

# CAMBRIDGE Global English

Teacher's Resource



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Term 2

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University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

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First published 2014

Printed in India by Replika Press Pvt. Ltd

*A catalogue record for this publication is available from the British Library*

ISBN XXX-X-XXX-XXXXX-X Teacher's Resource

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## Map of the Learner's Book

page	Unit	Words and expressions	Use of English	Reading/Writing
62–75	<b>5 Let's count and measure</b>	Numbers 1–100 <i>How many? How far? How long?</i> <i>Metres, centimetres</i> Shapes Tell time to the hour	Past simple regular and irregular forms Countable and uncountable nouns with <i>some, a/an</i> <i>What (a) + adj. + noun!</i> <i>When</i> -clause	Poems and song Information text Traditional stories from India and Africa Write personal information Write a new verse
76–89	<b>6 Bugs: Fact and fiction</b>	Insects and spiders Parts of insects (wings, legs, antennae) Actions verbs	Prepositions: <i>above, under, near, on</i> Determiners: <i>all, some, most</i> Subject/verb agreement Regular and irregular past tense <i>How, What, How many, Do/Does?</i>	Poems/songs Information text Traditional story from Mexico Story elements: Plot (story map) Describe insects and what they do Write questions
90–103	<b>7 Our green earth</b>	Parks, leisure time Parts of a tree Fruits and vegetables Environmental issues <i>Would you like ... I'd/We'd like...</i> <i>How about ...?</i> <i>What does ... mean?</i>	<i>-ing</i> forms as nouns ( <i>no + -ing</i> form) <i>Must/mustn't</i> with rules/instructions <i>Can</i> for permission <i>Will</i> for future intentions/promises Determiners: <i>this, these, that, those</i>	Poems/songs Information text Write promises/intentions Write a poem Write your autobiography

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	<b>Listening/Speaking</b>	<b>School subjects</b>	<b>Phonics / Word study</b>	<b>Critical thinking / Values</b>
	Listen for information Ask/answer questions Memory games Discuss and act out poems, songs and stories	Maths: Counting in 2s; measuring, completing chart, telling the time (to the hour); shapes	Homophones	<i>How do we use numbers?</i> Problem solving Sequencing Estimating Values: We can work together to help ourselves learn
	Listen for information Ask/answer questions Discuss and act out poems, songs and stories Insect game	Science: Insects and spider	Long <i>e</i> spellings (- <i>ee</i> , - <i>ea</i> , <i>me</i> , <i>s/he</i> ) Rhyming words	<i>How are bugs special?</i> Classifying Comparing Study skills Graphic organisers Values: Appreciating and learning about the natural world
	Listen for information Give/follow instructions Ask/answer questions Discuss and apply information Discuss and act out poems and song	Science and Social studies: Environmental issues; uses of trees Social studies: International signs Science: Plants; growing food	Long <i>o</i> spellings ( <i>ou</i> and <i>ow</i> ) Variant sounds of <i>ow</i>	<i>How can we care for the earth?</i> Problem solving Sequencing Study skills Values: We are responsible for taking care of the earth

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## 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](http://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.

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## 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

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



# Let's count and measure

**Big question** How do we use numbers?

## Unit overview

In this unit learners will:

- count and read numbers to 100
- tell the time
- measure and say how long something is
- recognise words that sound the same, like *one/won* and *two/too*
- say and write what they did this morning
- read, discuss and act out a story.

Learners will build communication and literacy skills as they read and listen to poems and a song, read information texts and stories, talk about numbers, distances and size, identify words that sound the same, identify count and non-count nouns and speak about what they did this morning.

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 picture with 100 objects, having a contest or making a measuring book.

### Language focus

Past simple: regular and irregular forms, question forms

*How many/How far ...*

*What time is it? It's ...* + time to the hour

Countable and non-countable nouns

Exclamative *What a ...!*

**Sight words:** *was, said, first, new*

**Review of:** shape words

**Vocabulary topics:** numbers up to 100, measure words

### Critical thinking

- memorise poems
- awareness of the world around us
- making calculations
- awareness of distance and size
- making inferences.

### Self-assessment

- I can count and read numbers to 100.
- I can measure and say how long something is
- I can recognise words that sound the same, like *one/won* and *two/too*.
- I can say and write what I did this morning.
- I can read, discuss and act out a story.

### Teaching tip

Review learners' work throughout the unit, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Make notes of each learner's performance and prepare personalised remedial work.

## Lesson 1: Think about it

### How do we use numbers?

Learner's Book pages: 62–63

Activity Book pages: 52–53

#### Lesson objectives

**Listening:** Listen to a song, listen for specific information, listen and follow instructions.

**Speaking:** Count, measure and tell the time.

**Reading:** Recite and sing a song, read and identify key vocabulary.

**Writing:** Complete sentences, complete a grid.

**Critical thinking:** Measure time, measure distances, make calculations.

**Language focus:** *How many ...? How far ...? What time is it?* + time to the hour

**Vocabulary:** numbers to 100

**Review of shapes:** *circle, square, rectangle, triangle, star*

**Materials:** Pieces of paper, metre sticks or tape measures, a toy clock, enough copies of **Photocopiable Activity 10** for the class.

#### Learner's Book

##### Warm up

- Do the warm-up routine.
- Review the numbers 1 to 10. Say a number and ask learners to show it with their fingers. Then, you show a number with your fingers and they say it.
- Write the numbers 10, 20, 30, etc. on the board and ask learners to say them.
- Play a spelling game in groups. One group spells a number, e.g. *forty*, and the other group says the word and writes the number on the board.

##### 1 Read and listen 43

- Ask learners to look at the picture and describe what they see. Can they see anything they know the names of? (shapes)
- Review words for shapes. Ask learners to point at the shapes and name them.
- Tell learners they are going to listen to a song. They listen and look for the children in the picture who are singing the song.
- Play the audio a few times. Learners identify the children.
- Play the audio again. Learners sing and join in the actions. Line up 10 learners and count in 10s by getting them to display all 10 fingers, one learner at a time.

**Audioscript:** Track 43. See Learner's Book page 62.

#### Answers

Learners' own answers.

##### 2 A maths lesson 44

- Tell learners they are going to listen to the children in Class 2 having a maths lesson.
- They look at the picture, listen and point to the children they hear speaking.
- Play the audio at least twice.
- Play the audio again and ask learners to put up their hands each time they hear a number.
- Can they say the numbers they hear? Elicit the numbers and write them on the board.

**Audioscript:** Track 44

**Girl 1:** There are a lot of shapes on this chart.

**Girl 2:** Yes, there are! There are 10 big circles and 10 little circles.

**Girl 1:** There are 10 big squares and 10 little squares.  
There are 10 big triangles and 10 little triangles.

**Girl 2:** There are 10 big rectangles and 10 little rectangles.  
There are 10 big stars and 10 little stars.

[\*PAUSE\*]

**Boy 1:** OK, Carlos? Ready, steady, jump!

**Boy 2:** How far did I jump?

**Boy 1:** Just a moment ... I'll measure. You jumped 52 centimetres.

**Boy 2:** How many?

**Boy 1:** 52 centimetres.

[\*PAUSE\*]

**Girl:** Look at this clock. What time is it?

**Boy:** Umm ... Is it 11 o'clock?

**Girl:** No it isn't ... try again.

**Boy:** It's 10 o'clock!

**Girl:** Yes, it is!

#### Answers

**Part 1:** two girls at the table, bottom left of picture.

**Part 2:** two boys with measure, centre of picture.

**Part 3:** boy and girl with clock, bottom right of picture.

##### 3 Topic vocabulary 45

- Focus on the pictures. Tell learners that they are going to listen to the audio recording, point to the correct number and say it.
- Play the audio up to the pause.
- Play it again. Pause after each sentence for learners to repeat.
- Play the rest of the audio recording. Ask learners to listen and point to the numbers.
- Play the recording again. Stop after each number to give learners time to repeat.
- Play the audio once again and ask learners to count without help.

**Audioscript:** Track 45

Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.

[\*PAUSE\*]

Twenty, twenty one, twenty two, twenty three, twenty four, twenty five, twenty six, twenty seven, twenty eight, twenty nine, thirty.

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

**4** **How far can you jump?** **46**

- Tell learners that they are going to listen again to the boys in **Activity 2**. They have to find out how far Carlos can jump.
- Play the audio recording at least twice. Elicit the answer from the class.
- In groups, learners try the activity and measure how far each of them can jump.
- Give each group a metre stick or tape measure. They write the numbers on pieces of paper. Learners ask and answer: *How far did x jump? S/he jumped ... centimetres.*
- Then, they order the measures from smallest to biggest.
- **Critical thinking:** This activity will require learners to compare distances: *Who jumped the farthest?*

**Audioscript:** Track 46

**Boy 1:** OK, Carlos? Ready, steady, jump!

**Boy 2:** How far did I jump?

**Boy 1:** Just a moment ... I'll measure.  
You jumped 52 centimetres.

**Boy 2:** How many?

**Boy 1:** 52 centimetres.

**Answers**  
52 centimetres

**5** **What time is it?**

- Pre-teach the time using a toy clock or drawing a clock face on the board.
- Write *o'clock* on the board for learners to remember the phrase.
- Turn to the activity in the Learner's Book. In pairs, learners ask and answer questions about the time.
- **Critical thinking:** Learners become aware of the passing of time and also learn to measure time.

**Answers**

Clocks shown read 2 o'clock; 11 o'clock; 6 o'clock; 9 o'clock; 4 o'clock

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

**Wrap up**

- Divide the class into two groups. Group A draws a clock on the board showing a time, e.g. 2 o'clock. They ask: *What's the time?* Group B answers. If the answer is correct they get a point. If it isn't, the point goes to Group A. Then, Group B asks.
- **Home-school opportunity:** Learners teach parents and siblings how to tell the time in English.

**Activity Book**

**1 What time is it?**

- Ask learners to look at the clocks and the sentences. They draw a line from each sentence to the two matching clocks.

**Answers**

- 1** a, e
- 2** b, f
- 3** c, d

**2 Count and write**

- Explain the activity and ask learners to count the cubes. They write the number and the words.
- **Critical thinking:** Learners make calculations and solve problems: *How many ... are there?* They have to count and add up.

**Answers**

- 1** 26 twenty-six
- 2** 52 fifty-two
- 3** 41 forty-one

**3 Read and draw**

- Read the instructions and ask learners to draw and colour the shapes.
- When they have finished, ask them to count how many there are and write the answers.
- Then, they draw the star.

**Answers**

**How many stars are there altogether?** 30  
**How many shapes are there altogether?** 100

**I can count and read numbers to 100.**


- Direct learners' attention to the self-evaluation question at the top of page 52. Ask them to think and answer. Emphasise the importance of giving an honest answer.

## Answers

Learners' own answers.


### Differentiated instruction

#### Additional support and practice

-  Learners play 'What's the time Mr Wolf?' One player is chosen to be Mr Wolf. Mr Wolf stands at the opposite end of the playing field from the other players, facing away from them. All players except for Mr Wolf chant in unison *What's the time, Mr Wolf?*, and Mr Wolf will answer in one of the two ways:

1 Mr Wolf calls a clock time (e.g., *3 o'clock*).  
The other players will then take that many steps, counting out loud as they go (*One, two, three*).  
Then they ask the question again.

2 Mr Wolf calls *Dinner Time!* Then Mr Wolf turns and chases the other players back to their starting point. If Mr Wolf successfully tags a player, that player becomes the new Mr Wolf for the next round.

-  Play the game 'Smile'. Give each learner a copy of **Photocopiable activity 10**. Tell learners to write a number from 50 to 99 in each square of the game board. Ask them to look at the example and make a similar one.
- Read a number. If that number is on the learner's game board, they put a marker on it.
- The winner is the first player to get five markers in a row. The markers can go across, down or diagonally.

#### Extend and challenge

- Ask learners to measure different things in their room, e.g. the distance between desks, between the board and a picture on the wall.
- They draw a simple plan and write in the distances.

## Lesson 2: Find out more

### How did people measure long ago?

Learner's Book pages: 64–65

Activity Book pages: 54–55

#### Lesson objectives

**Speaking:** Talk about different forms of measuring.

**Reading:** Read for information, read about ways of measuring in the past and in the present.

**Writing:** Guided writing.

**Critical thinking:** Apply information, global awareness.

**Language focus:** *How long ...? It's x cm long; How many ...?; was*

**Vocabulary:** *footsteps, metric system, centimetres, metres, school hall, leaf, fence, high, wide, long.*

**Materials:** File cards, writing supplies, a globe or map of the world, metre sticks, rulers of different kinds, tape measures, **Photocopiable activity 11**.

### Learner's Book

#### Warm up

- Learners do the warm-up routine.
- Ask learners to look at the headings and the texts and to find names of countries and cities (Egypt, Rome). Ask them to locate the places on the map or globe.
- Elicit from learners information they have learnt about these countries in previous units, e.g. **Unit 4**.


#### 1 Before you read

- Ask learners what we use to measure things. Elicit answers and show different things we use, e.g. rulers, tape measures.
- Ask learners if they think people measured things in the same way in the past. Elicit answers.
- Tell learners to read the texts and find out. Ask, e.g. *What did they use in ancient Egypt? Did they use rulers in ancient Rome?*
- Elicit from learners the meaning of the new words. Encourage them to guess the meaning of the words using the illustrations and the context to help them.
- Read each section together with the class and do the **Try it out!** activities together.

- Give learners different measuring equipment and encourage them to experiment and find the answers to the questions together and write the answers in their notebooks.
- **Critical thinking:** Learners will have to apply the information they have read to answer the questions. They will also need to reflect to solve problems like finding out why the number of footsteps is different between them and their teacher.

## Answers

Learners' own answers.

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

#### 2 Centimetres or metres?

- As a class, read the questions and elicit the answers from learners.
- Ask them to show a metre and centimetres on the measuring things they have.

## Answers


**your school hall** metres  
**a leaf** centimetres  
**a fence** metres

#### 3 How long is it?

- In pairs, learners use their rulers or the rulers in **Photocopiable activity 11** to measure the pictures. They ask and answer the question: *How long is it? It's ... cm long.*
- They write down the results in their notebooks. Remind them to use the abbreviation *cm* for centimetres
- **Photocopiable activity 11** provides rulers for three learners. You may want to print it on stiff paper. Learners will use rulers to do measuring activities in **Lesson 2** and beyond.

#### Answers

**paperclip** 3 cm  
**paint brush** 14 cm  
**fish** 4 cm  
**shell** 7 cm

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

#### Wrap up

- Learners play a guessing game in small groups. They take it in turns to describe an object saying its measures, e.g. *It's 15 cm long, 10 cm high and 8 cm wide.* The other group members have to guess what it is, e.g. *Your pencilcase.*

### Activity Book

#### 1 Measuring with your body

- Tell learners to look at the activity and use their fingers, hands and arms to measure—like the ancient Egyptians did.

#### Answers

Learners' own answers.

#### 2 Measuring with a ruler

- Focus on the activity. Elicit the meaning of *wide* and *high*.
- Tell learners to use a centimetre ruler to measure the stamps and then write the answers.

#### Answers

[Answers tbc]

#### 3 Estimate ... then measure

- Focus on the introduction to the activity and talk about what *estimate* means.
- Learners look at the picture of the phone and estimate the measures.
- Then, they measure a real phone or a toy phone and compare their estimates and the actual measures.

#### Answers

Learners' own answers.

### I can measure and say how long something is.

- Direct learners' attention to the self-evaluation question at the top of page 54. Ask them to think and answer. Emphasise the importance of giving an honest answer.

#### Answers


Learners' own answers.

#### Differentiated instruction

##### Additional support and practice

- If learners are unfamiliar with the countries mentioned in the lesson, ask them to use the Internet to find out more information about Egypt, Mexico and Thailand. They prepare a short presentation.

##### Extend and challenge

-  If appropriate, ask learners to work in pairs or small groups and search the Internet for information about the measurements of famous buildings in the places mentioned in the lesson, e.g. the Pyramids of Egypt, the Sphinx, the Mayan Pyramids, the Temple of Dawn in Thailand.
- They prepare a small poster with a picture of the monument they have chosen and a brief description.

## Lesson 3: Words and sounds

### Homophones

Learner's Book pages: 66–67

Activity Book pages: 56–57

#### Lesson objectives

**Listening:** Listen to a poem, identify homophones and spelling.

**Speaking:** Read and say a poem, counting in twos.

**Reading:** Read a poem, solve maths problems.

**Writing:** Complete sentences.

**Critical thinking skills:** Memorise a poem, solve problems.

**Language focus:** Exclamative *What a...* + adjective + noun!

**Vocabulary:** *prize, race, racehorse, win, eggs, every day, cottage, gate, cherries, fast, clever, heavy*

**Materials:** Pieces of paper, file cards, writing supplies.

### Learner's Book

#### Warm up

- Learners do the warm-up routine.
- Remind learners of the poem and the words they learnt in **Unit 4, Lesson 3**.
- Ask them to recite the poem.
- Then, make a tongue twister with words from the lesson.

## 1 Words that sound the same 47


- Tell learners that there are words in English that sound the same even if the spelling is different.
- Write some examples on the board, e.g. *see – sea, right – write*. Ask learners to read the words aloud. Do they sound the same?
- Look at other homophones learners will have met e.g. *writelright, herelhear, wearlwhere, Ileye, knowlno, buylby, theirlthere*. Write them on the board and ask learners to read them aloud.
- Ask learners if there is a similar feature in their own language. If there is, elicit examples.
- Focus on the activity and ask learners to read the pairs of words aloud. Ask: *Are they the same or different?*
- Tell learners they are going to listen to a poem. They listen, read and find the words that sound the same. Play the audio at least twice.
- Play it again and pause after each verse for learners to repeat. Then ask them to read the poem independently.
- Ask learners to fill the missing words to complete the tongue twister.
- When they have finished, ask them to calculate the answer to the **Language detective** question.

**Audioscript:** Track 47. See Learner's Book page 66.

### Answers

**Find the words that sound the same.** one and won; two and too

**How many eggs did Ed eat in a week?** 56 (8 eggs per day, 7 days per week)

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

## 2 Counting in twos 48

- Ask learners to listen to the audio recording. They listen to the numbers and join in the counting.
- Play the audio at least twice. Learners count and point to the numbers they hear.
- Tell learners to read the poem while you play the audio recording.
- Play the audio recording. Learners listen and join in.

**Audioscript:** Track 48. See Learner's Book page 66.

### Answers

Learners' own answers.

## 3 What an amazing animal! 49

- Read the explanation about the use of *What a ...!*
- Play the audio up to the Pause. Ask learners to repeat after each. Check for correct pronunciation and intonation. Elicit the meaning of the new adjectives.

- Play the rest of the recording. Ask learners to follow in their books. In each exchange, stop before the exclamation and encourage learners to supply the correct one.

### Audioscript: Track 49

What a fast animal!

What a big animal!

What a clever animal!

What a heavy animal!

[\*PAUSE\*]

**Speaker 1:** 1 The blue whale is the biggest animal on Earth. It is about 30 metres long. That's as long as two buses parked end to end.

**Speaker 2:** What a big animal!

**Speaker 1:** 2 A parrot can learn to talk. It can count, name colours and do maths.

**Speaker 2:** What a clever animal!

**Speaker 1:** 3 An African elephant weighs the same as 100 men.


**Speaker 2:** What a heavy animal!

**Speaker 1:** 4 A very good runner can run 12 metres in a second. A cheetah can run 30 metres in a second.

**Speaker 2:** What a fast animal!

### Answers

- 1 d What a big animal! (blue whale)
- 2 a What a clever animal! (parrot)
- 3 b What a heavy animal! (elephant)
- 4 c What a fast animal! (cheetah)

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

## Wrap up

- Ask learners to choose a tongue twister from this lesson or from **Unit 4 Lesson 3**. They try to say them as fast as possible. You may wish to do this as a competition and provide some small prizes for the winners, e.g. some sweets.

## Activity Book

### 1 Words that sound the same

- Tell learners to read the words and draw a circle around the number words. Then they draw a line between each pair of words that sound the same.

### Answers

one	won
two	too
four	for
eight	ate

### 2 Tongue twisters

- Ask learners to write the correct words on the lines and then finish the drawing.
- Ask them to say each tongue twister three times quickly.



### Answers

These **four** frogs are **for** Fran's friend.  
(Learners draw a fourth frog in the box.)  
Tim has **two** turtles, **too**.  
(Learners draw two turtles in the glass tank.)

### 3 A maths poem

- Ask learners to read Finn's poem about his family. They work out the problem.
- **Critical thinking:** Learners will have to understand the clues to work out and write how old each person is. Ask them to reason the clues aloud.

### Answers

**Mary: 5 Bea: 3 Billy: 9 Grandpa: 60**

### Challenge

- Learners work out the answers to the questions by making the necessary calculations.

### Answers

**1 7**  
**2 53**

### 4 Draw Finn's family

- Learners draw people in the poem from youngest to oldest, labelling each with their name and age.

### Answers

**Bea: 3 Mary: 5 Finn: 7 Billy: 9 Grandpa: 60**

### I can recognise words that sound the same, like *one/won* and *two/too*.

- Direct learners' attention to the self-evaluation question at the top of page 56. Ask them to think and answer. Emphasise the importance of giving an honest answer.

### Answers

Learners' own answers.

### Differentiated instruction

#### Additional support and practice

- Learners look for information about nature records, e.g. the most intelligent dog, the smallest bird, the longest river. They choose one or two and make or print a picture. They show it to the class and explain what it is following the example of **Activity 3** in the Learner's Book. The class makes a suitable exclamation.
- Supply adjectives as necessary.

#### Extend and challenge

- Ask learners to work in small groups. They use the words from **Lesson 3** in **Units 3, 4** and **5** and try to make a poem.
- **Portfolio opportunity:** File the poem in learners' portfolios.

## Lesson 4: Use of English

### Countable and non-countable nouns

Learner's Book pages: 68–69

Activity Book pages: 58–59

### Lesson objectives

**Listening:** Listen to a story.

**Speaking:** Speak about breakfast, ask and answer questions, play a memory game.

**Reading:** Read and act out a story.

**Language focus:** Countable and non-countable nouns with *some, alan*; past simple regular and irregular forms: *-ed* forms

**Vocabulary:** *breakfast, grapes, bread, juice, milk, tricky, chalk, rub out*

**Materials:** Map of the world.

### Learner's Book

#### Warm up

- Do the warm-up routine.
- Play a counting game to review numbers to 99.

#### 1 Morena's breakfast

- Ask learners to look at the picture and describe what food and drink they see. Ask: *How many eggs can you see? How many glasses of orange juice?*
- Ask learners to read the rules about the food we count and the food we don't count. Then, they read the rest of the text.
- As a class, ask learners to talk about what they have for breakfast.

### Answers

Learners' own answers.

#### 2 The food shop

- Ask learners to look at the picture and find food they can count and food they can't count.
- Both orange juice (uncountable) and oranges (countable) are included, so encourage learners to notice that we can count one and not the other.
- Also point out to learners that bread is usually uncountable in English, they can say 'a loaf of bread' but not 'breads'.
- Encourage them to find the similarities and differences between English and their language.

### Answers

You can count: apples, bananas, carrots, oranges, cake.  
You can't count: milk, rice, cereal, soup, orange juice, bread.

### 3 Play I went to the shop

- Tell learners that they are going to play a memory game. Ask learners to sit in a circle and explain the rules.
- Continue round the circle, each player repeating previous items and adding one more.
- Depending on the class's ability, you could let learners make up their own items or use just the ones in the shop picture.

#### Answers

Learners' own answers.

### 4 A maths story from India 50

- Tell learners that they are going to listen to a story from India. Help them find India on a map of the world. Is it far from their country?
- Read the introduction. Elicit the meaning of *tricky problem*. Tell them to listen and follow in their books.
- Play the audio at least twice. Discuss the questions as a class. Encourage learners to give reasons for their answers.
- In pairs, learners act out the story. They draw the lines on paper and put them on the floor.

#### Audioscript: Track 50

Clever Birbal

One day, King Akbar picked up a piece of chalk and drew a line on the floor. 'Birbal,' he said to his friend, 'I want you to make this line shorter. But you mustn't rub out the ends of the line.'

Birbal looked at the line and thought. Then he drew a long line under King Akbar's line. 'Look,' said Birbal. 'My line is longer than your line. So your line is shorter!'

King Akbar laughed. 'You are right, Birbal,' he said. 'You made my line shorter. What a clever answer!'

#### Answers

Suggested answer: Birbal has to make a line which King Akbar drew shorter without rubbing any of the line out. He solves the problem by drawing a longer second line which makes the first line look shorter.


### 5 Verbs in the story

- Focus on the verbs. Ask learners to look for the past forms in the story.
- When they have found them, ask them to write them in their notebooks.
- Then, tell them to choose four of the words and use them to write about what they or their family did in the morning.
- When they have finished, ask them to share their sentences with the class.

- **Home-school link:** Learners read the story about clever Birbal to the family.

#### Answers

look	looked
think	thought
draw	drew
laugh	laughed
make	made
say	said

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

### Wrap up

- Learners circulate, asking each other what they did in the morning. You may wish to set a limit to the number of learners they can ask questions to, e.g. five.
- When they have finished, they report their answers back to the class and see what activity has been the most popular.
- **Portfolio opportunity:** Learners write a few sentences as a summary of the survey, adding their name and the date. File the summaries in learners' portfolio.

#### Answers

Learners' own answers.

### Activity Book

#### 1 Find the past simple verb

- Tell learners to look at the pictures and read the verb. Then, learners follow the line to find the past tense of each verb and write it.

#### Answers

drink	drank
see	saw
eat	ate
say	said

#### 2 What did you do this morning?

- Ask learners to write their answer to the questions using the past tense verbs in **Activity 1**.
- Tell them to use the **Picture dictionary** in the Learner's Book for more vocabulary.

#### Answers

Learners' own answers.

#### 3 Birbal and the King

- Learners read and answer the questions using a past tense verb from the **Word box**.
- They circle the best answer.

### Answers

What did Birbal draw? He **drew** a line.  
What did Birbal say to the King? He **said**, 'My line is longer than your line. So your line is **shorter**.'  
What did the King think about Birbal's answer? He **thought** Birbal was very **clever**.  
Did the King feel cross? No, he **felt** happy. The King **laughed**.

## 4 Look again!

- Learners look at the lines and decide which is longer.

### Answer

Line A and Line B are the same length.

## I can say and write what I did this morning.

- Direct learners' attention to the self-evaluation question at the top of page 58. Ask them to think and answer. Emphasise the importance of giving an honest answer.

### Answers

Learners' own answers.

## Differentiated instruction

### Additional support and practice

- Make two lists. In List A, write the words in the past which learners have found in the Unit so far. Next to each one, build List B, the infinitive forms of the verbs.
- Learners write sentences with the past form of these verbs.

### Extend and challenge

- If appropriate, learners search the Internet and find more information about India, the country where the story was set. They make a small poster and display it in the classroom.

## Lesson 5: Read and respond

Learner's Book pages: 70–72

Activity Book pages: 60–61

### Lesson objectives

**Listening:** Listen to a story.

**Speaking:** Discuss and act out a story.

**Reading:** Read a story and answer questions.

**Sight words:** *was, said, first, new*

**Writing:** Complete sentences, make a summary.

**Critical thinking:** Predicting, making inferences, speculating, finding patterns.

**Language focus:** Past simple verbs, regular and irregular forms; adverbs: *loudly, quickly, quietly*

**Vocabulary:** *leopard, contest, elephant, water ox, chimpanzee, antelope, king, spear*

**Materials:** Map of the world.

## Learner's Book

### Warm up

- Do the warm-up routine.
- In groups, ask learners to recite the poems they learnt in Lesson 3.

## 1 Before you read 51

- Tell learners to look at the map and find Africa and Liberia. If learners are not familiar with the area, ask questions to elicit more information. *Is Africa a country or a continent? Is Liberia far from your country? What do you know about Africa?*
- Ask learners to look at the pictures and describe what they see. Elicit the names of the animals.
- What do they think the story is going to be about? Elicit suggestions.
- Tell learners they are going to listen to the story and follow in their books. Play the audio a few times up to the point when the chimpanzee fails the contest.
- Critical thinking:** Ask learners to predict what will happen next. Which animal do they think will win the contest and how? Encourage them to justify their answers.
- Ask learners to find verbs in the past. They write them on the board. Elicit the infinitives.
- Discuss the meaning of new vocabulary.

**Audioscript:** Track 51. See Learner's Book pages 70–72.

### Answers

Learners' own answers.

## 2 Talk about it

- Focus on the questions. Discuss them as a class. Encourage learners to explain their answers and give reasons.
- Ask the learners questions about how animals and people do actions, e.g. *Can elephants run quickly? Which animal runs quickly, the antelope or the turtle? Does a turtle run quickly or slowly? Do you speak quietly or loudly?* Mime as you ask to make the meaning clear to the class.
- Elicit examples and invite learners to say full sentences, e.g. *A horse runs quickly. Antelopes jump high.*
- Elicit the meaning of the six adjectives listed in the activity and ask learners to decide which describes the antelope. You may extend this question by asking them to choose an adjective for each animal.

## Answers

### 1 Who are the characters in this story?

King Leopard, the elephant, the water ox, the chimpanzee and the little antelope.

### 2 Where does the story take place? In a forest in Liberia.

### 3 Why did King Leopard want to choose a new king? He said he was getting old and tired.


### 4 Which animals speak loudly? The elephant and the water ox speak loudly.

### 5 Which animal speaks quickly? The chimpanzee speaks quickly.

### 6 Which of these words describe the antelope? tiny, clever, quiet

### 7 What was the antelope's clever idea? He counted in twos.

### 8 Do you think Little Antelope will be a good king? Why or why not? (Various possible answers. Encourage learners to justify their answer.)

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

## 3 Who says it?

- Ask learners to look at the **Language tip**. Explain the use of speech marks.
- Ask learners to match the words to the character. First they look for and find the words in the story. Then they match them with the correct character.

## Answers

1 'I'm getting old and tired.' King Leopard

2 'I can count very quickly.' Chimpanzee

3 'I'm very big.' Elephant

4 'I'm very strong.' Water Ox

5 '2, 4, 6, 8, 10!' Little Antelope

## 4 Read the characters' words

- Read the story with the class. Help learners use the correct intonation.

## Words to remember

- Write the words *was*, *said*, *first* and *new* on the board.
- Learners look for these sight words in the story. How many times do they see each word?
- Ask them to take it in turns to practise spelling them.

## Answers

Learners' own answers.

## Wrap up

- Assign the characters and have learners act out the story in groups.

## Activity Book

### 1 Which character?

- Ask learners to read the clues and write the names of the animals.

## Answers

1 Water Ox

2 Chimpanzee

3 Elephant

4 King Leopard

5 Little Antelope

## 2 Missing words

- Ask learners to write the missing words. They use words from the **Word box** to make a summary of part of the story.

## Answers

There **was** a contest in the forest.

All the animals **came**.

The King **said**, 'Thank you for coming.'

You **must** throw this spear and quickly count to ten.

You must say 'ten' before the spear hits the ground.

The winner of the contest will be the **new** king.'

The elephant was the **first** to try.

'I'm **very** big,' he said. 'I think I can do it.'

## 3 Counting patterns

- Tell learners that counting in twos and counting in tens are counting patterns.
- Ask them to look at the incomplete patterns and write the missing numbers in each.

## Answers

two	four	six	<b>eight</b>	<b>ten</b>	twelve
ten	twenty	<b>thirty</b>	forty	<b>fifty</b>	

## Challenge

- Ask learners to look at the numbers and find the patterns. They fill in the missing numbers.
- **Critical thinking:** Learners find the patterns in the number sequences. You may wish to challenge them to find other number patterns.

## Answers

twelve	ten	eight	<b>six</b>	<b>four</b>	two
one hundred	ninety	eighty	<b>seventy</b>	<b>sixty</b>	fifty

## I can read, discuss and act out a story.

- Direct learners' attention to the self-evaluation question at the top of page 60. Ask them to think and answer. Emphasise the importance of giving an honest answer.

## Answers

Learners' own answers.

## Differentiated instruction

### Additional support and practice

- If learners are not familiar with the areas, ask them to search the Internet and look for information about Liberia. They prepare a factsheet about the country.

### Extend and challenge

- Ask learners to work in groups. They write a different end to the story, e.g. the antelope fails. Which animal tries next?

## Lesson 6: Choose a project

### How do we use numbers?

Learner's Book pages: 74–75

Activity Book pages: 62–63

#### Lesson objectives

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

**Speaking:** Present your project to the class, have a contest.

**Reading:** Read instructions, quiz items.

**Writing:** Write contest results, write questions, make a book, write answers in the Activity Book quiz.

#### Language focus: Unit 5 Review

#### Materials

**A Make a picture with 100 objects:** coloured paper, scissors, glue, poster paper or large sheet of card or stiff paper.

**B Have a contest:** clock or stopwatch, poster.

**C Make a measuring book:** writing supplies, sheets of paper, staples.

#### Learner's Book



#### Warm up

- Do the warm-up routine.
- Ask learners to choose a song or a poem they have learnt so far. They recite it or sing it for the class.

#### 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 picture with 100 objects

- Read the directions in the Learner's Book. Give out drawing and writing supplies.
- Learners cut out the sets of shapes and make the picture. They glue the shapes onto a sheet of card or poster paper.
- They write questions about the picture.
- They show their picture to the class and describe it.
- Extend this by activity by asking learners to write some sums, e.g. red triangles + yellow squares = ... ; squares + hearts = ... .

#### B Have a contest

- Read and explain the instructions.
- Learners start the competition and record the results on a piece of paper.
- Then, they make a poster highlighting the winner.

- They present the results to the class.
- You could add alternatives, e.g. *How many numbers can you write from 1–100?*

#### C Make a measuring book

- Read the instructions. Learners read the questions and answer them.
- They write the questions on the book pages as instructed. Then they write the actual answer and make an openable paper flap to cover it on the book page.
- The class will try to estimate each answer. Then, they lift the flap to see if they were right.
- Circulate as learners work. Informally assess their receptive and productive language skills. Ask questions. You may want to take notes on their responses.

#### Look what I can do!

- Review the *I can ...* statements. Learners demonstrate what they can do.
- Revise with learners what they have learnt in this unit. Remind them of the Big question and elicit from them the different ways in which we use numbers they have read about. What facts did they find the most interesting?
- **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 students' portfolios. Write the date on the work. Ask learners to write a few sentences about what they have found the most interesting or what they have liked most in this unit. Then they can make a picture to accompany their sentences.

#### Activity Book

#### Unit 5 quiz: Look what I can do!

#### Listen 94 [CD2 Track 43]

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

#### Listen and write

- Learners read the question then listen and write the answer.

#### Read and write

- Learners complete the sentence by choosing the correct word.

#### Draw and write

- Learners read the instruction and draw an animal then answer the question.

**Audioscript: Track 94**

- 1 **Speaker 1:** How many shapes are there on this chart?  
**Speaker 2:** There are fifty shapes. There are 10 circles, 20 squares and 20 stars.  
**Speaker 1:** Are there any triangles?  
**Speaker 2:** No, there are no triangles.
- 2 **Speaker 1:** What number can you see?  
**Speaker 2:** 62.  
**Speaker 1:** Did you say 62?  
**Speaker 2:** Yes, 62.
- 3 **Speaker 1:** This animal is the biggest animal on Earth. It is as long as two buses parked end to end.  
**Speaker 2:** What a big animal! Does it live on the land or in the water?  
**Speaker 1:** It lives in the water.
- 4 **Speaker 1:** Tony went to the shop this morning. He bought some eggs, some milk, some bread and three bananas.  
**Speaker 2:** Can you say that again please?  
**Speaker 1:** He bought some eggs, some milk, some bread and three bananas.
- 5 **Speaker 1:** Yesterday Sarah went to the pet shop.  
**Speaker 2:** What did she see there?  
**Speaker 1:** She saw dogs and cats and birds and fish.  
**Speaker 2:** Did she buy a dog?  
**Speaker 1:** No, she bought a beautiful fish.
- 6 **Speaker 1:** Jack's pencil is 17 centimetres long.  
**Speaker 2:** 17 centimetres?  
**Speaker 1:** Yes, that's right. 17 centimetres.
- 7 **Speaker 1:** Listen to the elephant!  
**Speaker 2:** Wow! Is that an elephant?  
**Speaker 1:** Yes, it is.  
**Speaker 2:** What a loud elephant!

**Answers**

- 1 b  
2 c  
3 a (the blue whale is the biggest animal)  
4 b  
5 c  
6 17 cm  
7 loud  
8 for  
9 one  
10 Learners' own answer.

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# 6

# Bugs: Fact and fiction

**Big question** How are bugs special?

## Unit overview

In this unit learners will:

- speak about insects
- compare and contrast different insects
- read and write words with a long e sound
- find rhyming words
- ask and answer questions
- read and talk about an information text.

Learners will build communication and literacy skills as they read and listen to poems and a song, read information texts and stories, compare and contrast different insects, identify words with long e sound, learn and use prepositions and determiners, speak about characters in a story, make a story map.

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 bug riddles, performing a poem and creating a cartoon story.

### Language focus

Questions: *Where ...?, What ... eat?, What can ... do?, How many...?, What ... look like?, How much...?, Do/Does ... ?*

Prepositions: *on, under, near*

Determiners: *all, some, most*

**Review of:** parts of the body, spelling, past simple: regular and irregular forms

**Vocabulary topics:** insects, insect body parts

### Critical thinking

- memorise poems and stories
- awareness of nature
- comparing and contrasting
- making inferences.

### Self-assessment

- I can name and describe bugs.
- I can say how spiders and insects are similar and different.
- I can read and write words with the long e sound.
- I can write questions and answer them.
- I can read, discuss and act out a story.

### Teaching tips

When they are working in pairs, encourage learners to correct each other's work. This will develop their awareness of mistakes and develop cooperation.

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 7**.

## Lesson 1: Think about it

### How are bugs special?

Learner's Book pages: 76–77

Activity Book pages: 64–65

#### Lesson objectives

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

**Speaking:** Speak about insects, describe insects.

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

**Writing:** Write about insects.

**Critical thinking:** Observe nature and make conclusions, compare and contrast insects.

**Language focus:** Prepositions: *on, under, near*; determiners: *all, some, most*

**Vocabulary:** *ant, bee, butterfly, cricket, spider, web, buzz, quiet, wings, antennae, legs*

**Materials:** File cards, writing and drawing supplies, A3 sheets of paper for the posters.

#### Learner's Book



#### Warm up

- Do the warm-up routine.
- Ask learners about animals they like. Ask: *What's your favourite animal?* *Animals* is used on this page to refer to insects, mammals and spiders.
- Focus on the big question. Explain that *bugs* is a more informal word for insects. Sometimes it is used to refer to other small creatures that are not actually insects, e.g. spiders.
- Ask learners if they like insects. Elicit a few insect names and write them on the board.
- Ask them if they think bugs are special. Encourage them to explain their answers.

#### Answers

Learners' own answers.

### 1 Read and listen 52 [CD2 Track 1]

- Focus on the picture and ask learners if they know the names of the bugs. Write the names on the board.
- Tell learners they are going to listen to a poem. Play the audio and mime the poem: (line 2: brush off the bug; line 3: hand above eye, search for the bug; line 4 shrug 'I don't know'). Learners listen and read.
- Play the audio again a few times. Ask learners to listen and act out the poem.
- Play the audio again. Learners recite and join in the actions.

**Audioscript:** Track 52. See Learner's Book page 76.

### 2 What lives in your garden? 53 [CD2 Track 2]

- Tell learners they are going to listen to a description of the bugs in the picture.
- Play the audio at least twice. Learners look at the picture, listen and point to the correct insect.
- Discuss with the class which insects there are in their country. Are they the same or are they different from the ones in the picture? If they are different, ask learners to describe them, e.g. size, colour.
- **Critical thinking:** Encourage learners to compare and contrast the insects in the picture and in their region or country and find similarities and differences.

#### Audioscript: Track 53

Listen. What's that? It's a bee. The bee is buzzing near the flowers. Can you see it?

There are some other insects flying above the flowers. These insects are quiet—they don't make any sound. Do you know what they are? They're butterflies.

Under the ground, you can see the home of some other busy insects. Who lives in that underground home? They're ants.

Listen to the sound of another insect. Where is that insect? What is that insect? It's a cricket.

#### Answers

**Which ones are not talked about?** The spider, the frog and the bird.

### 3 Topic vocabulary 54 [CD2 Track 3]

- Focus on the pictures. Tell learners that they are going to listen to an audio recording. They point to the animal and say where it is.
- Play the audio up to the pause.
- Play it again. Pause after each question and answer for learners to repeat.
- Play the rest of the audio recording. Play each question and pause to allow learners time to answer.

#### Audioscript: Track 54

Ant. Where are the ants? The ants are under the ground.

Bee. Where is the bee? The bee is near the flowers.

Butterfly. Where are the butterflies? The butterflies are flying above the flowers.

Cricket. Where is the cricket? The cricket is on a leaf.

Spider. Where is the spider? The spider is on its web.

Web. Where is the web? The web is on the tree.

[\*PAUSE\*]

Which insect lives under the ground?

Which one makes this sound?

Which one is yellow and black?

Which one has wings of different colours?

Which animal has eight legs?



## Answers

**Which insect lives under the ground?** ant

**Which one makes this sound?** cricket

**Which one is yellow and black?** bee

**Which one has wings of different colours?** butterfly

**Which animal has eight legs?** spider



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

## 4 What do you know about insects? 55

[CD2 Track 4]

- Focus on the questions. Elicit answers from learners. You may wish to write their answers on the board.
- Tell them they are going to listen to an audio recording. Play the audio recording at least twice.
- They listen and compare the information they hear with their answers.

### Audioscript: Track 55

Listen to the sound of the cricket. A cricket is an insect.

How many legs does an insect have? Let's count the legs. 1, 2, 3, 4, 5, 6.

All insects have six legs. All insects have antennae, too. Some insects, like the cricket, have long antennae. Some, like the bee, have shorter antennae. Look for the antennae on the butterflies, the bee and the ants.

Some insects have wings. A cricket has four wings. It makes a sound with its wings.

But some insects don't have wings. How many insects in the picture have wings?

Did you find three insects? The bee, the cricket and the butterfly are all insects with wings. Now find an insect that doesn't have wings.

The ant is an insect that doesn't have wings.

## Answers

**How many legs does an insect have?** six

**Do all insects have wings?** no

**Is a spider an insect?** no (it has more than six legs and doesn't have antennae)

## 5 Write about it

- Tell learners to write the new information in their notebooks.

## Answers

**All insects have** ... six legs and antennae.

**Some insects have** ... wings.

**All insects have antennae.**



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

## 6 Find the animal

- This is a guessing game. In pairs, learners take it in turns to describe an animal and find it in the picture.

## Answers

Learners' own answers.



## Wrap up

- If possible, take learners to the school garden or a park and try to find insects and speak about them. They could draw the insects they find.
- **Home-school link:** Learners show the pictures to their family and teach them the names in English.

## Activity Book

### 1 Where is the spider? Where are the ants?

- Learners draw a spider, some ants, a butterfly and some bees in the picture.
- Then, they write about the picture using *on*, *under* or *near*.

## Answers

Learners' own answers.

### 2 How to draw a cricket

- Tell learners to read and follow the instructions and draw their cricket.

## Answers

Learners' own answers.

### I can name and describe bugs.

- Direct learners' attention to the self-evaluation question at the top of page 64. Ask them to think and answer. Emphasise the importance of giving an honest answer.

## Answers

Learners' own answers.

### Differentiated instruction

#### Additional support and practice

- Learners play a matching game, i.e. pelmanism, in pairs. They make word cards and cards with pictures of insects and the parts of their bodies. They put them face down on their tables and take it in turns to turn two cards. If it is a match of picture and word, they keep both cards; if not, they put them face down again.

#### Extend and challenge

- Ask learners to look for information about common insects in their area or country. In groups, they make a small poster with images of the insects and a short description.

## Lesson 2: Find out more

### Ants and spiders

Learner's Book pages: 78–79

Activity Book pages: 66–67

#### Lesson objectives

**Listening:** Listen for information.

**Speaking:** Talk about ants and spiders, compare and contrast.

**Reading:** Read for information, read about ants and spiders.

**Writing:** Guided writing.

**Critical thinking:** Apply information, make a Venn diagram, compare and contrast.

**Vocabulary:** *feel, smell, taste, communicate, build, seed, trail, web, silk, light, strong, mice*

**Materials:** File cards, writing supplies, **Photocopiable activity 12.**

#### Learner's Book

##### Warm up

- Learners do the warm-up routine.
- Recite and act out the poem in **Lesson 1.**

##### 1 Before you read 56 [CD2 Track 5]

- Ask learners to look at the headings in the texts on pages 78 and 79 and discuss how they are similar. Ask them to predict what they are going to learn about. Elicit some answers.
- Tell learners that they are going to listen to an audio recording about ants. They listen and follow in their books. Play the audio recording at least twice.
- Review the texts and elicit from learners the meaning of the new words. Encourage them to guess the meaning of the words using the illustrations and the context to help them.

**Audioscript:** Track 56. See Learner's Book page 78.

#### Answers

**How are the headings similar?** The headings are questions. The questions are the same for Ants and Spiders, but the word *ant* or *ants* has changed to *spider* or *spiders*.

**What do you think you will learn about?** Learners' own answers.

##### 2 What can you remember?

- In pairs learners tell each other about ants. They can go back to their books to look for more information.
- **Critical thinking:** Learners will have to remember the information they have read. Tell them to cover the texts and use the photos as a memory aid.

#### Answers

Learners' own answers.

##### 3 Interesting facts 57 [CD2 Track 6]

- Tell learners that they are going to listen to an audio recording about spiders. They listen and follow in their books. Play the audio recording at least twice.
- Review the texts and elicit from learners the meaning of the new words. Encourage them to guess the meaning of the words using the illustrations and the context to help them.
- Ask them what the most interesting fact about spiders is.


**Audioscript:** Track 57. See Learner's Book page 79.

#### Answers

Learners' own answers.

##### 4 Compare insects and spiders

- Discuss with learners how spiders and ants are similar or different.

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

##### 5 My very own bug: Draw, write and share

- Tell learners they are going to make up a bug and draw a picture of it. They will also give it a name. Encourage them to be creative.
- When they have finished the picture, learners write sentences about their bug. Tell them to use the questions as a guide.
- When they are finished, they show their bug to the class and describe it.
- **Portfolio opportunity:** You may wish to ask learners to do this activity on a separate sheet of paper and then file it in the learners' portfolios.

#### Answers

Learners' own answers.

##### Wrap up

- After presenting their bugs to the class, learners vote for their favourite, e.g. the most original, the funniest, the scariest.

#### Answers

Learners' own answers.

#### Activity Book

##### 1 How are spiders and ants the same?

- Focus on the sentences and ask learners to circle those that are true for both spiders and insects.

#### Answers

They have more than four legs.  
They can climb.

## 2 Venn diagram

- **Critical thinking:** Focus on the Venn diagram. Elicit from learners how to use it and what they use it for, i.e. to compare and contrast two or more items, in this case ants and spiders.
- Ask learners to write two facts from **Activity 1** in each section of the Venn diagram.
- When they have finished, ask them to compare their answers with a partner. Check as a class.

### Answers

(other answers are possible based on learners' own observation)

**Only true for ants:** They have antennae. They carry their food home.

**True for ants and spiders:** They have more than four legs. They can climb.

**Only true for spiders:** They have more than four eyes. They make webs.

## 3 Learn about crickets

- Tell learners to look at the three headings in the text about crickets. There is a sentence missing under each heading.
- Learners find each missing sentence at the bottom of the page and write it in the space.

### Answers

... Crickets are different colours and sizes.

... Crickets jump. Their back legs are very strong.

... Other crickets understand their songs.

## I can say how spiders and insects are similar and different.

- Direct learners' attention to the self-evaluation question at the top of page 66. 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 a copy of **Photocopiable activity 12**. Help them check their written production using the **Writer's Checklist**. They can produce more questions using these models.

#### Extend and challenge

-  Ask learners to work in pairs or small groups and search the Internet for information about the species of ants and spiders that are more common in their country or region, e.g. the biggest/deadliest spiders, interesting facts about insects. Learners prepare a small poster and presentation about their choice.

## Lesson 3: Word and sounds

### Rhyming words, long e

Learner's Book pages: 80–81

Activity Book pages: 68–69

#### Lesson objectives

**Listening:** Listen to a song and a poem, identify rhyming words and long e spellings.

**Speaking:** Read and sing a song, read and recite a poem, do a spelling quiz.

**Reading:** Read a poem.

**Writing:** Complete sentence, answer questions about crickets, make a chart, do a crossword puzzle.

**Critical thinking:** Memorise a poem, find rhyming words.

**Language focus:** review spelling

**Vocabulary:** *pest, toe, knee, chest, head, flea, leaf, bump*

Review: parts of the body

**Materials:** Pieces of paper, file cards, writing supplies.

### Learner's Book

#### Warm up

- Learners do the warm-up routine.
- Remind learners of the words they learnt in **Lesson 3 of Units 1–5**.
- Ask them to find words that rhyme. Collect some rhyming words on the board.

#### 1 Find the rhyming word

- Ask learners to read the pairs of sentences. Each missing word rhymes with the word in red. Tell them to look at the picture to find the word.
- When they have finished, ask them to compare their findings with another learners.

### Answers

1 Oh no, oh no!

There's a cricket on my **toe**.

2 Oh poor, poor me!

There's a cricket on my **knee**.

3 Oh this cricket's such a pest!

Now it's sitting on my **chest**.

4 Did you hear what I said?

There's a cricket on my **head**.

#### 2 Listen and sing 58 [CD2 Track 7]

- Review parts of the body. You could play a round of 'Simon says' or simply give a few instructions: *Touch your head, shake your arms*, etc.
- Tell learners to listen to the song and point to where the cricket is while you play the audio recording.
- Play the recording at least twice. Learners listen, mime and join in.

**Audioscript: Track 58**

**A cricket on the floor**

There's a cricket on the floor, on the floor.  
There's a cricket on the floor, on the floor.  
Now it's coming through the door,  
That cricket on the floor.  
There's a cricket on the floor, on the floor.

Now the cricket's on my toe, on my toe!  
Now the cricket's on my toe, on my toe!  
Oh no, oh no!  
There's a cricket on my toe!  
There's a cricket on my toe, on my toe!

Now the cricket's on my knee, on my knee.  
Now the cricket's on my knee, on my knee.  
Oh poor, poor me!  
There's a cricket on my knee!  
There's a cricket on my knee, on my knee.

Now the cricket's on my chest, on my chest!  
Now the cricket's on my chest, on my chest!  
Oh this cricket's such a pest!  
Now it's sitting on my chest.  
There's a cricket on my chest, on my chest!

Now the cricket's on my head, on my head!  
Now the cricket's on my head, on my head!  
Did you hear what I said?  
There's a cricket on my head!  
There's a cricket on my head, on my head!

*But he jumped off ...*

Now there's a cricket on the floor, on the floor.  
There's a cricket on the floor, on the floor.  
Look! That cricket on the floor  
Is hopping out the door...  
Goodbye my friend, the cricket on the floor!

**Answers**

Learners' own answers.

**3 Long e spellings ea and ee**

- Ask learners to work in pairs. They read the words and decide what vowel sound they have.
- They write the words in their notebooks and underline the letters that stand for the long e sound.
- Then, they play a spelling quiz taking it in turns to spell three words and guess which they are.

**Answers**

They all have the long e sound.

**4 Same letters, different sound! 59**

[CD2 Track 8]

- Focus on the words and ask learners to read them aloud. Compare these words with others with the same vowel sequence ea.
- Tell learners that they are going to listen to a poem and identify the words with the long e sound and those with the short e sound. Play the audio at least twice.

- Learners make a chart and classify the words.
- When they have finished, ask them to help you copy the chart on the board and fill it in.
- Invite learners to add further words that they know, e.g. *bread, ice-cream, peach, teacher, read* (past and present), *feather, heading, speak*.

**Audioscript: Track 59. See Learner's Book page 81.**

**Answers**

**Long:** bee, flea, tea

**Short:** breakfast, head, went, bed

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

**Wrap up**

- When learners have finished writing their poems in the Activity Book, they share them with the class.
- Ask learners to teach the poems to the class.
- **Home-school link:** Learners take their poem home and share it with the family.

**Activity Book**

**1 Crossword puzzle**

- Learners look at the picture clues and solve the crossword puzzle.

**Answers**

**Across:**

- 1 flea
- 5 leaf
- 6 three
- 7 bee

**Down:**

- 1 feet
- 2 sleep
- 3 eat
- 4 tree

**Challenge**

- Ask learners to write some rhyming poems.
- **Portfolio opportunity:** Write the learner's name and the date on the sheet of paper and file it in the learner's portfolio.

**Answers**

Learners' own answers.

**2 Colour the butterfly**

- Tell learners to read the instructions. They read the words and colour the butterfly.
- Tell them to say the words aloud to make sure they are making the right decisions.

**Answers**

green = eat, clean, teacher, please, flea, leaf, leaves

red = bread, head, heavy, measure, ready, feather, breakfast

## I can read and write words with the long e sound.

- Direct learners' attention to the self-evaluation question at the top of page 68. 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 work in small groups. They create a song similar to the song in **Activity 2** of the Learner's Book. Then, they teach it to the class.

#### Extend and challenge

- Learners look for information about bees, crickets and flies and prepare a short text using the texts about spiders and ants in **Lesson 2** as models.

## Lesson 4: Use of English

### Writing questions

Learner's Book pages: 82–83

Activity Book pages: 70–71

### Lesson objectives

**Speaking:** Speak about insects, ask and answer questions, play a game.

**Reading:** Read for information.

**Writing:** Complete sentences, answer questions.

**Critical thinking:** Develop study skills.

**Language focus:** Questions: *How, What, How much, Do/Does ...?*; subject–verb agreement

**Vocabulary:** *helpful, honey, silkworm, silk, spot*

**Materials:** Photocopiable activity 12, writing supplies, file cards.

### Learner's Book

#### Warm up

- Do the warm-up routine.
- Review the poems and songs about bugs the learners wrote in **Lesson 3**.

#### 1 Ask and answer

- Ask learners to work in pairs and read the information about bees. Help them with new vocabulary, e.g. *honey*.
- Focus on the question. Tell learners to answer it.
- Now ask them to continue with the following texts and questions. They complete the questions with the missing words and answer them.
- Check as a class.


- **Critical thinking:** Tell learners to use the pictures as an aid to understanding the words they don't know. These questions will require learners to understand and apply how questions are formed in English. These questions will also require the learners to process the information as they can't just copy the answers.

### Answers

Question: How **do** silkworms help people? They produce silk for people to make clothes with.

Question: How does a cricket **hear sounds**? It hears sounds through special spots on its legs.

Question: How does a **butterfly taste food**? It tastes food with its feet.

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

#### 2 Prepare a game: All about bugs

- Tell learners that they are going to prepare a game. They work in pairs. Learner A looks at the information about Ants and Learner B looks at the information about spiders in **Lesson 3**.
- They write four questions starting as shown in the activity.
- Focus on the **Language tip** box and remind learners of the correct use of the present simple in questions.
- They write their questions on a card. On the back of the card they draw one or two stars to show the difficulty of the question.
- Tell learners to use **Photocopiable activity 12**, the **Writer's checklist**, to check their work. They can also exchange their cards to check spelling and correct use of capital letters.

### Answers

Learners' own answers.

#### 3 Play 'All about bugs'

- Tell learners that they are going to play the bug game. They get together in groups and play in two teams.
- Read the rules of the games together. Learners play the game.

#### Wrap up

- As a grand finale, ask the winning teams to play another round to see who are the champions.

### Activity Book

#### 1 Does it fly? Do they bite?

- Tell learners to write a question about each bug using verbs from the **Word box**.

### Answers

Learners' own questions and answers.

## 2 What's the question?

- As preparation for writing the questions for the bug game independently, tell learners to look at the questions and answers about bugs in this activity.
- Explain that part of each question is missing, the ants are carrying the missing words. They read and write the correct words in the spaces.

### Answers


What do **crickets** eat?  
How does a **cricket** 'sing'?  
How many **wings** does a **bee** have?  
How many **wings** do **flies** have?  
What does a butterfly do at night?  
How do **insects** smell?

## I can write questions and answer them.

- Direct learners' attention to the self-evaluation question at the top of page 70. Ask them to think and answer. Emphasise the importance of giving an honest answer.

### Differentiated instruction

#### Additional support and practice

-  Learners work in pairs or small groups. They write sentences about insects on file cards but they don't write the name of the insect. They shuffle the cards and take it in turns to pick one. They read the sentence and say what insect the sentence is about.

#### Extend and challenge

- Learners look for information about other insects. They prepare an extension of the game using this information.

## Lesson 5: Read and respond

Learner's Book pages: 84–87

Activity Book pages: 72–73

### Lesson objectives

**Listening:** Listen to an information text.

**Speaking:** Discuss and act out a story.

**Reading:** Read a story and answer questions.

**Writing:** Complete sentences, complete a story map, write the end of a story.

**Critical thinking:** Predicting, finding the structure of a story.

**Values:** Families and friends help each other.

**Language focus:** Past simple verbs, regular and irregular forms

**Vocabulary:** *beetle, worm, blow, shiver, mouse, lift up, busy, chase, scare, bite, yelp*

**Materials:** Map of the world, writing supplies and drawing supplies, card for the puppets.

## Learner's Book

### Warm up

- Do the warm-up routine.
- In groups, ask learners to think about the stories they have read so far and say which they like best and why. Do they have a favourite character?

### Answers

Learners' own answers.

## 1 Before you read 60 [CD2 Track 9]

- If learners are unfamiliar with the area, tell learners to look at the map and find Mexico. Ask: *Is Mexico a country or a continent? Is it far from your country? Have you read anything about Mexico in the book? (Unit 4 Lesson 5)* Elicit some answers.
- Ask learners to look at the pictures and describe what they see. Who do they think are the characters in the story. Ask them to give reasons. What do they think the story is going to be about? Elicit suggestions.
- **Critical thinking:** Ask learners to use the title and the pictures to predict what will happen. Encourage them to justify their answers.
- Tell learners they are going to listen to the story. They listen and follow in their books.
- **Critical thinking:** Play the audio up to certain key points in the story, e.g. when Little Ant starts to walk back home or every time Little Ant asks a new character for help. Encourage learners to predict what will happen next. Ask some questions to help them, e.g. *Will Little Ant get home? Why can't Little Ant move the leaf? Why didn't the leaf move?*
- Discuss the meaning of new vocabulary. Encourage learners to use the context and the pictures to work out the meaning of new words.

**Audioscript:** Track 60. See Learner's Book pages 84–86.

### Answers

Little Ant, Little Ant's mother, a beetle, a worm, a mouse, a cat, a dog and a flea.

## 2 Story map

- Focus on the explanation of what a story map is.
- Ask learners to read the story again and decide what the problem is. Elicit the answer from the class.
- Establish the chronology of the events in the story. Tell learners that stories are usually told in chronological order. They may number the events in the story and then answer.
- Encourage them to find the solution to the problem. Discuss as a class.
- Learners copy the story map structure in their notebooks.

## Answers

**Problem:** A leaf falls on Little Ant.

### What happens:

- 1 She says to the leaf, 'Please get off me.'
- 2 She says to the mouse, 'Please lift up the leaf.'
- 3 She says to the cat, 'Please chase the mouse.'
- 4 She says to the dog, 'Please scare the cat.'
- 5 A flea hears Little Ant.

### Solution:

- 1 The flea bites the dog.
- 2 The dog scares the cat.
- 3 The cat chases the mouse.
- 4 The mouse lifts up the leaf.



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

## 3 Verbs in the story

- Focus on the words and ask learners to find them in the story. They identify them and try to work out the meaning from the context.
- Then, they check their meaning in the **Picture dictionary**.
- In pairs, they take turns acting out one of the words for their partner to guess.
- When they have finished, they look for the simple past form of each verb in the story and copy the words in their notebooks making two lists, the infinitive or base form and the past simple form.

## Answers

blow	blew
shiver	shivered
lift up	lifted up
chase	chased
scare	scared
bite	bit



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

## 4 Puppet play

- Divide the class into groups and assign a character to each group member.
- Learners make puppets for their character. Then they act out the story with their puppet.



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



## Wrap up

- Ask learners to show their pictures from their Activity Book and tell the class how the story ended.
- **Portfolio opportunity:** Learners copy their picture and the sentences on a sheet of paper. They write their name at the top of the paper. Collect, write the date on the back, and save in learner's portfolio.
- **Home-school link:** Learners retell the story to the family and show them the picture. They tell them what happened after Little Ant returned.

## Activity Book

### 1 Little Ant's problem

- Ask learners to think about the story of Little Ant. They read the questions and answer them.

## Answers

**What fell on Little Ant?** A leaf fell on Little Ant./a leaf

**Did they help Little Ant?** No, they didn't./no

### 2 The solution

- Tell learners to read and finish the sentences. Then, they write the past tense of a verb from the **Word box**.

## Answers

- 1 Cousin Flea **bit** the dog.
- 2 The dog **scared** the cat.
- 3 The cat **chased** the mouse.
- 4 The mouse **lifted** the leaf.
- 5 Little Ant **ran** home to her mother.

### 3 What happened next?

- Ask learners to imagine what happened after Little Ant came home to her mother. What do they think they did after this? Learners draw a picture.

## Challenge

- Ask learners to write sentences to go with their picture.

## Answers

Learners' own answers.

### I can read, discuss and act out a story.

- Direct learners' attention to the self-evaluation question at the top of page 72. 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 point out their favorite picture in the story to their partner. They tell their partner what is happening in the picture and/or what they like about the picture

### Extend and challenge

- Ask learners to look for a story in the Learner's Book, e.g. **Unit 5 Lesson 5**. They read it again and make a story map following the model of **Activity 2** on page 87.

## Lesson 6: Choose a project

### How are bugs special?

Learner's Book pages: 88–89

Activity Book pages: 74–75

#### Lesson objectives

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

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

**Reading:** Read instructions, quiz items.

**Writing:** Write riddles, create a cartoon story, write answers in the Activity Book quiz.

#### Language focus: Unit 6 Review

#### Materials

**A Write bug riddles:** writing and drawing supplies, sheets of card or paper, glue, pictures from magazines or from the Internet.

**B Perform a poem:** drawing supplies, sheets of paper.

**C Create a cartoon story:** writing and drawing supplies, sheets of paper, **Photocopiable activity 13.**

#### Learner's Book



#### Warm up

- Do the warm-up routine.
- Ask learners to choose a song or a poem they have learnt so far. They recite it or sing it for the class.

#### 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 bug riddles

- Read the directions in the Learner's Book. Give out drawing and writing supplies.
- Learners write riddles about bugs on file cards.
- They draw or find pictures and prepare picture cards.
- They ask the class to match the riddles to the pictures.

#### B Perform a poem

- Read and explain the instructions.
- Learners read and learn the poem and draw pictures to illustrate it.
- They perform their poem for the class.

#### C Create a cartoon story

- Read the instructions and give learners a copy of **Photocopiable activity 13.**
- Learners choose a bug. They write the words in the speech bubbles for the boy and the bug.

- They show their cartoon to the class.
- Circulate as learners work. Informally assess their receptive and productive language skills. Ask questions. You may want to take notes on their responses.

#### Look what I can do!

- Review the *I can ...* statements. Learners demonstrate what they can do.
- Discuss with learners what they have learnt in this unit. Remind them of the Big question and ask them what they have learnt about bugs that they didn't know before.
- **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 students' portfolios. Write the date on the work. You may also ask them to reflect on the difficulties they had and discuss ways to overcome them. They may write this down and revisit their notes when they have finished **Unit 7** to see if they have made progress.

#### Activity Book

#### Unit 6 quiz: Look what I can do!

#### Listen 95 [CD2 Track 44]

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

#### Listen and write

- Learners look at the photos, listen and answer the questions.

#### Read and write

- Learners follow the instructions.

#### Audioscript: Track 95

1 **Child 1:** I am thinking of an insect. Can you find it?

**Child 2:** Hmm. How many legs does it have?

**Child 1:** It has six legs. All insects have six legs.

**Child 2:** Does it have wings?

**Child 1:** Yes, it does. This insect has wings.

**Child 2:** I can see it!

**Child 1:** Good! Tick the picture.

2 **Child:** Where's the bee?

**Adult:** The bee is on a flower.

**Child:** Where are the butterflies?

**Adult:** The butterflies are flying near the flowers.

**Child:** What is the frog doing?

**Adult:** The frog is sitting under the flowers.

3 Ants eat leaves, seeds, bugs and other things. These ants are carrying their food home. Ants are very strong!

4 **Child:** Can a bee hear sounds?

**Adult:** Yes. A bee hasn't got ears, but it can hear sounds. It hears sounds through its antennae.



- 5 Child:** Do butterflies fly in the rain?  
**Adult:** No they don't. When it rains, a butterfly goes under a leaf. The leaf is like an umbrella! The butterfly stays safe and dry.
- 6 Child 1:** All spiders have a head, a body and eight legs. Some spiders have six eyes and some spiders have eight eyes. This spider has eight eyes.  
**Child 2:** Eight eyes! That's a lot of eyes.  
**Child 1:** Yes it is.
- 7** Only one insect makes food that people eat. That insect is the bee. Bees make honey. People like eating honey. It is sweet and good. Thank you, bees!

#### Answers

- 1** a  
**2** c  
**3** c  
**4** a  
**5** c  
**6** eight  
**7** a bee  
**8** tea, she, tree (and *the* in US pronunciation)  
**9** a spider  
**10** It has eight legs.

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# 7

# Our green earth

**Big question** How can we care for the earth?

## Unit overview

In this unit learners will:

- speak about trees and their importance
- make rules and promises
- write *haikus*
- read and write words with a long **o** sound
- write and act out a dialogue
- read and talk about a biography.

Learners will build communication and literacy skills as they read and listen to poems, read information texts and stories, read and write haikus, identify words with the long **o** sound, learn to use *must* for rules and *will* for intentions and promises, speak about characters in a dialogue, ask for things in the market, write an autobiography.

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 poster about our planet, making a book about their heroes or learning a poem.

### Language focus

Impersonal *you*

*Must/Mustn't* with rules

*No + -ing* form

*Can* for permission

*Will* for future intentions and promises

**Review of:** parts of the body, spelling, past simple: regular and irregular forms.

**Vocabulary topics:** the earth, the park, trees, rules, the market.

### Critical thinking

- Memorise poems and stories
- awareness of nature
- comparing and contrasting
- making inferences.

### Self-assessment

- I can talk about rules.
- I can talk about trees and say why they are important.
- I can read words with the long **o** sound and the spelling **ow**.
- I can go shopping for plants and fruit.
- I can read and discuss a biography.

### Teaching tip

When they are working in pairs, encourage learners to correct each other's work. This will develop their awareness of mistakes and develop cooperation.

Review learners' work on the quiz at the end of the Activity Book unit, 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 8**.

## Lesson 1: Think about it

### How can we care for the earth?

Learner's Book pages: 90–91

Activity Book pages: 76–77

#### Lesson objectives

**Listening:** Listen to a poem, listen for specific information, listen and follow rules.

**Speaking:** Recite a poem.

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

**Writing:** Write a poem.

**Critical thinking:** Make inferences; interpret, memorise and recite a poem; understand and state rules.

**Language focus:** Impersonal *you*; *must* / *mustn't* with rules; *no* + *-ing* form; *can* for permission

**Vocabulary:** *sign, rules, grass, bin, litter, cycling, fishing, sandwich, pond, haiku*

**Materials:** Globe, photos of Planet Earth, writing and drawing supplies, sheets of paper, a copy of **Photocopiable activity 14** for each learner.

#### Learner's Book

##### Warm up

- Do the warm-up routine.
- Show some photos of the earth, e.g. satellite photos, photos of different regions. The following sites may be useful for reference: <http://www.spaceimages.com/earth.html>; <http://science.nationalgeographic.com/science/earth/>.
- Ask learners what colours they can see, e.g. blue, white, brown, green. Ask them what the colours show, e.g. water, clouds, forests, mountains.
- Ask them what they do, if anything, to look after the earth, e.g. turn off lights after leaving the room, saving water, turning off taps while brushing their teeth. Elicit answers and supply any additional vocabulary as necessary.

##### 1 Read and listen 61 [CD2 Track 10]

- Focus on the picture. Ask learners about all the things they see in the park: the people, signs, animals in the pond. Ask them if there is a park near their home or near the school and, if so, if they ever play in it.
- **Critical thinking:** Focus on the picture again and talk about *sandwich*. Can learners see one in the picture? Ask: *What does it mean in the poem? What are the two slices of bread?*
- Tell learners they are going to listen to the poem. Play the audio. Learners listen and read.
- Play the audio again. Ask learners to listen and act out the poem with you: paint the sky with a brush,

then the earth, then make a sandwich with the palms of your two hands.

**Audioscript:** Track 61. See Learner's Book page 90.

##### 2 Rules in the park 62 [CD2 Track 11]

- Elicit from learners the meaning of *rules*. Talk about school rules and rules at home. Elicit things they *can do* and *mustn't do*.
- Tell learners that they are going to listen to an audio recording. They listen for things they *can do* in the park and things they *mustn't do*.
- Play the audio several times. As a class, elicit answers. Write *Can/Mustn't* on the board and ask learners to write them in the correct category.

**Audioscript:** Track 62

**Dad:** Hi, we're new to the town. This park looks great.

**Park keeper:** Yes, it is a great park.

**Girl:** What can you do here?

**Park keeper:** Oh, lots of things! You can run and play. You can sit on the grass and eat a sandwich. Or you can watch the animals in the pond.

**Girl:** Can we ride our bikes in the park?

**Park keeper:** No, sorry, you can't. We have a rule — no cycling in the park. Look, there's a sign over there. You must leave your bikes here.

**Girl:** Can I fly a kite?

**Park keeper:** Yes, of course! Look, those people over there are flying kites.

**Dad:** Are there any other rules? What else *mustn't* we do in the park?

**Park keeper:** The signs tell you the rules. You must put your litter in the bin — you *mustn't* leave it on the grass. We want to keep the park clean. You *mustn't* fish in the pond — look, the sign says 'No fishing'. And you *mustn't* swim in the pond.

**Girl:** OK, thank you.

**Park keeper:** Oh, there's one more rule — you must have a good time at the park!

**Dad:** OK, we will! Thanks for the information.

##### Answers

**What can you do in the park?** You can run and play. You can sit on the grass and eat a sandwich. You can watch the animals in the pond. You can fly a kite.

**What *mustn't* you do?** You *mustn't* ride your bike. You *mustn't* drop litter. You *mustn't* fish in the pond. You *mustn't* swim in the pond.

##### 3 Topic vocabulary 63 [CD2 Track 12]

- Focus on the pictures. Tell learners to listen, point to the pictures and say the words.
- Play the audio. Pause after each question and allow time for learners to answer.

**Audioscript:** Track 63

- sign – How many signs can you see in the park?  
rules – What is the rule about bicycles?  
grass – How many children are running on the grass?  
bin – How many bins are there?  
litter – Where must you put your litter?  
cycling – Cycling means riding a bike. Can you see anyone riding a bike?  
fishing – Fishing means catching fish. Can you catch fish in the pond?  
sandwich – Who is eating a sandwich?

**Answers**

- How many signs can you see in the park?** Four.  
**What is the rule about bicycles?** You mustn't cycle in the park. You must leave your bike near the gate.  
**How many children are running on the grass?** Four.  
**How many bins are there?** One.  
**Where must you put your litter?** You must put it in a bin.  
**Can you see anyone riding a bike?** No.  
**Can you catch fish in the pond?** No, you mustn't. The sign says 'No fishing'.  
**Who is eating a sandwich?** A woman and a boy.


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

**4**   **Follow the rules!**

- Tell learners to focus on the pictures and the question.
- They look for the matching sign in the big picture.

**Answers**

- a** (No swimming) You mustn't swim here.  
**b** (No fishing) You mustn't fish here.  
**c** (Don't drop litter) You mustn't drop litter here.  
**d** (No cycling) You mustn't cycle here.

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

**5**   **Write a poem**

- Focus on the poem. Explain that this kind of poem is called *haiku*. *Haiku* is a traditional form of Japanese poetry consisting of 17 syllables, in three phrases of 5, 7 and 5 respectively. This *haiku* is by Matsuo Basho (1644–1694), one of the most famous Japanese poets.
- Ask learners to read the poem out to their partner, then swap. Ask: *How does it make you feel? Do you like it?*
- Give learners a copy of **Photocopiable activity 14**. Tell them that they are going to write a poem.
- Go through the instructions with the class. Allow plenty of time for learners to work on their poem.
- This may be a difficult task for less able learners. If they find counting the syllables difficult, they can just try to write a simple poem. More able learners could try to get the syllable count right.

 **Wrap up**

- When learners have finished writing their poems, ask them to illustrate them. Then, they read the poems to the class.
- **Portfolio opportunity:** If possible, leave the student poems on display for a short while, then consider filing the poems in students' portfolios. Write the date on the work.
- **Home-school link:** Learners teach parents and siblings the *haiku* and draw a picture together to illustrate it.

**Answers**

Learners' own answers.

**Activity Book**

**1 Word puzzle**

- Tell learners to find and circle the words in the puzzle. Explain that some words go from left to right and others from top to bottom.

**Answers**

**Top to bottom:** rules, grass, sign, cycling, fishing  
**Left to right:** bin, run, sandwich, litter

**2 No, no, no!**

- Tell learners to look at the pictures and circle the animals who are breaking rules.
- Then, they draw a line to the rule that they are breaking.

**Answers**

- 1 No cycling:** fox  
**2 Don't drop litter:** parrot  
**3 No swimming:** elephant  
**4 No fishing:** chicken  
**5 No running:** tiger  
**6 Don't pick flowers:** dog  
**7 No ball games:** duck and sheep

**Challenge**

- Tell learners they are going to think of rules that they need to follow in the classroom.
- Think of ideas together and write some rules on the board, e.g. *No shouting*.
- Tell learners to draw a sign to go with the rule in their Activity Books.

**I can talk about rules.**

- Direct learners' attention to the self-evaluation question at the top of page 76. Ask them to think and answer. Emphasise the importance of giving an honest answer.

**Answers**


Learners' own answers.

## Differentiated instruction

### Additional support and practice

- Make a list with learners of things they must and mustn't do at home, e.g. clean their room, tidy up, run in the living room. Ask them to choose a rule and make a picture for it.

### Extend and challenge

-  Ask learners to work in groups and create a set of rules for the class or the school. They make a small poster and draw the corresponding signs.

## Lesson 2: Find out more

### Why are trees important?

Learner's Book pages: 92–93

Activity Book pages: 78–79

#### Lesson objectives

**Listening:** Listen for information.

**Speaking:** Talk about trees, discuss and apply information.

**Reading:** Read for information, read about trees.

**Writing:** Guided writing.

**Critical thinking:** Apply information, make connections and inferences.

**Values:** Looking after the planet, responsibility and respect.

**Language focus:** *will* for future intentions and promises; *What does ... mean?*

**Vocabulary:** *leaves, fresh, breathe, fruit, wood, fires, furniture, roots, soil, cut down, recycle, factory*

**Materials:** Sheets of paper, writing supplies.

### Learner's Book

#### Warm up

- Learners do the warm-up routine.
- Ask learners to choose a poem or a haiku and recite it.

#### 1 Before you read 64 [CD2 Track 13]

- Ask learners what they know about trees. Elicit five facts, e.g. parts of a tree, species, the importance of trees.
- Ask them to look at the headings and the picture 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 trees. They listen and follow in their books. Play the audio recording at least twice.
- What new information have they found? Talk about recycling and what it means, what kind of things are recycled, how popular recycling is in their city or in their country.

- **Critical thinking:** Write the word *recycling* on the board and ask learners if they notice anything special in this word, i.e. that it contains the word *cycling* from **Lesson 1**. Can they make any connection? (things going round, being used a second time, etc.) Ask learners to look for the international symbol for recycling (three arrows going round). What do they think it represents?

**Audioscript:** Track 64. See Learner's Book page 92.

#### Answers

Learners' own answers.


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

#### 2 Talk about it

- Discuss with learners what new information they have learnt about trees from the texts. Elicit ideas from them.
- Ask learners what objects they can see in the classroom that are made of wood, e.g. *pencils*.

#### Answers

Learners' own answers.

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

#### 3 What does it mean?

- Have learners found words they don't know? Review the texts and elicit from learners the meaning of the new words. Encourage them to guess the meaning of the words using the illustrations and the context to help them.

#### Answers

Learners' own answers. (*Factory* means a building where goods are made using machines.)

#### 4 What will you do to save trees?

- Focus on the different ways in which trees can be saved.
- In pairs, learners discuss what they will do to help.
- Then, ask them to draw a picture and write their promise on a sheet of paper.

#### Answers

Learners' own answers.

 For further practice, see Activity 4 in the Activity Book.

#### Wrap up

- Ask learners to read their promise to the class and show their picture.
- **Portfolio opportunity:** File the poems in learners' portfolios. Write the date on the work.

## Activity Book

### 1 Read and draw

- Read the instructions and tell learners to draw a picture according to the instructions.

#### Answers

Learners' own answers.

### 2 Wood from trees

- Discuss with learners how people use wood.
- They complete the sentences.

#### Answers

Learners' own answers.

### 3 Food from trees

- Learners look at the pictures and circle four foods that come from trees.

#### Answers

apple, pear, orange juice, nuts

### 4 How can we save trees?

- Ask learners to read the ideas and circle three ideas that can help.

#### Answers

Recycle paper. Write on both sides of the paper.  
Plant new trees.

### Challenge

- Learners write one new fact they learned about trees.

#### Answers

Learners' own answers.

### I can talk about trees and why they are important.


- Direct learners' attention to the self-evaluation question at the top of page 78. Ask them to think and answer. Emphasise the importance of giving an honest answer.

#### Differentiated instruction

##### Additional support and practice

- Remind learners of the school, home and park rules in **Lesson 1**. Ask them to write a few promises using *will*, e.g. *I will help my mother at home.*

##### Extend and challenge

-  Ask learners to work in pairs or small groups and search the Internet for information about the species of trees that are most common in their country or region and prepare a small poster and presentation about their choice.

## Lesson 3: Words and sounds

### Long o sounds

Learner's Book pages: 94–95

Activity Book pages: 80–81

#### Lesson objectives

**Listening:** Listen to a song and a poem, identify long o spellings, variant sounds of **ow/ou**.

**Speaking:** Read and sing a song, read and recite a poem.

**Reading:** Read a song and a poem.

**Writing:** Complete sentences.

**Critical thinking:** Memorise a poem.

**Language focus:** Review spelling

**Vocabulary:** *ground, hole, grass, tree, branch, nest, bird, feathers, seeds, flower, shower, snow*

**Materials:** Pieces of paper, file cards, writing supplies.

#### Warm up

- Learners do the warm-up routine.
- Remind learners of the words they learnt in **Unit 6, Lesson 3**. In pairs, ask them to make a tongue twister.
- They teach the tongue twister to the class.

### 1 Missing words

- Ask learners to look at the picture and describe what they see. They read the labels and identify the vocabulary.
- Focus on the sentences. Ask learners to complete them. Tell them to look at the picture to find the word.
- When they have finished, they say the sentences.

#### Answers

1 hole	4 nest
2 tree	5 bird
3 branch	6 feathers

### 2 Listen and sing 65 [CD2 Track 14]

- Tell learners to listen to the song and follow in their books. Play the recording at least twice.
- Play the recording again and invite learners to join in.

**Audioscript:** Track 65. See Learner's Book page 94.

### 3 Long o spellings o and ow

- Ask learners to work in pairs. Focus on the question and elicit answers from pairs.
- Discuss with learners why the **o** makes that sound: i.e. influence of silent **e** and **a**.
- Ask learners to write the words in their notebooks and underline the letters that stand for the long **o** sound, then write two sentences in their notebooks. Each sentence must have two or more words with a long **o** sound.

### Answers

grow	rope
no	goes
slowly	home
boat	goat
road	toes

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

## 4 The sounds of ow [CD2 Track 15]

- Focus on the picture and ask learners to describe what they see.
- Turn to the sentences and ask learners to say both words *slow* and *cow* aloud. Do they sound the same?
- Tell learners that they are going to listen to and read a poem. As they listen and read, ask them to point with their left hand at words that rhyme with *slow* and point with their right hand at those that rhyme with *cow*.
- Play the recording a few times. Allow learners time to identify the words. Check as a class.

**Audioscript:** Track 66. See Learner's Book page 95.

### Answers


In which words do the letters **ow** rhyme with **slow**? snow, grow  
In which words do they rhyme with **cow**? shower, flowers

### Language detective

- Elicit from learners which letters make the *ow* sound like *cow* in the middle of the words.

### Answer

the letters **ou**

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

### Wrap up

- Read *Five little seeds* from **Activity 4** in the Learner's Book, or read the story of the crow from **Activity 2** in the Activity Book, as a class and encourage learners to mime as they read.
- **Home-school link:** Learners teach the family the song from **Activity 2** or poem from **Activity 4** in the lesson.

## Activity Book

### 1 Mystery picture

- This is like a 'colour by numbers' picture, but instead of a number, each colouring space has a word. When coloured, the picture scene will reveal an image.
- Learners follow the instructions and complete the sentences.

### Answers

The mystery picture is a brown **goat**.

## 2 Find the long o sounds

- Ask learners to read the story of the crow and circle all the words with a long **o** sound.

### Answers

An old crow is looking for water to drink.  
He sees a hole in the ground.  
At the bottom of the hole, there is some water!  
The crow can't reach the water.

The crow thinks and thinks. 'I know what to do!' he says.  
There are lots of little stones on the ground.  
The crow throws a stone in the hole.  
He throws lots of stones in the hole.

Slowly, the hole fills with stones.  
The water in the hole gets higher and higher.  
Finally the crow can reach the water.  
He drinks and drinks.

## Challenge

- Tell learners to read the words and make a sentence. When they have finished, ask them to read it aloud and draw a picture to go with it.

### Answers

The old crow was very clever.

## I can read words with the long o sound and the spelling ow.


- Direct learners' attention to the self-evaluation question at the top of page 80. 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 work in pairs and write two sentences that contain words from this lesson. The sentences have to be related in some way. Then they draw a picture to illustrate them.

### Extend and challenge

- **Portfolio opportunity:** Ask learners to work in small groups. They use the words from the lesson to try to make a poem. File the poem in learners' portfolios.

## Lesson 4: Use of English

### At the market

Learner's Book pages: 96–97

Activity Book pages: 82–83

#### Lesson objectives

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

**Speaking:** Speak about plants, fruit and vegetables, ask and answer questions, act out a dialogue.

**Reading:** Read for information.

**Writing:** Complete sentences.

**Language focus:** *must* with instructions; *Would you like ...? I'd like ...; this one / that one*; Revision of: *this / these, that / those*; Subject–verb agreement

**Vocabulary:** *vegetable, bean, carrot, tomato, water* (vb.), *dig, fill, mango, pineapple, pear*

**Materials:** Writing supplies, file cards.

#### Warm up

- Do the warm-up routine.
- Review the poem in **Lesson 3, Activity 4** and ask learners to recite it together.
- Ask learners if they ever go to the market. Ask: *What sorts of things can you buy there? How is it different from a supermarket?*

#### 1 Choosing a plant 67 [CD2 Track 16]

- Ask learners if they like vegetables. What vegetables do they like? Work together to make a list of names of plants/vegetables.
- Focus on the picture and ask learners to predict what the father and the child are going to do.
- Tell them that they are now going to listen to the conversation between them. They have to find out which vegetable the child likes.
- Play the audio at least twice and elicit the answer.
- Then ask learners which vegetable they prefer.

**Audioscript:** Track 67

**Little boy:** What is this?

**Dad:** This is a bean plant.

**Little boy:** What are these?

**Dad:** These are carrot plants. Which do you like better, beans or carrots?

**Little boy:** Errr ... beans.

**Dad:** OK. We'll get the bean plant.

**Answer**  
beans

#### 2 What is this? What are these?

- Review with learners the use of *this/these, that/those*.
- In pairs, tell learners to pretend they are the little boy in the picture and ask and answer questions following the model.

#### Answers

Learners' own answers.

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

#### 3 What must you do?

- Ask learners if they have ever planted or looked after a plant. What do they have to do? Elicit some ideas.
- Focus on the pictures and sentences. Explain that they have to read the sentences and put the pictures in order.
- Then they say the instructions to their partner. They shut the book and remember what they must do.
- Encourage learners to use *You must* rather than simply repeating the instructions with imperatives.

#### Answers

- b** Dig a hole.
- d** Put the plant in the hole.
- c** Fill the hole with soil.
- a** Water the plant.

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

#### 4 Would you like some? 68 [CD2 Track 17]

- Focus on the picture and ask learners to find fruits. Can they name them? Elicit the names of fruits and write them on the board.
- Tell learners that they are going to listen to the woman in the picture buying some fruit. They listen and identify the fruit she buys.
- Play the audio recording once. Elicit the answers from the learners.
- Now tell them to read the conversation and fill in the missing words from the **Word box**.
- Play the audio a few more times. Learners listen and complete the dialogue.

**Audioscript:** Track 68

**Woman:** What **nice** fruit!

**Fruit seller:** Thank you. Would you like **some**?

**Woman:** Yes, I'd like two **mangoes**, please.

**Fruit seller:** Are **these** OK?

**Woman:** Yes, those look great.

**Fruit seller:** Anything else?

**Woman:** Yes. A pineapple, **please**.

**Fruit seller:** How about **this** one?

**Woman:** Yes, that one looks nice. Thank you.

**Fruit seller:** You're welcome.

#### Answers

**What fruit does she buy?** Two mangoes and a pineapple.



## 5 Act it out

- In pairs, learners take it in turns to play the buyer and the seller.
- They ask for their favourite fruits.

### Answers

Learners' own answers.

## Wrap up

- Ask some of the pairs to act the dialogue out in front of the class.

## Activity Book

### 1 Buying plants

- Ask learners to read the conversations and write the missing words. Tell them to use words from the **Word box**.

### Answers

#### Conversation 1

**Boy:** What's this?

**Dad:** **This** is a bean plant.

**Boy:** **What** are these?

**Dad:** **These** are carrot plants. **Which** do you like better, beans **or** carrots?

#### Conversation 2

**Boy:** Look at that tree in the square pot!

**Dad:** Yes. **That** is a lemon tree.

**Boy:** **What** are those trees in the round pots?

**Dad:** **Those** are orange trees.

### 2 What must you do?

- Ask learners to look at the pictures then use the words in each box to complete the sentences.
- Look at the **Writing tip** together before they begin to write.

### Answers

**1 You must** dig a hole.

**2 You must** put the plant in the hole.

**3 You must** fill the hole with soil.


**4 You must** water the plant.

### I can go shopping for plants and fruit.


- Direct learners' attention to the self-evaluation question at the top of page 82. Ask them to think and answer. Emphasise the importance of giving an honest answer.

### Differentiated instruction

#### Additional support and practice

-  In pairs, learners write a dialogue using the dialogue in **Activity 1, Lesson 4** of the Activity Book as a model. They change the dialogue to include their favourite fruits and vegetables. They draw a picture of the vegetables and fruits mentioned in their dialogue and write labels for them.

### Extend and challenge

-  Learners work in pairs and write a dialogue using **Activity 4, Lesson 4** of the Learner's Book as a model. They leave some blank spaces and put the missing words in a **Word box**.
- They exchange their dialogue with other pairs and complete it.

## Lesson 5: Read and respond

Learner's Book pages: 98–100

Activity Book pages: 84–85

### Lesson objectives

**Listening:** Listen to a biography.

**Speaking:** Discuss a biography.

**Reading:** Read a biography and answer questions.

**Sight words:** *grew, were, gone, little.*

**Writing:** Complete sentences, write a biography.

**Critical thinking:** Judge effects.

**Values:** Looking after the planet, responsibility and respect.

**Language focus:** Past simple verbs, regular and irregular forms, *When* clauses

**Vocabulary:** *biography, village, fig, dry* (vb.), *blow away, tea, firewood, autobiography*

**Materials:** Map of the world, writing supplies and drawing supplies, pictures of places with plenty of vegetation and dry places, enough copies of the sentences from **Activity 3** of the Learner's Book written on strips of paper for pairs or small groups.

## Warm up

- Do the warm-up routine.
- Show learners photos of places with plenty of vegetation and dry places. Ask which they prefer and if there are places in their country like the ones in the pictures.
- Elicit from learners what a biography is. Ask: *What's the difference between a biography and a story?*

### 1 Before you read [CD2 Track 18]

- Focus on the explanation of what a biography is. Were learners right? Ask them if they have ever read one. What kind of information can they find in a biography?
- Tell learners they are going to read about Wangari Maathai. She lived in Kenya. If learners are not familiar with the area, ask them to look at the map and find Kenya. Ask: *Which continent is it in? Is it far from your/this country?*
- Read the introduction. How do learners think she saved trees in Kenya? Elicit suggestions.
- Tell learners they are going to listen to her story. They listen and follow in their books.

- Play the audio recording at least twice. Were their predictions correct? Elicit answers from the class.
- Discuss the meaning of new vocabulary. Encourage learners to use the context and the pictures to work out the meaning of new words.
- **Critical thinking:** Discuss with learners why Wangari's village had changed so much. What happened when they planted tea? Encourage them to think what happens when we change the environment in a place, e.g. cutting down trees, introducing new plants or animals.
- **Values:** ask learners to reflect on Wangari's actions and on the importance of being respectful and responsible with our environment.

**Audioscript:** Track 69. See Learner's Book pages 98–100.

#### Answers

Learners' own answers.

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

## 2 True or false?

- Tell learners to read the sentences and decide if they are true or false. Ask them to re-read the text before answering.

#### Answers

1 false 2 true 3 true 4 false 5 true

## 3 What happened first? What happened next?

- Focus on the sentences. Tell learners that they aren't in order and they will have to order them.
- Divide the class into pairs and give each pair a set of the sentences written on strips of paper. They discuss, then move them around and put them in order.
- When they have finished, they read them to the class then copy them in their notebooks.

#### Answers

- 2 Wangari planted the seeds and watered them.  
 1 Wangari took seeds from the trees.  
 5 The trees grew big. Fruit grew on the trees.  
 3 Wangari gave the little trees to women and children in her village.  
 4 Together they planted many rows of trees.

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

### Words to remember

- Write the words *grew*, *were*, *gone*, *little* on the board.
- Learners look for these sight words in the lesson. How many times do they see the words?
- Ask them to take it in turns to practise spelling them.
- Ask them to 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.

## 4 Write your autobiography

- Ask learners what they think an autobiography is and elicit the difference between a biography and an autobiography.
- Focus on the explanation. Learners check if they were right.
- Tell them they are going to write their autobiography. Elicit ideas of what they might include.
- Read the instructions and turn to the Activity Book or the learners' notebooks.

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

### Wrap up

- Ask learners to read their autobiographies to the class.
- **Portfolio opportunity:** Learners copy their autobiography on a sheet of paper and display it with their pictures in the classroom. After some time, collect, write the date on the back, and save in learners' portfolios.
- **Home-school link:** Learners show their autobiography to the family. They could ask for a family photo to include in it.

## Activity Book

### 1 Map study

- Ask learners to find the names of the countries mentioned in the biography.
- Ask them to locate them on a globe. Are they in the same continents?
- Ask them to find the countries on the map and write the names. Then, they draw arrows to show where Wangari travelled.

#### Answers

**Shaded countries:** top left – the United States, top right – Germany, bottom right – Kenya.  
**Where she travelled:** Kenya to the US, then to Germany, then back to Kenya.

### 2 Planting a little tree

- Ask learners to put the letters in the correct order and write the words on the lines. Then label the picture 1–4.

#### Answers

1 tree 2 soil 3 hole 4 water

### 3 Your autobiography

- Ask learners to read the questions and answer them, giving as much information as possible.
- Circulate, giving help as necessary.
- When they have finished writing, learners draw a picture of how they imagine they will look when they are older.

#### Answers

Learners' own answers.

## I can read and discuss a biography.

- Direct learners' attention to the self-evaluation question at the top of page 84. 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 for some information about the countries mentioned in the lesson: Kenya, Germany and the US, e.g. capital city, language, weather, most important natural attractions. (forests, rivers, mountains, etc.)

#### Extend and challenge

-  Ask learners to search the Internet and look for simple ideas to protect the environment. What can they do to help in their city? Can they take action like Wangari? In groups they can make a poster with some pictures and suggestions.

## Lesson 6: Choose a project

### How can we care for the earth?

Learner's Book pages: 102–103

Activity Book pages: 86–87

### Lesson objectives

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

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

**Reading:** Read instructions, quiz items.

**Writing:** Write a book. Write answers in the Activity Book quiz.

### Language focus: Unit 7 Review

#### Materials:

**A Make a poster:** writing and drawing supplies, sheets of card or paper, glue, pictures from magazines or from the Internet.

**B Make a book about your heroes:** drawing supplies, sheets of paper, glue, pictures from magazines or from the Internet.

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

## 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 promises have they made?
- Revise the school/home rules they wrote. Can they add some more now that they have finished the unit?

### 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.
- **Informal assessment opportunity:** 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.

#### A Make a poster

- Read the directions in the Learner's Book. Give out drawing and writing supplies.
- Discuss ideas, especially of things closely related to the learners' immediate environment.
- 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 Make a book about your heroes

- Read the instructions and give learners writing and drawing materials for the book.
- In their groups, learners talk about people that have made the world a better place. It can be someone famous, e.g. Diane Fossey, community figures such as firefighters, a doctor, a vet, or someone they know personally.
- Each group member makes a page for the book. When they have finished, they prepare a cover for the book and show it to the class.

#### C Learn a poem

- Read and explain the instructions.
- Learners read and learn the poem. They act it out.
- They draw the pictures and, finally, perform the poem for the class.

### 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 caring for the earth.
- **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.

## Unit 7 quiz: Look what I can do!

### Listen/Listen and write 96 [CD2 Track 45]

- Do the first item as a class. Play the audio several times.
- Learners read the question then listen and write the answer.

#### Audioscript: Track 96

**1 Park keeper:** Hello, welcome to our park.

**Dad:** Thank you! This looks like a great park. Can we eat our sandwiches here?

**Park keeper:** Yes, of course. On sunny days, lots of families come here to eat their sandwiches.

**Girl:** And can I fly my kite here?

**Park keeper:** Yes, you can. This is a good place for flying kites.

**Girl:** Can we fish in the pond?

**Park keeper:** No, I'm sorry. We have a rule: No fishing. You mustn't fish in the pond.

**2 Young child:** Excuse me. What does that sign mean?

**Older child:** It means: Don't drop litter.

**Young child:** I don't understand.

**Older child:** It means you must put your litter in the bin. You mustn't drop it on the ground.

**Young child:** OK. Thanks! I understand now.

**3 Girl:** Some trees grow fruit that we can eat. Some trees grow nuts that we can eat. This tree is a cherry tree. It grows wonderful cherries. I love cherries. The birds love them, too!

**4 Boy:** Dad, what are these?

**Dad:** These are little bean plants. Look! There are flowers and little beans growing.

**Boy:** Let's buy some bean plants.

**Dad:** OK!

**5 Wangari Maathai** wanted to help her country.

She worked with the women and children in her village.

Together, they planted rows and rows of little trees.

**6** Trees have green leaves. The leaves reach into the air. They help clean the dirty air. They give us fresh air to breathe.

**7** The roots of a tree reach down into the ground. The roots drink water from the ground. Trees need water to grow. Tree roots hold the soil in place for other plants and grass.

#### Answers

- 1 a** You mustn't fish in the pond.
- 2 b** The 'Don't drop litter' sign.
- 3 c** The cherry tree.
- 4 a** The bean plants nearby.
- 5 c** Women and children planting trees.
- 6** leaves
- 7** roots
- 8** hole, go, road, crow

#### Look and write

- Learners read the questions and write the answers.

#### Answers

- 9** She is recycling./recycling
- 10** They are planting trees./planting trees

**Unit 5**

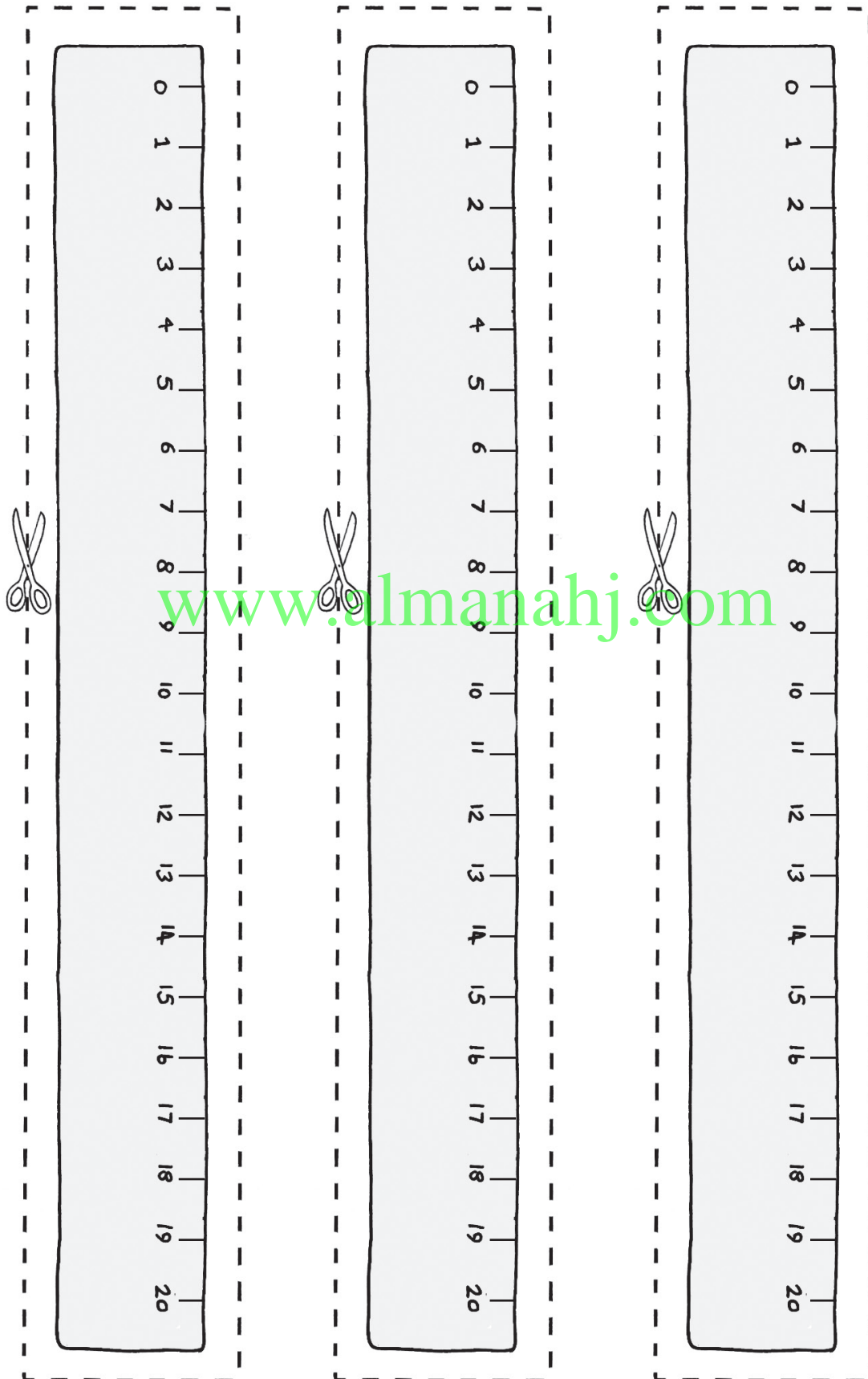
**Photocopiable activity 10: Group game – SMILE!**

😊😊 SMILE! 😊😊				
S (numbers 50–59)	M (numbers 60–69)	I (numbers 70–79)	L (numbers 80–89)	E (numbers 90–99)

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😊😊 SMILE! 😊😊				
S (numbers 50–59)	M (numbers 60–69)	I (numbers 70–79)	L (numbers 80–89)	E (numbers 90–99)
57	61	70	86	93
51	69	72	88	96
50	66	73	84	94
58	64	77	89	95
53	62	75	80	92

Photocopiable activity 11: Ruler



## Unit 6

### Photocopiable activity 12: Writer's guide

#### Writing questions: Present simple

Yes/No questions with *to be*

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Am I</b> late? _____     | <input type="checkbox"/> <b>Is it</b> on the table? _____ |
| <input type="checkbox"/> <b>Are you</b> happy? _____ | <input type="checkbox"/> <b>Are we</b> ready? _____       |
| <input type="checkbox"/> <b>Is she</b> tired? _____  | <input type="checkbox"/> <b>Are you</b> wet? _____        |
| <input type="checkbox"/> <b>Is he</b> at home? _____ | <input type="checkbox"/> <b>Are they</b> big? _____       |

#### Yes/No questions beginning with *Do* or *Does*

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Do I</b> have a pencil? _____     | <input type="checkbox"/> <b>Does it</b> have wings? _____    |
| <input type="checkbox"/> <b>Do you</b> like rainy days? _____ | <input type="checkbox"/> <b>Do we</b> know the answer? _____ |
| <input type="checkbox"/> <b>Does she</b> watch TV? _____      | <input type="checkbox"/> <b>Do you</b> see the birds? _____  |
| <input type="checkbox"/> <b>Does he</b> ride a bike? _____    | <input type="checkbox"/> <b>Do they</b> play football? _____ |

#### Information questions beginning with *What*, *Where*, *How*, and *How many*?

you

1 person or animal

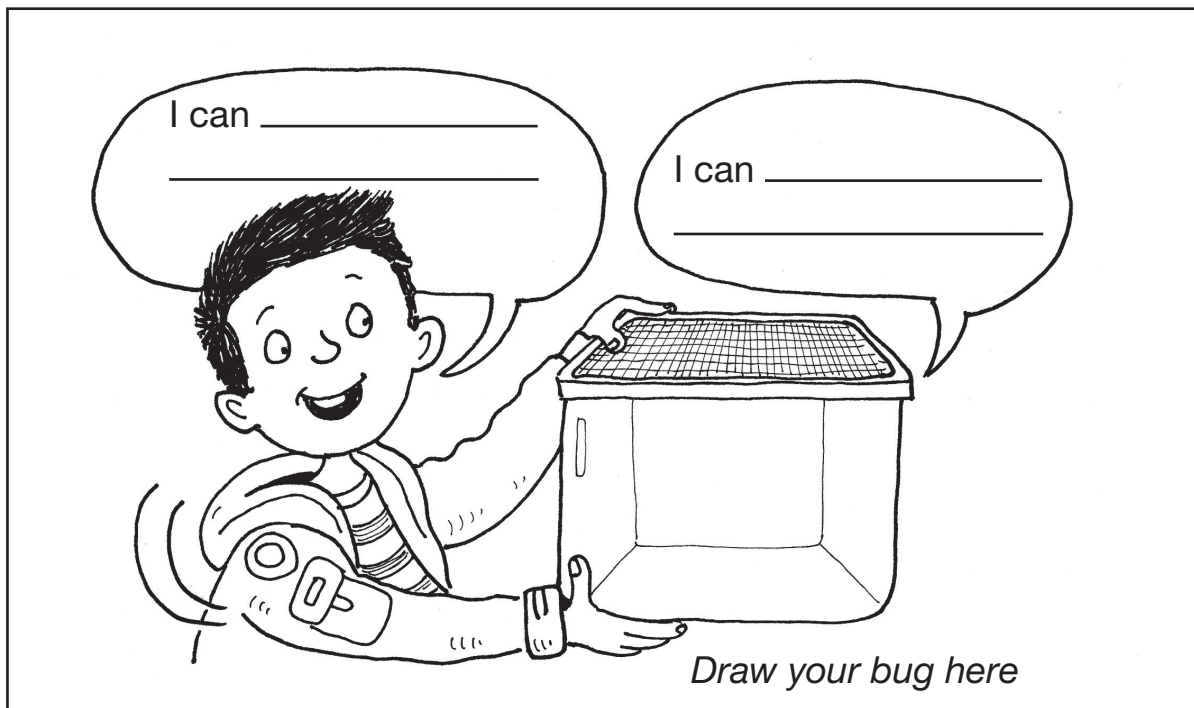
lots of people or animals

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> What <b>do you</b> eat?            | <input type="checkbox"/> What <b>does a mouse</b> eat?               | <input type="checkbox"/> What <b>do spiders</b> eat?               |
| <input type="checkbox"/> Where <b>do you</b> live?          | <input type="checkbox"/> Where <b>does your grandmother</b> live?    | <input type="checkbox"/> Where <b>do your cousins</b> live?        |
| <input type="checkbox"/> How <b>do you</b> get to school?   | <input type="checkbox"/> How <b>does your teacher</b> get to school? | <input type="checkbox"/> How <b>do your friends</b> get to school? |
| <input type="checkbox"/> How many books <b>do you</b> have? | <input type="checkbox"/> How many books <b>does she</b> have?        | <input type="checkbox"/> How many books <b>do they</b> have?       |

**Photocopiable activity 13: Project C – Cartoon story *The boy and the bug***

Draw and write a cartoon story about a boy and a bug. How are they different?

- Choose your bug. What will you write about – an ant, a cricket, or a bee?
- Write what the boy says.
- Draw your cartoon bug and write what your bug says.





## Photocopiable activity 14: Write a poem

**Haiku**

An old silent pond ...  
 A frog jumps into the pond,  
 Splash! Silence again.  
*Matsuo Basho*



A *haiku* is a short poem about nature. There are 3 lines in a *haiku*.

- The first line has 5 syllables.
- The second line has 7 syllables.
- The third line has 5 syllable.

Read the *haiku* again. Count the syllables in each line.

Now write your own 3-line poem about nature. Here are some ideas for a first line. Use one of these lines or think of a new one.

A ripe red pepper  
 On a small green leaf  
 The wind in the trees  
 I watch a spider  
 My favourite rock

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**CHALLENGE:** As a challenge, you can follow the syllable rules for writing a *haiku*. Or you can just write a 3-line poem. Draw a picture to go with your poem.

\_\_\_\_\_ (5 syllables)  
 \_\_\_\_\_ (7 syllables)  
 \_\_\_\_\_ (5 syllables)

Unit 5

antelope	circle	leopard
bread	cottage	racehorse
breakfast	elephant	rectangle
centimetres	fence	square
chalk	grapes	tricky
cherries	juice	wide
chimpanzee	leaf	

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Unit 6

antennae	cricket	smell
beetle	feel	spider
bite	helpful	taste
blow	honey	trail
butterfly	scare	web
chase	seed	worm
communicate	silkworm	yelp

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Unit 7

bean	fruit	recycle
biography	furniture	roots
breathe	hole	soil
carrot	leaves	tomato
cycling	litter	village
firewood	mango	wood
fishing	pineapple	

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