moon roof food
wood foot book look

Answers

Suggested answers

The goose is on the roof. He's looking at the moon. There's some food in the basket.
The goose's friend is reading a book. There's a bug on his foot.
The house is made of wood.

AB For further practice, see Activities 1 and 2 in the Activity Book.

3 What will you put in your house? 76

[CD2 Track 25]

- Ask learners to work in pairs. Ask learners to look at the rooms in the picture. Do they have the same rooms in their homes? Ask them about the number of rooms, bedrooms, etc. they have.
- Focus on the list of things to put in the home. Where would they put the sink, the bed and the TV? Elicit answers from the class.
- Tell them they are going to listen to the audio recording of children talking about where they will put the different items. They listen and compare with their own suggestions.
- Play the audio at least twice. Elicit answers.
- Give learners copies of **Photocopiable activities 15 and 16** and tell them to cut out the furniture items.
- Play the recording again. Learners move the cut-outs and put them in the correct place in the rooms.
- In pairs, learners play with the cut-out furniture items and decide where to put them using the dialogue as a model.
- **Informal assessment opportunity:** Circulate, checking for correct pronunciation and use of target structures. Praise good work and set up remedial work if necessary.

Audioscript: Track 76

Child A: This house has a bedroom, a bathroom, a kitchen and a living room. Let's put the bed in the bedroom.

Child B: OK. How about the sink?

Child A: Let's put the sink in the kitchen.

Child B: OK ... How about putting the TV in the living room?

Child A: That's a good idea.

Answers

bed – in the bedroom
sink – in the kitchen
TV – in the living room
Learners' own answers.

4 Make and write

- Display the materials for making the houses. Tell learners to use whichever materials they like.
- Allow plenty of time for them to make the house. When they have finished, they write some sentences about the house on a file card.
- **Informal assessment opportunity:** Circulate, asking questions and encouraging learners to describe what they are doing.
- **Portfolio opportunity:** Ask learners to write their names and the date on the cards and file them in learners' portfolios.

AB For further practice, see Activity 3 in the Activity Book.

Wrap up

- When learners have finished making the houses, set up a display zone in the classroom and ask learners to describe their work. They could vote for the prettiest house, the most original, etc.
- Invite another class or parents to see the display.
- **Home-school link:** Learners take their houses home and show them to the family.

Activity Book

1 Crossword puzzle

- Focus on the crossword puzzle. Ask learners to look at the clues and write the words.
- **Critical thinking:** Remind learners of other crossword puzzles they have done before. Ask: *How did you solve it? What are the clues for?*

Answers

Across

3 goose
6 wood
7 moon
8 glue

Down

1 tube
2 food
4 school
5 foot

Challenge

- Most of the words have a long **u** sound like in *you*. Two words have a short sound like in *look*. Write the words.

Answers

wood, foot

2 Words with the long u sound

- Tell learners to draw a line under each word that has the long u sound. Then they circle the letters that make the long u sound.

Answers

The huge blue goose flew to the moon.

3 My favourite room

- Ask learners what their favourite room in their home is. Tell them to draw a picture of the room.
- Tell them to label the furniture items in the room. They can look for more vocabulary in the **Picture dictionary** in the Learner's Book.

Answers

Learners' own answers.

I can read words with a long u sound.

- Direct learners' attention to the self-evaluation question at the top of page 92. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Ask learners to look at **Activity 2** of the Learner's Book again and write the sentences to match the picture.
- Tell them to write another sentence of their own using some of the words.

Extend and challenge

- After learners have finished **Activity 3** of the Learner's Book, they glue the cut-out furniture on **Photocopiable activity 15** and write a description of what there is in each room.
- **Portfolio opportunity:** Learners write their name and the date on the description. File it in their portfolios.

Lesson 4: Use of English

Making choices

Learner's Book pages: 110–111

Activity Book pages: 94–95

Lesson objectives

Listening: Listen for information, listen to a dialogue and complete sentences.

Speaking: Role play, sing a song.

Reading: Read for information.

Writing: Complete sentences, write sentences.

Language focus: *Would you like ... or ...?; I'd like...; too* to add information; *will* for future intention; past simple questions and answers

Vocabulary: *playground, bridge, straight, curvy, slide, rope, wooden, ladder, swing, tower, princess, fairy, wand, forest, prince, sword, rope web, roundabout, jumping mat, climbing wall, spinner, seesaw*

Materials: Writing and drawing supplies, file cards, sheets of paper.

Learner's Book

Warm up

- Do the warm-up routine.
- Ask learners if they ever go to the playground. What do they do there? What are some of the things they can see and play with there? Elicit ideas and supply new vocabulary as necessary.
- Focus on the picture. Is there anything like that in their playground? Would they like to have one? Why?

Answers

Learners' own answers.

1 What would you like in your playground? 77

[CD2 Track 26]

- Tell learners that the children in class 2 are having a playground designed for them. They are going to listen to the conversation between the playground designer and the children in class 2.
- Tell them to point to the things the children choose. Play the audio at least twice and elicit the answers.
- Draw learners' attention to use of *too*. Point out that it doesn't mean *two*. We use it to add something else.

Audioscript: Track 77

Playground designer: OK, everyone. You are going to have a lovely new playground. Your playground will have two towers. What would you like between the two towers – a bridge or a tube?

Children: We'd like a bridge!

Playground designer: OK, we'll have a bridge. Would you like a straight slide or a curvy slide?

Children: A straight slide, please.

Playground designer: OK, we'll have two towers, a bridge, and a straight slide too. How about a ladder? Would you like a rope ladder made of rope, or a ladder made of wood?

Children: A ladder made of rope, please.

Playground designer: Fine, a rope ladder. And the last thing, would you like rings or swings?

Children: We'd like swings, please.

Playground designer: Wonderful. We'll have swings. I'll be back next week and we'll build you a playground!

Children: Hooray! Thank you!

Answers

towers, bridge, the straight slide, the rope ladder and the swings

AB For further practice, see Activity 1 in the Activity Book.

2 Design your own playground!

- In pairs, tell learners to choose what they would like for their playground.
- Ask them to take notes of what they decide.

Answers

Learners' own answers.

AB For further practice, see Activity 2 in the Activity Book.

3 Draw and write

- When learners have finished deciding what to put in their playground, tell them to draw the picture and write a description.
- They do this in the Activity Book.

Answers

Learners' own answers.

AB For further practice, see Activity 3 in the Activity Book.

4 The princess in the tower **78** [CD2 Track 27]

- Tell learners that they are going to listen to a song. Ask them to look at the picture and predict what it will be about.
- Ask them to find words they don't know. Encourage them to work out the meaning using the picture as an aid. They may ask for other words using the question as a model.
- Play the audio recording a few times and encourage learners to join in as they grow more confident.
- Encourage them to mime as they sing.

Audioscript: Track 78. See Learner's Book page 111.

Answers

Learners' own answers.

5 Ask and answer questions

- In pairs, learners take it in turns to ask and answer questions about the story in the song.
- Focus on the question forms with *did*. Model how the infinitive form is used in the question and the simple past form in the answer.

Answers

- 1 She lived in a big high tower.
- 2 She fell asleep because a fairy waved her magic wand.
- 3 She slept for a hundred years.
- 4 He chopped down the trees with his sword.
- 5 He kissed her hand.

6 Tell the story with pictures

- Ask learners to read the story again and draw pictures to show what happened.
- Ask them to write sentences to go with the pictures.
- **Portfolio opportunity:** Collect learners' work and file it in their portfolios.
- **Home-school link:** Learners take their work home and tell the story to their family.

Answers

Learners' own answers.

Wrap up

- Ask learners to show their work and tell the story using their pictures to help them.

Answers

Learners' own answers.

Activity Book

1 Find the differences

- Tell learners to look at the two playgrounds. They compare them and put a cross x next to the things that are different.
- Then, they write the things that are different on the lines below the pictures.

Answers

differences:

railing	no railing
curvy slide	straight slide
tunnel	bridge
rope ladder	wood ladder
two swings	one swing and a pair of rings

2 More playground choices

- Direct learners' attention to the activity and tell them that there are some other things they can have in a playground.
- Ask them to tick three they would like.
- **Informal assessment opportunity:** Circulate, listening to the learners' interaction and take notes of mistakes for remedial work.

Answers

Learners' own answers.

3 Draw and write

- Learners draw their playground and write the description.
- **Portfolio opportunity:** You could ask learners to do this activity on a separate sheet of paper and then file it in their portfolios.

Answers

Learners' own answers.

I can ask about and make choices: *Would you like ... or ...?*


- Direct learners' attention to the self-evaluation question at the top of page 94. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Look for a similar story about a princess, e.g. *Rapunzel* or a local story, and tell it to the class.
-  In pairs, learners write some questions in the past simple using **Activity 5** in the Learner's Book as a model. They exchange questions with another pair and answer them.

Extend and challenge

- Learners search the Internet for similar stories or look for them in the school library, e.g. *Cinderella*, *Snow White* or local stories. They bring the stories to the class and retell them to their classmates.

Lesson 5: Read and respond

Learner's Book pages: 112–115

Activity Book pages: 96–97

Lesson objectives

Listening: Listen to information about animal homes.

Speaking: Discuss an information text.

Reading: Read an information text and answer questions, jigsaw reading, look up the meaning of new words, recognise sight words: *their, down, middle, with*, read a poem.

Writing: Answer questions.

Study skills: Use a dictionary.

Critical thinking: Use context to find the meaning of words; share information to answer questions; collect information in a table.

Vocabulary: *beaver, termite, tunnel, rabbit hole, fox, stamp, enemy, branch, rock, pond, cut down, sharp, huge, above, underwater, wolf, lay eggs, queen, mushroom, air hole*

Materials: Dictionaries.

Warm up

- Do the warm-up routine.
- Focus on the pictures and ask learners if they know the names of the animals. Elicit some answers
- Ask them to look at the headings and check if they were right.
- Ask learners to predict what the text is going to be about.

Answers

Learners' own answers.

1 Before you read 79 [CD2 Track 28]

- Tell learners they are going to work in groups of three. Each group member is going to read one of the texts, e.g. learners are divided A, B and C. All the As read the rabbit text, all the Bs the beaver text, etc.
- Ideally, they should listen to their part of the audio as they read for the first time. Then, they come together in threes, i.e. an A, a B and a C, to pool their information after reading. Learners could then read the other texts for homework, or listen to all three on audio.
- If this is not possible, ask them to read their part, they do **Activities 2** and **3** together and then listen to the recording as a class.

Audioscript: Track 79. See Learner's Book pages 112–114.

Answers

Learners' own answers.

2 New words

- Ask learners to find two words in the text that they didn't know. They look up the meaning in a dictionary.
- Then, they teach the new words to the class.
- **Critical thinking skills:** Before looking the words up in the dictionary, encourage learners to discover the meaning using the context. Then they can check with the dictionary.
- **Study skills:** Model the activity first. Choose a word at random and show learners how to look up words in a dictionary.

Answers

Learners' own answers.

3 Share your information

- Tell learners to get together in groups of three. Each group member must have read a different text.
- They read the questions and share the information about the animals.
- Tell them to take notes of the other group members' information.
- **Critical thinking:** Learners have to process the information before sharing it. Then, as they share they have a complete picture of all the texts. You may wish to ask them to collect the information in a table as shown in the example. Then ask them to share it with the class.
- **Informal assessment opportunity:** Circulate, listening to learners' questions and answers. Take notes for remedial work.

Answers			
	Rabbits	Beavers	Termites
Where does your animal build its home?	Under the ground	In the middle of a pond	In huge towers and in the ground below
What is the home made of?	Mud	Branches, rocks and mud	Mud
Does it have rooms? Who lives in the rooms?	Yes – baby rabbits and their mother	Yes – the beavers and their babies	Yes – the queen lives there
Why is it a good home?	It keeps the rabbits warm, dry and safe.	It keeps the beavers safe, dry and warm.	It keeps them cool when the weather is hot.

4 Which animal home?

- Focus on the questions. In their groups, learners pool information to answer them.
- They write the answers in their notebooks.

Answers

- 1 Which animal home has a garden inside?** termites' home
- 2 Which animal home is made of wood?** beavers' home
- 3 Which animal home has doors under the water?** beavers' home
- 4 Which animal stamps its foot when it sees an enemy?** rabbit
- 5 Which animal home looks like a beehive house?** termites' home
- 6 Which animal's enemy is a fox?** rabbit



For further practice, see Activities 1, 2, 3 and 4 in the Activity Book.

Words to remember

- Write the word *their, down, middle, with* on the board.
- Learners look for these sight words in the lesson. How many times do they see each word?
- Ask them to take it in turns to practise spelling them.
- They could make sentences using them.
- Can they find these words in previous lessons in this unit? Ask them to read the sentences where they appear.

Answers

Learners' own answers.



Wrap up

- Ask learners to recite and act out the poem from the Activity Book.
- **Home-school link:** Learners tell the family about the animals and teach them the rabbit poem.

Activity Book

1 Comparing animal homes

- Tell learners to read the questions and look at the pictures.
- Tell them to use the words and pictures in the Learner's Book to find the information.

Answers

- 1 Whose home is under the ground?** rabbit
- 2 Whose home is under and above the ground?** termite
- 3 Whose home is in a pond?** beaver
- 4 Whose home has special rooms for babies or eggs?** rabbit and termite
- 5 Whose home is made of branches?** beaver
- 6 Whose home is made of mud?** termite

2 Animal enemies

- Ask learners to read the questions and decide who the animals' enemies are.
- They look for the answers in the text and complete the sentences.
- Circulate, giving help as necessary.

Answers

- b** an animal that eats rabbits
- Name an animal that is an enemy of a beaver.** wolf (or other reasonable answer)
- Name an animal that is an enemy of a mouse.** cat (or other reasonable answer)

3 Picture quiz

- Tell learners to look at the pictures in the Learner's Book and answer the questions.

Answers

- 1 How many rabbit holes can you see in the picture of the rabbit home?** one
- 2 How many underwater doors can you see in the picture of the beaver home?** two
- 3 Which animal home looks most like a beehive house?** termite house

4 A rabbit poem

- Tell learners to read the poem and write the missing words using words from the **Word box**.
- When they have finished, they recite the poem together as a class.

Answers

- bunny
- hole
- sound
- jumps
- ground

I can read and talk about an information text.

- Direct learners' attention to the self-evaluation question at the top of page 96. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Play a quiz game. Each learner writes two or more questions about the text they read. They give them to the rest of their group to answer.

Extend and challenge

- Ask learners to search the Internet and look for information about the fox and the wolf. They prepare a small poster with information and pictures.

Lesson 6: Choose a project

What kinds of homes do people and animals build?

Learner's Book pages: 116–117

Activity Book pages: 98–99

Lesson objectives

Listening: Listen and follow instructions, listening comprehension items in the Activity Book quiz.

Speaking: Present your project to the class, recite a poem.

Reading: Read instructions, Activity Book quiz items.

Writing: Write factual information, write a poem, write answers in the Activity Book quiz.

Language focus: Unit 8 Review

Materials

A Write about an animal home: writing and drawing supplies, sheets of card or paper, glue, pictures from magazines or from the Internet, Internet access or reference books.

B Design a play room for children: drawing supplies, sheets of paper, glue, pictures from magazines.

C Write a poem: writing and drawing supplies, sheets of paper.



Warm up

- Do the warm-up routine.
- Recap with learners what they have learnt in this unit. What things have they liked most? What new things have they learnt? What kinds of homes do they like most? What is their favorite word in this unit?

Answers

Learners' own answers.

Choose a project

- Learners choose an end-of-unit project to work on. Look at the examples in the pictures and help them choose. Provide materials. All the projects are done in groups.

A Write about an animal home

- Read the directions in the Learner's Book. Give out drawing and writing supplies.
- Learners choose an animal and look for information in the Internet or in reference books.
- Learners draw their posters and write a caption for their pictures.
- They display their posters around the class and explain what they have done.

B Design a play room for children

- Read the instructions and give learners writing and drawing materials.
- They discuss what they will put in the room.
- They make a poster and write words on the picture.
- More proficient learners can write a full description.

C Write a poem

- Read and explain the instructions.
- Learners write two new verses for the poem 'Homes' on page 104 of the Learner's Book.
- They draw pictures.
- Encourage them to be creative – they can write about homes for animals and homes for things.
- Circulate as learners work. Informally assess their receptive and productive language skills. Ask questions. You may want to take notes on their responses. Provide help with vocabulary and grammar if requested.
- **Portfolio opportunity:** If possible, leave the student projects on display for a short while, then consider filing the projects, photos or scans of the work in learners' portfolios. Write the date on the work. You may wish to invite parents or another class to see the children present their projects.

Look what I can do!

- Review the *I can ...* statements. Learners demonstrate what they can do.
- Discuss with learners what they have learned in this unit. Remind them of the Big question and ask them what they have learned about homes for people and animals.

Activity Book

Unit 8 quiz: Look what I can do!

Listen 97 [CD2 Track 46]

- Do the first item as a class. Play the audio several times.

Listen and write

- Learners listen and write the name of the animal.

Read and write

- Items 7–9: Learners look at the pictures and put the letters in the right order to make the word.
- Item 10: Learners complete the sentences.

Audioscript: Track 97

- 1 Boy:** Look up in that tree!
Girl: What can you see?
Boy: I think I can see two baby birds.
Girl: Here comes a bird flying to the nest.
Boy: I think that's the mum or the dad.
Girl: Cool!
- 2 Girl:** Hi. My name is Jill. To get to my tree house, you climb up a ladder. There is a railing around the tree house so you don't fall off. My tree house has a roof, but there are no walls!
- 3 Boy 1:** Let's go up to our tree house.
Boy 2: OK. Let's get something to eat and drink when we are there.
Boy 1: I'd like some grapes.
Boy 2: I'd like some crisps.
Boy 1: Do you want something to drink?
Boy 2: Yes, I'd like some water.
Boy 1: Let's put the grapes, the crisps, and the water in the basket. Then we can pull it up to the tree house.
Boy 2: Good idea!
- 4** My name is Ahmed. I live in a city. We live in a very tall building. My family lives on the 10th floor.
- 5** My name is Nina. My house is built above the water. It is built on stilts. To get to my house, I ride in a boat. The wind blows under the floor of my house and around the walls. It is hot where I live. The wind keeps us cool. I love my home on stilts.
- 6** This animal's home is under the ground. There are lots of tunnels and rooms in this home. When this animal hears an enemy, it runs and jumps down a hole into its home.

Answers

- 1 b
- 2 c
- 3 c
- 4 a
- 5 b
- 6 rabbit
- 7 roof
- 8 tubes
- 9 moon
- 10 Learners' own answers.



Inside and outside cities

Big question What can we do in the town and the countryside?

Unit overview

In this unit learners will:

- speak about places in the city
- speak about likes and preferences
- write poems and descriptions
- identify opposites
- make choices and suggestions
- read and talk about a fable.

Learners will build communication and literacy skills as they read and listen to a poem and a song, read a fable, read and write poems and *haikus*, identify opposites, count syllables, learn to make suggestions and choices, use *so do I*, speak about places and holidays, and compare and contrast life in the country and in the city.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: making a book of poems, making their own café or making a travel poster.

Language focus

So do I / I don't

Questions: *How many ...?; What...?; Is ...?*

Would you like ... or ...? I'd like ...

What would you like...? how about ...?

Can I have ...?

Comparatives: *-er; more + adjective; better*

Vocabulary topics: places in a city, food and drink, opposites, holiday places.

Sight words: *something, want, great, come*

Critical thinking

- memorise poems and stories
- make connections and inferences
- compare and contrast
- use context to find the meaning of words.

Self-assessment

- I can talk about places I like.
- I can say what I would like to eat and drink.
- I can count syllables.
- I can compare places.
- I can read, talk about and act out a story.

Teaching tip

As far as possible, bring books to the class suitable for extended reading. They might be related to the topic of the unit or similar to a piece of literature learners have read in a lesson. Encourage them to explore the books and devote some time every week to silent reading.

Lesson 1: Think about it

What can we do in the town and the countryside?

Learner's Book pages: 118–119

Activity Book pages: 100–101

Lesson objectives

Listening: Listen to a haiku, listen for specific information, listen and answer questions.

Speaking: Recite a poem, ask questions, talk about city and country.

Reading: Read a poem, read and identify key vocabulary.

Writing: Write sentences, answer questions.

Critical thinking: Explain, memorise and recite a poem

Values: Different people have different taste and opinions (respecting diversity).

Language focus: Questions: *What ...? How many ...? Is ...?; So do I*

Vocabulary: *helicopter, safety belt, hospital, ambulance, entrance, zoo, library, shopping centre, museum*

Review: places in town (see Unit 2), colours.

Learner's Book



Warm up

- Do the warm-up routine.
- Ask learners what buildings they can see in a town or city. Remind them of the words they learnt in **Unit 2 Lesson 4**. Work together to make a list of names of shops and other places.

Answers

Learners' own answers.

1 Read and listen 80 [CD2 Track 29]

- Ask learners if they live in a city. Have they ever seen a rainbow? What colour is the rainbow? Elicit the answer.
- **Critical thinking:** If learners live in a city, especially in a big one, it's quite likely they have never seen a rainbow. Ask them why they think this is so, e.g. too many tall buildings, difficult to see the sky. Encourage them to think where it is easier to see a rainbow.
- Focus on the picture. Ask learners to describe what they see. What buildings are there?
- Tell learners they are going to listen to a *haiku*. Elicit from learners what a *haiku* is. Do they remember any *haikus*? Remind them of the *haikus* they learnt and wrote in **Unit 7**.
- Play the audio. Learners listen and read. Then, they read the *haiku* aloud.
- Elicit the meaning of *peeking*. Ask: *Why does the rainbow 'peek' through skyscrapers?*
- **Critical thinking:** Ask learners to practise reciting the poem and memorise it. Then they recite it to the class.

Audioscript: Track 80. See Learner's Book page 118.

Answers

Learners' own answers.

2 A helicopter ride 81 [CD2 Track 30]

- Focus on the picture again. Ask learners if they have ever flown in a helicopter? Would they like to? Why?
- Tell learners that they are going to listen to Malik and his father. They are going for a ride in the helicopter. What do learners think they have to do first? Elicit suggestions.
- Play the audio several times. As a class, elicit answers.
- **Critical thinking:** Ask learners to explain why they must fasten their seat belts (*it's dangerous, they may fall*). In what other circumstances do they have to do the same? (*when they go somewhere by car*)

Audioscript: Track 81

Pilot: Hello, Malik, have you ever been in a helicopter before?

Malik: No, I haven't! It'll be great!

Dad: No, he hasn't. He's really looking forward to it.

Pilot: Would you like to sit by the window, next to your dad?
OK. One important thing. We must wear our safety belts.
Get ready ... let's take off!

Malik: Wow! I can see everything!

Dad: What a fantastic view!

Pilot: This is the best way to see a city. Can you see all the animals in the zoo? Can you see the elephant?

Malik: What's that?

Pilot: Where? Oh, that! That's the Sunshine Shopping Centre.
It's one of the biggest shopping centres in the world.

Malik: I don't like shopping.

Pilot: And next to the shopping centre, that's the library.

Dad: The library! I like reading.

Malik: So do I! What's that other tall building, over there?

Pilot: That's the hospital.

Malik: Look, Dad, can you see the ambulance driving to the hospital?

Dad: Oh, yes! And what's that building next to the market?

Pilot: That's the museum.

Malik: I really like that museum.

Pilot: So do I! ... Those are the mountains over there. Look, Malik!

Dad: I love this helicopter ride!

Malik + Pilot: So do I!

Answers

They must put on their safety belts.

3 Topic vocabulary 82 [CD2 Track 31]


- Focus on the pictures. Tell learners that they are going to listen to the audio recording.
- Play the audio at least twice. Learners listen, point to the pictures and say the words.
- Play the audio again and ask learners to listen to the questions.
- Pause after each question and allow time for learners to answer.

Audioscript: Track 82

Helicopter. How many people are flying in the helicopter?
 Safety belt. Is the Dad wearing his safety belt?
 Hospital. Is the hospital opposite the market or opposite the shopping centre?
 Ambulance. What colour is the light on the ambulance?
 Shopping centre. Is the shopping centre small or tall?

Answers

How many people are flying in the helicopter? three
Is the Dad wearing his safety belt? Yes, he is.
Is the hospital opposite the market or opposite the shopping centre? opposite the shopping centre.
What colour is the light on the ambulance? blue
Is the shopping centre small or tall? It's tall.

 For further practice, see Activities 1 and 2 in the Activity Book.

4 Who says it? 81 [CD2 Track 30]

- Focus on the activity. Ask learners to read the sentences and decide who says what. Encourage them to explain their answers.
- When they have finished, play the audio (same track as for Activity 2 – see script above) and ask them to check their answers.

Answers

1 Would you like to sit by the window? the pilot
2 We must wear our safety belts. the pilot
3 Wow! I can see everything! Malik
4 I don't like shopping. Malik
5 I love this helicopter ride! Dad

5 So do I! 83 [CD2 Track 32]

- Ask learners to look at the table and see what Dad and Malik like. Do they like the same things? Elicit some answers.
- Tell them to listen to the dialogue. Play it at least twice. Elicit from learners how Malik agrees with his father.
- In pairs or small groups, ask learners to look at the pictures, say what things they like and find out if the other learners like the same things.
- Model first with a learner.

- **Values:** Take advantage of this activity to highlight the fact that different people have different tastes and opinions and it is important to respect diversity.

Audioscript: Track 83

Dad: I like going to the library.


Malik: So do I.

Dad: I love helicopters.

Malik: So do I.

Dad: And I really like shopping.

Malik: Euh, I don't.

 For further practice, see Activities 3 and 4 in the Activity Book.

Wrap up

- When learners have finished Activity 3 in the Activity Book, they compare with other learners, asking them if they like the same activities. With their help, collect the results on the board and see which activities are the most popular. Extend this by adding more activities, e.g. riding a bicycle, fishing.
- **Home-school link:** Learners make a chart like the one on page 119 of the Learner's Book to ask their family about which activities they like or dislike.

Activity Book

1 Word puzzle

- Tell learners to find and circle the words in the puzzle. All the words go from left to right.

Answers

D F HOSPITAL C F L M I J R
MUSEUM H G F R B N P O P
 T Y SHOPPING CENTRE
MARKET N C E U X O X ZOO
 C C H E SWIMMING POOL
 S P S S U D F R LIBRARY C U

Challenge

- Learners read and answer the questions about their favourite place in the city.

Answers

Learners' own answers.

2 Safety belts

- Ask learners to look at the picture in the Learner's Book, read the questions and answer *yes* or *no*.
- Then, check as a class.

Answers

Is the pilot wearing a safety belt? yes

Are Malik and his dad wearing safety belts? yes

Do you wear a safety belt when you travel by car? learners' own answers.

3 So do I!

- Ask learners to look at what Malik likes and say if they like the same things or not.
- Check as a class.

Answers

Learners' own answers.

4 Maze

- Ask learners to follow the lines to find out where Malik and his friends are going.
- They write where each person is going.

Answers

Malik is going to the swimming pool.

Zak is going to the library.

Anil is going to the park.

Eva is going to the shop.

I can talk about places I like.

- Direct learners' attention to the self-evaluation question at the top of page 100. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- In small groups or as a class divided into two teams, learners play a spelling game to review new vocabulary.

Extend and challenge

- Learners write down the conversations they had with their friends in **Activity 5** of the Learner's Book.
- **Portfolio opportunity:** When learners have finished, ask them to write their names and the date, and file the work in their portfolios.

Lesson 2: Find out more

Cafés in different places

Learner's Book pages: 120–121

Activity Book pages: 102–103

Lesson objectives

Listening: Listen for information.

Speaking: Talk about unusual cafés, talk about food, role play.

Reading: Read for information, read about unusual cafés.

Writing: Guided writing.

Critical thinking: Apply information, make connections and inferences, compare and contrast.

Language focus: *Would you like something to drink? How about ...? I'd like some ..., please Can I have some ...?*

Vocabulary: *menu, drinks, pizza, cake, banana, orange juice, apple juice, lemonade, strawberry milkshake, chocolate, tomato, cheese, olives, pepper, honey, lemon*

Materials: Sheets of paper, file cards, writing supplies.

Warm up

- Learners do the warm-up routine.
- Ask learners to recite the haiku from **Lesson 1**.
- Elicit from them information they remember from **Lesson 1**, e.g. *What was the lesson about? What places in town do you like most?*


1 Before you read **84** [CD2 Track 33]

- As a class discuss the question with learners. Encourage them to describe the cafés they have been to.
- Focus on the pictures and ask learners if there are places like these in their city.
- **Critical thinking:** Learners compare and contrast the cafés in the pictures with cafés in their city. How similar or different are they? Can children go to these places?
- Tell learners that they are going to listen to the audio recording about these places. They listen and follow in their books. Play the audio recording at least twice.
- What new information have they found about the cafés? Ask them to choose which one they would like to go to and explain why.
- Are there any words they don't know? Remind learners to use the photos and the context to understand them.
- Elicit from learners the difference between a *city* and a *town*, e.g. a city is bigger.

Audioscript: Track 84. See Learner's Book page 120.

Answers

Learners' own answers.

 For further practice, see Activity 1 in the Activity Book.

2 Which café?

- Ask learners to re-read the text and decide which café each sentence is about.

Answers

- 1 the jungle café
- 2 the tree house café
- 3 the tree house café
- 4 the tree house café
- 5 both cafés
- 6 the jungle café

3 What would you like to eat and drink? 85

[CD2 Track 34]

- Learners look at the menu. Ask them what things they like to eat and drink when they go to a café. Elicit some answers and write the words on the board.
- Tell them they are going to listen to Rosa and Josh talking to the waiter. Ask them to take notes of what Rosa and Josh order.
- Play the audio a few times. Check as a class.

Audioscript: Track 85

Waiter: Hello, Josh and Rosa. Welcome to our café! Would you like something to drink? Rosa?

Rosa: Yes, please! I'd like some lemonade, please.

Waiter: OK. A big glass or a small glass?

Rosa: I'd like a big glass, please.

Waiter: Great! A big glass of lemonade. And how about you, Josh?

Josh: Er ... I'd like a strawberry milkshake.

Waiter: OK! Now ... would you like something to eat, Rosa?

Rosa: Let's have a pizza! How many toppings can we have?

Waiter: You can have three toppings. Which would you like?

Rosa: Er ... I think I'll have olives and peppers.

Waiter: How about some cheese, too?

Rosa: Oh yes, I'll have some cheese, too.

Waiter: So ... that's one pizza, with cheese, olives and peppers. How about you, Josh?

Josh: I don't like pizza very much.

Waiter: Well ... how about some cake, then? We have chocolate cake, honey cake and lemon cake. They're delicious.

Josh: Oh yes, what a good idea. Can I have some chocolate cake, please?

Answers

Rosa: a big glass of lemonade + pizza with olives, peppers and cheese
Josh: a strawberry milkshake + chocolate cake

4 Over to you!

- Play the audio recording (track 85) again. Focus on the language used by the waiter and the children. Ask learners to help you write the examples on the board.

- In pairs, ask them to role play the situation. They take it in turns to be the waiter and the customer.
- **Informal assessment opportunity:** Circulate, checking for correct pronunciation and use of language. Make notes of mistakes for remedial work.

Answers

Learners' own answers.

Wrap up

- Ask learners to show their café and the menu from **Activities 1** and **2** in the Activity Book and compare it with the rest of the class.

Activity Book

1 Read and draw

- Tell learners that they are going to finish off a drawing of a café. They have to think of a name for the café and write it on the line.
- They draw the extra items in the picture, following the instructions.
- **Portfolio opportunity:** You may ask learners to do this activity on a separate sheet of paper and answer the questions as a paragraph. Write the name and date and file it in their portfolios.

2 Make a menu

- Ask learners to make a menu for their café. They decide what food and drinks they will have and write them on the menu.
- You may wish to give learners drawing and writing supplies and make a 'real' menu on card or on a sheet of paper.

Answers

Learners' own answers.

3 What would you like to eat?

- After learners have finished **Activity 2**, they write what they say to the waiter. They choose something from their own menu and write it as a dialogue.
- **Portfolio opportunity:** Learners write their names and the date on their work. File the sheets in the learners' portfolios.
- **Home-school link:** Learners take their menus home and role play the dialogues with the family. They ask the family what their favourite food is.

Answers

Learners' own answers.

I can say what I would like to eat and drink.


- Direct learners' attention to the self-evaluation question at the top of page 102. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Differentiated instruction

Additional support and practice

- Ask learners to write and illustrate sentences containing food vocabulary words. They can choose their favourite food and make the cards.

Extend and challenge

-  Ask learners to work in pairs or small groups and find out information about a café in their city or region. They search the Internet for information about it and prepare a small poster.

Lesson 3: Words and sounds

Opposites and syllables

Learner's Book pages: 122–123

Activity Book pages: 104–105

Lesson objectives

Listening: Identify opposites.

Speaking: Read and sing a song, count syllables.

Reading: Read a song and a *haiku*.

Writing: Write a *haiku* following syllable rules.

Critical thinking skills: Memorise a poem.

Vocabulary: Opposites: *black/white, day/night, weak/strong, high/low, smile/frown, up/down, lost/found, sit/stand, yes/no, right/left, water/land, right/wrong, hot/cold, fast/slow, long/short, moon/sun.*

Materials: Writing supplies, copies of **Photocopiable activity 17**.

Learner's Book

Warm up

- Learners do the warm-up routine.
- Ask learners about their family's favourite food. Encourage them to use the structures *So do I/ don't*, e.g. *My father likes coffee. I don't.*

Answers

Learners' own answers.

1 Sing an opposites song 86 [CD2 Track 35]

- Tell learners they are going to listen and sing an opposites song. Ask them to read the words of the song through before they listen, taking the separate blue and green parts.
- Play the audio a few times and encourage learners to join in.


Audioscript: Track 86. See Learner's Book page 122.

2 Find the opposites

- In pairs learners look at the picture on page 122 of the Learner's Book and find the opposites. Ask them to write them down.
- Check as a class. Ask learners to help you write the list on the board.

Answers

black/white; day/night; weak/strong; high/low; smile/frown; up/down; lost/found; sit/stand; yes/no; right/left; water/land; right/wrong; hot/cold; fast/slow; long/short; moon/sun


 For further practice, see Activities 1 and 2 in the Activity Book.

2 How many syllables?

- Ask learners to work in pairs. They focus on the picture and clap according to the number of syllables.
- Explain and demonstrate first with some of the words and ask learners to clap along with you.
- Circulate, checking learners have correctly understood the activity and helping if necessary.

Answers

hospital - 3 syllables
skyscraper - 3 syllables
school - 1 syllable
museum - 3 syllables
farm - 1 syllable
mountains - 2 syllables
market - 2 syllables
shopping centre - 4 syllables
river - 2 syllables
desert - 2 syllables

 For further practice, see Activity 3 in the Activity Book.

3 Write a desert haiku 87 [CD2 Track 36]

- Remind learners of the *haikus* they learnt in **Unit 7** and in **Lesson 1** of this unit. Invite them to recite the *haikus* they wrote.
- Tell them they are going to listen to a desert *haiku*.
- Look at the description of what a desert is. Ask them if there is a desert where they live. Do they know the names of famous deserts?
- Play the audio a few times. Ask learners to count and clap the syllables in each line.
- Ask learners to work in pairs and write a *haiku* about their playground. Each learner should have a copy of the *haiku*.
- **Informal assessment opportunity:** In **Unit 7**, the activity offered the option of following the syllable count rules as a challenge. Here, after their work on syllables, learners should be able to attempt writing a proper *haiku* with the correct number of syllables.
- **Portfolio opportunity:** Ask learners to write their names and the date on the *haikus* and file them in learners' portfolios.

Audioscript: Track 87. See Learner's Book page 123.

AB For further practice, see Challenge in the Activity Book.

Wrap up

- When learners have written the *haikus*, they recite them to the class.
- **Home-school link:** Learners take their *haikus* home and show them to the family.

Activity Book

1 Opposites

- Ask learners to look at the two lists and match the opposites.

Answers

up	down
right	wrong
lost	found
strong	weak
low	high
hot	cold

2 Change the picture

- Ask learners to read the instructions and change the picture.

Answers

Learners' own answers.

3 How many syllables?

- Ask learners to count the syllables in each word. Then, they write the number on the line.

Answers

market 2
hospital 3
desert 2
shopping centre 4
helicopter 4
river 2
farm 1
swimming pool 3
café 2

Challenge

- Ask learners to write a *haiku* about one of the places shown or about a different place that they like. They answer if their place is in the city or outside the city.
- They write their *haiku* on a separate sheet of paper or card and then they may draw a picture.
- **Portfolio opportunity:** Ask learners to write their names and the date on the *haikus* and file them in learners' portfolios.

I can count syllables.

- Direct learners' attention to the self-evaluation question at the top of page 104. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers


Learners' own answers.

Differentiated instruction

Additional support and practice

- Give learners copies of **Photocopiable activity 17**. Focus on the table and count the syllables in the examples. Tell learners look at *The City* section of the **Picture dictionary** and write down words in different categories with the corresponding number of syllables.

Extend and challenge

-  As an extension of the previous activity, you may ask learners to work in pairs or small groups. Ask each pair or group to focus on a different topic in the **Picture dictionary**.
- Ask them to find one or two examples for each category. There are sections in which most are short 1- or 2-syllable words, so perhaps you may ask them to look at two sections instead of one.
- After learners have done **Photocopiable activity 17**, ask them to choose a few words and write a poem, a tongue-twister or a riddle. Encourage them to re-visit previous units to find models.
- **Portfolio opportunity:** Learners write their name and the date on the poems. File them in their portfolios.

Lesson 4: Use of English

Choosing and comparing

Learner's Book pages: 124–125

Activity Book pages: 106–107

Lesson objectives

Listening: Listen for information.

Speaking: Role play, compare places.

Reading: Read for information.

Writing: Guided writing, answer questions.

Language focus: *Where/what would you like to ...?;* comparative adjectives: *-er, more + adjective, better.*

Vocabulary: *swim, play, climb, have fun, go to, see, mountains, beach, amusement park, city, desert*

Materials: Writing and drawing supplies, file cards, sheets of paper, pictures of different holiday places.

Learner's Book

Warm up

- Do the warm-up routine.
- Ask learners if they ever go on holiday. Focus on the pictures. Have they ever been to any of those places? Where did they go the last time?
- Elicit as much information as possible, e.g. what they saw and did, what they liked most.

Answers

Learners' own answers.

1 Choosing a holiday **88** [CD2 Track 37]

- Tell learners that they are going to listen to a conversation between Josh and Rosa and their mother about the holidays.
- Tell them to find out where the children would like to go and what they would like to do there. Play the audio at least twice and elicit the answers.

Audioscript: Track 88

Mum: Let's go on holiday. Where would you like to go, Rosa?
Would you like to go to the beach?

Rosa: No, I'd like to go to the mountains. The mountains are more exciting than the beach.

Mum: What would you like to do there?

Rosa: I'd like to climb a mountain.

Mum: How about you, Josh? Where would you like to go?

Josh: I'd like to go to the beach. The beach is nicer than the mountains.

Answers

Josh – the beach; Rosa – the mountains
Josh – because the beach is nicer than the mountains;
Rosa – because she would like to climb a mountain

2 Where would you like to go?

- Focus on the photos in **Activity 1**. Elicit something you can do in each place.
- In pairs, learners talk with their partner about the places they would like to go to and what they would do there.
- **Informal assessment opportunity:** Circulate, listening to the conversations and noting down mistakes for remedial work. Make notes on good performance and file them in the learners' portfolios.

Answers

Learners' own answers.

3 Draw and write

- When they have finished **Activity 2**, learners draw the place they would like to go to and write a sentence about it.
- More proficient learners may write more than one sentence.

- **Portfolio opportunity:** Collect the pictures, write the names and dates on them and file them in learners' portfolios.

Answers


Learners' own answers.

4 Comparing places

- Look at the list of comparative adjectives in the **Word box** and elicit the meaning.
- Focus on the rules for making comparative adjectives and provide more examples on the board. Also provide more detailed explanations of spelling of comparatives, e.g. doubling consonants as in *bigger*, *funnier*.
- As a class, talk about the places in the photos in **Activity 1**.
- Turn learners' attention to the **Language detective box**. Focus on the irregular comparative of *good*. You may also add the irregular comparative of *bad* – *worse*.

Answers

Learners' own answers.

-  For further practice, see **Activities 1, 2 and 3** in the **Activity Book**.

Wrap up

- Ask learners to show their work from **Activity 3** in the **Activity Book** and tell the class about their ideal holiday.
- **Home-school link:** Learners take their work home and tell their family about holiday places.

Activity Book

1 Talking about places

- Ask learners to look at the pictures of two hotels and answer the questions. When they have finished, check as a class.

Answers

1 Which hotel is bigger? Hotel Black Cloud
2 Which hotel is more fun? Hotel Blue Sky
3 Which hotel is more scary? Hotel Black Cloud
4 Which hotel is more beautiful? Hotel Blue Sky
5 Which hotel is nicer? Hotel Blue Sky
6 Which hotel would you like to go to for your holiday?
Learners' own answers.

2 Comparing things

- Ask learners to write a sentence comparing the two things in the pictures. Check that they use the correct form of the word next to the pictures.

Answers

1 slower
2 more beautiful
3 taller
4 smaller

3 Draw and write

- Learners draw a picture of a place where they would like to go on holiday.
- Then, they write a short paragraph using the questions as a guide.
- **Portfolio opportunity:** You may ask learners to do this activity on a separate sheet of paper and then file it in their portfolios.

Answers

Learners' own answers.

I can compare places.

- Direct learners' attention to the self-evaluation question at the top of page 106. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Ask learners to choose comparative forms of adjectives from the lesson and write sentences. They also draw pictures to illustrate them.

Extend and challenge

- Ask learners to look for adjectives in previous units. Then, they turn them into the comparative. They make a list with the base form and the comparative form. Then, they write sentences with some of the adjectives. You could give learners some old magazines for them to cut out pictures they like and illustrate the sentences.

Lesson 5: Read and respond

Learner's Book pages: 126–127

Activity Book pages: 108–109

Lesson objectives

Listening: Listen to a story.

Speaking: Discuss and act out a story.

Reading: Read a story, recognise sight words: *something, want, great, come.*

Writing: Answer questions.

Critical thinking: Use context to find the meaning of words, act out a story.

Vocabulary: *change places, show, wonderful, bright lights, party, amazing, picnic, berries, nuts, hide, owl, scary*

Materials: Photocopiable activity 18, lollipop sticks, scissors, glue, card to mount the puppets, coloured pencils.

Learner's Book

Warm up

- Do the warm-up routine.
- Focus on the pictures and ask learners to predict what the text is going to be about. Do they know this story?
- *The City Mouse and the Country Mouse* is a very old story. It first appeared as one of 'Aesop's fables.' This is an updated version.

1 Before you read 89 [CD2 Track 38]

- Discuss with learners what they like more, the city or the countryside. Ask them to give reasons for their answers. Are they 'city mice' or 'country mice'?
- Tell learners that they are going to listen to the story. They listen and follow in their books.
- Draw attention to the difference between *scary/scared* and to the different pronunciation of hard and soft c in: *city, Cindy, country, Callie, Carlos, cat, picnic.*

Audioscript: Track 89. See Learner's Book pages 126–129.

Answers

Learners' own answers.

2 Talk about it

- Discuss the story as a class. Focus on the questions and elicit answers from learners.
- **Informal assessment opportunity:** Circulate, listening to learners' questions and answers. Take notes for remedial work.

Answers

1 What did Callie like about the city? She liked it because the streets were full of life. There were shops and cafés, bright lights and music. She said it was amazing.

2 What didn't Callie like about the city? It was too scary.

3 What did Cindy like about the country? She liked it because it was beautiful.

4 What didn't Cindy like about the country? It was too scary.

AB For further practice, see Activities 1 and 2 in the Activity Book.

3 Act out the story

- Ask learners to work in small groups. They decide which character they want to be and they rehearse the story.

Answers

Learners' own answers.

4 Write and draw

- Prepare the learners for this activity. Come up with some ideas through an oral discussion as some learners may be familiar only with one or other environment.
- Provide a list of things or show pictures from magazines, e.g. birds and animals, a cinema, lots of cars, a farm, mountains, an underground train. Learners decide where they would find them, town or country or both.

- You could make a graphic representation on the board through a Venn diagram and ask learners to fill it in.
- Then they write their sentences. You may wish to ask them to write them on a separate sheet of paper and then make a picture to accompany their text.
- **Informal assessment opportunity:** Circulate, asking questions and checking how they are progressing through the activity.

Answers

Learners' own answers.

Words to remember

- Write the words *something, want, great, come* on the board.
- Learners look for these sight words in the lesson. How many times do they see each word?
- Ask them to take it in turns to practise spelling them.
- They could make sentences using them.
- Can learners find these words in previous lessons in this unit? Ask them to read the sentences where they appear.

Answers

Learners' own answers.



Wrap up

- When they have finished **Activity 4**, ask learners to show their pictures and read their texts to the class.
- **Portfolio opportunity:** File the learners' work in their portfolios.
- **Home-school link:** Learners tell the family the fable.

Activity Book

1 Write the words

- Ask learners to look at the words and put the letters in the correct order.
- Then, they write the words on the lines and circle the things that they usually find in the city.

Answers

1 shop 2 café 3 nuts 4 building 5 owl 6 bees 7 taxi

Challenge

- Tell learners that the story is a *fable*. Explain that a fable is a special kind of story where we learn something.
- Encourage them to reflect about what they learn from this story. They tick ✓ the best answer.

Answers

We like the places that we know best.

2 Cindy or Callie?

- Learners read the sentences and write Cindy or Callie next to each sentence.

Answers

- 1 A cat scared her. Callie
- 2 An owl scared her. Cindy
- 3 She liked the city better than the country. Cindy
- 4 She liked the country better than the city. Callie

3 Mystery picture

- Tell learners to join the dots starting from number 1 to discover the mystery picture.
- They answer the questions.

Answers

What animal is this? Owl.
Does it live in the city or the countryside? It lives in the countryside.

Challenge

- Ask learners to answer the question and provide reasons for their answer.

Answers

Learners' own answers.

I can read, talk about and act out a story.

- Direct learners' attention to the self-evaluation question at the top of page 108. Ask them to think and answer. Emphasise the importance of giving an honest answer.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Divide the class into pairs and give each pair a copy of **Photocopiable activity 18**.
- Learners cut out the characters of the Country mouse and the City mouse and colour them. Then they mount them on card and glue them onto lollipop sticks to make puppets.
- When the puppets are ready, learners use them to act out the story.

Extend and challenge

- Ask learners to search the Internet or the school library and look for more fables. They choose one and tell or read it to the class.

Lesson 6: Choose a project

What can we do in the town and the countryside?

Learner's Book pages: 130–131

Activity Book pages: 110–111

Lesson objectives

Listening: Listen and follow instructions, listen to comprehension items in the Activity Book quiz.

Speaking: Present your project to the class, recite a poem.

Reading: Read instructions, read Activity Book quiz items.

Writing: Write factual information, write a poem, write answers in the Activity Book quiz.

Language focus: Unit 9 Review

Materials

A Make a book of poems: writing and drawing supplies, sheets of card or paper, glue.

B Make your own café: drawing supplies, sheets of paper, glue, pictures from magazines.

C Make a travel poster: writing and drawing supplies, sheets of paper.

Photocopiable activity 19.

Learner's Book



Warm up

- Do the warm-up routine.
- Recap with learners what they have learnt in this unit. What things have they liked most? What new things have they learnt? What kinds of holidays do they like most? What is their favorite word in this unit?

Answers

Learners' own answers.

Choose a project

- Learners choose an end-of-unit project to work on. Look at the examples in the pictures and help them choose. Provide materials. All the projects are done in groups.

A Make a book of poems

- Read the directions in the Learner's Book. Give out drawing and writing supplies.
- Learners write poems about places they like.
- Learners draw the pictures or collect pictures from magazines. They make the book.
- They display their books and read the poems to the class.

B Make your own café

- Read the instructions and give learners writing and drawing materials.
- They discuss the questions and the menu.
- They write the menu and roleplay the situations.

C Make a travel poster

- Read and explain the instructions.
- Learners decide where they would like to go and look for information and pictures.
- They make the poster and write their description of the holiday.
- Circulate as learners work. Informally assess their receptive and productive language skills. Ask questions. You may want to take notes on their responses. Provide help with vocabulary and grammar if requested.
- **Portfolio opportunity:** If possible, ask parents to visit the class and display the learners' work. Then file the projects, photos or scans of the work, in learners' portfolios. Write the date on the work.

Look what I can do!

- Review the *I can ...* statements. Learners demonstrate what they can do.

Discuss with learners what they have learned in this unit. Remind them of the Big question and ask them what things we can do in the town and in the countryside.

Activity Book

Unit 9 quiz: Look what I can do!

Listen 98 [CD2 Track 47]

- Do the first item as a class. Play the audio several times.

Listen and write

- Learners listen and answer the questions.

Read and write

- Learners read and answer the questions.

Audioscript: Track 98

1 Adult: We must wear our safety belts in the car.

Child: OK, I know.

2 Boy: Excuse me. Have you got any books about life in the country?

Woman: Here's a book about animals in the country. Would you like this one?

Boy: Thank you. That looks interesting.

3 Waitress: Hello, would you like something to eat?

Girl: Er ... can I have some honey cake, please?

Waitress: Yes, of course. Here you are.

Girl: Thank you. I love cake.

4 Waitress: How about something to drink? Some water, perhaps?

Boy: I'd like some orange juice, please.

Waitress: A big or a small glass?

Boy: Small, please.

5 Woman 1: I'd like to go to a big city for my holiday.

Woman 2: Why? Don't you like the countryside?

Woman 1: Yes, I do – but I'd like to see museums and skyscrapers and I'd like to go shopping.

Woman 2: That sounds exciting!

6 skyscraper

7 market

Answers

1 b

2 a

3 b

4 b

5 b

6 3

7 2

8 stand

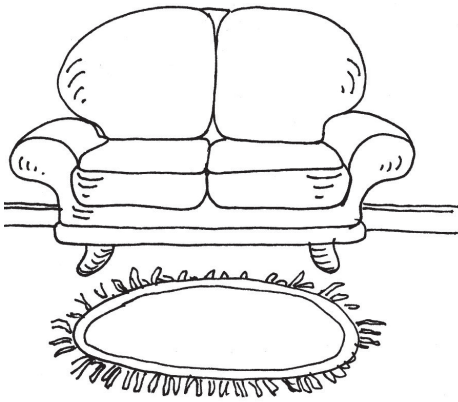
9 (suggested answer) She's in a café. She's drinking.

10 (suggested answer) They are in the countryside. They are eating/having a picnic.

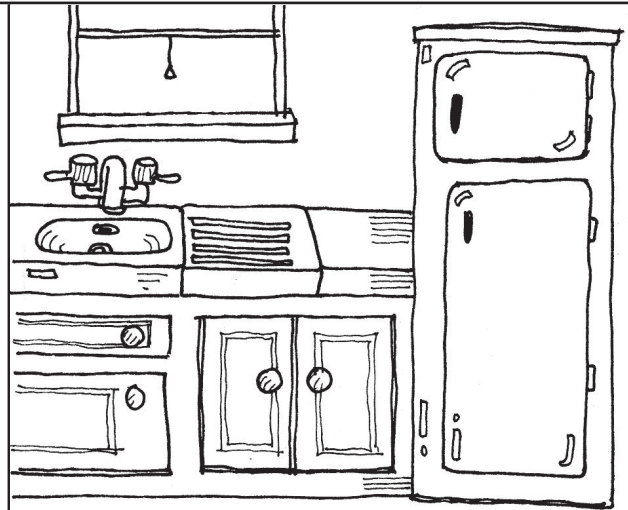
- Make up a certificate for each learner using **Photocopiable activity 19**. Don't forget to celebrate their achievements!

Photocopiable activity 15: Rooms in a house

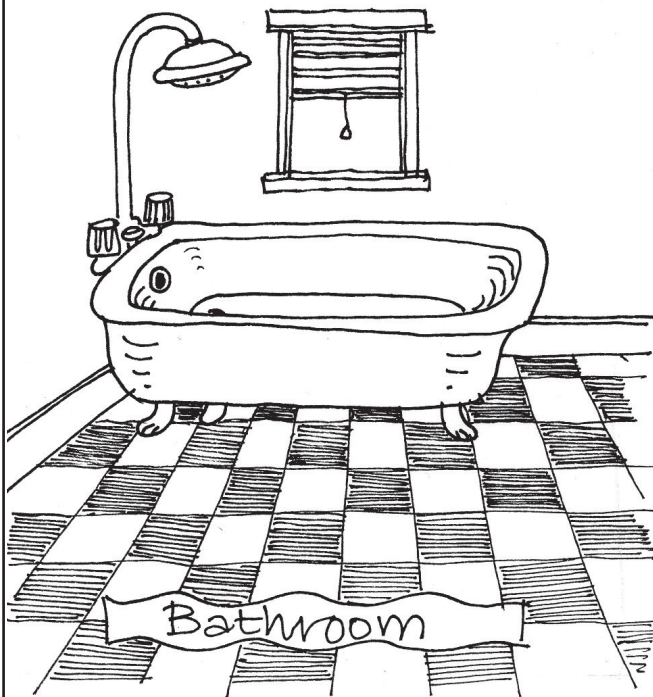
Cut out the objects from **Photocopiable activity 16** and put them in these rooms.



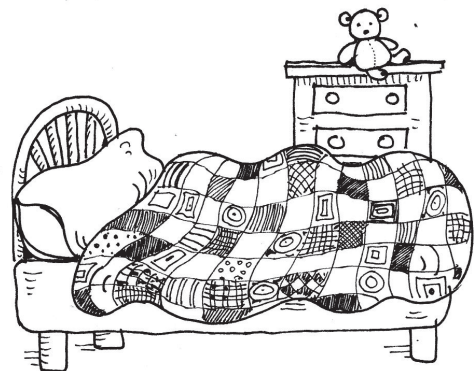
Living room



Kitchen



Bathroom

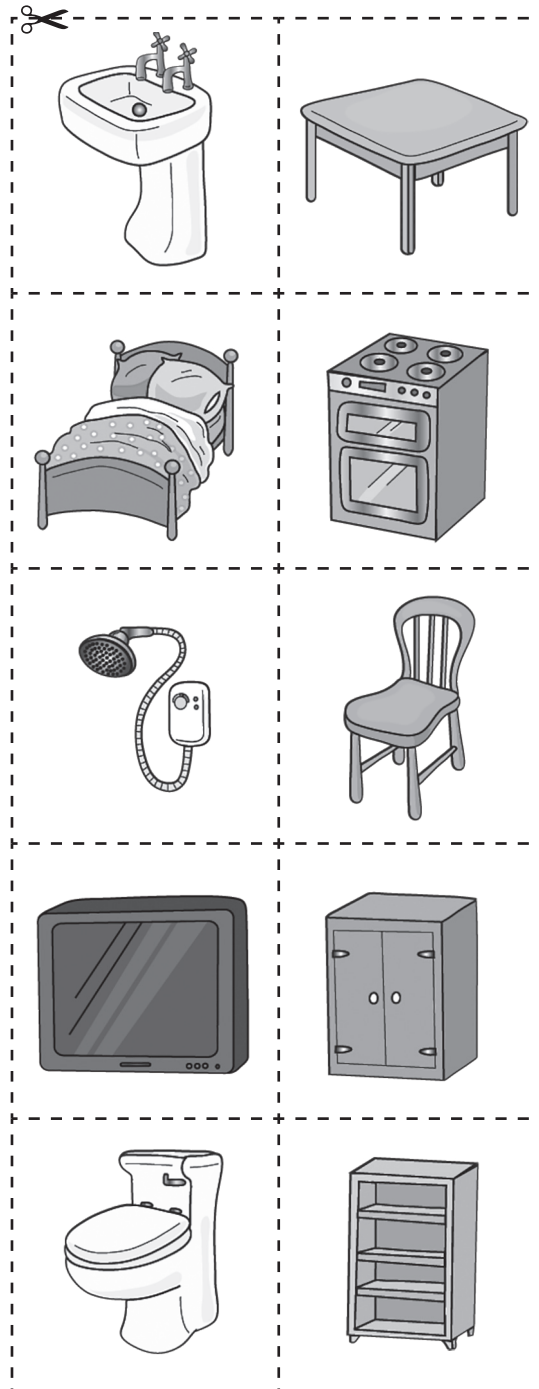


Bedroom

Unit 8

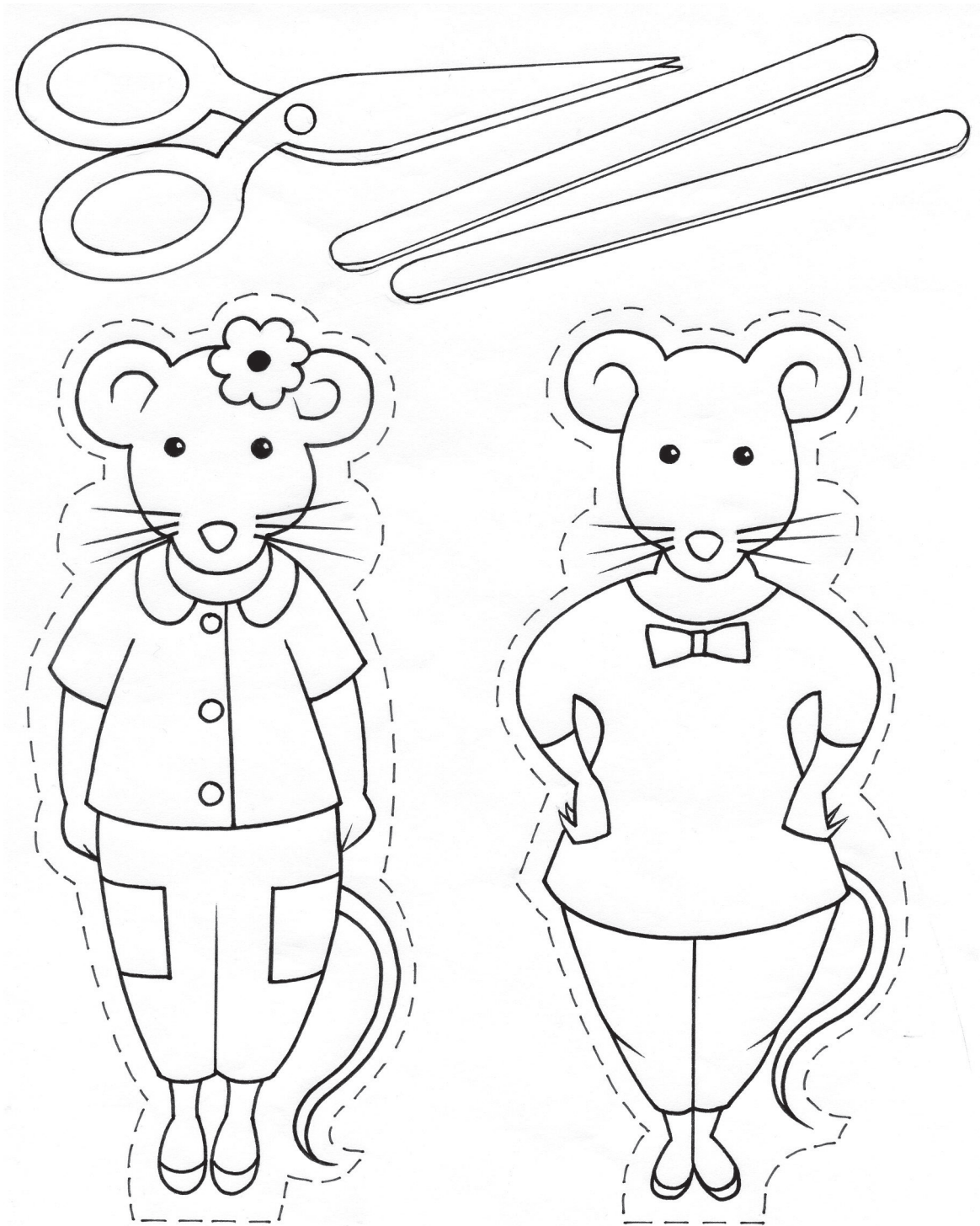
Photocopiable activity 16: Objects in a house

Cut out these objects and put them in the rooms on **Photocopiable activity 15**.



Unit 9

Photocopiable activity 18: Finger puppets – City mouse, Country mouse



Photocopiable activity 19: Congratulations certificate for completing Stage 3 of *Cambridge Global English*

Congratulations!

You have completed Stage 3 of *Cambridge Global English*.

Name: _____

Class: _____

Teacher: _____



Unit 8

bathroom	mushroom	sword
beaver	railing	termite
beehive	roundabout	tunnel
curvy	sharp	underwater
hive	shower	wolf
huge	skyscraper	wooden
kitchen	straight	

Unit 9



ambulance	honey	olives
beach	hospital	pepper
cheese	lemonade	shopping centre
chocolate	library	strawberry
climb	milkshake	swim
entrance	mountains	tomato
helicopter	museum	

