

OXFORD

# Beehive

Teacher's Guide

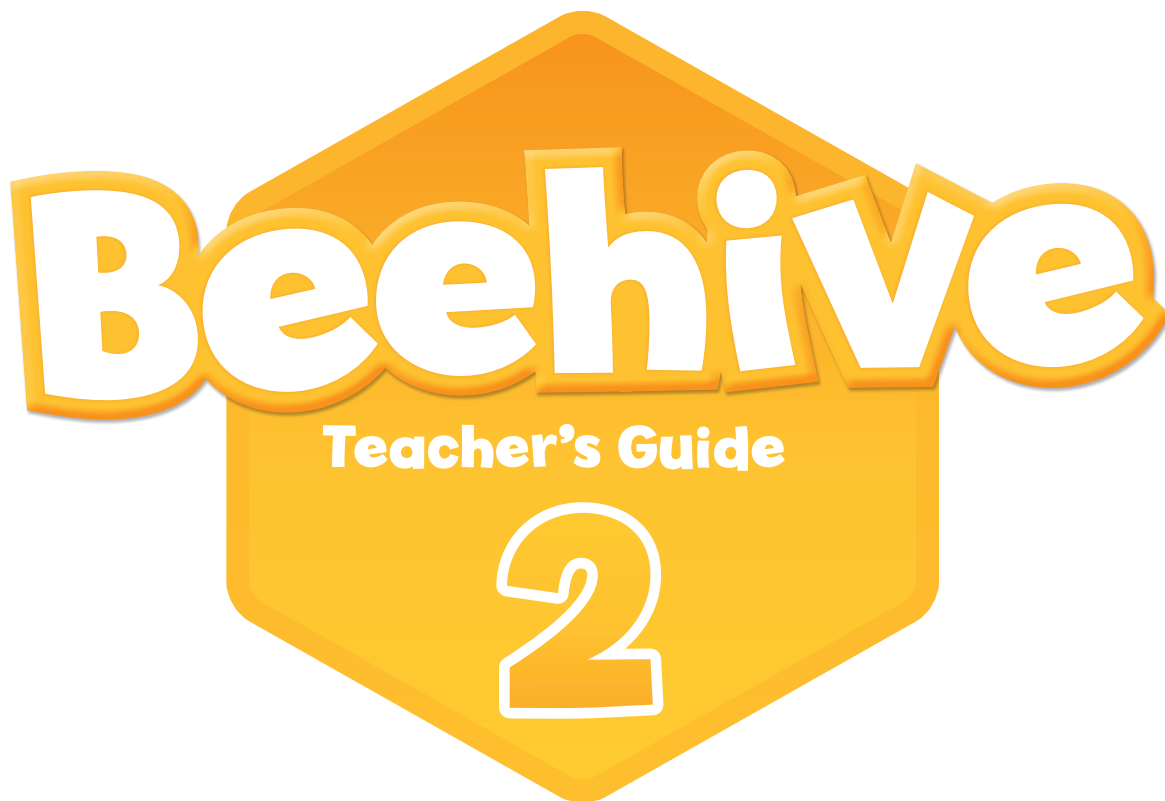
with Digital Pack

# 2



- **Classroom Presentation Tools**  
(Student Book, Workbook and Phonics & Literacy)
- **Online Practice**
- **Teacher's Resources**
- **Assessment**

Tamzin Thompson



# Beehive

## Teacher's Guide

# 2

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**Tamzin Thompson**

**OXFORD**  
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# Syllabus

|   |  |
|---|--|
| <b>Starter</b><br><b>Hello again!</b><br>page 4 | <i>Hello, ... How are you? I'm fine, thanks.</i> ♦ Days of the week <i>What day is it? It's ...</i><br>♦ Alphabet revision ♦ <i>How do you spell ...?</i> ♦ Numbers 11-100 |
|---|--|

|  | Lesson 1 Words  | Lesson 2 Grammar  | Lesson 3 Words and Grammar  |
|--|---|---|---|
| <b>1</b><br><b>Time for school</b><br>page 6 | School things<br><b>Functional language</b><br><i>Can I use your ...?</i><br><i>Sure! Here you are.</i> | <i>Have you got a ...?</i><br><i>Yes, I have. / No, I haven't.</i><br><i>Has he / she got ...?</i><br><i>Yes, he / she has. / No, he / she hasn't.</i>  | Sports equipment<br><i>We've got our ...</i><br><i>They've got their ...</i>  |
| <b>2</b><br><b>Mealtime</b><br>page 18       | Food<br><b>Functional language</b><br><i>I'd like some ... for breakfast / lunch / dinner.</i>          | <i>I have ... for breakfast.</i><br><i>Do you have ... for breakfast?</i><br><i>Yes, I do. / No, I don't.</i><br><i>He / She has ... for lunch.</i><br><i>Does he / she have ... for lunch?</i><br><i>Yes, he / she does. / No, he / she doesn't.</i> | Vegetables<br><i>Do you like ...?</i><br><i>Yes, I do. / No, I don't.</i><br><i>Does he / she like ...?</i><br><i>Yes, he / she does. / No, he / she doesn't.</i> |

**Extensive reading** **Food** page 30 An online forum ♦ A picture story

|   |   |  |   |
|---|---|--|---|
| <b>3</b><br><b>Wild animals</b><br>page 32        | Wild animals<br><b>Functional language</b><br><i>Can it ...?</i><br><i>Yes, it can. / No, it can't.</i>       | <i>... live on land / in water.</i><br><i>... don't live on land / in water.</i><br><i>Do ... live on land / in water?</i><br><i>Yes, they do. / No, they don't.</i> | Animal foods<br><i>What do ... eat?</i><br><i>They eat ... They don't eat ...</i>   |
| <b>4</b><br><b>My favourite things</b><br>page 44 | Possessions<br><b>Functional language</b><br><i>Is this Sam's ...?</i><br><i>No, it isn't. It's Eva's ...</i> | <i>Whose ... is it?</i><br><i>It's mine / yours / hers / his.</i><br><i>Whose ... is it?</i><br><i>It's ours / yours / theirs.</i>                                   | Clothes<br><i>What are you wearing?</i><br><i>I'm wearing a ... I'm wearing ...</i> |

**Extensive reading** **Animals** page 56 A story ♦ A factual text

|  |   |   |   |
|--|---|---|---|
| <b>5</b><br><b>Around town</b><br>page 58    | Places in town<br><b>Functional language</b><br><i>Shall we go to the ...?</i><br><i>OK. Let's go!</i>        | <i>Is there a ... in your street?</i><br><i>Yes, there is. / No, there isn't.</i><br><i>Are there any ... in your town?</i><br><i>Yes, there are. / No, there aren't.</i> | Transport<br><i>Where's the ...?</i><br><i>It's in front of / next to / behind the ...</i><br><i>It's between the ... and the ...</i> |
| <b>6</b><br><b>At the weekend</b><br>page 70 | Sports and games<br><b>Functional language</b><br><i>What games do you like?</i><br><i>I like ... and ...</i> | <i>What's he / she doing?</i><br><i>He's / She's playing ...</i><br><i>What are they doing?</i><br><i>They're playing ...</i>   | Free time activities<br><i>Is he / she ...ing ...?</i><br><i>Yes, he / she is. / No, he / she isn't.</i>                              |

**Extensive reading** **Transport** page 82 A guide book ♦ A short story

|  |   |   |  |
|--|---|---|--|
| <b>7</b><br><b>My day</b><br>page 84     | Daily routines<br><b>Functional language</b><br><i>I do my homework in the morning / afternoon / evening. What about you?</i> | <i>What do you do in the morning / afternoon / evening? I ...</i><br><i>I ... on Monday. I don't ... on Saturday.</i>   | Telling the time<br><i>When does he / she get up?</i><br><i>He / She gets up at ...</i><br><i>He / She doesn't get up at ...</i> |
| <b>8</b><br><b>My talents</b><br>page 96 | Skills<br><b>Functional language</b><br><i>What can you do?</i><br><i>I can ...</i>   | <i>I like / don't like ... Do you like ...?</i><br><i>Yes, I do. / No, I don't.</i><br><i>He / She likes / doesn't like ...</i><br><i>Does he / she like ...?</i><br><i>Yes, he / she does. No, he / she doesn't.</i> | Talents<br><i>I'm good at ...ing ...</i><br><i>Are you good ...ing ...?</i><br><i>Yes, I am. / No, I'm not.</i>                  |

**Extensive reading** **Talents** page 108 A playscript ♦ A website

|  |  |  |   |
|--|--|--|---|
| <b>9</b><br><b>My home</b><br>page 110   | Living room furniture<br><b>Functional language</b><br><i>Where shall I put the ...?</i><br><i>In / On / Under the ...</i> | <i>There's a ... on the ...</i><br><i>There are three / some ... on the ...</i><br><i>There isn't a ... on the ...</i><br><i>There aren't any ... on the ...</i> | Kitchen things<br><i>The ... is longer / shorter than the ...</i> |
| <b>10</b><br><b>Days out</b><br>page 122 | Fun places<br><b>Functional language</b><br><i>I like the ... So do I. But I prefer the ...</i>                            | <i>I was at the ... on ...</i><br><i>Where were you yesterday?</i><br><i>I was at the ...</i>  | Weather<br><i>What was the weather like?</i><br><i>It was ...</i> |

**Extensive reading** **Fun places** page 134 A poster ♦ A poem



| Lesson 4 Story   | Lesson 5 Skills and Culture  | Project and Review                     |
|--|--|--|
| <p><b>The big game</b><br/> <b>Emotional wellbeing</b><br/>                     Taking part is more important than winning</p> | <p>Art lessons in France and Morocco<br/>                     An email<br/> <b>Writing focus</b> Capital letters and full stops</p>  | <p>Make a dream school bag poster</p>  |
| <p><b>The wolf's breakfast</b><br/> <b>Emotional wellbeing</b><br/>                     Dealing with difficult situations</p>  | <p>School lunches in the UK and South Korea<br/>                     A blog<br/> <b>Writing focus</b> Joining two sentences with <i>and</i></p>                            | <p>Make a favourite foods collage</p>  |
| <p><b>The tiger and the tortoise</b><br/> <b>Emotional wellbeing</b><br/>                     Being determined</p>             | <p>Wild animals in Australia and India<br/>                     A leaflet<br/> <b>Writing focus</b> Joining positive and negative sentences with commas and <i>but</i></p> | <p>Make an animal quiz</p>             |
| <p><b>The prince's toys</b><br/> <b>Emotional wellbeing</b><br/>                     Learning what makes you happy</p>         | <p>Favourite things in Italy and the UK<br/>                     A personal account<br/> <b>Writing focus</b> Writing lists using commas and <i>and</i></p>                | <p>Make a time capsule</p>             |
| <p><b>The red kite</b><br/> <b>Emotional wellbeing</b><br/>                     Dealing with frustration</p>                   | <p>Transport in Hungary and Brazil<br/>                     A questionnaire<br/> <b>Writing focus</b> Short answers</p>  | <p>Make a town map</p>                 |
| <p><b>Walter wants to play</b><br/> <b>Emotional wellbeing</b><br/>                     Being kind to others</p>               | <p>Favourite games in Poland and South Africa<br/>                     A chat group message<br/> <b>Writing focus</b> Using the present simple for instructions</p>        | <p>Make a free time poster</p>         |
| <p><b>Billy's day</b><br/> <b>Emotional wellbeing</b><br/>                     Being on time</p>                               | <p>Family routines in the USA and Thailand<br/>                     A school magazine interview<br/> <b>Writing focus</b> Third person verb endings</p>                    | <p>Make a zig-zag book</p>             |
| <p><b>Meg's talent</b><br/> <b>Emotional wellbeing</b><br/>                     Having confidence in your own ability</p>      | <p>Dances in Romania and China<br/>                     A blog<br/> <b>Writing focus</b> Adjectives</p>  | <p>Make a poster for a talent show</p> |
| <p><b>The big armchair</b><br/> <b>Emotional wellbeing</b><br/>                     Being sorry</p>                            | <p>Interesting homes in Finland and Tunisia<br/>                     An email<br/> <b>Writing focus</b> Sentences with <i>because</i></p>                                  | <p>Design your dream house</p>         |
| <p><b>Anton's days out</b><br/> <b>Emotional wellbeing</b><br/>                     Being understanding</p>                    | <p>Fun places in the UAE and Canada<br/>                     A diary entry<br/> <b>Writing focus</b> Full stops and exclamation marks</p>                                  | <p>Make a holiday poster</p>           |

# Print components

## FOR STUDENTS



### Student Book

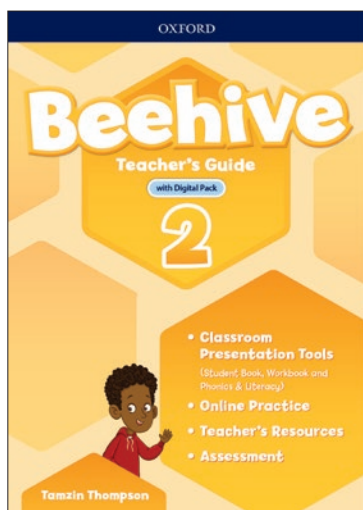
- A two-page Starter spread
- 10 units of five lessons
- 10 end-of-unit projects
- 10 end-of-unit reviews
- Extensive reading texts, both fiction and non-fiction, after every second unit



### Workbook

- 10 pages of activities for each unit
- 10 end-of-unit review spreads
- Grammar section for reference and extra practice
- Wordlist containing all key vocabulary

## FOR TEACHERS



### Teacher's Guide

- An overview of the course and its methodology
- A tour of a unit outlining the function of each lesson, resources available, and teaching steps
- Detailed lesson plans with notes, answer keys, and audio and video scripts
- An Ideas bank with extra games and activities
- A letter to parents
- Access code for Oxford English Hub

### Classroom Resources Pack

- Flashcards to present key vocabulary
- One vocabulary poster per unit, plus two extra posters in Levels 1, 3 and 5, and one extra poster in Levels 2, 4 and 6





# Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](https://www.oxfordenglishhub.com)

## FOR STUDENTS

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### Student e-book

- A digital version of the Student Book, with audio, video and interactive activities

### Workbook e-book

- A digital version of the Workbook with interactive activities

### Student Online Practice

- Extra interactive homework practice with activities to practise all four skills, grammar and vocabulary

### Student resources

- Course audio and video to view or download



## FOR TEACHERS

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### Teacher's Guide

- Colour PDF version

### Teacher resources

- Course audio and video
- Downloadable flashcards and *Team Up* worksheets

### Classroom Presentation Tools

#### Student Book

- Student Book on screen with audio, video and answer keys
- Extra vocabulary and grammar presentations
- Interactive games
- Toggles between Student Book and Workbook

#### Workbook

- Workbook on screen with answer keys
- Toggle function to the Student Book

### Course assessment

- Downloadable tests: entry test, unit tests, progress tests, and end-of-year test
- Downloadable assessment for learning worksheets

### Teacher Online Practice

- Extra homework practice to assign to your students, enabling them to carry on learning outside the classroom

### Phonics and literacy material

- Three levels of optional, standalone phonics and literacy material
- Presentation material with audio
- Downloadable worksheets, flashcards and cut-outs

### Professional development

- Methodology support, bite-sized training and more to maximize your teaching

# About *Beehive*

## Introduction

*Beehive* is a 7-level course for lower to upper primary school students, aimed at children who are learning English for the first time. The course is teacher-led, but student-focused, with a strong emphasis on vocabulary and grammar to build a solid foundation for students' success. The practice activities are rooted in a 'real world' context, to ensure that students can immediately use the language that they are learning to talk about themselves and their daily lives. *Beehive* creates a strong theme of community, inclusivity and togetherness. With colourful photos and illustrations, lively songs and chants, stories, real-world texts, and plenty of crafts and group tasks, *Beehive* is an engaging and entertaining course for young learners.

The course characters are a diverse group of six children who live near *Beehive Park*. They are brother and sister Nina and Hector, along with Tang, Omar, Emma and May. The characters are a friendly team of children who accompany the students' learning journey throughout the series. The "team characters" tell students what they're going to learn about at the start of each lesson, they present the new grammar structures in humorous cartoons, and they feature in the *Team Up!* tasks which foster global skills and teamwork.

*Beehive* enables you to:

- build a solid foundation in English to prepare your students for exam success, with a carefully staged grammar and vocabulary syllabus based on the Oxford English Learning Framework (OxELF)
- develop your students' global skills so they become empowered 21st century learners
- help your students to achieve their goals by applying *Assessment for learning* principles
- make learning meaningful by inspiring your students to learn about the world with international culture texts, stories and videos
- support your students' social and emotional wellbeing, through the *Think, feel, grow* feature which accompanies the stories
- foster collaboration through *Team Up!* tasks and project work
- save preparation time with an easy-to-teach approach
- find support through comprehensive teaching notes and suggestions that help you make the most of the materials
- feel confident that materials developed by Oxford University Press are underpinned by research and best practice.

## Methodology

### Syllabus

#### *Oxford English Learning Framework*

The *Oxford English Learning Framework* (OxELF) provides guidance to course developers on the principles that underpin language learning so that we can ensure we maximize the outcomes of our learners. OxELF was developed in consultation with our expert panel and it represents Oxford University Press's view of the best way to learn a language; it is used as the starting point for all our courses.

OxELF is composed of a range of resources that are designed to ensure that Oxford University Press's English language courses:

- are consistently levelled to the CEFR
- are informed by evidence-based theories of language learning
- support learners in meeting CEFR learning objectives in the most effective way possible.

#### Cambridge English Qualifications

The *Beehive* syllabus aligns with the *Cambridge English Qualifications for Schools*. Students should be ready to sit the Cambridge exams at the following points of the course:

- **Pre A1 Starters** by the end of *Beehive 2* (preparation for A1 Movers starts in *Beehive 2*)
- **A1 Movers** by the end of *Beehive 4* (preparation for A2 Flyers starts in level 4)
- **A2 Key for Schools** by the end of *Beehive 5*
- **B1 Preliminary for Schools** by the end of *Beehive 6*.

### Vocabulary

As a high-level English course, *Beehive* presents, practises and recycles plenty of vocabulary in each unit. The items are topic-related and have been selected for their frequency, usefulness and relevance to the age group. In Levels 1, 2 and 3, eight new core items of vocabulary are presented in Lesson 1 of each unit, with a further six core items taught in Lesson 3, and a further four core items related to the culture topic taught in Lesson 5. In Levels 4, 5 and 6, ten new core items of vocabulary are presented in Lesson 1, with a further eight items in Lesson 3, and a further four core items related to the culture topic in Lesson 5. Photo flashcards are available for each of these vocabulary sets, which allow you to present, review and practise vocabulary as required. For the Lesson 1 vocabulary, there is also an interactive presentation on the Classroom Presentation Tool, which includes hotspots that launch a photo of the vocabulary item followed by a short video clip.

Each set of vocabulary is extensively practised through a range of listening, speaking, reading and writing activities in the Student Book and reading and writing activities in the Workbook.

The Wordlist at the back of the Workbook provides a reference for students, allowing them to check the spelling of each new vocabulary item and write notes or translations to help them remember the meaning of each word.

In addition, in the Classroom Resources Pack, you will find ten *Vocabulary* posters featuring the vocabulary presented in each Lesson 1. You can display these posters in the classroom and use the posters to practise or review vocabulary at any time. Please see page 152 for suggestions on how best to exploit the *Vocabulary* posters.

## Grammar

**Beehive** is a high-level English course and therefore incorporates an extensive amount of grammar presentation and practice. Each unit of **Beehive** presents and practises new grammar in Lessons 2 and 3. The new structures are presented through fun cartoons featuring the team characters, which clearly demonstrate the meaning of the new language in a humorous context. In levels 2–6, the grammar presentation also includes clear, concise grammar overview boxes. Students practise the new structures in a range of carefully supported listening, speaking and writing activities. Each lesson includes opportunities for students to experience and produce the language in a 'real-world' communicative context.

The Workbook provides further activities to practise the new grammar. For consolidation, additional grammar practice for each unit is provided in Levels 1–4 in the *Grammar check* section at the end of the Workbook. In Levels 5 and 6 there is a useful *Grammar reference* for students at the end of the Workbook.

## Functional language

Teaching functional language enables students to communicate effectively in real-world settings and gives them a motivating context for their language learning. Being able to apply what they have learned to a real-world situation gives students a sense of achievement and shows them how their learning can be used in their own lives.

The functional language practice in **Beehive** provides students with the opportunity to use colloquial, idiomatic words or phrases in order to find out information or complete a task (e.g. expressing an opinion, making a suggestion, etc.). In Lesson 1 of each unit, students are taught a useful exchange related to the vocabulary topic. They hear a model exchange, then use the new functional language to practise an everyday conversation.

## Global skills

Global skills prepare students for lifelong learning and success, not only academically and professionally, but also personally. Developing these skills prepares students to become successful, fulfilled, and responsible participants in 21st century society. Global skills are desirable outcomes of learning and an enriching part of the learning process.

Oxford University Press has identified skills that are especially relevant to the context of the language classroom and has grouped them into five clusters of complementary skills:

### 1 Communication and collaboration

Being able to collaborate requires effective communication skills, and communication is enhanced when a person is aware

of how they can contribute to the interaction for the benefit of others. **Beehive** develops these skills in particular through:

- pairwork speaking activities
- *Team Up!* tasks and projects
- acting out of stories.

## 2 Creativity and critical thinking

Creativity involves thinking flexibly, generating new ideas and solutions to problems. Critical thinking requires a creative mindset to look at things differently, analyse information and draw on problem-solving skills to form a balanced judgement.

**Beehive** develops these skills in particular through:

- activities which encourage students to evaluate and interpret
- *Team Up!* tasks and projects.

## 3 Intercultural competence and citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship typically addresses both the local and the global, focusing on social responsibility. **Beehive** develops these competences in particular through:

- learning about the lives of children from other countries in Lesson 5
- reading stories with diverse settings and characters.

## 4 Emotional self-regulation and wellbeing

Focusing on students' emotional well-being helps to promote learner autonomy, enhance students' sense of self-belief, and develop positive learner attitudes. Opportunities for this in **Beehive** are:

- the *Think, feel, grow* feature in Lesson 4
- the vocabulary presented on the *How do you feel?* poster (for notes about how best to use this poster, please see page 151).

## 5 Digital literacies

Digital literacies include the ability to use a range of digital technologies in socially appropriate ways across a range of cultural contexts. Learners also learn how to derive information from online data and to communicate safely and effectively.

**Beehive** promotes digital literacy through:

- facsimiles of webpages, online forums, blog posts, emails, online messages, etc.
- Oxford Online Practice activities and games.

You might also like to consider sharing photos of project outcomes on a class blog or website.

## Skills

### Listening

**Beehive** offers plenty of opportunities for students to listen to English for gist and for specific information. A variety of listening activities feature in Lessons 2, 3 and 5, allowing students to practise listening to the language they have learned in these lessons.



All new language is presented with clear models on the audio recordings available on the Classroom Presentation Tool or on Oxford English Hub. Listening to the recordings of the grammar cartoons in Lessons 1 and 3, the stories in Lesson 4, and the reading texts in Lesson 5, also helps the students internalize the language and exposes them to native speaker pronunciation and intonation.

The listening scripts are carefully graded, starting with short, simple scripts and gradually increasing in length and complexity throughout each level and across the series.

## Speaking

Throughout the course, students are encouraged to speak English individually, in pairs and in groups as much as possible, in order to give them the confidence to communicate orally in a variety of different situations.

Through carefully staged and supported tasks, students have the opportunity to speak in every lesson of **Beehive**. In Lesson 1 students activate the new vocabulary in an engaging pairwork activity and they practise functional language by modelling an everyday conversation. In Lessons 2 and 3 there are contextualized speaking activities to activate the unit grammar. In Lesson 4 the students learn to express their feelings and opinions through the emotional well-being feature. In Lesson 5, students contrast their experiences with children in other countries in a simple dialogue, which is modelled in the video and on the Student Book page. Finally, the *Team Up!* tasks accompanying Lessons 1–4 and the end-of-unit projects are designed to encourage students to collaborate in pairs and groups. The teaching notes also contain suggestions for optional or extension activities to provide students with even more speaking practice.

Many of the speaking activities in the Student Book are modelled in the audio recordings. This gives students the opportunity to practise repeating example sentences in order to gain confidence before they form their own sentences in English.

## Reading

Reading practice in **Beehive** is carefully graded. The activities in each lesson increase steadily in level of difficulty. When new vocabulary is presented, students begin by reading at word level, they progress to reading at sentence level and finally they read short texts. The reading texts are also graded, and increase in length and difficulty throughout each level as students' reading skills improve.

**Beehive** features a variety of text types, including cartoon stories, articles, blog or diary entries, webpages, poems, etc. Students develop their literacy skills by becoming familiar with the style and features of the different genres and the many ways in which information can be presented. They begin to learn the rules of language, how to acquire and use information, and how to construct meaning from different text types by reading for both gist and specific information.

The *Extensive reading* sections follow after every two core units of the course. Each section consists of one fiction text and one non-fiction text. These texts are longer than the texts in the core unit, motivating students to read for pleasure and become better, more confident readers. Each section reviews grammar and vocabulary from the preceding two units. The follow up activities check students' general understanding of the texts,

and there are suggestions on how to exploit the texts further in the teaching notes.

All reading texts are accompanied by audio recordings, as well as appealing photos or illustrations to provide visual clues to the context of the text.

## Writing

In **Beehive 1 and 2** students are still at an early stage of learning to write in their own language and therefore need a lot of support to write in English. Wordpools and model answers help them to become more confident as they progress. Activities increase in challenge gradually. Students are first asked to write at word level, then phrase level, and finally at full sentence level. In Lesson 5 of each unit, students follow a carefully-staged series of activities in the Workbook to develop their writing skills. Students start by writing discrete sentences in Level 1 and progress over the course of the series, steadily increasing their writing output so that they are able to write complete texts by the end of Level 6. First, they read a text describing an aspect of life in a different country. Through reading these texts, students become familiar with the language and structures they will need to prepare them for their own writing. Each unit includes a writing skills section, focusing on English punctuation, parts of speech, sentence structure and other writing skills. Finally, students adapt a short model text with their own ideas. The model gives them the necessary support and guidance to write a few sentences which will allow them to produce their own personalized version. In Levels 4–6, a whole lesson in every unit is devoted to developing writing skills.

## Phonics & Literacy

Phonics teaches the relationship between letters or letter combinations and the sounds they make. The study of phonics enables students to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

A comprehensive offer of phonics and literacy practice for **Beehive** Starter, 1 and 2 is available from the Teacher's resources on Oxford English Hub. Fun phonics songs support the key sounds taught in the level and there are entertaining stories featuring the characters Tim and Tom (two cats) to engage students. Audio recordings are also provided for the accompanying phonics worksheets.

## Stories and emotional well-being

Lesson 4 of every unit in **Beehive** features an engaging and thoughtful story, which provides a fun and motivating context to review the new language taught in Lessons 1–3. In Levels 1–3, animated versions of these stories are supplied on the Classroom Presentation Tool and the Student resources on Oxford English Hub. These can be used flexibly alongside the Student Book. After reading or watching the story and completing the comprehension activities, students work in groups to act out the story.

The stories in **Beehive** give students an insight into other cultures and traditions, as many of them are set in different countries around the world, or are based on traditional world stories, adapted for the modern classroom. Each story is beautifully illustrated and features a different, diverse set of

characters in a range of settings, from urban to rural, science fiction to fantasy.

Each story centres on a theme which presents opportunities to foster personal growth and emotional well-being. They focus on aspects such as persevering, accepting others, respecting differences, apologizing and making amends, using your strengths, etc. In the stories, the fictional characters learn from everyday situations to strengthen their emotional well-being, just as real children do in their own lives. With this aim in mind, each story is accompanied by a *Think, feel, grow* feature which promotes self-awareness, helps students to manage their feelings, and teaches students empathy and social skills. They reflect on the story and explore a particular aspect of emotional well-being further by relating it to their own lives and sharing their thoughts and experiences. In Level 1, students communicate in their own language, but as the students grow older and their English skills improve, more English can be used in the conversation. The teacher's notes make suggestions to guide and support the conversation.

The *Emotions* posters present useful language to support the conversation. Please see also page 151 for notes on how best to make use of the posters.

## Songs

Every unit in *Beehive* contains a song at the end of Lesson 3 for students to practise the new language. Melody and rhythm are an essential aid to memory. By singing, students are able to address fears and shyness and practise the language together in a joyful way. They are also fun and motivating and provide a good opportunity to add movement to the lessons, which is of great benefit for kinesthetic learners. The songs follow a pattern of a chorus with two verses. The second verse repeats the first verse, with a number of highlighted words which students substitute. Each song is followed by a karaoke track.

All songs in *Beehive 1* and *2* have an animated version which can be found on the Classroom Presentation Tool and on Oxford English Hub.

In *Beehive 1* and *2*, there is also a vocabulary chant in Lesson 1 of each unit.

## Team Up!

*Beehive* promotes inclusivity and collaboration through the *Team Up!* tasks which can be found at the end of lessons 1–4. All *Team Up!* tasks encourage students to work together to use the language they have learned in the lesson. They activate global skills such as creativity, critical thinking, communication and collaboration.

Each *Team Up!* task is supported with a downloadable worksheet or cut-out available on the Teacher's resources on Oxford English Hub, along with comprehensive teaching notes. As well as procedural notes and instructions, the teaching notes offer alternative approaches so that printing or photocopying can be kept to a minimum.

Although the *Team Up!* tasks are designed to be fully integrated into the lesson, they offer flexibility for different classroom situations, so they can be skipped if time is short. The teaching notes provide suggestions for extending the activities, if more time is available.

As the *Team Up!* tasks are designed to be carried out in pairs or small groups, they offer an ideal opportunity for differentiated learning. The teaching notes give tips on how to provide extra

support or additional challenge to adapt them for the needs of different learners.

## Projects

Project work gives students the opportunity to personalize the language they have learned and apply it to a real-life task. It is motivating, as it offers students the chance to find out about interesting topics, to be creative and to talk about themselves. By working together, they learn to communicate and coordinate with others, to share responsibility and to work as a team. The benefits of project work go beyond language learning. It gives students a sense of purpose and achievement and provides a bridge to independent learning as students investigate information, make their own choices, and present information in their own way.

In a mixed ability classroom, project work has the additional advantage of being flexible for different levels, abilities and learning styles, as the output can be adapted to suit different learners, and individual students can take on different roles with varying degrees of challenge.

*Beehive* provides a project at the end of each core unit in the *Team Up! 5* task. Students create something, such as a poster, a time capsule, a cartoon story, a dream house, etc., and then they present it to the class as a group. Each Project lesson in the Student Book features a step-by-step guide showing students how to complete the project. A downloadable worksheet is provided for extra support or where time is short. When students have made the item, they watch a video which shows children interacting with a finished project of their own. Students listen to the model exchange, then practise talking about or playing with their own projects, following the model. The video and audio support ensure that students are prepared and have the language tools necessary to speak confidently.

## Review

In a high-level course, with a challenging syllabus, recycling and review of language are essential. At the end of each core unit in the *Beehive* Student Book, there is a *Review* section featuring a choice board. The choice board contains six different activities, including speaking, writing, and creative tasks. Students develop learner autonomy by choosing two activities to complete, giving them the opportunity to consolidate the language they have learned.

At the end of each core unit in the Workbook, there is a two-page *Review* section with vocabulary and grammar activities for students to complete. To encourage students to reflect on their own learning, there is a self-evaluation feature which students can use to assess their own progress. The review pages can be used as a progress test to check that students have remembered what they have learned.

## Culture

Intercultural education is an essential part of language learning. It is important for students to understand and consider the similarities and differences between their own culture and other cultures.

Each Lesson 5 consists of two pages dedicated to exploring a culture topic, whilst also developing reading, listening, speaking and writing skills. The culture topics help students to understand that they are part of a global community by encouraging them to develop an awareness of people from other countries and gain an insight into their culture. Through

videos and texts students are transported to another part of the world. They see how life in other countries can be different or similar to their own lives.

The video and listening scripts expose students to a balance of both familiar and new language. Four new vocabulary items are presented at the beginning of the lesson, and these words are practised through a listening activity. Students then watch a video about an aspect of life in another country, often presented by a child of the students' own age. They complete a comprehension activity, then carry out a speaking task reflecting on the video. These speaking tasks have a fluency focus, as students are encouraged to discuss their opinions about the video, compare the experiences in the video with their own experiences, or relate what they have seen in the video to their own lives. The dialogue increases in length and complexity as children progress through the series.

On the second page of the lesson in the Student Book students read a text describing the same topic in a different country.

## Real world focus

Rooting the context of learning in the everyday world helps to make it relevant and engaging for young learners. **Beehive** contains lots of photos in the Student Book and also on the flashcards, which give the material a 'real world' feel. There are also lots of facsimilies such as recipes, adverts, websites, diaries calendars, weather charts, meal planners and timetables throughout the course, which are designed to replicate the materials that students might encounter in their own environment. The wealth of video content also helps to make the content engaging and relevant to students' lives.

**Beehive** also aims to relate its content to the students' school life. Content Language Integrated Learning (CLIL) uses a cross-curricular framework to allow students to link what they learn in their English classes to other school subjects such as maths, science, art, social studies, and health. **Beehive** transfers useful, practical English language to a range of different areas of the curriculum (maths, science, art, geography, etc.) wherever they are relevant. For example, maths activities are included in lessons teaching numbers, or activities about animal diets in a lesson about wild animals.

## Course assessment

**Beehive** offers a seamless learning and assessment experience, built on the principles of assessment for learning. (Please see pages 12 and 13 for more detailed information.) With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

Each lesson in **Beehive** is introduced by a team character, who sets out in simple language the learning objective of the lesson. You can discuss this with students so they are prepared for what they are about to learn. In order to meet the objectives, students need to be aware of the success criteria which demonstrate they have achieved the objective. You can help students to understand the success criteria for a lesson by reading the model texts and listening to the model dialogues provided for activities in **Beehive**. This will show students what they are expected to produce by the end of the lesson.

The self-evaluation sections at the end of each Review in the Workbook encourage students to look back through each unit and decide how well they think they met each lesson objective. Self-evaluation is useful to develop learner autonomy, and in

addition students' answers will also enable you to provide extra support or reinforcement where necessary.

There are also two self-assessment worksheets per unit that support assessment for learning in **Beehive**. Students can complete a record sheet for each unit and for each project to reflect on their learning. These are available on Oxford English Hub.

Within the assessment for learning framework, students' progress can also be evaluated through formal testing.

The following tests are available for **Beehive**, and can all be accessed on Oxford English Hub. All test items are written to the specific learning objectives covered in the course, informed by the *Oxford English Language Framework* and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

### Entry test

This short test is useful if you are unsure which is the best level for your students to begin at.

### Unit tests

There is a test for each unit in **Beehive**. The tests enable you to identify where learning has been successful in a specific unit and where remedial work is required. The content in the test reflects the language objectives within that particular unit.

### Progress tests

There are three Progress tests in **Beehive**. These enable you to assess the progress made by students in relation to a specific group of units. Progress test 1 covers Units 1–4; Progress test 2 covers Units 5–8; and Progress test 3 covers Units 9 and 10. The content in the test reflects the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

### End-of-year test

**Beehive** also has one cumulative End-of-year test containing 10 activities. The End-of-year test is used to summarize what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress of a course level.

### Practice for Cambridge English Qualifications for Schools

In addition to the tests outlined above, specific extra practice for the Cambridge exams is available on Oxford English Hub.

## Inclusive practices

Inclusive practices allow all learners to participate fully and achieve success, including learners with special education needs. Inclusive practices can be implemented at a general level, providing an accessible learning environment, and at an individual level, recognizing and embracing the individual differences that occur in any group. **Beehive** aims to include all learners by:

- providing a range of interactive and participatory activities and projects
- including activities and projects which allow students to demonstrate their learning in different formats
- the *Think, feel, grow* feature in Lesson 4 encourages students to accept and understand difference
- offering a variety of multisensory activities, enabling students to learn through seeing, hearing, doing, and touching
- providing clear and explicit instructions for all activities.

## Parental involvement

Being able to share their learning with family members is hugely motivating to young learners, and support from parents is vital for students' progress. The *Letter to parents* on page 159 can be photocopied and sent to all parents or guardians at the beginning of the school year to explain how they can help with their child's English learning. Encourage students to do extra practice at home, using the Workbook or Oxford Online Practice. You can also encourage students to sing the Lesson 3 songs and read the Lesson 4 stories to their families at home, and to show their families their completed *Team Up!* tasks where suitable.

School blogs can be an effective way to keep parents up-to-date, as well as highly motivating for students. If your school does not have a blog or website, you can send a regular newsletter home with students, detailing what the class has learned and what they are learning about now. If possible, you can organize a concert or parents' afternoon where the students can perform the unit stories and the songs they have learned throughout the term. Students can make posters and tickets for this event and take them home to their families. This will give students a sense of achievement and show parents how far they have progressed in their English learning.

# Assessment for learning

## What is assessment for learning?

Assessment for learning is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

Assessment for learning relies on a constant flow of information between you and your students. Students demonstrate their knowledge, understanding, and skills as they learn. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

In an assessment for learning approach, it is not only the teacher who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

While grades and scores inform assessment for learning, you are encouraged to collect evidence from other less formal activities. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Assessment for learning shouldn't focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. One way of doing this is to focus feedback on 'stars' and 'wishes' – what students have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance.

## Why is assessment for learning useful?

### For students:

- **It improves performance.** Receiving effective feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning, but also why they are learning it and what success looks like.
- **It is motivating.** Assessment for learning emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

### For teachers:

- **It informs teaching decisions.** Assessment for learning provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.
- **It develops skills and confidence.** Assessment for learning can give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.

## How can I implement assessment for learning in my teaching?



Assessment for learning is based around three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like).

### Diagnostics

To be able to provide effective feedback, you need to find out what students already know. Gathering insight during the lesson allows you to see what students have learned, and also to see where they are struggling. This allows you to provide extra support, as necessary, to enable students to succeed.

You can gather this evidence in a variety of ways – not just through the formal tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment. After teaching a new piece of language, check students' understanding. Ask, e.g., *Time for feedback! How do you feel about (the new words we have learned)?* Below are a couple of suggestions for diagnostic tools you could try.

**Traffic light cards:** each child has a red, amber and green card. Red means they don't understand, amber means it's not totally clear or they feel a bit unsure about it, green means they fully understand. Ask students to hold up the card which best shows how they feel about their learning.

**Thumbs up:** Children can use their thumbs to show their level of understanding.  means that students have a good understanding.  means that students are not confident. Holding their hand flat, facing down, and wagging it from side to side means they feel a bit insecure about it.

It's important to emphasize that the students are not doing anything wrong if they don't understand something. In some instances, children might feel embarrassed to say they don't know something. Creating a culture in the classroom where children feel comfortable saying that they do not understand is critical for the success of assessment for learning.

**Thinking time:** It is important to build thinking time into standard classroom practice. Always give students time to think of their answers before you continue, or before providing the correct answer yourself. You could use a timer to ensure that you give enough space for children to think.

During thinking time, encourage all of the students to consider their answer. You could allow them to work in pairs, or you could ask them to write their answer down. If your students have mini-whiteboards, they can write their answer on their whiteboard



and then hold them up. This is a good way to establish how many children have not understood. If necessary, you can then supply extra practice or work through the teaching point again.

**No hands up:** To ensure that all of the students use their thinking time constructively, it is useful to employ a 'no hands up' approach in the classroom. By nominating a student at random to answer the question, the teacher can ensure that all of the students are encouraged to share their ideas. There are various methods you could try to make this fun. For example, at the start of the year, students could make a name card or decorate a lollipop stick with their names on it. Choose a child to answer at random by pulling out a name card or lollipop stick.

Alongside this, there needs to be a culture of tolerance for incorrect answers. Use incorrect answers as informal feedback and try to understand what might have caused the mistake. If someone gives an incorrect answer, ask other students for an answer, then check the answer with the rest of the class.

Students should be encouraged to talk to their partners as a way of self-assessing. They can work with a partner to discuss what they have learned and whether they have any areas they don't feel confident about. They could refer to their partners in thinking time, discussing what they think the answer is. Working together could help students to come up with more answers. Pairwork can also be used to check instructions. They could discuss the instructions with their partner, and then come back to the teacher with any queries.

## Learning objectives

Students will learn better if they have a clear idea of what they are going to learn. Establish a classroom routine, where the learning objective is introduced at the beginning of the lesson in simple, easy-to-understand language. Write the objective on the board, e.g., *Today, we are learning about food*. Encourage the students to engage with the objective so that they are aware of what they are learning and why. How you do this will depend on the age of the students. For higher levels, you could ask students to write down the objective in their notebooks. For lower levels, you could ask students to read it out, or talk to their partner about it. With very young learners, you may choose to discuss the objective in the students' own language.

At the end of the lesson, remind students of the learning objective. Ask them to self-assess their progress with reference to the learning objective. You could ask them to decide with their partner if they have achieved the objective. Use the record sheet for each unit so that students can quickly and easily self-assess their work. You might like to provide a folder for each student to keep their record sheets in, as well as any extra worksheets or handouts. Over the course of the year, these folders will be great evidence of the students' progress.

## Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria.

One useful approach is to discuss and agree success criteria with your students. For instance, if they are learning to write an email, you could elicit the key features of a successful email. You can then add in any key ideas they have missed. Similarly, if they

are giving a verbal presentation of a project, you could elicit the elements they should include, and also elicit suggestions for best practice in delivery (e.g. making eye contact with their audience, speaking slowly and clearly, using varied intonation). Create a checklist and ask students to assess whether they have successfully achieved all the points listed and to note where they could improve. This assessment is best achieved using peer assessment as well as self-assessment, so that students can check their own impression of their performance against their classmates' opinions.

## Giving feedback

Feedback from teachers to learners can have a significant impact on teaching and learning. Providing high-quality, focused feedback and allowing learners the time and opportunity to act upon it are essential. Effective feedback needs to be specific and clear. It should provide strategies, rather than just supplying the correct answers. Focus on one change that will improve your students' performance and relate this to the success criteria.

Encourage your students to reflect on and evaluate their own performance. Students are more likely to learn if they are encouraged to correct their own mistakes. It is therefore a good idea to underline mistakes when marking work, but not supply the correct answers. In order to get real value from homework and other written activities, allow time for students to go back and correct their mistakes. At higher levels and in longer pieces of work, give suggestions for how to improve and allow time for students to implement these. Students should be encouraged to use a special colour pen for corrections, so they can see where they have responded to feedback.

## Is assessment for learning a new approach?

In many ways, assessment for learning reflects what most teachers have always done in the classroom. However, in an assessment for learning approach, the teacher consistently ensures a cycle of goal setting, reviewing success criteria, gathering information, and providing constructive supportive feedback with time for reflection.

## In what contexts can I use assessment for learning?

Assessment for learning can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that assessment for learning can also be beneficial in exam-oriented contexts. Students are likely to perform better in exam tasks if they understand which skills that task is assessing, why those skills are being assessed, and what a successful task response looks like.

## More information

Download our position paper ***Effective Feedback: the Key to Successful Assessment for Learning*** from [www.oup.com/elt/expert](http://www.oup.com/elt/expert)

# Professional development

## Methodology support

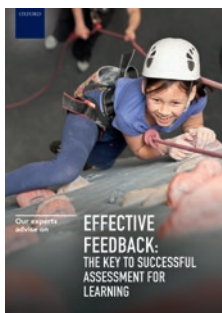
*Beehive* is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning. Relevant to the course methodology, the *Beehive* team have selected the following topics to help you teach with confidence:

- Assessment for learning and effective feedback
- Global skills for the language classroom
- Supporting parents

Find out more: [oxfordenglishhub.com](http://oxfordenglishhub.com)

## Position papers

This course-specific selection includes some of our influential papers. Built on research and classroom practice, our *position papers* offer practical guidance on the major issues shaping language education today. Our shorter *focus papers* offer insights and tips on specific topics for the classroom.



## Professional development modules

The modules consist of short introductions to topics relevant to *Beehive*, as well as practical ideas on how to implement them into your teaching. Each module is no more than 30 minutes long.



## Explore further

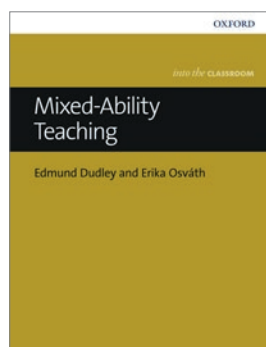
If you would like to develop your skills and knowledge beyond the professional development content offered with this course, we offer a range of materials from further reading to live professional development events.

Find out more: [www.oup.com/elt/professionaldevelopmentonline](http://www.oup.com/elt/professionaldevelopmentonline)

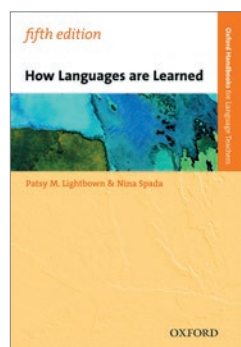
## Professional development books

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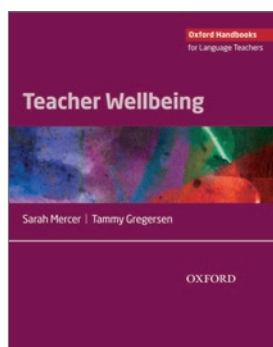
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ISBN: 978-0-19-440629-1



ISBN: 978-0-19-440563-8

# Supplementary resources

## Graded Readers

Here you will find additional resources for your students which best complement *Beehive*.

## Classic Tales

Bring the magic of *Classic Tales* to your classroom. This award-winning series builds language skills and introduces young students to the joy of reading.

- Develop creativity and imagination through reading, writing and drama activities
- Support reading with picture dictionaries, glossaries and illustrations
- Engage all your learners with an Activity Book and Play for every story.

Find out more: [www.oup.com/elt/gradedreading](http://www.oup.com/elt/gradedreading)



## Oxford Read and Imagine and Oxford Read and Discover

Enter a world of discovery and adventure – improve your English through fact and fiction.

*Oxford Read and Imagine* invites young readers into an exciting world of great stories. Follow Rosie, Ben, Grandpa and his robot Clunk on their adventures in Grandpa's fantastic van. This series provides a motivating way to increase contact time with English, both in and out of class.

*Oxford Read and Discover* is perfect for CLIL. Cross-curricular topics and colour photos bring excitement to learning English through other subjects.

- Stories connect to non-fiction readers
- Picture dictionaries and glossaries help build vocabulary
- Projects develop critical thinking skills
- Activities support Cambridge Young Learners English tests
- Audio in American and British English.

Find out more: [www.oup.com/elt/gradedreading](http://www.oup.com/elt/gradedreading)



## Oxford Reading Club

*Oxford Reading Club* is a digital library from Oxford University Press that offers a smart way to read digital Graded Readers.

### Students can:

- Choose from hundreds of titles covering all levels
- Use an interactive 5-step reading process that helps improve all areas of learning including listening, speaking, reading and writing
- Use a variety of interactive features and activities including word cards, audio with adjustable speed and voice recording
- Look up Oxford Dictionary definitions for vocabulary development
- Track their progress in a monthly report and get study badges the more they read.

### Teachers can:

- Create classes for learners depending on their level of English and schedule reading assignments for them using the Learning Management System
- Track individual student activity and progress with; the 5-step reading process; number of books read; total words read; time spent reading
- Download a report providing a summary of each learner's reading activities.

Find out more: [oxfordreadingclub.com](http://oxfordreadingclub.com)

## Readers on Oxford Learner's Bookshelf

Over 400 e-books to choose from:

- Slow down audio for easier listening
- Record your voice to practise pronunciation
- Make notes and highlight on screen
- Synchronize across devices.

## Oxford Readers Collections

Collections of 25 graded readers available on the Oxford Learner's Bookshelf

- Available at 4 Levels from A1–B2
- Track reading progress in the reading diary.

## Reading Diary

Measure reading progress and award certificates to students. Track the number of books read, words read, and time spent reading.

Find out more: [www.oup.com/elt/gradedreading](http://www.oup.com/elt/gradedreading)



# Tour of a unit

## Lesson 1 Words

## Student Book

Lesson 1 introduces eight new vocabulary items through a colourful illustration in the context of the unit topic. It provides vocabulary practice, as well as a critical thinking task and presentation and practice of functional language.

An interactive activity on the Classroom Presentation Tool presents the new vocabulary with short video clips.

Understanding the lesson objective is an important principle of assessment for learning. See pages 12-13.

Students use the new vocabulary to complete a critical thinking task, such as ordering, sequencing, categorizing, ranking, identifying, etc.

A reading activity consolidates recognition of the written form.

**2 Mealtime Lesson 1 Words**

Let's talk about food.

1 Look, share, learn.  
2 Listen, point and repeat. 🎧 031  
3 Say the chant. 🎧 032

1 cereal  
2 chips  
3 rice  
4 chicken  
5 meatballs  
6 biscuits  
7 yoghurt  
8 sandwiches

4 Tell your partner.  
I like chicken. I don't like cereal. I like cereal. I don't like yoghurt.

5 Find and circle six differences. Then say.

6 Look at 5. Is the food in picture 1 or picture 2? Circle.  
chicken ① ② meatballs 1 2 rice 1 2 chips 1 2  
biscuits 1 2 sandwiches 1 2 cereal 1 2 yoghurt 1 2

7 Listen and repeat. 🎧 033 Then say.  
breakfast lunch dinner

I'd like some yoghurt for breakfast.  
I'd like some salad for lunch.  
I'd like some chicken for dinner.

**Team Up! 1**  
Play a food game. 📱

Functional language I'd like some ... for breakfast / lunch / dinner. 19

Students practise the new vocabulary by repeating a chant.

A big illustration presents the eight new vocabulary items in an engaging context.

A functional language exchange is presented and practised.

Students complete a pair or group task to review the functional language and the new vocabulary.

Students practise the new vocabulary in a speaking activity.

## Workbook

The vocabulary is reviewed at sentence level.

Students practise reading and writing the new vocabulary.

**2 Meal time**  
Lesson 1 Words

**1 Read and circle.**

1 2 3 4  
chicken meatballs biscuits sandwiches chips rice yoghurt biscuits  
yoghurt cereal cereal sandwiches chicken chips meatballs rice

**2 Look and write.**

1 cereal  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

**3 Look, read and complete.**

1 You've got \_\_\_\_\_ chips. We've got \_\_\_\_\_. I've got \_\_\_\_\_.  
2 I've got \_\_\_\_\_. We've got \_\_\_\_\_. You've got \_\_\_\_\_.

**4 Read and number. Then write.**

1 I'd like some \_\_\_\_\_ for breakfast.  
2 \_\_\_\_\_ for lunch.  
3 \_\_\_\_\_ for dinner.

Students practise writing the functional language from the Student Book.

A wordlist provides a record of all key vocabulary from lessons 1, 3 and 5.

| Wordlist   |  |  |   |
|--|--|--|---|
| Unit 1   | Unit 2   | Unit 3   | Unit 4  |
| Lesson 1<br>dictionary<br>folder<br>glue stick<br>lunch box<br>pencil case<br>pencil sharpener<br>scissors<br>water bottle | Lesson 1<br>biscuits<br>cereal<br>chicken<br>chips<br>meatballs<br>rice<br>sandwiches<br>yoghurt | Lesson 1<br>dolphin<br>elephant<br>giraffe<br>hippo<br>monkey<br>penguin<br>tiger<br>zebra | Lesson 1<br>broccoli<br>guitar<br>helicopter<br>poster<br>puppet<br>trophy<br>video game<br>watch |
| Lesson 3<br>football boots<br>football shirt<br>shorts<br>sports bag<br>track suit<br>trainers                             | Lesson 3<br>beans<br>carrots<br>cucumbers<br>peas<br>peppers<br>potatoes                         | Lesson 3<br>grass<br>insects<br>leaves<br>meat<br>nuts<br>seeds                            | Lesson 3<br>boots<br>coat<br>hoodie<br>jeans<br>pyjamas<br>sandals                                |
| Lesson 5<br>crayons<br>paintbrushes<br>paints<br>paper   | Lesson 5<br>cake<br>drink<br>pasta<br>vegetables   | Lesson 5<br>crocodile<br>kangaroo<br>koala<br>shark  | Lesson 5<br>doll<br>material<br>ribbon<br>strings   |

**Please note:** The Classroom Presentation Tool can be used to display the Student Book and Workbook with interactive answers.

### Warm-up

- A warm-up activity is suggested in the teaching notes.

### Lead-in

- Tell the class **Today we are learning about food**. Write Food on the board. Show some of the flashcards for Lesson 1 and invite students to guess the meaning of Food.
- Ask the class simple questions about the lesson topic, for example, **What food do you like?** Elicit answers from students around the class. Recast students' answers in English. If you like, put the Lesson 1 flashcards on the board and ask students to take turns to point to the foods they like.

### Student Book

- Activity 1:** Students look at the picture in the Student Book or on the Classroom Presentation Tool. They share their knowledge by naming some of the things they can see in English. Every Lesson 1 illustration includes a selection of review vocabulary.
- Activity 2:** Students learn eight new words, which are presented in an interactive activity on the Classroom Presentation Tool. Alternatively, you can use the flashcards or **Vocabulary** posters from the Classroom Resources Pack.
- Students say the new words and point to the items in the illustration and say the number.
- Students listen to the audio and repeat the new vocabulary.
- Activity 3:** Students listen to the vocabulary chant and join in.

- Activity 4:** Demonstrate the speaking activity with a volunteer. Students then play the game in pairs.
- Activity 5:** Focus students' attention on the critical thinking activity. Here, students look at the two pictures and say what people and foods they can see in both pictures. Do the example with the class, then allow students time to complete the activity.
- Activity 6:** Students complete a reading activity to practise the eight new vocabulary items.
- Activity 7:** Play the audio for students to listen and repeat the exchange. Then they practise the new language in pairs.
- Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet. Tips about how to do the task without printing or photocopying are suggested in the teaching notes on Oxford English Hub. The teaching notes also suggest ways to provide extra support or additional challenge for differentiated learning.

### Workbook

- Activities 1–2:** Students complete reading and writing activities to practise the eight new vocabulary items.
- Activity 3:** Students complete the writing activity to practise the new vocabulary at sentence level.
- Activity 4:** Students complete the functional language activity.
- The **Workbook** activities can be done in class if you have extra time, or they can be set as homework. The answers can be checked as a class in the next lesson. Please see page 12–13 for tips on how to apply assessment for learning principles when checking students' work.



# Tour of a unit

## Lesson 2 Grammar

## Student Book

Lesson 2 presents a new grammar structure through a humorous cartoon featuring the team characters. The new structure is then practised through listening, speaking, reading and writing activities.

The new grammar structure is presented in a fun cartoon featuring the team characters.

The new grammar is presented clearly in a table.

The new grammar is extended further in another table.

**Lesson 2 Grammar**

**1 Listen and follow.** 034 Then act.

Do you have sandwiches for lunch? Yes, I do. I have an apple for lunch, too.

Do you have cereal for breakfast? No, I don't. I have bread for breakfast. Thanks, Dad!

Dad has bread for breakfast, too! Bye!

**2 Look, listen and learn.** 035

I have cereal for breakfast. Do you have eggs for breakfast? No, I don't. Do you have yoghurt for breakfast? Yes, I do.

**Look! don't = do not**

**3 Listen and circle.** 036

**4 Ask and answer.**

Do you have cereal for breakfast? No, I don't. I have yoghurt for breakfast.

**20 Grammar** I have ... for breakfast. Do you have ... for breakfast? Yes, I do. / No, I don't.

**5 Look, listen and learn.** 037

She has chicken and chips for lunch. Does he have chicken for lunch? No, he doesn't. Does he have meatballs for lunch? Yes, he does.

**Look! doesn't = does not**

**6 Look, read and tick ✓ or cross ✗.**

**Ravi's meals!**

| Breakfast | Lunch | Dinner |
|-----------|-------|--------|
|           |       |        |

1 Ravi has cereal for breakfast.  4 He has yoghurt for lunch.

2 He has bananas for breakfast.  5 He has chicken for dinner.

3 He has sandwiches for lunch.  6 He has noodles for dinner.

**7 Write. Yes, he does. No, he doesn't.**

1 Does Ravi have bread for breakfast? Yes, he does.

2 Does he have soup for lunch? \_\_\_\_\_

3 Does he have chips for lunch? \_\_\_\_\_

4 Does he have chicken for dinner? \_\_\_\_\_

**Team Up! 2** Draw your friend's meal.

**21 Grammar** He / She has ... for lunch. Does he / she have ... for lunch? Yes, he / she does. / No, he / she doesn't.

The new grammar structure is practised through a listening activity.

Students develop their communication skills using the new grammar structure.

The new grammar is consolidated in reading and writing activities.

The *Team up!* activity fosters collaborative skills through pair or group work.

A game on the Classroom Presentation Tool provides further language practice.

## Workbook

The activities increase in difficulty, with more cognitive challenge.

Students complete reading and writing activities to practise the new grammar structure.

18 **Lesson 2 Grammar**

1 Look, read and tick 'x' or cross 'x'.

1 I have sandwiches for lunch.

2 I have meatballs for lunch.

3 I have yoghurt for lunch.

4 I have chips for lunch.

5 I have rice for lunch.

6 I have biscuits for lunch.

2 Look, read and write. Do you have Yes, I do. No, I don't.

1 Do you have rice for breakfast?  No, I don't.

2 yoghurt for dinner?

3 salad for dinner?

4 sandwiches for lunch?

19 **Grammar check**

3 Look, read and write.

|        | Breakfast | Lunch | Dinner |
|--------|-----------|-------|--------|
| Olivia |           |       |        |
| Pascal |           |       |        |

1 Does Olivia have cereal for breakfast? No, she doesn't.

2 Does Pascal have cereal for breakfast? \_\_\_\_\_

3 Does Olivia have sandwiches for lunch? \_\_\_\_\_

4 Does Pascal have chicken for lunch? \_\_\_\_\_

5 Does Olivia have noodles for dinner? \_\_\_\_\_

6 Does Pascal have rice for dinner? \_\_\_\_\_

4 Look and write. chicken meatballs salad noodles chips

1 She has meatballs for dinner.

2 He \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

By the end of the lesson, students write the new grammar structure at sentence level.

## Grammar check

The grammar structure is presented clearly for students to use as a reference.

20 **Grammar check**

1 I have pasta for lunch. Do you have chips for lunch? Yes, I do. No, I don't.

1 Read and circle.

1 I have / do chicken for lunch.

2 Do / Have you have meatballs for dinner? Yes, I do / don't.

3 Do you have / do yoghurt for breakfast? No, I do / don't.

2 Look, read and complete. does has doesn't have doesn't

1 She \_\_\_\_\_ has salad for dinner.

2 She \_\_\_\_\_ meatballs for dinner.

3 Does she have chicken for dinner? Yes, she \_\_\_\_\_

4 Does she have cereal for dinner? No, she \_\_\_\_\_

3 Read and write.

1 Do you like peas? Yes, I do. No, I don't.

2 Does he / she like peas? Yes, he / she does. No, he / she doesn't.

1 Do you like carrots? Yes, I do.

2 Does he like beans? \_\_\_\_\_

3 Do you like potatoes? \_\_\_\_\_

4 Does she like peppers? \_\_\_\_\_

Simple activities provide useful practice.

## Warm-up

- Play a game of **Stop the cards** (see Ideas bank, page 147) with the flashcards to review the vocabulary from Lesson 1.

## Lead-in

- Ask **What are we learning about today?** Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language, if necessary.
- Ask students to open their books on page 20 and find the Learning objective. Write it on the board: **Let's ask about different meals.**
- Write the words **breakfast**, **lunch**, and **dinner** across the board. Stick the cereal flashcard on the board below the word **breakfast**. Say **I have cereal for breakfast**. Ask students around the class **Do you have (cereal) for breakfast?** Elicit the answer **Yes** or **No**. Recast their answers in the grammar structure of the lesson, for example, **Yes, I do.** / **No, I don't.** Repeat with different foods for lunch and dinner.

## Student Book

- Activity 1:** Students listen to the audio and follow the grammar cartoon story. They point to the speech bubbles as they hear them. Check students have understood. Then play the recording a second time. Model each phrase for the students to repeat as a class.

They then act out the cartoon. See teaching notes on page 46.

- Activity 2:** Students listen to the example. Then they listen to the rest of the recording and complete the activity. Check answers with the class.
- Activity 3:** Read out the example exchange and model the activity with a volunteer. Students then complete the speaking activity in pairs.
- Activities 4–6:** Do the examples with the class, then students complete the reading and writing activities individually or in pairs.
- Team Up!** Students work in pairs or groups to complete the task using the downloadable worksheet.

## Workbook

- Activities 1–5:** Ask students to do the reading and writing activities to practise the new grammar structure from the Student Book.

## Grammar check

- Students turn to the **Grammar check** section. Students can use the example grammar structures to help them complete the activities.
- The **Grammar check** activities can be used for reinforcement in class, or they can be set as homework, and the answers can be checked as a class in the next lesson.

# Tour of a unit

## Lesson 3 Words and Grammar

## Student Book

Lesson 3 presents six new vocabulary items with colour photos. The vocabulary is practised through a speaking activity using a recycled grammar structure. Lesson 3 also presents the unit's second new grammar structure in a humorous cartoon, and practises the structure through a writing activity and a song.

The new vocabulary items are presented with colour photos.

The new grammar structure is presented in a clear table. The Classroom Presentation Tool features another engaging cartoon with the team characters.

The new grammar structure is practised through a writing activity.

Students play a speaking game to practise the new vocabulary.

Students develop their communication skills using the new grammar structure. The dialogue is recorded as a model for students.

Students sing a song to practise the new vocabulary and grammar structure. A karaoke track is also available.

An animated version of the song can be found on the Classroom Presentation Tool and on Oxford English Hub.

Students complete a pair or group work task to review the Lesson 3 vocabulary and grammar.

A game on the Classroom Presentation Tool provides further language practice.



## Workbook

The activities increase in difficulty, with more cognitive challenge.

Reading and writing activities enable students to practise the new vocabulary items.

**2 Lesson 3 Words and Grammar**

**1 Find, circle and write.**  
peppers potatoes cucumbers peas carrots beans

**2 Look, read and write.**

**3 Add and number.**

**4 Look and write.**

Students complete reading and writing activities to practise the new grammar structure.

## Grammar check

The grammar structure is presented clearly for students to use as a reference.

**Grammar check 2**

**1 Read and circle.**

**2 Look, read and complete.**

**3 Read and write.**

The grammar structure is practised through a simple activity.

### Warm-up

- Play a flashcard game. There are suggestions in the teaching notes and in the *Ideas bank* on page 147.

### Lead-in

- Ask students to find the Learning objective on page 22: *Let's ask about what vegetables we like.* Write it on the board.
- Check the students' understanding and translate *vegetables* into students' own language if necessary.
- Ask students to think about what vegetables they like. Encourage them to share opinions, using their own language, if necessary.
- Explain that in this lesson, they will learn more words for vegetables.

### Student Book

- **Activity 1:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 2:** Students listen and say the correct words from the new vocabulary set.
- **Activity 3:** Demonstrate the speaking activity with a volunteer. Students then do the activity in pairs.
- **Activity 4:** Students listen to the audio recording and follow the grammar cartoon story. They point to the speech bubbles as they hear them. Check students

have understood. Play the recording a second time. Model each phrase for the students to repeat as a class. They then act out the cartoon.

- **Activity 5:** Do the example with the class. Then students complete the writing activity individually or in pairs.
- **Activity 6:** Students listen and follow the words of the song in their books. Play the song again, as many times as necessary, for students to join in as much as they can. There is also a karaoke track to sing along to once they are confident. For *Beehive 1* and *2*, a song animation is included on the Classroom Presentation Tool.
- **Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

### Workbook

- **Activities 1–2:** Students complete the reading and writing activities to practise the new vocabulary items from the Student Book.
- **Activities 3–4:** Students complete the reading and writing activities to practise the new grammar structure from the Student Book.

### Grammar check

- Students turn to the *Grammar check* section. Students can use the example grammar structures to help them complete the activities.

# Tour of a unit

## Lesson 4 Story

## Student Book

Lesson 4 consists of a cartoon story which recycles the vocabulary and grammar from the unit. Each story features an emotional well-being theme. Students complete a comprehension activity, discuss the emotional well-being theme, then act out the story in groups.

Students say what they can see in the story pictures, reviewing language from the course so far.

An animated version of the story is available on the Classroom Presentation Tool and Oxford English Hub.

A comprehension activity checks students' understanding of the story.

**2 Lesson 4 Story** Let's read about what animals like to eat.

1 Look at the pictures. What foods can you see?  
2 Listen and read. What does the wolf like for breakfast?

### The wolf's breakfast

1 It's time for breakfast! The rabbit is hungry.  
Look! Carrots! I love carrots for breakfast!

2 Oh. Apples. I don't like apples.  
I like apples. And I'm very hungry.

3 The donkey has apples and carrots for breakfast.  
Here you are.  
Thank you!

4 Look! A wolf!  
Does the wolf like carrots for breakfast?

5 No, she doesn't. She likes rabbits for breakfast!  
Oh no!

6 The wolf is hungry! The rabbit is scared!  
Quick! Climb under my hat!

7 Where are the rabbits? I'd like a rabbit for breakfast!  
Can you see a rabbit here? Go away!

8 Goodbye, wolf! Thank you!  
You can eat your carrots now!

3 Read again. Then tick ✓ or cross ✗.

- It's time for lunch.
- The rabbit likes apples.
- The donkey is hungry.
- The donkey has apples and carrots for breakfast.
- The wolf likes carrots for breakfast.
- The wolf can see the rabbit.

**Think, feel, grow**  
How do the rabbit and the donkey help each other?  
How can you help people?

4 Act out the story.  
5 Home-school Read the story at home.

**Team Up! 4**  
Make finger puppets. Act out the story.

24 Story Vocabulary and grammar review

Story Comprehension and discussion 25

An eight-frame cartoon story reviews the language from the unit in an entertaining way.

Students review the new grammar structure in context.

Acting out the story in groups or pairs develops students' collaboration skills and allows them to be creative.

Varied pair or group work tasks keep students motivated.

Students discuss the emotional well-being theme featured in the story.

Reading the story with parents or guardians enable students to share their learning.



A new six-frame cartoon story reviews the vocabulary from the unit.

The new story features the same emotional well-being theme as the story in the Student Book.

**Lesson 4 Story**

**1** Look at the pictures. What foods can you see?  
**2** Read the story.

**A day at the farm**

**1** Class 2B are at the farm. It's time for lunch.  
Oh no! I haven't got my lunch box!

**2** Sam helps Katy. I have sandwiches for lunch. Do you like sandwiches?  
Yes, I do.

**3** I have biscuits, too.  
Thank! You're a great friend, Sam.

**4** It's time to help on the farm. I've got a lot of peas. Can you help me?  
Yes, I do.

**5** Sam isn't happy. Have you got peas, Sam?  
No, I haven't. I've got an idea!

**6** Now Katy and Sam have got a lot of peas! Thank you, Katy. You're a great friend, too!

**3** Read again and match.

**1** I've got a lot of \_\_\_\_\_  
**2** I have sandwiches  
**3** You're a \_\_\_\_\_  
**4** Can you help \_\_\_\_\_  
**5** I've got \_\_\_\_\_

a. for lunch.  
b. an idea.  
c. great friend, Sam.  
d. of food.  
e. me?

**4** Read and complete. Then number. Sandwiches biscuits lunch box

**1** I haven't got my \_\_\_\_\_ lunch box.  
**2** Do you like \_\_\_\_\_?  
**3** I have \_\_\_\_\_, too.  
**4** Have you got \_\_\_\_\_, Sam?

**5** Circle, tick ✓ and colour.

**1** Circle. My favourite part of the story is \_\_\_\_\_  
**2** Tick ✓. My favourite character is \_\_\_\_\_  
**3** Colour. How many stars for the story?

Comprehension activities check students' understanding of the story.

Students evaluate the story. Evaluating what they have read encourages students to form opinions and develop critical thinking.

**Warm-up**

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use instead of the coloured words. As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

**Lead-in**

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and, using their own language, guess what the story is about (what different animals like to eat for breakfast). Write the word **Story** on the board. Tell the class that they're going to read a story about what different animals like to eat.

**Student Book**

- **Activity 1:** Introduce the story. Ask the class in their own language if they like going to the park, and what things they like to do there. Invite students to make predictions about the story. Ask students to say English words for the toys they can see.
- **Activity 2:** Students watch the video or listen to the recording and follow the story. If you are using the recording, students can point to the speech bubbles in the story as they hear them.
- **Activity 3:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.

- The **Think, feel, grow** feature develops the global skill of emotional self-regulation and wellbeing. Elicit ideas and opinions around the class. In lower levels, these discussions will be in the students' own language, but as students progress through the course, they can use more English to share their ideas. See also page 151 for notes about how to use the **How do you feel?** poster.
- **Activity 4:** Students practise acting out the story in groups. You can invite confident groups to perform the story for the class. The teaching notes contain suggestions on how to provide more support or more challenge for groups of different abilities.
- **Activity 5:** Students share the story at home to review the lesson and show their progress.
- **Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

**Workbook**

- **Activity 1:** Students find vocabulary items from the unit in the story pictures.
- **Activities 2–4:** Students read the story, then complete the comprehension activities.
- **Activity 5:** Students evaluate the story, choosing their favourite story frame and their favourite character. They decide how many stars to colour to show how much they enjoyed the story.

# Tour of a unit

## Lesson 5 Skills and Culture

## Student Book

Lesson 5 presents an aspect of life in two different countries through a video and a reading text. Students complete comprehension activities and a writing skills task in preparation for the Workbook writing task.

Four new vocabulary items are presented in their cultural context with colour photos.

A location photo presents the context of the listening activities and the culture video.

A reading text presents the same culture topic in a different country. Text types vary from unit to unit.

**2 Lesson 5 Skills and Culture**  
Let's learn about school lunches in the UK and South Korea.

**Listening and Speaking**

- 1 Listen, point and repeat. ⏮045
- 2 Listen and say the number. ⏮046

1 vegetables 2 pasta 3 cake 4 drink

3 What foods does Ben like? Listen and draw 😊 or ☹️. ⏮047

- 1
- 2
- 3
- 4
- 5
- 6

4 Watch the video. ▶️ What's Dylan's favourite lunch?

5 Listen and follow. ⏮048 Then talk about your lunch.

What do you like for lunch?

I like chicken and salad for lunch. What about you?

**Reading and Writing**

6 Listen and read. ⏮049 Does Soo-Min have lunch at home?

**My school lunch**  
6<sup>th</sup> February

I'm Soo-Min and I'm from South Korea. I have lunch at school every day. I've got a lunch box with cold food from home.

I have kimbap for lunch. It's Korean food. It's rice and vegetables. Kimbap is my favourite food! Today, I've got grapes in my lunch box, too. I like grapes!

This is a cake from South Korea. It's yummy! I have it in my lunch box on Fridays. I have a drink with my lunch, too. I like apple juice. My school lunch is great!

7 Read again. Then circle the correct words.

- 1 Soo-Min has lunch at home / school.
- 2 Soo-Min has a hot / cold lunch.
- 3 Kimbap is pasta / rice and vegetables.
- 4 Soo-Min likes apple / grape juice.

8 **Writing focus** Rewrite the sentences.

- 1 I have rice for lunch. I have vegetables for lunch.  
I have rice and vegetables for lunch.
- 2 I like apples. I like bananas.
- 3 I've got pasta. I've got chicken.
- 4 I have pasta on Fridays. I have meatballs on Fridays.

9 Write about your dinner. 📄 Go to your Workbook page 25

**Look!** We can join two sentences with **and**.

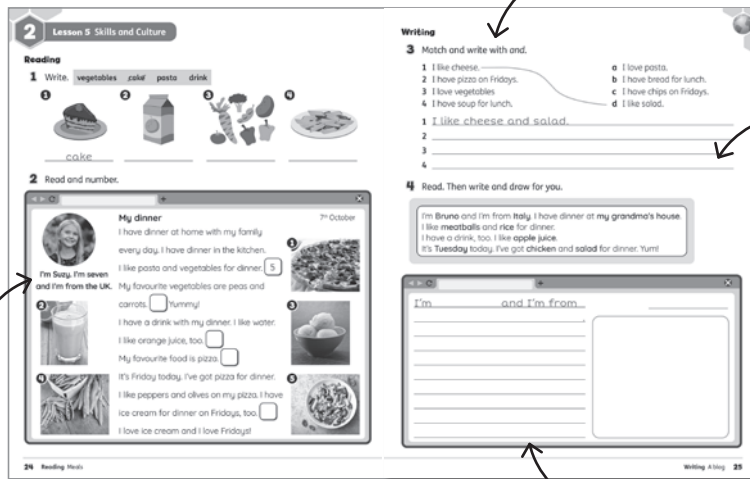
The new vocabulary items are practised through a listening activity.

The culture video raises awareness about an aspect of life in another country.

Students check their understanding of the text through a comprehension activity.

A writing skills task prepares students to produce their own piece of writing.

A speaking task with a fluency focus encourages students to compare what they have seen in the video with their own experiences.



Students practise the new vocabulary from the Student Book.

Students read a text on the same culture topic as in the Student Book. The reading text provides a model for the students' own writing.

Students review the writing skill presented in the Student Book.

Students prepare their ideas for the writing task.

Students follow the model text to produce a piece of writing about themselves.

**Warm-up**

- A warm-up activity is suggested in the teaching notes.

**Lead-in**

- Ask the class to look at the photos on pages 26–27 of the Student Book and to try to work out which countries they will be learning about today. Recast correct guesses in English. Write the **UK** and **South Korea** on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students in their own language that they will be learning about school lunches in these countries today.

**Student Book**

- **Activity 1:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 2:** Students listen, point to the correct photos and say the numbers.
- **Activity 3:** Do the example with the class. Then students listen to the rest of the recording and complete the activity.
- **Activity 4:** Indicate the photos of the child and their country and explain to students that they are going to watch a video about this country. Students watch the video.

- **Activity 5:** Play the audio example. Model further examples with volunteers, using known foods, and explain any new language. Students then complete the speaking activity in pairs.
- **Activity 6:** Students look and say what foods they can see in the photos. Then they listen and follow the reading text.
- **Activity 7:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- **Activity 8:** Present the writing tip to the class. Do the example with the class, then students complete the rest of the activity individually or in pairs.

**Workbook**

- **Activity 1:** Students complete the vocabulary activity.
- **Activity 2:** Students read the text and complete the comprehension activity.
- **Activity 3:** Students complete the writing skills activity.
- **Activities 4 and 5:** Students produce a piece of writing about themselves consisting of several sentences. They can write true information or use their imaginations.

# Tour of a unit

## Project and Review

## Student Book

The unit project allows students to review the vocabulary and grammar from the unit in a collaborative and creative way. The project is followed by a vocabulary review and a choice board. Students choose activities from the choice board to review the language they have learned in the unit.

A photo of the finished project shows students what they are going to create.

Students test themselves on a selection of key vocabulary items (12 of 18) to see how much of the unit vocabulary they remember. This boosts their confidence about vocabulary remembered and allows them to reflect on vocabulary they do not yet feel confident about.

Pictures and instructions show students how to do the project.

Students watch a video showing children presenting their finished project. This models the language and motivates them to use English in a meaningful way.

Teachers who can't play the video can use this activity as a model for children to follow.

**2 Project**  
**Team Up! 5**  
Make a favourite foods collage.

**1** Listen and read. Learn how to do the project. **05:00**

**1** Write the meals.  
**2** Think of your favourite food for that meal.  
**3** Find or draw a picture of your favourite food.  
**4** Stick the food onto a sheet of card.  
**5** Label the food.  
**6** Practise talking about your collage.

**2** Watch the video. **05:01** When does the boy have pizza?  
**3** Listen and follow. **05:01** Then talk to the class about your collage.

My favourite food for dinner is meatballs and pasta. What about you?  
My favourite food for dinner is pizza.

**28** Project Make a favourite foods collage

**1** Test yourself! How many words can you remember? Write.

**Review 2**

**Vegetables**

**Other food**

**2** Choose and do two activities. Use your notebook.

**1** Find and write your friend's five favourite foods.  
**2** Ask and answer. Do you have ... for ...?  
**3** Draw and say three foods you like and three foods you don't like. I like pizza. I don't like ...  
**4** Write what you have for ... breakfast lunch dinner  
**5** Remember, draw and say the foods and animals in the story.  
**6** Write what Tom has got on his plate. Tom has got ...

**My progress** Go to your Workbook page 27

Unit 2 Review **29**

Allowing students to choose the activities they want to do is motivating and encourages learner autonomy.

A game on the Classroom Presentation Tool provides further language practice.



A variety of activity types check students' understanding of the unit vocabulary.

The unit grammar is reviewed through reading and writing activities.

Students assess their progress throughout the unit. See *Assessment for learning* pages 12–13 about the role of self-evaluation.

## Project

### Warm-up

- A warm-up activity is suggested in the teaching notes.

### Lead-in

- Students look at the photo of the finished project at the top of the page. Ask them to share their ideas about what the project is about and what they will make.
- Confirm correct ideas and write **Project: collage** on the board.

## Student Book

- **Activity 1:** Students listen and follow the instructions and complete the project. Hand out craft materials as required.
- **Note:** You can support and speed up the process by using the optional downloadable worksheets supplied on Oxford English Hub.
- **Activity 2:** Students watch the video for a model of the speaking activity related to the project.
- **Activity 3:** Students listen to the model exchange and then present their own projects.

## Review

### Warm-up

- Begin the lesson with a flashcard game. There are suggestions in the teaching notes and in the **Ideas bank**.

### Lead-in

- Write **Review** on the board. Tell students they are going to try to remember what they have learned in the unit.
- Ask the class to tell you the topics from the unit (**foods and meals**). Ask them to tell you as many English words for foods and meals as they can.

## Student Book

- **Activity 1:** Students look at the pictures and write the words they can remember. Students can compare their answers in pairs, then in groups.
- Please see **Assessment for learning** pages 12–13 for strategies to check how confident students feel about the vocabulary.

- **Activity 2:** Students work in pairs. Each student chooses two activities from the choice board to review the language they have learned in the unit (i.e. four activities per pair).

## Workbook

- **Activities 1 and 2:** Students complete the vocabulary activities to review the new words they have learned.
- **Activities 3–5:** Students complete the grammar activities to review the new structures they have learned.
- Students complete the self-assessment section. They can turn back to their Student Books to check and decide how well they think they can do each of the tasks listed in the **My progress** chart. You can use students' answers as informal assessment and provide extra support if needed.



# Tour of a unit

Extensive reading

Student Book

There are five Extensive reading spreads in each level of *Beehive*. Each spread relates to the topic of one of the preceding two main units and features one fiction text and one non-fiction text. These spreads aim to encourage students to read for pleasure. They help them to understand how the language they have learned can be used in different contexts. They also help students to become familiar with different text types.

The vocabulary and grammar from the previous two units are recycled in a non-fiction text, of several text types, e.g., an online forum, an article, a webpage, an article, etc. The audio recording of the text supports students as they read.

Students read a fiction text, of several text types, e.g., a story, a cartoon, a play, a poem, etc. The text recycles the vocabulary and grammar from the two previous units.

Students complete a comprehension activity to check their understanding of the text.

A comprehension activity checks students' understanding of the text.

## Team Up! worksheets

There are five *Team Up!* tasks in each main unit of *Beehive*. In Lessons 1–4 of each unit, students complete pair or group work tasks to review the vocabulary and grammar of the lesson. In Lesson 5, students complete a project which reviews the language from the unit.

- Each *Team Up!* task is supported with a one or two page downloadable worksheet.
- The *Team Up!* tasks cover a wide range of activities, such as cut-outs, quizzes, guessing games, illustrations for making collages, surveys, card games, etc.
- The teaching notes on Oxford English Hub contain detailed instructions on how to complete the tasks. Where suitable, the teaching notes also provide suggestions on how to adapt the tasks if printing or photocopying isn't available.

## Flashcards and Posters

Each unit is accompanied by flashcards and posters providing attractive visual materials for presentation and practice.

The flashcards show all key vocabulary presented in lessons 1, 3 and 5. The *Ideas bank* on page 147 provides an array of engaging flashcard games for consolidation and revision.



Vocabulary posters present lesson 1 vocabulary with attractive photographs and stimulate students' interest in the unit topic.



This poster presents high-frequency classroom language providing on-going support throughout the year.

Fostering emotional well-being is an important part of children's education. The *How do you feel?* poster and accompanying notes on page 151 support conversations around social and personal development which underpin emotional well-being.





**Learning objectives**

Students will review the names of the team characters.

Students will be able to ask and answer *How are you? I'm fine, thanks.*

Students will be able to say the days of the week.

Students will be able to spell names.

Students will be able to count from 11–100.

**Language**

**Team characters:** *Emma, Hector, May, Nina, Omar, Tang*

**Days of the week:** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

**Numbers:** *11–100*

**Functional language:** *Hello, (Nina). How are you? I'm fine, thanks. What day is it? It's (Monday). How do you spell (Emma)? E-M-M-A.*

**Warm up**

- Greet the students as they come into the classroom. Say *Hello!* and encourage them to say *Hello!* to you in return. Hand out blank sticky labels to the students. Ask them to write their names on the labels. Ask students to hold up their labels and say their names. Students can then wear their name labels.
- Arrange the students in a circle. Hold up a soft ball or a beanbag. Point to yourself and say *Hello! My name's (your name).* Gently toss the ball or beanbag to a student and ask them, *What's your name?* Encourage the student to answer with their name, then choose another student and throw the ball or beanbag to them and ask for the next student's name. Repeat until all students have had a chance to introduce themselves.

**Lead-in**

- Tell the class *Today we are meeting people and learning the days of the week and some more numbers in English.* Write the numbers 1–10 on the board. Ask students if they can say these numbers in English. Count to ten with the class, then invite students around the class to count to ten individually.
- Ask students if they know any days of the week in English. Tell them not to worry if they don't, because that is what they are going to learn today.

**Assessment for learning**

By preparing students for what they are going to learn in each lesson, you set clear objectives. These objectives are also called Learning intentions. Knowing what the Learning intention of each lesson is helps students to feel more confident about what they are going to learn.

**Student Book** pages 4–5**1 Listen, point and repeat.** 🎧 001

- Ask students if they can remember any of the characters from *Beehive 1*. Tell students that they are now going to

meet the team characters again. The team characters are six children who play together in Beehive Park. Students will meet these characters in every unit throughout the series.

- If you are using the Classroom Presentation Tool, present the characters using the interactive activity. Alternatively, ask students to look at the picture in their Student Book. Then play the recording so students can listen to and point to the people in the picture. Ask, *Where's (Emma)?* Repeat the question in students' own language so that they understand the meaning. Ask the question about the characters in the picture. Students point to the correct characters in their books.
- Play the recording again so students can repeat the names.
- Point to each of the characters and ask *Who's this?* Encourage students to say the names.

**Optional activity**

Write the team characters' names on the board, in different colours, if possible. Point to the names and ask students to read them out and point to the correct characters in their books. Ask students to close their eyes. Erase one of the names from the board. Ask students to open their eyes and say which name is missing.

**2 Listen and point. Then listen and repeat.** 🎧 002

- Review some greetings with the class. Write the greetings *Hello / Hi / How are you? I'm fine, thanks.* on the board. Tell students that we can use these greetings when we meet someone. Greet student around the class and encourage them to respond.
- Focus on the conversation in the picture. Play the recording, pausing after each line so students repeat it.
- Students move around the class, acting out the conversation with their classmates, changing the name each time they address someone new.
- Go around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

**Optional activity**

Ask the students to write their names on pieces of paper and put them into a bag, box or other container. Invite one student at a time to take a name from the container, read the name, then turn to the student whose name they have picked and say *Hello, (student's name). How are you?* The chosen student should answer *I'm fine, thanks.* They can then pick a name from the container and repeat the exchange with another student.

**3 Listen and follow. Then sing.** 🎧 003–004

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has seven verses, but only one appears in the book. The other six verses are the same as the first, but the coloured words are replaced by different days of the week.

- Play the song so students can listen to it and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song and let students sing the words from memory.

### Optional activity

Say the days of the week in order, leaving out one day. Ask students to tell you which day is missing. Repeat, missing a different day each time.

### 4 Listen and follow. 🎧 005 Then ask and answer.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They act out similar conversations, using different days of the week.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversations for the class.
- If you like, you can write the days of the week on scraps of paper and hand them out to pairs of students. Students take turns to pick up a scrap of paper, show it to their partner and ask and answer about it, for example, A: *What day is it?* B: *It's Tuesday!*
- In each lesson after this point, you can ask students *What day is it?* and encourage them to answer *It's (Thursday).*

### 5 Listen and follow. 🎧 006 How do you spell ...?

- Ask students if they can remember the alphabet in English. Write the letters of the alphabet on the board. Point to the letters and say them for students to repeat. Then say the alphabet with the class a few times until students are confident. You can invite confident students to say the alphabet for the class.
- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They act out similar conversations about their own names.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversations for the class.

### Optional activity

Write some known words on the board, *apple, chair, window, desk*. Ask students around the class *How do you spell (apple)?* Students spell the word. If you like, you can divide the class into two teams to play this game, awarding one point for each correctly spelt word.

### 6 Listen, point and repeat. 🎧 007

- Ask students to tell you how high they can count in English. Invite students around the class to count as high as they can.
- Tell students that they are going to learn some more numbers in English.
- Play the recording for students to listen and point to the numbers. Then play the recording again for students to repeat the numbers. Say the numbers in order with

the class. Invite confident students to say the numbers individually or in pairs.

### Optional activity

Ask students to count items in the classroom. Write the names of a few known classroom items on the board (for example, *bags, pencils, books, desks, rulers, rubbers, pens, chairs*). Tell students to write these words on a sheet of paper, or in their notebooks. They should then move around the class counting the numbers of each item. Show students how to keep a tally if necessary, so that they can remember how many of each item they have counted. Students can compare their answers in groups and recheck their counting if they have different answers. Ask students around the class *How many (pencils)?*

### 7 What's missing? Listen and say. 🎧 008

- Tell students that they are going to hear recordings of some of the numbers from exercise 5.
- Play the recording for students to listen and point to the numbers as they are mentioned. Pause after each item for students to say which number is missing.

### Audio transcript

Adult 11, 12, 14, 15

Adult 16, 17, 18, 20

Adult 25, 30, 40, 50

Adult 70, 90, 100

### ANSWERS

13, 19, 60, 80

### Optional activity

Start counting from any number between 11–100. Stop at random points and ask students to say the next number. If you like, you can ask confident students to continue counting from that number, then stop at a random place for another student to say which number comes next.

### 8 Listen and circle the correct numbers. 🎧 009

- Point to the numbers and ask students to say them. Point out that some of the pairs of numbers sound very similar (for example, *13/30*), so they need to listen carefully to hear which number is being said.
- Play the recording, pausing after each item for students to circle the correct number in each pair.
- Play the recording again for students to check their answers. Then check answers with the class by asking *What's number (1)?* and asking students at random to say the correct number.

### Audio transcript

1

Tang Look, Nina! I've got seventeen pencils!

Nina Seventeen? Wow! That's a lot of pencils.

Tang I know!

2

Hector What number is your house, Emma?

Emma It's number eighty.

Hector Oh yes! Your house is number eighty!

3

May How old is your dad, Omar?

Omar He's forty.



**May** Forty?

**Omar** Yes, that's right.

4

**Emma** ... twenty-eight, twenty-nine, thirty! Wow! There are thirty flowers in my garden!

**Tang** Thirty?

**Emma** Yes! I've got lots of flowers in my garden!

5

**Nina** How old is your cousin, Omar?

**Omar** He's twelve.

**Nina** That's funny! My cousin is twelve, too!

#### ANSWERS

1 17 2 80 3 40 4 30 5 12

#### Assessment for learning

Time for feedback! Ask the class *How do you feel about the new words?*

See the Introduction for ideas on how to have students show how well they have understood something (for example, using traffic light cards). Choose the idea that works best for your class. Make sure students know that it is OK not to understand something - they are here to learn.

Use your chosen feedback routine to check whether students have understood, or whether they need more help.

If necessary, play some more games to practise the days of the week and numbers, for example, *What's missing?* to practise the days of the week and *Bingo!* to practise the numbers (see *Ideas bank* page 148).

### Workbook pages 2-3

#### 1 Write the names. Then complete the question and answer.

- Students look at the picture and write the names of the characters next to the corresponding numbers. They then complete the question and answer with the words in the box.

#### ANSWERS

- May
- Hector
- Emma
- Tang
- Omar
- Nina
- How, you
- I'm, thanks

#### 2 Read and complete.

- Students write the letters to complete the days of the week and write the missing questions.

#### ANSWERS

- Wednesday
- Saturday
- Monday
- Thursday
- What day is it? Sunday
- What day is it? Tuesday
- What day is it? Friday

#### 3 Write the letters.

- Students read the questions and decide which character each picture shows, then write the letters in order to spell the character's name.

#### ANSWERS

- N-I-N-A
- H-E-C-T-O-R
- E-M-M-A

#### 4 Write the numbers.

- Students write the numbers to match the words.

#### ANSWERS

- 11, 12, 13, 14  
25, 30, 40, 50, 60  
70, 80, 90, 100

#### 5 Write the number words in order.

- Students write the words for the numbers in the correct numerical order.

#### ANSWERS

- fifteen, sixteen, seventeen
- ninety, one hundred, eighty
- twenty, nineteen, eighteen
- thirty, forty, fifty

#### Assessment for learning

Write *Days of the week* and *Numbers* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can say the days of the week and numbers now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess their learning for the lesson.

## Lesson 1: Words

### Learning objective

Students will be able to talk about school things.

### Language

**School things:** *pencil case, lunch box, water bottle, folder, glue stick, dictionary, scissors, pencil sharpener*

**Functional language:** *Can I use your scissors? Sure! Here you are.*

### Warm up

- Sing the *What Day Is It?* song from the Starter Unit. Ask students to say what day it is today.

### Lead-in

- Tell the class *Today we are learning about school things.* Write *School things* on the board. Show some of the flashcards for this unit and invite students to guess the meaning of *School things*.
- Ask the class simple questions about the lesson topic, for example, *What school things are in your bag / on your desk?* Elicit answers from students around the class. Recast students' answers in English. If you like, ask students to take turns to hold up a school thing for the rest of the class to name.

### Student Book pages 6–7

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by giving the English name for some of the things they can see, if necessary, by asking *Can you see a (clock / chair / bed)?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

#### ANSWERS

Students can see a floor, a wall, a clock (with numbers 1–12), a chair, a desk, a bed, a bookcase, a bin, a bag, books, a ball, a teddy, a notebook, a pencil, a rubber, clothes and parts of the face and body. These words are revised from *Beehive 1*.

#### 2 Listen, point and repeat. 010

- Play the recording so students can listen to and point to the things in the picture.
- Play the recording again so students can repeat the words.

#### Optional activity

Play a game of *Slow reveal* using the flashcards (see *Ideas bank* page 148).

#### 3 Say the chant. 011

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen to and point to the words in their books.
- Play the chant a few more times so students can join in as much as possible.

#### Audio transcript

dictionary dictionary pencil case pencil case  
 water bottle water bottle lunch box lunch box  
 glue stick glue stick folder folder scissors scissors  
 pencil sharpener pencil sharpener

#### 4 Play the *True or False* game.

- Read out the conversation. Explain that in the game, one person chooses an object from exercise 2 and makes a true or false sentence about it. The other person finds the object in the picture. If the sentence is correct, they say *True*. If the sentence is incorrect, they say *False* and correct the sentence.
- Model the game with a few volunteers.
- Students play the game in pairs, taking turns to say sentences about items in the picture for their partner.

#### Assessment for learning

Assign each student a talk partner. Encourage students to discuss ideas with their talk partners when they are thinking of an answer or an idea, trying to understand the instructions for an activity or assessing what they have learnt. Having a talk partner to discuss things with makes students feel more confident and allows students to support each other in their learning.

#### 5 Find and trace the school things. Then say.

- Ask students to look at the outlines and to name the objects. Draw attention to the items in box 1. Ask students to say which of the items are school things and which item is different (the teddy). Ask students to say what they think they need to do.
- Students trace over the dotted outlines of the pictures to complete them. They then work in pairs, taking turns to point to the objects in each sequence and to say the words before deciding together which object is the odd one out in each box.
- Choose students at random to name the odd ones out for the class.

#### ANSWERS

1 teddy 2 ball 3 boat 4 robot

#### Global skills: Creativity and critical thinking

Puzzles like the one in exercise 5 help students to develop their problem-solving skills. Asking students what they need to do to solve the puzzle, rather than simply giving them instructions, encourages them to think laterally and engage better with the task.

### Mixed ability

Let weaker students work with partners to decide which object, in each group, is the odd one out. They can then join with another pair and check answers as a group. Stronger students, who finish the task quickly, can draw their own set of objects, including two school things and one odd one out. They swap sets of pictures, name the objects in their partner's pictures, then say which object is the odd one out.

### 6 Look at the pictures in 5. Write the numbers.

- Point to the words and read them out. Ask students to point to the objects in exercise 5 as they hear the matching words.
- Read out the word *scissors*. Ask students to find the correct box in exercise 5 and to say the number. Show the class the example number 2. Explain that students need to find the picture to match each word, then write the number of the box that the picture is in.
- Students number the remaining words in their books.

#### ANSWERS

|               |                    |
|---------------|--------------------|
| scissors 2    | water bottle 4     |
| pencil case 1 | pencil sharpener 3 |
| dictionary 1  | folder 4           |
| glue stick 3  | lunch box 2        |

### Assessment for learning

The *No hands up* method ensures that every student thinks of the answer. See the *No hands up* section in the Introduction (page 13). Choose the method(s) that work(s) best for you. You might like to use name cards or coloured lollipop sticks. Pick a name card or a coloured lollipop stick whenever you require an answer from the class, so that students are chosen at random.

### 7 Listen and repeat. 012 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line, so students can repeat the words.
- Choose school things from exercise 2 and model exchanges with volunteers.
- Students work in pairs. They take turns to ask their partner for a school thing, using the conversation in their Student Book as a model. Students can point to and hand one another their own school things as they act out the dialogue.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Time for feedback! Using their own language, ask the class, *How do you feel about the new words for school things?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine once students have had further practice.

### Team Up! 1 DOWNLOAD

- Students cut out the cards and use them to play a memory game in pairs. They each choose four cards and show them to their partner. Their partner names the items as they are shown to them. Students then hide their items and take turns to ask *Can I use your ...?* about their partner's cards. If they remember an item correctly, their partner must hand over the card, saying *Sure! Here you are*. If they don't remember, their partner can say *No! Sorry!* The first child to collect all their partner's cards wins the game.

### Workbook pages 4–5

#### 1 Read and number.

- Students number the items in the picture to match the words.

#### ANSWERS

Left to right: 1, 6, 2, 8, 3, 7, 5, 4

#### 2 Write.

- Students look at the pictures and write the words.

#### ANSWERS

1 lunch box 2 folder 3 scissors 4 dictionary  
5 pencil sharpener 6 water bottle 7 glue stick  
8 pencil case

#### 3 Draw. Then complete the sentences.

- Students complete the pictures, then write the words to complete the sentences.

#### ANSWERS

1 pencil sharpener 2 folder 3 lunch box 4 glue stick  
5 water bottle 6 pencil case

#### 4 Read and complete.

- Students complete the dialogue using the words in the box. If they need help with the functional language, they can use the conversation in exercise 7 on page 7 of their Student Book to help them.

#### ANSWERS

1 use 2 Sure 3 Can 4 Here

### Assessment for learning

Write *School things* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about school things now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to ask about which school things they have and haven't got.

### Language

*Have you got a (folder)? Yes, I have. / No, I haven't.*

*Has he / she got a (pencil case)? Yes, he / she has. / No, he / she hasn't.*

## Warm up

- Play a game of *What's missing?* (see *Ideas bank* page 148) with the flashcards to review the vocabulary from lesson 1.

### Assessment for learning

When you have set Workbook activities for homework, take in students' Workbooks, and check them. Circle or mark their mistakes, but don't correct them. Allow some correction time in class so students can look over their work and try to correct their own mistakes. Students can work in pairs to do this, but make sure they are all kind about helping their classmates to correct their mistakes.

## Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language if necessary.
- Ask students to open their books on page 8 and find the Learning objective. Write it on the board: *Let's ask about which school things we have and haven't got.*
- Ask students to point to and name some of their school things. Ask *Have you got a (pencil case)?* Ask students to hold up the correct school things and say *Yes* or *No*. Recast their answers in the grammar structure of the lesson, for example, *Yes, I have. / No, I haven't.*

### Assessment for learning

Allow thinking time for students to think about their answers. During thinking time, encourage all students to think about the answer. You can use an egg timer, or you can simply count to twenty in your head. To make sure all students are thinking of the answer, ask them to write the answer down, or talk about it with their talk partner. Alternatively, students can simply think quietly. Make sure students know that you will call on them randomly, so they should all think of the answer.

## Student Book pages 8–9

### 1 Listen and follow. 013 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see and share ideas about what might be happening in the story.
- Play the recording so students can listen to and follow the grammar cartoon.
- Ask questions to check understanding, for example, *What school things has Emma got? (A pencil sharpener and a pencil case.) What fruit has Emma got? (An apple.)*
- Play the recording a second time so students can follow again.
- Divide the class into pairs. In their pairs, the students choose which character they are going to play.
- Students act out the story in their pairs. Walk around the classroom as students practise and help with pronunciation, where necessary.
- Ask some of the pairs to act out the grammar cartoon for the class.

### 2 Look, listen and learn. 014

- Play the recording so students can listen to and follow the sentences in the grammar box. Tell students that we use *have* with positive short answers and *haven't* with negative short answers.
- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read the questions and answers.

### Assessment for learning

It's important that students do not feel that it is their fault if they don't understand something. When students are embarrassed to say they don't understand, it can stop learning from happening effectively.

Help students to express themselves by using traffic light cards or hand gestures to show how well they understand (see page 12 of the Introduction). Use your chosen feedback system regularly to check that students have grasped what they have been taught. Offer further support, if necessary.

### Optional activity

Students play a game in pairs. They each choose three of their school things and place them on their desks behind their school bags or under a sheet of paper. They then take turns to ask and answer to find out which school things their partner has got, for example, *Have you got a (pencil sharpener)? Yes, I have. / No, I haven't.* Model the game a few times with volunteers before students play in their pairs.

### 3 Listen and write a or b. 015

- Ask students to look at the pictures. Point to each school thing in the pictures and ask *What is it?* Choose students to answer at random, using name cards or coloured lollipop sticks. Encourage students to answer using *It's a ...*
- Play the first track on the recording. Ask students to point to the correct school thing in the pictures. Show students the example letter a. Tell students that they need to listen, find the school things, then write the letter for the correct picture in the box next to each number.
- Play the rest of the recording so students can complete the activity.
- Play the recording again for students to check their answers.

### Audio transcript

1

Girl Look! These are my school things.

Boy 1 Have you got a lunch box?

Girl Yes, I have. It's red.

2

Boy 2 I've got my school things, too.

Boy 1 Have you got a dictionary?

Boy 2 No, I haven't.

3

Boy 1 Have you got a pencil sharpener?

Girl A pencil sharpener. Erm ... No, I haven't.



4

**Boy 1** Have you got a glue stick?

**Boy 2** Yes, I have. Look! It's yellow.

**Boy 1** Oh, yes.

5

**Boy 1** Have you got a water bottle?

**Girl** No, I haven't.

6

**Boy 1** Have you got a pencil?

**Boy 2** Yes, I have. Here's my pencil. It's green.

7

**Boy 1** Have you got scissors?

**Boy 2** No, I haven't.

8

**Boy 1** Have you got a pencil case?

**Girl** Yes, I have. It's pink! I like pink.

**Boy 1** Me too!

#### ANSWERS

1 a 2 b 3 a 4 b 5 a 6 b 7 b 8 a

### 4 Look at 3. Play the game.

- Focus on the model conversation. Choose a confident student to act out the conversation with you for the class.
- Ask students to work in pairs. They take turns to choose a picture from exercise 3. Their partner chooses a school thing from exercise 3 and asks *Have you got (scissors)?* The first student answers *Yes, I have. / No, I haven't.* Their partner then guesses whether they are person a or person b.

#### Optional activity

For further practice of the grammar, invite a student to come to the front of the class. Give the student one of the lesson 1 flashcards and tell them not to show the rest of the class. Encourage students to ask *Have you got a (water bottle)?* The student with the flashcard answers *Yes, I have. / No, I haven't.* The first student to guess the flashcard correctly can come to the front of the class and take a flashcard for the rest of the class to guess.

### 5 Look, listen and learn. 🎧 016

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to point to the characters in the picture and to ask and answer the questions.

### 6 Look, read and tick ✓.

- Point to the pictures and ask students around the class to name the school things.
- Read out the first question and ask students to look at the first picture and then to answer. Show the class the example tick next to the correct answer option.
- Students read the remaining questions and tick the correct answers. Check answers as a class.

#### ANSWERS

1 Yes, he has. 2 No, she hasn't. 3 No, he hasn't.

4 Yes, she has.

### 7 Circle and write.

- Students work in pairs to complete the activity. They look at the photos, then circle the correct answer options and complete the exchanges with the phrases from the box.
- Invite students to read out the completed exchanges in pairs.

#### ANSWERS

1 Has he got scissors? Yes, he has.

2 Has he got a dictionary? No, he hasn't.

3 Has she got a lunch box? No, she hasn't.

#### Assessment for learning

Use incorrect answers as informal feedback. Try to understand what might have caused the mistake and provide further practice or support in that area.

### Team Up! 2 DOWNLOAD

- Students play a game in pairs. They each colour the first black and white line drawing with a colour of their own choice. They then ask and answer questions in order to colour the second picture to make it look the same as their partner's (for example, *Have you got a (blue) lunch box? Yes, I have. / No, I haven't.*) They then swap pairs and ask and answer questions about their partner's pictures (*Has he / she got ...? Yes, he has. / No, he hasn't.*).

### Workbook pages 6-7

#### 1 Look, read and circle Jenna's answers.

- Students read the questions, look at the pictures and circle the correct answers for Jenna.

#### ANSWERS

1 No, I haven't. 2 No, I haven't. 3 Yes, I have.

4 Yes, I have. 5 Yes, I have. 6 No, I haven't.

#### 2 Circle the things you've got.

- Students circle the school things they have got.

#### ANSWERS

Students' own answers.

#### 3 Look at 2. Write answers for you.

- Students write short answers to the questions, based on the school things they circled in exercise 2.

#### ANSWERS

Students' own answers.

#### 4 Look, read and tick ✓.

- Students read the questions, look at the pictures and tick the correct answers.

#### ANSWERS

1 No, he hasn't. 2 Yes, she has. 3 Yes, he has.

4 No, she hasn't. 5 Yes, he has.

#### 5 Look, read and write.

- Students look at the picture and write the answers or complete the questions.

#### ANSWERS

1 Yes, she has. 2 Yes, he has. 3 No, she hasn't.

4 Has he got a 5 Has he got a

#### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess their learning for this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 124 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 3: Words and grammar

### Learning objective

Students will be able to talk about *our* and *their* sports equipment.

### Language

**Sports equipment:** *tracksuit, trainers, sports bag, football boots, shorts, football shirt*

*We've got our football boots. They've got their football shirts.*

### Warm up

- Play *Number words* (see *Ideas bank* page 148) with the flashcards from lesson 1 to review the school things.

### Lead-in

- Ask students to find the Learning objective on page 10: *Let's talk about our and their sports equipment.* Write it on the board.
- Check the students' understanding and, if necessary, translate *sports equipment* into students' own language.
- Ask students to think about what sports they like and what things they need to play those sports. Encourage students to share ideas, using their own language, if necessary.
- Explain that in this lesson, students will learn more words for sports equipment.

### Student Book pages 10–11

#### 1 Listen, point and repeat. 🎧 017

- Focus attention on the poster in exercise 2. Choose a student and ask *What's the poster for?* (A sports' club. It reminds children what sports equipment they need to bring to the club.) Ask different students to point to a photo and to tell you what colours they can see, for example, *I can see (green).*
- Play the recording so students can listen, point to the pictures, and repeat the words.
- Play the recording a second time so students can point and say the words again.

#### 2 Listen and say. 🎧 018

- Tell students that they are going to hear someone talking about the photos. They need to listen and decide which item of sports equipment the person is talking about.
- Play the recording, pausing after each item, so students can point to the correct photo on the poster and say the corresponding word for that item of sports equipment.

### Audio transcript

- 1 They're black and white! What are they?
- 2 Look! They're blue! Can you see them?
- 3 It's green and yellow! What is it?
- 4 They're pink! Can you see them?
- 5 It's red and white. What is it?
- 6 It's yellow. Can you see it?

### ANSWERS

- 1 football boots
- 2 shorts
- 3 tracksuit
- 4 trainers
- 5 football shirt
- 6 sports bag

### Optional activity

Students take turns to ask their partner a question about the sports equipment, for example, *What colour are the (trainers)? / What colour is the (tracksuit)?* Their partner looks at the poster in exercise 2 and answers, for example, *They're (pink). / It's (green and yellow).*

#### 3 Look, listen and follow. 🎧 019 Play the game.

- Point to each of the pictures and ask students at random to say what sports equipment they can see.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a person to say what they've got. Their partner finds the correct picture and says the person's name.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure they know the new words, repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, ask them to work in pairs to test each other. They take turns to point to one of the photos in exercise 1. Their partner tries to remember the word and say it.

Repeat the feedback routine once students have had some further practice.

#### 4 Look, listen and learn. 🎧 020

- Play the recording so students can listen to and follow the sentences.
- Ask students to work in pairs, taking turns to read the sentences and to point to the people in the picture.

### Optional activity

For extra practice of the new grammar structure, ask students to work in pairs and to choose three school things. They then place them on the desk in front of them. Students then join with another pair. The pairs take turns to point to one of the school things (either in their own set or in the other pair's set) and say *We've got our (folder). / They've got their (dictionary).*

#### 5 Look and write.

- Ask students to look at the picture and say what sports equipment they can see.
- Read out the example and ask students to point to the correct team in the picture. Make sure students

understand that they should choose the correct words from the box to complete the sentences.

- Students complete the sentences in their books.
- Students can check answers in pairs. They can then work in their pairs, taking turns to read out the completed sentences and to point to the correct team in the picture.

#### ANSWERS

1 their 2 our 3 our 4 their

### 6 Listen and follow. Then sing 🎧 0.21–0.22 🎧

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen to and follow the words.
- Play the song again so students can sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team Up! 3 DOWNLOAD

- Students complete the outline of a child with hair, facial features, and so forth. (Each student completes one figure to make up their team.) They then discuss what they want their sports kit to look like, choosing the sports equipment they want their team members to wear and choosing a colour for each item of their kit. Once they have agreed what the kit should look like, they draw and colour the sports kit on their figure to create their sports kit. Students can then tell other groups or the whole class about their sports kits, for example, *Our football shirts are red and blue.* Ask students questions about their kits and other groups' kits, for example, *Have you got (football boots)? Have they got (tracksuits)?* Encourage confident students to compare their kits with other groups' kits, for example, *Our shorts are green. Their shorts are red.*

### Workbook pages 8–9

#### 1 Write.

- Students write the words for the numbered items in the picture.

#### ANSWERS

1 tracksuit 2 shorts 3 trainers 4 sports bag  
5 football boots 6 football shirt

#### 2 Look, read and complete.

- Students look at the picture and complete the questions.

#### ANSWERS

1 shorts 2 trainers 3 sports bag 4 football shirt  
5 tracksuit 6 football boots

#### 3 Look, read and circle.

- Students look at the picture and circle the correct answer options to complete the sentences.

#### ANSWERS

1 our / their 2 their / their 3 our / their

#### 4 Look, read and write.

- Students look at the picture and complete the sentences.

#### ANSWERS

1 We've got our 2 They've got their 3 We've got our  
4 They've got their 5 We've got our 6 They've got their

### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess their learning for this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 124 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 4: Story

### Learning objective

Students will be able to read about a football game.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Play the song from the end of the previous lesson and encourage students to join in as much as possible.
- Ask students to think about other words they could use instead of the words in colour. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

### Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing during the lesson (reading a story). Ask students to look at the pictures and, using their own language, to guess what the story is about (a football game). Write the word *Story* on the board. Tell the class that they're going to read a story about a football game.

### Student Book pages 12–13

#### 1 Look at the pictures. What sports things can you see?

- Focus students' attention on the story. Ask them to say, in their own language, who the people in the story are (children in a football team and a teacher).
- Ask students to name the school things (water bottle, pencil case) and sports equipment (shorts, football shirts, football boots, sports bags) they can see in the story. They should name them in English.
- If you like, invite students to make predictions about what happens in the story, using their own language.

#### 2 Listen and read. 🎧 023 What is Anya's problem?

- Tell the class that they are going to watch or listen to the story.

- Play the video or the recording so students can follow it. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say what Anya's problem is (she hasn't got her football boots, so she can't play).

### 3 Look, read and match.

- Read out the first half of the sentence. Ask students to refer to the story to find out how the sentence should end. Show the class the example line matching the first two halves of the sentence.
- Students complete the rest of the activity in their books, referring to the story to find the answers.
- Check answers by asking students at random to read out the completed sentences. Ask students to say which frame in the story they got each of their answers.

#### ANSWERS

- 1 football boots
- 2 a yellow sports bag
- 3 a green sports bag
- 4 football shirt
- 5 five players
- 6 red football shirts

### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Lucy feels happy after the game because she played well, and she was part of the team.
- Choose students at random to answer the second question about themselves.
- Ask students if they think it is better to win, or to have fun, to play well and be part of a team. Invite students at random to share their opinions with the class. Tell the class that we can't always win, but we should always feel happy when we do our very best, and that it is sometimes more important to enjoy what we are doing than to win.

#### Global skills: Emotional self-regulation and well-being

Discussing the features of a story that elicits emotional well-being helps students to express their own thoughts and feelings and to share their opinions and beliefs with others. Each of the stories has a positive message which students can apply to their own lives, and which will help them to develop positive attitudes and important social skills.

Learning that we can't always be the winner, and that the most important thing is to have fun and do your best is a lesson that all children need to learn. Learning how to react when we don't win or succeed is an important aspect of emotional well-being. As a follow-up activity, play a team game such as *Noughts and crosses* (see *Ideas bank* page 148) with the class. Encourage students to do their best and to work as a team, encouraging each other with phrases from the story, for example, *Go on! / You can do it! / Well done!* Encourage the losing team to celebrate the fact that they played well.

### 4 Act out the story.

- Divide the class into groups of eight, with one student for each of the following parts: Narrator, Teacher, Anya, Lucy, Girl 1, Girl 2, Girl 3, Girl 4. As a group, students decide who should take each part. If the class does not divide exactly, let some of the students have more than one part (for example, Girls 1 and 2 and Girls 3 and 4 can be played by the same students).
- Ask students to act out the story. Walk around the classroom as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

#### Global skills: Communication and collaboration

Working together to act out the story requires the participation of every member of the group. Giving students responsibility, not only for performing the play, but for planning it (for example, deciding who should play each part and which parts can be played by the same person, if necessary) increases opportunity for collaboration, while building a sense of independence.

### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

#### Team Up! 4 DOWNLOAD

- Students work in pairs or groups to complete the questions about the story. When students have completed their questions, they join with another pair / group and take turns to read out their questions for the other pair / group to answer. Alternatively, pairs / groups can swap templates and write their answers. They then swap them once more to check one another's answers. For a competitive element, they can award one another one point for each correct answer.

### Workbook pages 10–11

#### 1 Look at the pictures. What school things can you see?

- Students look at the story and answer the question.

#### ANSWERS

pencil, pencil sharpener, pencil case, scissors, glue stick

#### 2 Read the story.

- Students read the story to themselves.

#### 3 Read again. Write T (true) or F (false).

- Students read the story again, then mark the sentences T or F.

#### ANSWERS

1 T 2 T 3 T 4 F 5 T

#### 4 Order the words. Who says it? Number.

- Students write the words to make lines from the story, then number the pictures to show who says each line.

#### ANSWERS

- 1 Look at my pencil! (Holly)
- 2 Can I use your glue stick? (Liam)
- 3 I haven't got my scissors! (Aliya)



## 5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring in the stars.

### ANSWERS

#### Students' own answers

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

### Learning objective

Students will learn about art lessons in France and Morocco.

### Language

**Art things:** *crayons, paints, paintbrushes, paper*

- Play *Stop the cards* (see *Ideas bank* page 148) to review school things and sports equipment.
- Ask students at random *Have you got (a pencil case)? / Has he / she got (a red bag)?*

### Lead-in

- Ask the class to look at the photos on pages 14–15 of the Student Book and to try to work out which countries they will be learning about today. Recast correct guesses in English. Write *France* and *Morocco* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students that they will be learning about art lessons in these countries today.

## Student Book pages 14–15

### 1 Listen, point and repeat. 🎧 024

- Play the recording so students can listen and point to the photos.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 🎧 025

- Focus on Lily's photo. Ask *Which country is Lily from? (France)*
- Tell students that they are going to hear Lily talking about art lessons in her country. They must listen and say the number of the photo when Lily talks about it.
- Play the recording, pausing each time that Lily talks about one of the photos, so students can point to the correct photo and call out the number.

### Audio transcript

**Lily** Hi! I'm Lily. I'm from France. It's time for my art lesson! We've got paper. It's white. You can draw pictures on it. These are my paintbrushes. I've got big paintbrushes and small paintbrushes. I've got lots of crayons. I can draw a picture of a house with my crayons! This is my friend, Julie. There are red, green, yellow, blue and brown paints.

### ANSWERS

4, 3, 1, 2

## 3 What's on Lily's desk? Listen and tick ✓ or cross X.

🎧 026

- Tell the class that now they are going to hear Lily talking about her art things. They must listen and tick the pictures that show what Lily has got. They must also cross the pictures that show what she hasn't got.
- Play the recording, pausing for students to tick or cross the pictures. Check answers with the class.

### Audio transcript

1

**Adult** Hi, Lily. Is this your desk?

**Lily** Yes, it is. Look! I've got paper on my desk.

2

**Adult** Have you got pencils on your desk?

**Lily** No, I haven't. I haven't got any pencils at school today.

3

**Lily** I've got crayons on my desk.

**Adult** Great! You can draw a picture!

4

**Adult** Have you got paintbrushes on your desk?

**Lily** Yes, I have. I've got a big paintbrush and a small paintbrush.

5

**Adult** Have you got paints on your desk?

**Lily** Oh! No, I haven't!

**Adult** It's OK. You can use your crayons.

### ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X

### Optional activity

Ask students to work in pairs. They take turns to ask questions about Lily's art things for their partner to answer, for example, *Has Lily got (crayons)? Yes, she has. / No, she hasn't.*

## 4 Watch the video. ▶ Who are Luna and Talia?

- Tell students that they are going to watch a video about Sophie, another girl from France. Play the video for students to watch.
- Ask students *What art things can you see?* Play the video again, pausing after each known school thing is mentioned and eliciting the word from the class (*paper, paints, paintbrush*). Ask students *What school things can you see?* Play the video again so students can find the school things mentioned (*pencil case, scissors, bag, pens*).
- Play the video once more for the students to answer the question.

### Video transcript see page 153

### ANSWERS

Luna and Talia are Sophie's best friends.

## 5 Listen and follow. 🎧 027 Then talk about your art things.

- Play the conversation so students can listen and follow.
- Ask students to work in pairs. They act out a similar conversation about their art things.
- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

## 6 Listen and read. 028 Why is Zaki happy today?

- Focus Zaki's photo. Ask *Which country is Zaki from? (Morocco)*
- Ask students to look at the rest of the photos and to name the things they can see in English. Elicit answers from different students around the class.
- Ask students to name the art things and colours in the photos. Say *Show me the paper / paintbrushes / paints!*
- Play the recording so students can follow the text in Zaki's email and find the answer to the question.

### ANSWERS

Zaki is happy today because he's got an art lesson today.

## 7 Read again. Then circle the correct words.

- Read out the first sentence with both answer options. Ask students to read through the email again and to find out which answer option is correct. Show the class the circled example.
- Students complete the rest of the activity in their books.

### ANSWERS

1 hasn't 2 is 3 has 4 aren't

## 8 Rewrite the sentences.

- Ask students to look at the first sentence and to say what is wrong with it. Explain that the sentence is not correct because it doesn't have a capital letter at the beginning nor a full stop at the end. Read the rules in the *Look!* box.
- Show the class the example answer. Ask students to point to the capital letter and to the full stop.
- Students rewrite the remaining sentences in their books. Check answers with the class.
- Ask students to read Zaki's email again and to circle the capital letters at the beginnings of sentences in blue and the full stops in red.

### ANSWERS

- 1 This is my school.
- 2 It's got a green door.
- 3 My classroom is big.
- 4 It's time for my art lesson.

### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about using capital letters to start sentences and full stops to end sentences.

If further practice is needed, ask them to complete exercise 3 on page 13 of their Workbooks.

Repeat the feedback routine once students have had some practice.

## 9 Write about your school. Go to your Workbook page 13.

- Ask students to turn to page 13 of their Workbook and look at the writing task. This can be done in class or set for homework.

## Workbook pages 12–13

### 1 Write.

- Students write the words from the box next to the correct numbers to match the numbered items in the picture.

### ANSWERS

1 paper 2 crayons 3 paints 4 paintbrushes

## 2 Read. Correct the sentences. Change one word.

- Students read the email, then change one word in each of the sentences below to make the sentences correct.

### ANSWERS

1 playground 2 classroom 3 desks 4 teacher

## 3 Rewrite the sentences with full stops and capital letters.

- Students rewrite the sentences so that they begin with capital letters and end with full stops.

### ANSWERS

- 1 My school is big.
- 2 This is my classroom.
- 3 There's a blue clock.
- 4 It's time for sport.

## 4 Read. Then write and draw for you.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about your school looks like.
- Students use the model text to write about their school, changing the words in bold to make the text about them. They then do a drawing to illustrate their writing.
- Invite students to read out their pieces of writing to the class.

### ANSWERS

Students' own answers.

### Assessment for learning

When you mark students' writing, underline, or highlight their mistakes instead of correcting them. Encourage students to think about their mistakes and correct them themselves. This helps students to develop learner autonomy.

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised. At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

## Project and Review

### Project

#### Learning objective

Students will make a dream school bag poster.

#### Language

Grammar and vocabulary from the unit.

#### Materials

Large sheets of plain paper or card, sheets of plain paper, coloured pens and pencils, scissors, glue.

Optional: *Team Up!* 5 worksheet

## Warm up

- Play *Odd one out* (see *Ideas bank* page 149) with the flashcards from lesson 1 and lesson 3.

## Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Tell them, in their own language, that they will be making a poster. Write *Project: poster* on the board.
- Ask students to say what they like about their school bags / school things and how they would like their school bags / school things to be different.

## Student Book page 16

### 1 Listen and read. Learn how to do the project.

 029

- Ask the class to look at the pictures and say what school things they can see.
- Play the recording so students can follow the pictures and instructions in their Student Books.
- Ask students to work in groups. Hand out large sheets of paper or card. Make sure the students have plain paper, coloured pens / pencils, scissors, and glue.
- Students follow the instructions to make their poster. They can either draw and cut out pictures of school things, then stick them on a large sheet of card or paper to make their poster, or they can draw school things directly onto their poster. You may need to help students to draw the school things.
- Walk around the classroom as students work, helping where necessary.

### Team Up! 5 DOWNLOAD

- Students can use the optional worksheet to prepare for their project. They tick the things they want to include in their dream school bag and cross the things they don't want to include. They then discuss what they want each of the ticked items to look like.

#### Global skills: Communication and collaboration

Completing the end of unit projects allows students to practise working as a team as they consolidate the language they have learnt. Make sure that all students in each group have a chance to contribute ideas and to take on a role in the production of each project. Encourage students to share their thoughts and opinions about the project as they work.

### 2 Watch the video. What animal does the folder look like?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas with the class.
- Play the video again so students can check their answers.

Video transcript see page 153

#### ANSWERS

The folder looks like a dog.

### 3 Listen and follow. 030 Then show your poster to the class.

- Play the recording so students can listen to and follow the conversation in their books.
- Invite different groups to present their poster to the class. Encourage students to talk about the posters as in the example conversation.

#### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

## Review

## Student Book page 17

### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and to write down all the words and phrases that they can remember for school things and sports equipment.

#### ANSWERS

School things: pencil sharpener, pencil case, dictionary, scissors, folder, water bottle, lunch box, glue stick  
Sports equipment: tracksuit, trainers, football shirt, football boots, sports bag, shorts

#### Optional activity

Play a memory game. Divide the class into two teams. Ask students to look at exercise 1 for one minute, then close their books. Invite students from each team, in turn, to name one of the items from exercise 1. If a student can't remember an item, play passes to the other team. Award one point for each correctly remembered item. The team with the most points wins.

#### Global skills: Emotional self-regulation and well-being

Developing a growth mindset is vital for a happy, successful life. Students who have a growth mindset believe that they can get better at things with practice and work. Teach students that it doesn't matter if they can't remember all the words from the unit now. They can practise and they will get there.

### 2 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose activity 2, activity 3, activity 4 or activity 5. Make sure that the students who chose these activities are sitting together, so that they can work in pairs for activities 2, 3, and 4 and either in pairs or small groups for activity 5. Move students if necessary.
- Ask the students to complete the tasks. Walk around the classroom as they work and help where necessary.

### ANSWERS

- 1 Students' own answers
- 2 Can I use your pencil sharpener? / glue stick? / scissors? / dictionary?  
Sure! Here you are. / No, sorry.
- 3 Students' own answers
- 4 Students' own answers
- 5 Students act out their favourite frame from the story in pairs.
- 6 Students' own answers

## Workbook pages 14–15

### 1 Look and write. Find the secret word.

- Students write the words in the grid to complete the puzzle and find the secret word.

### ANSWERS

- 1 scissors
- 2 tracksuit
- 3 lunchbox
- 4 crayons
- 5 shorts
- 6 folder

The secret word is *school*.

### 2 Circle the odd one out.

- Students circle the odd word out in each set.

### ANSWERS

- 1 football boots 2 trainers 3 paper 4 tracksuit

### 3 Read and write the answers.

- Students read the questions and write a positive answer if there is a tick at the end of the question and a negative answer if there is a cross at the end of the question.

### ANSWERS

- 1 Yes, I have.
- 2 No, I haven't.
- 3 No, I haven't.
- 4 Yes, I have.

### 4 Look, read and write.

- Students look at the information in the table and complete the questions and answers.

### ANSWERS

- 1 Yes, she has.
- 2 No, he hasn't.
- 3 No, she hasn't.
- 4 Has he got
- 5 Has she got

### 5 Read and complete.

- Students complete the sentences using *our* or *their*.

### ANSWERS

- 1 our 2 their 3 their 4 our

### Assessment for learning

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

### Unit 1 My progress ✓

- Ask students to read the sentences and to tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

### Unit test

The students are now ready to do the Unit 1 test, downloadable from Oxford English Hub.



## Lesson 1: Words

### Learning objective

Students will be able to talk about food.

### Language

**Food:** *cereal, chips, rice, chicken, meatballs, biscuits, yoghurt, sandwiches*

**Functional language:** *I'd like some (yoghurt) for (breakfast / lunch / dinner).*

### Warm up

- Play a game of *What's missing?* (see *Ideas bank* page 148) with the class to review the vocabulary from Unit 1.

### Lead-in

- Tell the class *Today we are learning about food.* Write *Food* on the board. Show some of the flashcards for lesson 1 and invite students to guess the meaning of *Food*.
- Ask the class simple questions about the lesson topic, for example, *What food do you like?* Elicit answers from students around the class. Recast students' answers in English. If you like, put the lesson 1 flashcards on the board and ask students to take turns to point to the foods they like.

### Student Book pages 18–19

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by giving the English names of the things they can see. Prompt students, if necessary, by asking *Can you see (an apple / a banana / an orange / a table / a chair / a hat)?*
- Tell students that they are going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, use the flashcards to present the new words.

#### ANSWERS

Students can see an apple, a banana, an orange, salad, a table, a chair, clothes and parts of the face and body. These words are revised from *Beehive 1*.

#### 2 Listen, point and repeat. 031

- Play the recording so students can listen and point to the things in the picture.
- Play the recording again so students can repeat the words.

#### Optional activity

Play a game of *Number words* using the flashcards (see *Ideas bank* page 148).

#### 3 Say the chant. 032

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.
- Play the chant a few more times so students can join in as much as possible.

#### Audio transcript

cereal cereal chips chips rice rice chicken chicken  
meatballs meatballs biscuits biscuits yoghurt yoghurt  
sandwiches sandwiches

#### Global skills: Digital literacy

Encourage students to check their pronunciation of the new words by making audio or video recordings of themselves doing the vocabulary chants. They can play these recordings back and check how well they are saying the new words.

#### 4 Tell your partner.

- Read out the conversation. Remind students that *like* is positive and *don't like* is negative. Hold up a food flashcard, smile happily and say *I like (cereal)*. Hold up another flashcard, pull an unhappy face and say *I don't like (yoghurt)*.
- Invite a few volunteers to model sentences about their likes and dislikes.
- Students talk in pairs, taking turns to say sentences about the foods in the picture.

#### Global skills: Creativity and critical thinking

Expressing their own likes and dislikes allows students to use the new vocabulary in a creative way, while applying it to a real-life situation. Students are more likely to remember new words when they have used them in an activity which is meaningful to them.

#### 5 Find and circle six differences. Then say.

- Ask students to look at the two pictures and say what people and foods they can see in both pictures. Establish that the people in the pictures are the same and some of the foods are the same, but some of the foods are different.
- Point to the first picture and ask students to find the yoghurt. Ask *Has the boy got a yoghurt in picture 1?* Elicit the answer *Yes*. Ask *Has the boy got a yoghurt in picture 2?* Elicit the answer *No*. Ask students to say what the boy has got in picture 2 (*sandwiches*).
- Allow students time to find the six differences between the pictures.
- Invite students to tell you the differences.

#### ANSWERS

- In picture 1, the boy has got a yoghurt. In picture 2, he has got sandwiches.
- In picture 1, the boy has got rice. In picture 2, he hasn't got rice.

- 3 In picture 1, the girl has got rice. In picture 2, she has got chips.
- 4 In picture 1, the girl has got biscuits. In picture 2, she has got a yoghurt.
- 5 In picture 1, they haven't got cereal. In picture 2, they have got cereal.
- 6 In picture 1, they've got an orange yoghurt. In picture 2, they've got a banana yoghurt.

### Mixed ability

Ask weaker students to work in pairs or small groups to complete the *Spot the Difference* puzzle. Stronger students can do the puzzle independently and then check with a partner before you go through the answers.

### Optional activity

Encourage confident students to describe one of the pictures to the class, for example, *The boy has got ... I can see ...*. The rest of the class tries to guess, as quickly as possible, which picture is being described.

## 6 Look at 5. Is the food in picture 1 or picture 2? Circle.

- Point to the words and read them out. Ask students to point to the foods in exercise 5 as they hear the matching words.
- Read out the word *chicken*. Ask students to identify in which picture(s) in exercise 5 they can see chicken (1 and 2). Show the class the example circles. Explain that some foods are in both pictures, so students need to circle both numbers, but some foods are only in one picture, so students only need to circle one number.
- Students find the remaining foods and circle the numbers in their books.
- Check answers by asking *Where's the (chicken)?* Elicit the answer *It's in (pictures 1 and 2).*

### ANSWERS

chicken 1, 2 meatballs 1, 2 rice 1 chips 2 biscuits 1 sandwiches 2 cereal 2 yoghurt 1, 2

## 7 Listen and repeat. 🎧 033 Then say.

- Show the class the key and use the pictures to teach the words *breakfast, lunch, and dinner*.
- Focus on the model sentences. Play the recording, pausing after each line for students to repeat.
- Choose food from exercise 2 and model more sentences. Invite volunteers to model sentences for the class.
- Students work in pairs. They take turns to tell their partner what they want for each meal, using the sentences in their Student Book as a model. Students can point to pictures of the foods in their Student Book as they say their sentences.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Time for feedback! Using the students' own language, ask the class *How do you feel about the new words for food?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine once students have had further practice.

## Team Up! 1 DOWNLOAD

- Students work in pairs or groups, taking turns to choose a square in the grid and making a sentence about it, for example, *I'd like yoghurt for dinner*. Their partner / the student to their left finds the square being described and says the grid reference, for example, C3. Students can award themselves one point for each correct grid reference. They can make a note of their scores to see who wins the game.

## Workbook pages 16–17

### 1 Read and circle.

- Students look at the pictures and circle the correct words.

### ANSWERS

1 chicken 2 biscuits 3 rice 4 yoghurt  
5 cereal 6 sandwiches 7 chips 8 meatballs

### 2 Look and write.

- Students look at the picture and write the words for the foods next to the corresponding numbers.

### ANSWERS

1 cereal 2 sandwiches 3 chips 4 rice  
5 yoghurt 6 biscuits 7 chicken 8 meatballs

### 3 Look, read and complete.

- Students look at the pictures and write the correct food words to complete the sentences.

### ANSWERS

1 chips 2 rice 3 meatballs 4 biscuits 5 chicken  
6 yoghurt

### 4 Read and number. Then write.

- Students number the pictures to match the meals in the gapped sentences. They then look at the pictures and complete the sentences. If they need help with the functional language, they can use the sentences in exercise 7 on page 19 of their Student Book to help them.

### ANSWERS

- 1 I'd like some cereal (matched to the picture of the girl eating cereal).
- 2 I'd like some sandwiches (matched to the picture of the girl eating sandwiches).
- 3 I'd like some chicken (matched to the picture of the boy eating chicken).

### Assessment for learning

Write *Food* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about food now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess what they have learnt during the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to ask about different meals.

### Language

*I have cereal for breakfast. Do you have eggs for breakfast? No, I don't. Do you have yoghurt for breakfast? Yes, I do.*

### Warm up

- Play a game of *Stop the cards* (see *Ideas bank* page 148) with the flashcards to review the vocabulary from lesson 1.

### Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language, if necessary.
- Ask students to open their books on page 20 and find the Learning objective. Write it on the board: *Let's ask about different meals.*
- Write the words *breakfast*, *lunch*, and *dinner* across the board. Stick the cereal flashcard on the board below the word *breakfast*. Say *I have cereal for breakfast*. Ask students around the class *Do you have (cereal) for breakfast?* Elicit the answer *Yes* or *No*. Recast their answers in the grammar structure of the lesson, for example, *Yes, I do. / No, I don't*. Repeat with different foods for lunch and dinner.

### Student Book pages 20–21

#### 1 Listen and follow. 034 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see and share ideas about what might be happening in the story.
- Play the recording so students can listen to and follow the grammar cartoon.
- Ask questions to check understanding, for example, *What food has May / May's dad got? (Sandwiches / Bread)*
- Play the recording a second time so students can follow again.
- Divide the class into pairs. In their pairs the students choose which character they are going to play.
- Students act out the story in their pairs. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the pairs to act out the grammar cartoon for the class.

#### 2 Look, listen and learn. 035

- Play the recording so students can listen to and follow the sentences in the grammar box. Tell students that we use *do* with positive short answers and *don't* with negative short answers.
- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read the questions and answers.

### Optional activity

Students play a game in pairs. They decide on a meal (*breakfast*, *lunch* or *dinner*), then they each choose and write two foods for that meal without letting their partner see what they have written. They then take turns to ask and answer to find out which foods their partner has for that meal, for example, *Do you have (rice) for (dinner)? Yes, I do. / No, I don't*. When their partner has guessed both of their foods, students say *I have (meatballs) and (rice) for dinner*. The first student to guess both of their partner's foods wins the game. Students can then repeat the game using a different meal. Model the game a few times with volunteers before students play in their pairs.

#### 3 Listen and circle. 036

- Ask students to look at the pictures. Point to each of the foods and ask students to name them. Choose students to answer at random, using name cards or coloured lollipop sticks.
- Play the first item on the recording. Ask students to point to the foods in the first picture which are mentioned in the recording. Show students the example circle. Tell students that they need to listen and circle the foods which the speakers have for each meal.
- Play the rest of the recording so students can complete the activity.
- Play the recording again so students can check their answers.

### Audio transcript

1

**Girl** It's Monday today! I have bread for breakfast on Monday!

**Boy** Do you have cereal for breakfast, too?

**Girl** No, I don't. I have juice. It's orange juice! Yum!

**Boy** Do you have yoghurt for breakfast?

**Girl** No, I don't.

2

**Boy** Do you have chips for lunch on Monday?

**Girl** No, I don't. I have sandwiches for lunch. I've got chicken and salad in my sandwiches today.

**Boy** Do you have biscuits for lunch?

**Girl** No, I don't. I have apples on Monday.

3

**Boy** Do you have chicken for dinner on Monday?

**Girl** No, I don't. I have meatballs for dinner.

**Boy** Do you have noodles with your meatballs?

**Girl** No, I don't. I have rice. Meatballs and rice is great!

### ANSWERS

1 bread, orange juice

2 sandwich, apples

3 meatballs, rice

#### 4 Ask and answer.

- Focus on the model conversation. Choose a confident student to act out the conversation with you for the class.
- Ask students to work in pairs. They take turns to ask their partner a question about a meal. Their partner answers truthfully for them.

### Optional activity

For further practice of the grammar, play a game of *Pass the flashcards* with the lesson 1 flashcards (see *Ideas bank* page 148). When the music stops, each student holding a flashcard asks the student to their left a question about the food on their flashcard, for example, *Do you have (sandwiches) for (lunch)?* The students on the left answer truthfully.

### 5 Look, listen and learn. 037

- Play the recording so students can listen to and follow.
- Ask students to work in pairs. They take turns to point to the people in the picture and say the sentence or ask and answer the questions in the grammar box.

### 6 Look, read and tick ✓ or cross X.

- Point to the pictures and ask students around the class to name the foods. Explain that this is a meal planner for Ravi, showing what he has for breakfast, lunch, and dinner.
- Read out the first sentence. Ask students to look at the meal planner and find out whether the sentence is *True* or *False* (false). Show the class the example cross. Explain that if a sentence is true, they should put a tick in the box, but if a sentence is false, they should put a cross in it.
- Students complete the activity in their books. Check answers as a class.

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X

### 7 Write.

- Students read the questions, look at Ravi's meal planner in exercise 6 and write the answers.
- Invite pairs of students to read out the questions and answers.

#### ANSWERS

- 1 Yes, he does.
- 2 No, he doesn't.
- 3 No, he doesn't.
- 4 Yes, he does.

### Optional activity

Ask students to write one more question about Ravi, using the questions in exercise 7 as a model. Divide the class into two teams. Invite students from each team, in turn, to read out their questions for the other team to answer. Students can look at the meal planner in exercise 6 to answer the questions. Award one point for each correct answer. The team with the most points wins.

### Mixed ability

Create ongoing individual projects for fast finishers to work on once they've completed the class activities. For example, students could make their own picture dictionaries by drawing and labelling the new words from each unit in a notebook (or in the back of their regular English notebook).

### Team Up! 2

- Students choose a meal (*breakfast / lunch / dinner*) and decide what foods they want to have for that meal.

They can write a list of the foods in their notebooks or on a piece of paper, or they can simply remember their choices. Students ask and answer questions in pairs to find out their partner's meal, for example, *A: It's time for (breakfast). B: Do you have (bread) for (breakfast)? A: Yes, I do.* Students draw their partner's meal on the plate template. They then tell the class what their partner has for their meal, for example, *Maria) has (bread) for breakfast.* The rest of the class can ask questions to prompt the speaker, for example, *Does he / she have (eggs) for (breakfast)? Yes, he / she does. / No, he / she doesn't.*

## Workbook pages 18–19

### 1 Look, read and tick ✓ or cross X.

- Students look at the picture and tick the true sentences and cross the false sentences.

#### ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 X 6 ✓

### 2 Look, read and write.

- Students look at the pictures and complete the conversations, using the phrases in the box.

#### ANSWERS

- 1 Do you have / No, I don't.
- 2 Do you have / Yes, I do.
- 3 Do you have / No, I don't.
- 4 Do you have / Yes, I do.

### 3 Look, read and write.

- Students read the questions, look at the table and complete the short answers using the phrases in the box.

#### ANSWERS

- 1 No, she doesn't.
- 2 Yes, he does.
- 3 Yes, she does.
- 4 No, he doesn't.
- 5 No, he doesn't.
- 6 Yes, he does.

### 4 Look and write.

- Students look at the picture and write sentences using the words in the box.

#### ANSWERS

- 1 She has meatballs for dinner.
- 2 He has chicken for dinner.
- 3 She has noodles for dinner.
- 4 He has chips for dinner.
- 5 He has salad for dinner.

### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess their learning for this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 125 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.



## Lesson 3: Words and grammar

### Learning objective

Students will be able to ask about what vegetables they like.

### Language

**Vegetables:** *potatoes, peas, carrots, peppers, cucumbers, beans*

*Do you like (carrots)? Yes, I do. / No, I don't.*

*Does he / she like (beans)? Yes, he / she does. / No, he / she doesn't.*

### Warm up

- Play *What's missing?* (see *Ideas bank* page 148) with the lesson 1 flashcards to review the food vocabulary.

### Lead-in

- Ask students to find the Learning objective on page 22: *Let's ask about what vegetables we like.* Write it on the board.
- Check the students' understanding and translate *vegetables* into students' own language, if necessary.
- Ask students to think about what vegetables they like. Encourage them to share opinions, using their own language, if necessary.
- Explain that in this lesson, they will learn more words for vegetables.

### Student Book pages 22–23

#### 1 Listen, point and repeat. 🎧 038

- Focus attention on the online shop checkout screen in exercise 2. Choose a student and ask *What can you buy in this online shop? (Vegetables.)* Ask different students to point to a photo and to tell you what colours they can see, for example, *I can see (orange).*
- Play the recording so students can listen, point to the pictures and repeat the words.
- Play the recording a second time so students can point and say the words again.

#### 2 Listen and say. 🎧 039

- Tell students that they are going to hear someone talking about the photos. They need to listen and decide which vegetables the person is talking about.
- Play the recording, pausing after each item for students to point to the correct photo in exercise 1 and to say the corresponding word.
- Ask students to point to the vegetables and say which they like / don't like.

### Audio transcript

- 1 Look! They're red, yellow and green. What are they?
- 2 They're brown. Let's count. 1, 2, 3, 4!
- 3 They're green. They're big. How many? 1, 2!
- 4 Look! They're green. They're small. What are they?
- 5 They're green. How many? 1, 2, 3, 4, 5, 6.
- 6 Look! They're orange and green. How many? 1, 2, 3, 4!

### ANSWERS

- 1 peppers 2 potatoes 3 cucumbers 4 peas  
5 beans 6 carrots

### Optional activity

Students take turns to ask their partner a question about the vegetable, for example, *What colour are the (peppers)? / How many (potatoes)?* Their partner looks at the online shop and answers, for example, *They're (red, green, and yellow). / (Four).*

### 3 Look, listen and follow. 🎧 040 Play the game.

- Point to each of the pictures and ask students at random to say what vegetables they can see.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a person. Their partner asks questions to determine of which person they are thinking.
- Go around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure if they know the new words, repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, ask them to work in pairs to test each other. They take turns to point to one of the photos in exercise 1. Their partner tries to remember and say the word.

Repeat the feedback routine once students have had further practice.

### 4 Look, listen and learn. 🎧 041

- Play the recording so students can listen to and follow the questions and answers.
- Ask students to work in pairs, taking turns to read the questions and answers and to point to the correct people in the picture.

### Optional activity

For extra practice of the new grammar structure, ask students to draw two columns. They then draw a happy face at the top of the first column and a sad face at the top of the second column. You can draw this on the board for students to copy. Students write the six new words for vegetables in the columns, putting the vegetables they like in the column with the happy face and the vegetables they don't like in the column with the sad face. Students then draw the same columns to complete for their partner. They take turns to ask and answer questions, for example, *Do you like (carrots)? Yes, I do. / No, I don't.* They write the vegetable words in the correct columns for their partner. Students can then join with another pair and ask and answer about each other's partners, for example, *Does he/she like (beans)? Yes, he/she does. / No, he/she doesn't.*

## 5 Look and write.

- Ask students to look at the table and say what foods they can see.
- Read out the example and ask students to point to the correct part of the table. Make sure students understand that they should complete the questions, then look at the table to find the answers. They should use the phrases in the box to complete the questions and answers. For item 4, students should complete the face with a happy or sad mouth to make it true for them. They then complete the question and answer about themselves.
- Allow students time to complete the activity in their books.
- Students can check answers in pairs, then work in their pairs, taking turns to read out the completed questions and answers.

### ANSWERS

- 1 Yes, she does.
- 2 No, he doesn't.
- 3 Does ... like, No, she doesn't.
- 4 Do ... like, Yes, I do. / No, I don't. (Students' own answers.)

## 6 Listen and follow. Then sing. 🎧 042–043 ▶

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but that only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen and follow the words.
- Play the song again so students can sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song asking students to sing the words from memory.

### Team Up! 3 DOWNLOAD

- Students complete the table with the vegetable words. They then move around the class asking questions to all of their classmates about the vegetables in their table, for example, *Do you like potatoes?* They keep a record of the responses in their table by making a tally mark for each student who likes each vegetable. When students have asked all their classmates the questions, they count the tally marks in their table and write the number of students who like each vegetable. Students can show their completed tables to the class and talk about the results of their survey.

#### Optional activity

Play a game of *Draw and guess* with the new vocabulary (see *Ideas bank* page 147).

## Workbook pages 20–21

### 1 Find, circle and write.

- Students find the words in the word snake and write them under the correct pictures.

### ANSWERS

- 1 beans 2 potatoes 3 peppers 4 cucumbers
- 5 peas 6 carrots

## 2 Look, read and write.

- Students look at the pictures and complete the questions to match the answers.

### ANSWERS

- 1 a beans b cucumbers
- 2 a potatoes b peppers
- 3 a carrots b peas

## 3 Read and number.

- Students number the pictures to match the questions and answers.

### ANSWERS

- 1, 4, 6, 2, 5, 3

## 4 Look and write.

- Students look at the table and complete the questions and answers.

### ANSWERS

- 1 Does Lily like potatoes? Yes, she does.
- 2 Does Lily like cucumbers? Yes, she does.
- 3 Does Lily like peas? No, she doesn't.
- 4 Do you like carrots, Lily? No, I don't.
- 5 Do you like peppers, Lily? No, I don't.
- 6 Do you like peas, Lily? No, I don't.

### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they learnt during the lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 125 of their Workbooks and to complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 4: Story

### Learning objective

Students will be able to read about what animals like to eat.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use instead of the coloured words. As a class, decide where to place each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

### Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and, using their own language, guess what the story is about (what

different animals like to eat for breakfast). Write the word *Story* on the board. Tell the class that they're going to read a story about what different animals like to eat.

## Student Book pages 24–25

### 1 Look at the pictures. What foods can you see?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (*a rabbit, a donkey and a wolf*).
- Ask students to give the English words for the food they can see in the story (*carrots and apples*).
- If you like, invite students to make predictions, in their own language, about what happens in the story.

### 2 Listen and read. 044 What does the wolf like for breakfast?

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say what the wolf likes for breakfast (*she likes rabbits for breakfast*).

### 3 Read again. Then tick ✓ or cross X.

- Read out the first sentence. Ask students to look back at the story and to find out whether the sentence is *True* or *False*. Show the class the example cross. Explain that they should put a tick in the box if the sentence is true or a cross if the sentence is false.
- Students complete the rest of the activity in their books, referring to the story to find the answers.
- Check answers by asking students at random to read out the sentences and say whether each sentence is true or false. Ask students to tell you which frame in the story gave them each of their answers. Ask confident students to correct the false sentences.

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 X

### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that the rabbit helps the donkey by giving her some food, and that the donkey helps the rabbit by letting him hide under her hat.
- Choose students at random to answer the second question. Prompt students, if necessary, by suggesting ways in which they can help other people, for example, *by being kind to people, lending people things they need, giving directions to people who are lost, talking to people who look sad or lonely*, and so forth.
- Ask students, in students' own language, to think of a time when someone helped them. Ask them what happened and how they felt. Ask them if / how they thanked that person. Ask students to think of a time when they helped someone else. Ask them what happened and how they

felt. Tell the class that it is nice when people help us, and that it also feels nice to help other people. It is good to thank people when they help us, and to try to help them as well, if we can.

### Global skills: Emotional self-regulation and well-being

Teaching children about helping others encourages important social-emotional skills such as kindness, empathy, and compassion. Helping others also increases happiness and well-being. Children naturally want to help and support other people so showing them ways in which they can do this is very important. Help your students to help others by pointing out when a classmate might need help, or by brainstorming how students can help different groups of people (friends, family, neighbours, and so forth).

### 4 Act out the story.

- Divide the class into groups of four, with one student for each of the following parts: Narrator, Rabbit, Donkey, Wolf. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part (for example, two students could share the narrator's role, or the part of the rabbit or donkey).
- Ask students to act out the story. Walk around the classroom as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### Optional activity

Ask students to say what each of the characters in the story likes for breakfast. Ask students to think about what they like for breakfast. Students discuss ideas in pairs, then share their ideas with the class. If you have time, ask students to draw and label pictures of their favourite breakfasts and make a *My Breakfast collage* to display in the classroom.

### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

### Team Up! 4 DOWNLOAD

- Students colour and cut out the finger puppets, then stick the tabs of the finger puppets together. Students work in their pairs or groups to think of voices for the characters. They then practise acting out the story. Invite students to act out the story for the class.

## Workbook pages 22–23

### 1 Look at the pictures. What foods can you see?

- Students look at the story and answer the question.

#### ANSWERS

sandwiches, biscuits, peas, apples

### 2 Read the story.

- Students read the story to themselves.

### 3 Read again and match.

- Students read the story again, then draw lines to match the sentence halves.

#### ANSWERS

1 d 2 a 3 c 4 e 5 b

### 4 Read and complete. Then number.

- Students complete the speech bubbles using the words in the box. They then number the pictures to show who says each line.

#### ANSWERS

1 lunch box 2 sandwiches 3 biscuits 4 peas  
4, 3, 2, 1

### 5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

#### Learning objective

Students will learn about school lunches in the UK and South Korea.

#### Language

**School lunches:** *vegetables, pasta, cake, drink*

#### Warm up

- Play *Stop the cards* (see *Ideas bank* page 148) to review food and vegetables.
- Ask students at random *Do you like (peas)? / Do you have (cereal) for (breakfast)?*

#### Lead-in

- Ask the class to look at the photos on pages 26–27 of the Student Book and to try to work out which countries they will be learning about today. Recast correct guesses in English. Write *the UK* and *South Korea* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about school lunches in these countries today.

### Student Book pages 26–27

#### 1 Listen, point and repeat. 🎧 045

- Play the recording so students can listen and point to the photos.
- Play the recording again for students to repeat.

#### 2 Listen and say the number. 🎧 046

- Focus on the photo of Ben. Ask *Which country is Ben from? (the UK)*

- Tell students that they are going to hear Ben talking about school lunches in his country. They must listen and say the number of the photo when Ben talks about it.
- Play the recording, pausing each time that Ben talks about one of the photos, for students to point to the correct photo and call out the number.

#### Audio transcript

**Ben** Hi! I'm Ben. I'm from the UK. I have a hot lunch at school every day. We have pasta on Wednesdays. It's very nice. On Fridays, we have cake. I like Fridays, and I love cake! It's yummy!  
I have a drink with my lunch. I like orange juice and apple juice. What about you?  
I have vegetables for lunch. I've got carrots, beans and peas today. I like carrots!

#### ANSWERS

2, 3, 4, 1

### 3 What foods does Ben like? Listen and draw

😊 or 😞 🎧 047

- Tell the class that they are now going to hear Ben talking more about his school lunches. They must listen and draw a happy face for the foods Ben likes and a sad face for the food Ben doesn't like.
- Play the recording, pausing for students to draw a happy or sad face next to each of the pictures.
- Check answers with the class.

#### Audio transcript

1

**Ben** At my school, we have cake for lunch on Fridays. I love chocolate cake!

2

**Ben** On Wednesdays, we have meatballs with rice or pasta. I have pasta. I don't like rice.

3

**Ben** On Tuesdays, we have pasta and vegetables. I like vegetables. I like pasta, too.

4

**Ben** We have yoghurt on Tuesdays, too. I don't like yoghurt.

5

**Ben** We have pizza on Mondays. I love pizza!

6

**Ben** We have a drink with our lunch, too. We can have juice or milk. I don't like milk.

#### ANSWERS

1 😊 2 😞 3 😊 4 😞 5 😊 6 😞

#### Optional activity

Ask students to work in pairs. They take turns to ask questions about the foods for their partner to answer, for example, *Does Ben like (cake / yoghurt)? Yes, he does. / No, he doesn't.*

### 4 Watch the video. ▶ What's Dylan's favourite lunch?

- Tell students that they are going to watch a video about another boy from the UK, called Dylan. Play the video for students to watch.



- Ask students *What foods can you see?* Play the video again, pausing after each known food is mentioned and eliciting the word from the class (*vegetables, pasta, meatballs, juice, cake*).
- Play the video once more for the students to answer the question.

### Video transcript see page 153

#### ANSWERS

Dylan's favourite lunch is pasta with meatballs.

### 5 Listen and follow. 🎧 048 Then talk about your lunch.

- Play the conversation so students can listen and follow.
- Ask students to work in pairs. They act out a similar conversation about their lunch.
- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

### 6 Listen and read. 🎧 049 Does Soo-Min have lunch at home?

- Focus on the photo of Soo-Min. Ask *Which country is Soo-Min from? (South Korea)*
- Ask students to look at the rest of the photos and to give the English names of the things they can see.
- Ask students to name the foods in the photos. Say *Show me the cake / vegetables / grapes!*
- Play the recording for students to follow the text in Soo-Min's blog and to find the answer to the question.

#### ANSWERS

Soo-Min doesn't have lunch at home. She has lunch at school.

### 7 Read again. Then circle the correct words.

- Read out the first sentence with both answer options. Ask students to read through the blog again and to find out which answer option is correct. Show the class the circled example.
- Students complete the rest of the activity in their books.

#### ANSWERS

1 school 2 cold 3 rice 4 apple

#### Mixed ability

Support weaker students by telling them which paragraphs contain the information they need for each item (paragraph 1 contains the answers to 1 and 2, paragraph 2 contains the answer to 3 and paragraph 3 contains the answer to 4). Allow them to work in pairs to find the information they need and to circle the correct word in each sentence.

Ask stronger students, who finish quickly, to write a question about Soo-Min, for example, *What does Soo-Min have in her lunch box on Fridays?* They then swap with a partner and answer each other's questions.

### 8 Rewrite the sentences.

- Read out the first pair of sentences, then read out the example answer. Read the rules in the *Look!* box about joining two positive sentences on the same topic with *and*. Write the example pair of sentences on the board.

Show students which words we remove in order to join the two sentences with *and*.

- Students rewrite the remaining sentences in their books. Check answers with the class.
- Ask students to read Soo-Min's blog again and to underline the sentences with *and*.

#### ANSWERS

- 1 I have rice and vegetables for lunch.
- 2 I like apples and bananas.
- 3 I've got pasta and chicken.
- 4 I have pasta and meatballs on Fridays.

#### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about using *and* to join two positive sentences.

If further practice is needed, ask them to complete exercise 3 on page 25 of their Workbooks.

Repeat the feedback routine once students have had further practice.

### 9 Write about your lunch. ✍️ Go to your Workbook page 25.

- Ask students to turn to page 25 of their Workbook and to look at the writing task. This can be done in class or set for homework.

### Workbook pages 24–25

#### 1 Write.

- Students write the words from the box under the correct pictures.

#### ANSWERS

1 cake 2 drink 3 vegetables 4 pasta

#### 2 Read and number.

- Students read the blog and number the sentences to match the pictures.

#### ANSWERS

4, 2, 1, 3

#### 3 Match and write with *and*.

- Students draw lines to match the pairs of sentences, then join each pair of sentences with *and*.

#### ANSWERS

- 1 I like cheese and salad. (1d)
- 2 I have pizza and chips on Fridays. (2c)
- 3 I love vegetables and pasta. (3a)
- 4 I have soup and bread for lunch. (4b)

#### 4 Read. Then write and draw for you.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about your lunch looks like.
- Students use the model text to write about their lunch, changing the words in bold to make the text about them. They then illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

## ANSWERS

### Students' own answers

#### Assessment for learning

When students are correcting their own writing, encourage them to use a special colour pen, so they can always see where they have responded to feedback.

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Project and Review

### Project

#### Learning objective

Students will make a favourite foods collage.

#### Language

Grammar and vocabulary from the unit.

#### Materials

Large sheets of plain paper or card, pictures of food from magazines or the Internet or plain paper, coloured pens and pencils, scissors, glue.

Optional: *Team Up! 5* worksheet

### Warm up

- Play *Odd one out* (see *Ideas bank* page 149) with the lesson 1 and lesson 3 flashcards.

### Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Clarify with students, using their own language, that they will be making a collage showing their favourite foods. Write *Project: collage* on the board.
- Ask students around the class to say what their favourite foods are and when they eat these foods (*for breakfast / lunch / dinner / on Fridays / and so forth*).

### Student Book page 28

#### 1 Listen and read. Learn how to do the project.

050

- Ask the class to look at the pictures and to say what foods they can see.
- Play the recording so students can follow the pictures and instructions in their Student Books.
- Ask students to work in groups. Hand out large sheets of paper or card. Make sure the students have photos of foods from magazines or the Internet or plain paper to draw their own pictures, as well as coloured pens/pencils, scissors and glue.
- Students follow the instructions to make their poster. They divide their large sheet of paper or card into three sections and write a heading. They can either cut out

pictures of food from magazines or the Internet, or they can draw and cut out their own pictures of food. They stick their pictures onto their large sheet of card or paper and write labels for each picture. You may need to help students to draw the food.

- Walk around the class as students work, helping where necessary.

#### Team Up! 5 DOWNLOAD

- Students can use the optional worksheet instead of drawing pictures or finding pictures in magazines or on the Internet. They colour the pictures on the template, then cut them out and use them to make their collage.

#### Global skills: Communication and collaboration

Completing the end of unit projects gives students the opportunity to personalise the language they have learnt. Encourage students to talk to one another using the unit vocabulary, for example, *I like cereal. I have cereal for breakfast. / Do you like meatballs? Yes, I do. I have meatballs for dinner on Saturdays.* Move around the classroom as students work and ask them questions using the unit grammar.

#### 2 Watch the video. ▶ When does the boy have pizza?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas with the class.
- Play the video again so students can check their answers.

#### Video transcript see page 153

## ANSWERS

The boy has pizza for dinner on Fridays.

#### 3 Listen and follow. ▶ 051 Then talk to the class about your collage.

- Play the recording so students can listen to and follow the conversation in their books.
- Invite different groups to present their collage to the class. Encourage students to talk about their collages as in the example conversation. Encourage the rest of the class to ask questions about the collages, for example, *Do you like ...? Do you have ... for ...?*

#### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 29

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and to write down all the words and phrases that they can remember for vegetables and other food.

#### ANSWERS

Vegetables: peas, potatoes, carrots, peppers, cucumbers, beans

Other food: sandwiches, cereal, meatballs, yoghurt, chicken, rice, biscuits, chips

#### Optional activity

Students play a game in groups of three or four. One student names one of the items in the picture in exercise 1, for example, *cucumbers*. The other students race to point to the correct item. The first student to point to the correct item gets a point. The next student around the table then takes a turn to name an item for the other students in the group to point to. The game continues until all the items have been named. Alternatively, set a time limit for the game.

#### 2 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose activity 1 or activity 2. Make sure that the students who chose these activities are sitting together, so that they can work in pairs. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

- 1 Students' own answers
- 2 Do you have meatballs / peppers / rice for breakfast / lunch / dinner? Yes, I do. / No, I don't.
- 3 Students' own answers
- 4 Students' own answers
- 5 Foods: apples, carrots  
Animals: rabbit, donkey, wolf
- 6 Tom has got chicken / bread / pasta / pizza / carrots / peas / chips on his plate.

### Workbook pages 26–27

#### 1 Match and write.

- Students match the word halves and the pictures, then write the words next to the correct pictures.

#### ANSWERS

- 1 vegetables 2 meatballs 3 carrots 4 beans
- 5 cake 6 peppers

#### 2 Write the words in the correct boxes.

- Students write the words under the correct headings.

#### ANSWERS

Hot food: chicken, potatoes, rice

Cold food: cucumbers, cereal, sandwiches

#### 3 Read and draw.

- Students read the sentences and draw the food items in the correct boxes in the table.

#### ANSWERS

Tom

Breakfast - yoghurt

Lunch - cake

Dinner - chicken

Dina

Breakfast - cereal

Lunch - drink

Dinner - meatballs

#### 4 Read and write.

- Students look at the pictures, read the questions and write the answers.

#### ANSWERS

- 1 Yes, I do. 2 No, I don't. 3 Yes, I do. 4 don't have 5 have

#### 5 Write. Then draw ☺ or ☹ and write for you.

- Students write answers to questions 1–3, then complete the faces for questions 4 and 5 and write true answers for them.

#### ANSWERS

- 1 Yes, he does.
- 2 No, she doesn't.
- 3 Yes, she does.
- 4 Students' own answers.
- 5 Students' own answers.

#### Assessment for learning

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

#### Unit 2 My progress ✓

- Ask students to read the sentences and tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

#### Unit test

The students are now ready to do the Unit 2 test, downloadable from Oxford English Hub.

## Food

### Learning objectives

Students will be able to read and understand an online forum.

Students will be able to read and understand a picture story.

### Language

Vocabulary and grammar from Units 1 and 2

### Warm up

- Play a game of *Noughts and crosses* (see *Ideas bank* page 148) with the flashcards from Units 1 and 2.

### Lead-in

- Tell the class *Today we are going to read*. Ask students to look at the texts and say what kinds of text they think each one is (an online forum and a picture story).
- Ask students what kinds of text they read and what their favourite things are to read.

### Student Book pages 30–31

#### 1 Listen and read. 🎧 052 What is street food?

- Focus attention on the online forum. Ask different students to say what foods they can see in the photos (*meat, peppers, onions, bread, tomatoes, chips, noodles, eggs*) and which of these foods they like.
- Ask students to use their own language to guess what the text is about (children's favourite street foods). Write the phrase *Street food* on the board. Use the photos in the text to teach the meaning of the words *anticuchos, gyros* and *ramen*. Tell the class in students' own language that they're going to read an online forum about favourite street foods. They need to listen and follow the text in their books to find out what street food is.
- If you like, invite students to use their own language to make predictions about what information they will read in the text.
- Play the recording for students to follow the text. Encourage students to point to the photos in their books as they hear each type of street food mentioned.
- Play the recording again for students to follow.
- Ask students to say what street food is. Ask students what street foods you can buy in their country and what street foods they like.

#### ANSWERS

Street food is food that you can buy and eat on the street.

#### 2 Read again. Then tick ✓ or cross X.

- Read out the first sentence. Ask students to look at the text again and find out whether this sentence is True or False. Ask students to tell you the information in the text which gave them their answer. Show the class the example tick.

- Explain that students need to read the sentences, then read the text again and decide whether each sentence is true or false. If a sentence is true, they should put a tick in the box. If a sentence is false, they should put a cross in the box.
- Give students sufficient time to complete the activity. Check answers by asking different students to read out the sentences and say whether each one is true or false.

#### ANSWERS

1 ✓ 2 X 3 ✓ 4 X

#### Optional activity

Play *Number words* with the food flashcards (see *Ideas bank* page 148).

#### 3 Listen and read. 🎧 053 What food does Fingle like?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (*a girl, the girl's dad, a monster and the monster's mum*).
- Ask students to give English words for the foods they can see in the story.
- If you like, invite students to use their own language to make predictions about what happens in the story.
- Tell the class that they are going to read and listen to the story.
- Play the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the recording again so students can follow. If you wish, play the story a final time for students to enjoy.
- Ask students to say what food Fingle likes. Ask students around the class to say what foods they like.

#### ANSWERS

Fingle likes fish and ice cream.

#### 4 Read again. Then circle True or False.

- Read out the first sentence. Ask students to find out whether this sentence is True. Students look back at the story and find the information that tells them whether the sentence is true or not. Show the class the example circle.
- Students read the story again and decide whether each sentence is True or False.
- Check answers by asking different students to read out the sentences and say whether each one is true or false.

#### ANSWERS

1 True 2 False 3 False 4 True

#### Optional activity

Play *Pass the flashcards* with the flashcards from Units 1 and 2 (see *Ideas bank* page 148). Play the songs from Units 1 and 2 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.



## Lesson 1: Words

### Learning objective

Students will be able to talk about wild animals.

### Language

**Wild animals:** *giraffe, zebra, elephant, monkey, hippo, dolphin, tiger, penguin*

**Functional language:** *Can it (jump)? Yes, it can. / No, it can't.*

### Warm up

- Play a game of *Number words* (see *Ideas bank* page 148) using vocabulary from Unit 2.

### Lead-in

- Tell the class *Today we are learning about wild animals.* Write *Wild animals* on the board. Show some of the lesson 1 flashcards and invite students to guess the meaning of *Wild animals*.
- Ask the class simple questions about the lesson topic, for example, *What wild animals do you like?* Elicit answers from students around the class. Recast students' answers in English. If you like, you can put the lesson 1 flashcards on the board and ask students to take turns to point to the wild animals they like.

### Student Book pages 32–33

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English. Prompt students, if necessary, by asking *Can you see a (tortoise / lizard / snake / tree)?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, use the flashcards to present the new words.

#### ANSWERS

Students can see a tortoise, a lizard, a snake, a tree, colours and parts of animals' faces and bodies. These words are revised from *Beehive 1*.

#### 2 Listen, point and repeat. 054

- Play the recording so students can listen and point to the animals in the picture.
- Play the recording again for students to repeat the words.

#### Optional activity

Play a game of *Pass the flashcards* using the flashcards from the lesson, along with the Lunch Song from Unit 2 lesson 3 (see *Ideas bank* page 148).

#### 3 Say the chant. 055

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.
- Play the chant a few more times so students can join in as much as possible.

#### Audio transcript

giraffe giraffe zebra zebra elephant elephant  
monkey monkey hippo hippo dolphin dolphin  
tiger tiger penguin penguin

#### 4 Play the *Animal mime* game.

- Tell the class that you are one of the animals in the picture. Mime being one of the animals. Encourage the class to guess which animal you are by calling out the animal words.
- Read out the conversation. Invite a few volunteers to model being animals for the class. Encourage the students to guess the animals, using the conversation as a model.
- Students play the game in pairs, taking turns to mime being a wild animal for their partner to guess.

#### Global skills: Creativity and critical thinking

Miming gives children the opportunity to think creatively and to develop their non-verbal communication skills by conveying action, character, or emotion using only gesture, facial expression, and movement. Pretending to be an animal encourages children to think about how that animal behaves, how it feels and how it moves, which involves thinking critically.

#### 5 Look and circle the odd one out. What can't they do?

- Ask students to look at the pictures and say what wild animals they can see. Read out the word under the first set of pictures, then point to each of the animals in that set and ask *Can it swim?* Show the class the example circle around the giraffe. Point out that the giraffe is the only animal that can't swim.
- Impress upon the students that they need to read the action words, look at the animals in each set and decide which animal can't do the action.
- Allow students time to complete the activity.
- Invite students to tell you which animal in each set is the odd one out and why.

#### ANSWERS

- The giraffe can't swim.
- The elephant can't climb.
- The dolphin can't run.
- The hippo can't jump.

#### Mixed ability

Ask weaker students to work in pairs or small groups to complete the activity. Encourage stronger students to do the activity independently and then check with a partner before you go through the answers.

### Optional activity

Ask students to suggest other animals in each set which might be the odd one out for different reasons. For example, in the first set of pictures, the dolphin could be the odd one out because it hasn't got legs, or the penguin could be the odd one out because it has got wings. Enabling students to think about more differences between the animals will help children to develop their critical thinking skills.

### 6 Read and tick ✓ or cross X.

- Point to the words in the table and read them out. Point out that the words across the top of the table are animals and the words down the side of the table are actions.
- Point to the first animal and the first action in the table. Ask *Can a tiger run?* Elicit the answer *Yes*. Show the class the example tick. Point to the next action in the table and ask *Can a tiger swim?* Elicit the answer *Yes*. Tell students to put another tick in the table. Repeat for all the actions for the tiger. Students put a tick in the table if the tiger can do the action and a cross in the table if the tiger can't do the action.
- Students can then complete the table in pairs. If they don't know whether an animal can do an action, you can help them to find the answer in reference books or online. Note that some species of monkeys can swim, but not all monkeys can swim. Giraffes can jump, but not very high, and they rarely do it.
- Check answers by inviting students around the class to ask and answer questions, for example, *Can (a dolphin) (run)? Yes, (it can). / No, (it can't).*

#### ANSWERS

Tiger: run ✓, swim ✓, climb ✓, jump ✓  
Dolphin: run X, swim ✓, climb X, jump ✓  
Elephant: run ✓, swim ✓, climb X, jump X  
Penguin: run ✓, swim ✓, climb X, jump ✓  
Monkey: run ✓, swim ✓, climb ✓, jump ✓  
Hippo: run ✓, swim ✓, climb X, jump X  
Zebra: run ✓, swim ✓, climb X, jump ✓  
Giraffe: run ✓, swim X, climb X, jump ✓

### 7 Listen and repeat. 056 Then ask and answer.

- Point to the picture and ask students to name the animal the children are talking about.
- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Hand out flash cards of wild animal to volunteers and ask them questions about their animal, as in the conversation. Encourage students to respond with *Yes, it can. / No, it can't.*
- Students work in pairs. They take turns to think of an animal. Their partner asks questions to try to guess the animal, using the conversation in their Student Book as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Time for feedback! Ask the class, in students' own language, *How do you feel about the new words for wild animals?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine after students have had some further practice.

### Team Up! 1 DOWNLOAD

- Students play a guessing game in pairs or groups. Students use one set of cards per pair / group. They cut out the cards (they can colour them first if they like / if you have time), shuffle them and place them face down on the desk. They then take turns to pick up a card from the pile without showing their partner / the rest of the group. Their partner / the rest of the group asks questions using the functional language to guess the animal on the card, for example, *Can it fly? No, it can't. Is it a (penguin)? No, it isn't. Can it jump?* and so forth.

### Workbook pages 28–29

#### 1 Look and match.

- Students draw lines to match the words to the pictures.

#### ANSWERS

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

#### 2 Write.

- Students write the words next to the pictures of the wild animals.

#### ANSWERS

1 hippo 2 elephant 3 penguin 4 tiger 5 monkey  
6 dolphin 7 giraffe 8 zebra

#### 3 Read, match and complete.

- Students draw lines to match the sentences to the pictures, then complete the sentences with the correct wild animal words.

#### ANSWERS

1 d zebra 2 e elephant 3 b dolphin  
4 f tiger 5 a penguin 6 c hippo

#### 4 Look, read and tick ✓ or cross X. Then write.

- Students look at the pictures, read the questions and put a tick if the animal in the picture can do the action or a cross if the animal can't do the action. They then write short answers. If they need help with the functional language, they can use the conversation in exercise 7 on page 33 of their Student Book to help them.

#### ANSWERS

1 No, it can't. Yes, it can.  
2 Yes, it can. No, it can't.  
3 Yes, it can. No, it can't.

### Assessment for learning

Write *Wild animals* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about wild animals now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to ask about where animals live.

### Language

*Tigers don't live in water. Tigers live on land.*

*Do (dolphins) live on land? Yes, they do. / No, they don't.*

### Warm up

- Play a game of *Slow reveal* (see *Ideas bank* page 148) with the flashcards to review the vocabulary from lesson 1.

### Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language if necessary.
- Ask students to open their books on page 34 and find the Learning objective. Write it on the board: *Let's ask about where animals live.*
- Write the words *on land* and *in water* on opposite sides of the board. Stick the tiger flashcard on the board beneath the words *on land*. Say *Tigers live on land*. Stick the dolphin flashcard on the board beneath the words *in water*. Say *Dolphins live in water*. Ask students around the class to guess what *on land* and *in water* mean. Elicit the meanings in students' own language. Hold up other animal flashcards and ask *Do (elephants) live (on land / in water)?* Encourage students to answer *Yes* or *No*. Recast their answers in the grammar structure of the lesson, for example, *Yes, they do. / No, they don't*. Then, stick the flashcards under the correct words on the board.

### Student Book pages 34–35

#### 1 Listen and follow. 057 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see. Ask them to give ideas about what might be happening in the story.
- Play the recording so students can listen to and follow the grammar cartoon.
- Ask questions to check understanding, for example, *Do tigers live in water? / Do dolphins live on land?*
- Play the recording a second time for students to follow again.
- Divide the class into pairs. In their pairs the students choose which character they are going to play.
- Students act out the story in their pairs. Walk around the classroom as students practise. Help with pronunciation where necessary.
- Ask some of the pairs to act out the grammar cartoon for the class.

#### 2 Look, listen and learn. 058

- Play the recording so students can listen to and follow the sentences in the grammar box. Remind students that we use *do* with positive short answers and *don't* with negative short answers.
- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read out the sentences.

#### Optional activity

Students play a game in pairs. They take turns to choose a wild animal and say the word for their partner, for example, *Elephant*. Their partner makes a sentence about the animal, for example, *Elephants live on land*. The first student decides whether the sentence is correct. If you like, you can have students award one another one point for each correct sentence.

#### 3 Listen and tick ✓. 059

- Ask students to look at the pictures. Point to each of the wild animals and ask students to name them. Choose students to answer at random, using name cards or coloured lollipop sticks.
- Play the first item on the recording. Ask students to point to the wild animals in the first set of pictures. Show students the example tick. Tell students that they need to listen and tick the correct wild animals in each set of pictures.
- Play the rest of the recording for students to complete the activity.
- Play the recording again for students to check their answers.

#### Audio transcript

1

**Girl** Let's play a game. Guess the animal! They live on land. They don't live in water.

**Boy** I know! Elephants!

**Girl** That's right!

2

**Boy** Okay, my turn! They live on land. They live water, too.

**Girl** I know! Penguins!

**Boy** Yes!

3

**Girl** Hmm ... My turn again ... They live in water. They don't live on land.

**Boy** I know! Dolphins!

**Girl** Yes!

4

**Boy** Let's see ... They live on land. They don't live in water.

**Girl** I know! Zebras!

**Boy** Yes! Well done!

#### 4 Play True or False.

- Focus on the model conversation. Model the game a few times with volunteers before students play in their pairs.
- Students take turns to choose a wild animal and make a true or false sentence about it for their partner, for example, *Tigers live in water*. If the sentence is true, their partner says *Yes!* If the sentence is false, their partner says *No!* and corrects the false sentence, for example, *Tigers don't live in water. Tigers live on land.*

### Optional activity

For further practice of the grammar, play a game of *Pass the flashcards* with the lesson 1 flashcards (see *Ideas bank* page 148). When the music stops, each student holding a flashcard makes a sentence about the wild animal on their flashcard, for example, *Dolphins live in water*.

### 5 Look, listen and learn. 🎧 060

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to point to the picture and ask and answer the questions in the grammar box.

### 6 Look, read and circle.

- Point to the picture and ask students around the class to name the wild animals. Explain that this is an infographic showing us which animals live on land and which animals live in water.
- Read out the first question. Ask students to look at the picture and find the answer. Show the class the example circle. Explain that students need to read the questions, look at the picture, then circle the correct answers.
- Students complete the activity in their books. Check answers as a class.

#### ANSWERS

- 1 Yes, they do.
- 2 No, they don't.
- 3 No, they don't.
- 4 No, they don't.

### 7 Look at 6. Write.

- Students look at the picture in exercise 6 and complete the sentences with the words in the box.
- Invite students at random to read out the completed sentences.

#### ANSWERS

- 1 live
- 2 don't live
- 3 Do
- 4 live

### Optional activity

Ask students to write three more questions about the animals in the picture, using the questions in exercise 6 as a model. Divide the class into two teams. Invite students from each team in turn to read out their questions for the other team to answer. Students can look at the picture in exercise 6 to answer the questions. Award one point for each correct answer. The team with the most points wins.

### Team Up! 2 DOWNLOAD

- Students work in pairs to cut out the animals. They then decide where to put them in the Venn diagram. They should ask and answer questions using the target grammar structures, for example, *Do penguins live on land? Yes, they do. Penguins live in water, too.*

### Workbook pages 30–31

#### 1 Match and circle.

- Students draw lines to match the pictures to the sentences, then circle the correct words in the sentences.

#### ANSWERS

- 1 e live
- 2 b don't live
- 3 a live
- 4 c live
- 5 d live

### 2 Look, read and complete.

- Students look at the table and complete the sentences using *live* or *don't live*.

#### ANSWERS

- 1 live, live
- 2 don't live, live
- 3 live, don't live
- 4 live, live

### 3 Read and match.

- Students draw lines to match the questions to the answers.

#### ANSWERS

- 1 Yes, they do.
- 2 No, they don't.
- 3 Yes, they do.
- 4 No, they don't.
- 5 Yes, they do.

### 4 Look, read and write.

- Students look at the Venn diagram and complete the questions and answers.

#### ANSWERS

- 1 Yes, they do.
- 2 No, they don't.
- 3 Yes, they do.
- 4 Yes, they do.
- 5 Do elephants live on land?
- 6 Do elephants live in water?

### Assessment for learning

Ask students to look at the Learning objective on the board and discuss it in pairs. They complete the record sheet to assess what they learnt in this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the next lesson.

If further practice of the new grammar is needed, ask students to turn to page 126 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once the students have had further practice.

## Lesson 3: Words and grammar

### Learning objective

Students will be able to ask what animals eat.

### Language

**Animal foods:** *grass, leaves, insects, meat, nuts, seeds*

*What do giraffes eat? They eat leaves. They don't eat meat.*

### Warm up

- Play *Find the cards* (see *Ideas bank* page 148) with the lesson 1 flashcards to review the wild animals vocabulary.

### Lead-in

- Ask students to find the Learning objective on page 36: *Let's ask what animals eat*. Write it on the board.
- Check the students' understanding.
- Ask students to think about what the wild animals from lesson 1 eat. Encourage students to share opinions, using their own language if necessary.



- Explain that in this lesson, students will learn some words for animal foods.

## Student Book pages 36–37

### 1 Listen, point and repeat. 🎧 061

- Focus attention on the sign in exercise 2. Choose a student and ask *What can you see on this sign?* (Animal foods.). Ask different students to point to a photo and tell you what colours they can see, for example, *I can see (green).*
- Play the recording for students to listen, point to the pictures and repeat the words.
- Play the recording a second time so students can point to and say the words again.

### 2 Listen and say. 🎧 062

- Tell students that they are going to hear someone talking about the photos. They need to listen and decide which animal foods the person is talking about.
- Play the recording, pausing after each item for students to point to the correct photo in exercise 1 and say the corresponding word.

### Audio transcript

- 1 They're small. People and animals eat them.
- 2 It's green. You can see it in gardens.
- 3 They're small. They're in flowers, fruit and vegetables.
- 4 They're green, red, yellow or brown. You can see them on trees.
- 5 It's red. People and animals eat it.
- 6 They're small. They've got six legs!

### ANSWERS

- 1 nuts 2 grass 3 seeds 4 leaves 5 meat  
6 insects

#### Optional activity

Students take turns to ask their partner a question about the animal foods, for example, *What colour are the (nuts)? / How many (insects)?* Their partner looks at the sign in exercise 1 and answers, for example, *They're (brown). / (Five).*

### 3 Look, listen and follow. 🎧 063 Play the game.

- Point to each of the pictures and ask students at random to say what animal foods they can see.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose an animal food. Their partner asks questions to find which animal food of which they are thinking.
- Go around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

#### Assessment for learning

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure they know the new words, you can repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, you can ask them to work in pairs to test each other. They take turns to point to one of the photos in exercise 1. Their partner tries to remember and say the word.

Repeat the feedback routine after students have had some further practice.

### 4 Look, listen and learn. 🎧 064

- Play the recording so students can listen to and follow the questions and answers.
- Ask students to work in pairs, taking turns to read the questions and answers and to point to the correct animal foods in exercise 1.

#### Optional activity

For extra practice of the new grammar structure, ask students to choose one of the wild animals from lesson 1 and to think of one food which the animal eats and one food which the animal doesn't eat. Students then take turns to tell their partner *My animal is a (tiger).* Their partner asks *What do (tigers) eat?* The first student answers *They eat (meat). They don't eat (grass).* Students can repeat the game until they feel confident using the new structure.

### 5 Look and write.

- Ask students to look at the signs and say what animal foods they can see.
- Read out the questions and show the class the ticks and crosses under the pictures of animal foods. Explain that the ticks show that the animal does eat the food and the crosses show that the animal doesn't eat the food.
- Read out the example and ask students to point to the correct picture.
- Allow students time to complete the activity in their books. They look at the pictures and complete the sentences with the words in the box.
- Students can check the answers in pairs, then work in their pairs taking turns to read out the completed sentences.

### ANSWERS

- 1 eat 2 don't eat 3 eat 4 don't eat 5 eat  
6 don't eat

#### Mixed ability

Let weaker students work with their talk partners to complete the activity.

Stronger students, who finish the task quickly, can think of another animal and write and draw a sign for their animal, using the signs in exercise 5 as a model. They can then tell the class about their animal, for example, *Elephants eat grass. They don't eat meat. They eat leaves.*

## 6 Listen and follow. Then sing. 🎧 065–066 ▶

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the words in colour are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen to and follow the words. Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Mixed ability

Some students may need more time to practise the song before they are confident singing it. Encourage students to practise the song at home, then invite them to sing it as a class or in groups in the next lesson.

## Team Up! 3 DOWNLOAD

- Students work in pairs to choose an animal from the lesson 1 vocabulary set, draw it (or find and stick a photo of it), and think about where it lives, what it eats and what it can do. They then write the information into the template to complete the fact file.

### Optional activity

Play a game of *Draw and guess* with the new vocabulary (see *Ideas bank* page 147).

## Workbook pages 32–33

### 1 Look and write.

- Students look at the pictures and write down the words from the box to complete the puzzle.

#### ANSWERS

1 leaves 2 insects 3 seeds 4 nuts 5 meat  
6 grass

### 2 Read and complete. Then draw.

- Students read the sentences and write the missing words, then draw the animal foods.

#### ANSWERS

1 seeds 2 leaves 3 nuts 4 insects 5 meat  
6 grass

### 3 Look, read and match.

- Students look at the table and draw lines to match the questions and answers.

#### ANSWERS

1 d They eat leaves. They don't eat meat.  
2 a They eat meat. They don't eat nuts.  
3 b They eat fish. They don't eat leaves.  
4 c They eat grass. They don't eat insects.

### 4 Look, read and write the answers.

- Students read the questions, look at the pictures and write the answers.

## ANSWERS

- 1 They don't eat fish. They eat leaves.
- 2 They don't eat meat. They eat grass.
- 3 They eat fish. They don't eat insects.
- 4 They don't eat seeds. They eat meat.

### Assessment for learning

Ask students to look at the Learning objective on the board and discuss it in pairs. They complete the record sheet to assess what they learnt during this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the next lesson.

If further practice of the new grammar is needed, ask students to turn to page 126 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once the students have had further practice.

## Lesson 4: Story

### Learning objective

Students will be able to read about a race.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Play the song from the previous lesson and encourage students to join in as much as possible.
- Ask students to think about other words they could use instead of the words in colour. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

### Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and guess what the story is about. Encourage them to use their own language (a race between a tiger and a tortoise). Write the word *Story* on the board. Tell the class that they're going to read a story about a race.

## Student Book pages 38–39

### 1 Look at the pictures. What animals can you see?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (a tiger, a tortoise, a monkey, an elephant, a zebra, a hippo and a giraffe).
- Ask students to say what food they can see in the story (ice cream).
- If you like, invite students to make predictions, in their own language, about what happens in the story.

### 2 Listen and read. 🎧 067 ▶ Who helps the tortoise?

- Tell the class that they are going to watch or listen to the story.

- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say who helps the tortoise (the monkey).

### 3 Who says it? Write the numbers.

- Point to the pictures and ask students to name the animals.
- Read out the first sentence. Ask students to look back at the story and find out who says this sentence (the tiger). Show the class example 2 in the first box below the tortoise. Explain that students should match two of the sentences to each of the characters by writing the numbers of the sentences in the boxes.
- Students complete the rest of the activity in their books, referring to the story to find the answers.
- Check answers by asking students at random to read out the sentences and say who said them. Ask students to tell you in which frame of the story they found each of their answers.

#### ANSWERS

tortoise 2, 6 tiger 1, 4 monkey 3, 5

### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that the tortoise wins the race because she keeps going. She stays calm, and she doesn't give up.
- Choose students at random to answer the second question. Prompt students, if necessary, by asking how they feel when something is difficult. Do they feel like trying harder or do they feel like giving up? Tell the class that we shouldn't panic when something looks difficult. If we stay calm, use our strengths, and don't give up, we can do anything. Ask students to think about what their strengths are and tell the class. You can tell students what you think their strengths are if they have trouble with this (for example, *kindness, imagination, optimism*, and so forth).
- Ask students, in student's own language, to think of a time when something was difficult for them. Ask them what happened and how they felt. Ask them if/how they succeeded and how they felt. Tell the class that it feels good when we try hard and achieve difficult things because we are rewarded for our hard work. However, we should always feel good if we do our best, even if we don't succeed.

#### Global skills: Emotional self-regulation and well-being

Teaching children to persevere is vital in helping them achieve their goals. Perseverance is an essential characteristic for all of us, as it enables us to keep trying when a task is difficult to achieve, and it allows us to overcome difficulties, criticism, and setbacks in life. Learning how to overcome obstacles and keep moving forward is essential for children's emotional well-being. Encourage your students not to give up when something is difficult, but to try again or try a different way to succeed.

### 4 Act out the story.

- Divide the class into groups of six, with one student for each of the following parts: Narrator, Tiger, Tortoise, Monkey, Elephant, Zebra. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part (for example, two students could share the narrator's role), or one student could play more than one part (for example, the same student could play the elephant and the zebra).
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

#### Optional activity

Ask students to work in pairs and make a list of things that the tiger and the tortoise can / can't do. Weaker students can simply write the verbs under the ticks or crosses. Stronger students can write sentences, for example, *The tiger can run. The tortoise can't run. She can walk.*

### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

#### Team Up! 4 DOWNLOAD

- Students can do this task in pairs or groups of up to four. They cut out the spinner template and push a pencil through the centre of the spinner. They can cut out and decorate the counter templates or choose small items, to be counters. Students take turns to spin the spinner, then move their counter the corresponding number of squares along the board.

#### Global skills: Communication and collaboration

Playing a board game in a group encourages students to communicate in English. Encourage students to use phrases such as *It's your turn! / Miss a turn! / Well done! / You're the winner!* and encourage them to count as they move their counters along the board.

### Workbook pages 34–35

#### 1 Look at the pictures. What animals and animal foods can you see?

- Students look at the story and answer the question.

#### ANSWERS

Animals: elephant, monkey

Animal foods: nuts, bananas, leaves, grass, seeds

#### 2 Read the story.

- Students read the story to themselves.

#### 3 Read again. Write T (true) or F (false).

- Students read the story again and mark the sentences T or F.

#### ANSWERS

1 F 2 T 3 F 4 T 5 F

#### 4 Read and complete.

- Students complete the speech bubbles using the words in the box.

#### ANSWERS

1 seeds 2 bananas 3 climb 4 swim

#### 5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

#### Learning objective

Students will learn about wild animals in Australia and India.

#### Language

**Wild animals:** kangaroo, crocodile, koala, shark

#### Warm up

- Play *Noughts and crosses* (see *Ideas bank* page 148) to review wild animals and animal foods.
- Ask students at random *Do (tigers) live (on land)? / What do (elephants) eat?*

#### Lead-in

- Ask the class to look at the photos on pages 40–41 of the Student Book and try to work out which countries they will be learning about today. Recast correct guesses in English. Write *Australia* and *India* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about wild animals in these countries today.

#### Student Book pages 40–41

#### 1 Listen, point and repeat. 🎧 068

- Play the recording so students can listen to and point to the photos.
- Play the recording again for students to repeat.

#### 2 Listen and say the number. 🎧 069

- Focus on the photo of Jedda. Ask *Which country is Jedda from? (Australia)*
- Tell students that they are going to hear Jedda talking about wild animals in her country. They must listen and say the number of the photo when Jedda talks about it.
- Play the recording, pausing each time that Jedda talks about one of the photos, for students to point to the correct photo and call out the number.

#### Audio transcript

**Jedda** Hi! I'm Jedda. I'm from Australia. This is a koala. It lives in Australia. It lives in trees. It can climb!  
his animal lives on land and it lives in water. It's a big animal. It can swim. It's a crocodile!  
I like this animal. It's a very big fish! It lives in water. It's a shark!  
This animal can jump! It's a big animal. It's got big legs and a big tail. It's a kangaroo!

#### ANSWERS

3, 2, 4, 1

#### 3 What do the animals eat? Listen and tick ✓ or cross X. 🎧 070

- Tell the class that they are now going to hear Jedda talking about what the animals in exercise 1 eat. They must listen and tick the foods that the animals eat and cross the foods that the animals don't eat.
- Play the recording, pausing for students to tick or cross each of the pictures.
- Check answers with the class.

#### Audio transcript

1

**Boy** Do sharks eat grass?

**Jedda** No, they don't.

**Boy** What do sharks eat?

**Jedda** They eat fish.

2

**Boy** Do koalas eat insects?

**Jedda** No, they don't.

**Boy** Do koalas eat leaves?

**Jedda** Yes, they do. They eat lots of leaves!

3

**Boy** Do crocodiles eat nuts?

**Jedda** No, they don't.

**Boy** What do crocodiles eat?

**Jedda** They eat meat.

4

**Boy** Do kangaroos eat fish?

**Jedda** No! They don't eat fish!

**Boy** What do kangaroos eat?

**Jedda** They eat grass. Kangaroos love grass!

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 X

#### Optional activity

Ask students to work in pairs. They take turns to ask questions about the wild animals for their partner to answer, for example, *Do (sharks) eat (fish)? Yes, they do.*

#### 4 Watch the video. 🎥 What's Kerry's favourite animal?

- Tell students that they are going to watch a video about another girl from Australia, called Kerry. Play the video for students to watch.
- Ask students *What wild animals can you see?* Play the video again, pausing after each known wild animal is mentioned and eliciting the word from the class (*kangaroos, sharks, crocodiles, koalas*).



- Play the video once more for the students to answer the question.

### Video transcript see page 153

#### ANSWERS

Koalas are Kerry's favourite animals.

### 5 Listen and follow. 🎧 071 Then talk about animals in your country.

- Play the conversation so students can listen and follow.
- Ask students to work in pairs. They act out a similar conversation about animals in their country.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

### 6 Listen and read. 🎧 072 What's Avi's favourite animal?

- Focus on the photo of Avi. Ask *Which country is Avi from? (India)*
- Ask students to look at the rest of the photos and name the things they can see in English. Elicit answers from different students around the class. Say *Show me the crocodiles / egg!*
- Play the recording so students can follow the text in Avi's leaflet and find the answer to the question.

#### ANSWERS

Crocodiles are Avi's favourite animals.

### 7 Read again. Then circle *True* or *False*.

- Read out the first sentence. Ask students to read through the leaflet again and find out whether the sentence is true or false. Ask students to tell you what information in the leaflet gave them their answer. Show the class the example.
- Students complete the rest of the activity in their books.
- Invite students around the class to read out the sentences and say whether each sentence is true or false.

#### ANSWERS

1 True 2 True 3 False 4 True

#### Mixed ability

Ask weaker students to complete the exercise in pairs, then join with another pair and compare answers. Tell them to underline the information in the text which gave them their answers.

Stronger students who finish the activity quickly can correct the false sentences in their notebooks.

### 8 Rewrite the sentences.

- Read out the first pair of sentences, then read out the example answer. Read the rules in the *Look!* box about joining a positive sentence and a negative sentence with a comma and *but*. Write the example pair of sentences on the board. Show students how to join the two sentences with *but*.
- Students rewrite the remaining sentences in their books. Check answers with the class.

- Ask students to read Avi's leaflet again and underline the sentences with *but*.

#### ANSWERS

- 1 Crocodiles can't jump, but they can swim.
- 2 Tortoises eat grass, but they don't eat meat.
- 3 Monkeys haven't got wings, but they have got tails.
- 4 Tigers live on land, but they don't live in water.

#### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about using *but* to join a positive sentence and a negative sentence.

If further practice is needed, ask them to complete exercise 3 on page 37 of their Workbooks.

Repeat the feedback routine after students have had some further practice.

### 9 Write about wild animals in your country. ✍️ Go to your Workbook page 37.

- Ask students to turn to page 37 of their Workbook and look at the writing task. This can be done in class or set for homework.

## Workbook pages 36–37

### 1 Look and match.

- Students draw lines to match the words to the pictures.

#### ANSWERS

- 1 d kangaroo
- 2 a, crocodile
- 3 b koala
- 4 c shark

### 2 Read and complete.

- Students complete the leaflet using the words in the box.

#### ANSWERS

- 1 koalas
- 2 kangaroos
- 3 crocodiles
- 4 sharks
- 5 penguins

### 3 Match and write.

- Students draw lines to match the pairs of sentences, then join each pair of sentences with *but*.

#### ANSWERS

- 1 d Dolphins eat fish, but they don't eat grass.
- 2 a Sharks can swim, but they can't run.
- 3 b Penguins can't fly, but they can swim.
- 4 c Frogs don't eat grass, but they eat insects.

### 4 Read. Then write and draw for you.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about wild animals in your country looks like.
- Students use the model text to write about wild animals in their country, changing the words in bold to make the text about them. They then illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

#### ANSWERS

Students' own answers

### Assessment for learning

Remember to allow time for students to correct the underlined mistakes in their writing. Students can work with their talk partners to think about what their mistakes were and how to correct them.

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

## Project and Review

### Project

#### Learning objective

Students will make an animal quiz.

#### Language

Grammar and vocabular from the unit.

#### Materials

Sheets of plain paper, coloured pens and pencils.

**Optional:** *Team Up! 5* worksheet

### Warm up

- Play *Number words* (see *Ideas bank* page 148) with the lesson 1 and lesson 3 flashcards.

### Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Inform the students, in their own language, that they will be making an animal quiz. Write *Project: animal quiz* on the board.
- Ask students around the class to say what their favourite wild animals are and what they look like, what they can do, where they live and what they eat.

### Student Book page 42

#### 1 Listen and read. Learn how to do the project. 🎧 073

- Ask the class to look at the pictures and say what wild animals they can see.
- Play the recording so students can follow the pictures and instructions in their Student Books.
- Ask students to work in groups. Hand out sheets of paper. Make sure the students have coloured pens or pencils.
- Students follow the instructions to make their quiz. If you like, you can brainstorm animals with the class before doing the activity and write their suggestions on the board. Students then find out information about their

chosen animals. They should think about whether the animals live on land or in water, what the animals eat, what the animals look like (how many legs it has, and so forth), what the animals can do. Students can look back through the unit to find some animal facts. Alternatively, they can find information in children's encyclopaedias / reference books or online. If you like, you can print some information about animals from the Internet and hand it out to groups to help them complete their projects. Students work in their pairs to write one question about each of their animals on their sheet of paper. They can then decorate their quiz with pictures of animals.

- Walk around the class as students work, helping where necessary.

#### Team Up! 5 DOWNLOAD

- Students can use the optional worksheet instead of making their quiz on a sheet of paper. They write their questions, complete the heading, then colour the pictures of animals in the border.

#### Global skills: Communication and collaboration

Completing the unit projects gives students the chance to develop their collaborative skills and practise communicating with a partner or group. Make sure all students contribute to each project and take turns to speak.

#### 2 Watch the video. 🎥 What are Alex's favourite animals?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas with the class.
- Play the video again so students can check their answers.

#### Video transcript see page 153

#### ANSWERS

Elephants are Alex's favourite animals.

#### 3 Listen and follow. 🎧 074 Then do the quiz with another group.

- Play the recording so students can listen to and follow the conversation in their books.
- Students join with another pair or group (or you can join up several pairs or groups, so that half the class is in one team and half is in another). Students take turns to ask all their questions. The other team gets one point for each correct answer. Students keep a note of the number of points scored. The team with the most points is the winner.

#### Optional activity

Have students put their completed quizzes together to make an animal quiz book. They can work together to design a cover for the book (this could be a collage of animal photos) and think of a title for their book. Students can then use their quiz book to quiz students from other classes.

Alternatively, you can photocopy the quiz pages and help students to fasten them together, so that each student has a copy of the book to take home and quiz their family members and friends. Students can make their own covers for their books.

### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They can complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 43

#### Learning objective

Students will make an animal quiz.

#### Language

Grammar and vocabulary from the unit

### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for wild animals and animal foods.

#### ANSWERS

Animals: monkey, penguin, hippo, dolphin, zebra, giraffe, elephant, tiger

Animal foods: nuts, insects, seeds, leaves, meat, grass

### Optional activity

Students play a game in pairs. They take turns to choose one of the items in the picture in exercise 1, for example, *grass*. Their partner asks questions to guess the correct item, for example, *Is it an animal? Is it green? Is it on trees? Is it grass?*

### 2 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose Activity 1 or Activity 6. Make sure that the students who chose these activities are sitting together, so that they can work in pairs. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

- What do tigers eat? They eat meat.  
What do elephants eat? They eat grass and leaves.  
What do penguins eat? They eat fish.
- Students' own answers
- Students' own answers
- (Tigers, elephants, kangaroos, monkeys, and so forth) live on land.  
(Zebras, elephants, kangaroos, and so forth) eat grass.  
(Monkeys, koalas, tigers, and so forth) can climb.
- Students' own answers
- Students' own answers

## Workbook pages 38–39

### 1 Find, circle and write.

- Students find and circle the words in the word snake. They then write them under the correct pictures.

#### ANSWERS

- monkey
- kangaroo
- insects
- hippo
- grass
- crocodile

### 2 Circle the odd one out.

- Students circle the odd word out in each set.

#### ANSWERS

- grass
- tiger
- meat
- seeds

### 3 Read and draw.

- Students read the sentences and draw the animal foods in the correct boxes in the table.

#### ANSWERS

Koalas ✓ leaves, ✗ nuts  
Crocodiles ✓ meat, ✗ grass  
Penguins ✓ fish, ✗ seeds

### 4 Order the words.

- Students write the words to make sentences.

#### ANSWERS

- Giraffes live on land.
- Tigers don't live in water.
- Sharks don't live on land.
- Dolphins live in water.
- Monkeys live on land.

### 5 Look, read and write.

- Students look at the pictures and write the questions and answers.

#### ANSWERS

- Yes, they do.
- No, they don't.
- Do elephants live in water?
- Do zebras live on land?

### Assessment for learning

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

### Unit 3 My progress ✓

- Ask students to read the sentences and tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

### Unit test

The students are now ready to do the Unit 3 test, downloadable from Oxford English Hub.

## Lesson 1: Words

### Learning objective

Students will be able to talk about their things.

### Language

**Possessions:** video game, guitar, bracelet, poster, helicopter, watch, trophy, puppet

**Functional language:** Is this Sam's guitar? No, it isn't. It's Eva's guitar.

### Warm up

- Play a game of *Number words* (see *Ideas bank* page 148) with the class to review the vocabulary from Unit 3.

### Lead-in

- Tell the class *Today we are learning about our things.* Write *Our things* on the board. Show some of the lesson 1 flashcards and invite students to guess the meaning of *Our things*.
- Ask the class simple questions about the lesson topic, for example, *What things have you got? What are your favourite things?* Elicit answers from students around the class. Recast students' answers in English. If you like, put the lesson 1 flashcards on the board and ask students to take turns to point to the things they have got.

### Student Book pages 44–45

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English. Prompt students, if necessary, by asking *Can you see a (ball / kite / skateboard)?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, use the flashcards to present the new words.

#### ANSWERS

Students can see a ball, a kite, a skateboard, clothes, colours and parts of the face and body. These words are revised from *Beehive 1*.

#### 2 Listen, point and repeat. 🎧 075

- Play the recording so students can listen to and point to the possessions in the picture.
- Play the recording again for students to repeat the words.

#### Optional activity

Play a game of *What have you got?* using the lesson 1 flashcards (see *Ideas bank* page 148).

#### 3 Say the chant. 🎧 076

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.

- Play the chant a few more times for students to join in as much as possible.

### Audio transcript

video game video game guitar guitar bracelet bracelet  
poster poster helicopter helicopter watch watch  
trophy trophy puppet puppet

#### 4 Play the Drawing game.

- Tell the class that you are going to draw one of the possessions in the picture. Slowly start drawing one of the possessions. Encourage the class to guess which possession you are drawing by calling out the new words.
- Read out the conversation. Invite a few volunteers to model the game for the class. Encourage the students to guess the possessions being drawn, using the conversation as a model.
- Students play the game in pairs, taking turns to draw a possession for their partner to guess.

#### Global skills: Creativity and critical thinking

Drawing gives children, the opportunity to express themselves and show their own ideas and creativity. Drawing is a very useful communication tool, as it enables students to communicate thoughts, ideas, and feelings which they may not have the language to express. Encourage students to take part in drawing activities and to feel free to use their imaginations.

#### 5 Find and circle the things that are in both pictures. Then say.

- Ask students to look at the pictures and say what possessions they can see. Point to picture a and ask *Can you see a poster?* Point to picture b and ask *Can you see a poster?* Show the class the example circles.
- Impress on the students that they need to look at the pictures carefully and find the things that appear in both pictures. Point out that the things may look different, but if they are the same thing (for example, *two posters*), students should circle them.
- Allow students time to complete the activity. They can work in pairs and use reviewed language to make sentences about the items in the pictures, for example, *Sam has got a watch. Has Eva got a watch? No, she hasn't. She's got a bracelet. Has Sam got a ...?*
- Invite students to tell you which possessions are in both pictures.

#### ANSWERS

poster, trophy, puppet, helicopter

#### Global skills: creativity and critical thinking

The ability to find similarities between two or more things is a useful critical-thinking skill. If you wish to build on this, ask students to work in pairs to find three more similarities between the two pictures in exercise 5, for example, *I can see a bed in picture a. I can see a bed in picture b.* Invite pairs of students to report back to the class.



### Optional activity

Students take turns to describe one of the pictures to the class, for example, *I can see a blue bed. I can see a yellow box. I can see ...*. The rest of the class tries to guess, as quickly as possible, which picture is being described.

### 6 Look at 5. Count the things. Write 1 or 2.

- Point to the words and read them out. Ask *Can you see a poster in picture a?* Ask students to find the poster in picture a. Repeat with picture b. Show the class the example answer.
- Elicit from students that they need to write the number of times that each possession appears. If the same possession appears in both pictures a and b, they should write 2. If the possession only appears in one picture, they should write 1.
- Students complete the activity in their books.
- Check answers by asking students around the class *Can you see a (helicopter) in picture (a)?*

#### ANSWERS

poster 2 bracelet 1 guitar 1 helicopter 2  
trophy 2 puppet 2 watch 1 video game 1

### 7 Listen and repeat. 077 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat. Ask students to point to the correct picture in exercise 5.
- Point to other possession in exercise 5 and model similar conversations with students around the class.
- Students work in pairs. They take turns to point to a possession in exercise 5 and ask *Is this (Sam's / Eva's) (helicopter)?* Their partner answers, using the conversation in their Student Book as a model.
- Go around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

### Optional activity

Ask students to work in groups of four. Student A picks up a school thing belonging to Student B or C. They ask Student D *Is this (Student B's / Student C's) (pencil case)?* Student D answers, using the conversation in exercise 7 as a model.

### Assessment for learning

Time for feedback! Ask the class in students' own language *How do you feel about the new words for possessions?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine once students have had some further practice.

### Team Up! 1 DOWNLOAD

Students play a guessing game as a class. Each student draws an item of their own on the *Team Up! 1* worksheet and cuts it out. If you are not using the optional worksheets, students can draw their items on squares of paper. Students can imagine that they own one of the new vocabulary items, if they

don't own one. They should draw items from the lesson 1 vocabulary set for this activity, but if you prefer, you can also include other items from the picture on page 44, if students already know the words for the items they are drawing. Students put their pictures in a central space. They then take turns to pick up a picture from the central space and try to guess who the item in the picture belongs to, for example, *Is this (Paulo's) (helicopter)? No, it isn't. It's (Maria's) (helicopter).*

## Workbook pages 40–41

### 1 Look and tick ✓.

Students look at the pictures and tick the correct words.

#### ANSWERS

1 video game 2 bracelet 3 helicopter 4 poster  
5 watch 6 guitar 7 puppet 8 trophy

### 2 Look and write.

Students look at the picture and write the words for the possessions next to the corresponding numbers.

#### ANSWERS

1 poster 2 trophy 3 puppet 4 helicopter  
5 video game 6 guitar 7 watch 8 bracelet

### 3 Follow and write.

Students follow the jumbled lines to match the boy and girl to their possession. They then complete the sentences with his or her and the correct possessions words.

#### ANSWERS

1 It's his poster 2 It's her video game.  
3 It's her puppet. 4 It's his trophy.  
5 It's his bracelet. 6 It's her helicopter.

### 4 Look, read and write.

Students look at the small pictures, find the possession in the big picture and write answers to the questions. If they need help with the functional language, they can use the conversation in exercise 7 on page 45 of their Student Book to help them.

#### ANSWERS

1 No, it isn't. It's Dan's watch.  
2 No, it isn't. It's Kate's guitar.  
3 No, it isn't. It's Kate's bracelet.  
4 No, it isn't. It's Dan's puppet.

### Assessment for learning

Write *Our things* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about their things now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to ask to whom things belong.

### Language

Whose (puppet) is it? It's mine / yours / his / hers / ours / yours / theirs.

## Warm up

Play a game of *What's missing?* (see *Ideas bank* page 148) with the flashcards to review the vocabulary from lesson 1.

## Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English but allow them to use their own language, if necessary.
- Ask students to open their books on page 46 and find the Learning objective. Write it on the board: Let's ask to whom things belong.
- Write the words *mine*, *yours*, *his* and *hers* across the board. Hold up your book and ask *Whose book is it? Say It's mine!* Then point to a student's book and ask *Whose book is it?* Point to the student and say *It's yours!* Point to a book belonging to a female student. Address the rest of the class and ask *Whose book is it? Say It's hers!* Repeat with a male student and say *It's his!* Explain to the class that we use *mine* for things that belong to us, *yours* for things that belong to the person we are talking to, *his* for things that belong to a boy or man and *hers* for things that belong to a girl or woman.

## Student Book pages 46–47

### 1 Listen and follow. 🎧 078 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see and share ideas about what might be happening in the story.
- Play the recording so students can listen to and follow the grammar cartoon.
- Ask questions to check understanding, for example, *Is it Mum's puppet? Is it Sami's video game?*
- Play the recording a second time so students can follow again.
- Divide the class into pairs. In their pairs, the students choose which character they are going to play. If the class doesn't divide equally into pairs, the extra student can play Beni in one group's performance. Encourage them to use actions and facial expressions as they act out their part.
- Students act out the story in their pairs. Walk around the class as students practise. Help with pronunciation where necessary.
- Ask some of the pairs to act out the grammar cartoon for the class.

### 2 Look, listen and learn. 🎧 079

- Play the recording so students can listen and follow the sentences in the grammar box. Remind students that we use *his* for things that belong to a boy or a man and *hers* for things that belong to a girl or a woman.
- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read out the sentences.

### Optional activity

Students play a game in groups of four or more, with a mix of boys and girls in each group. They each write their names on a piece of paper, then fold the paper and place it in the centre of the desk. They then take turns to pick up a piece of paper. The student on their left asks *Whose name is it?* The first student reads the name on the paper and then replies *It's mine / yours / his / hers*, pointing to the person whose name is on the paper.

### 3 Listen and circle. 🎧 080

- Ask students to look at the pictures. Point to each of the possessions and ask students to name them. Choose students to answer at random, using name cards or coloured lollipop sticks.
- Play the first item on the recording. Ask students to point to the correct picture in the first pair of pictures. Show students the example circle. Tell students that they need to listen so that they can circle the correct picture in each pair.
- Play the rest of the recording so students can complete the activity.
- Play the recording again so students can check their answers.

### Audio transcript

1

Boy Whose helicopter is it?

Girl It's yours!

2

Boy Whose video game is it?

Girl It's hers!

3

Boy Whose watch is it?

Boy 2 It's mine!

4

Boy Whose trophy is it?

Girl It's his!

### 4 Choose things in your classroom. Then ask and answer.

- Focus on the model conversation. Invite a volunteer to act it out with you.
- Divide the class into groups of three or four, with a mixture of boys and girls in each group. Demonstrate the game with the class. Point to a student's bag and ask *Whose bag is it?* Encourage the student to answer *It's mine*. Point to your own bag and ask the same student *Whose bag is it?* Encourage the student to answer *It's yours*. Point to a different student's bag and ask the first student *Whose bag is it?* Encourage the student to answer *It's his/hers*. Repeat the game with other students until the class is confident about when to use *mine / yours / his / hers*.
- Students can then talk about items in the classroom in their groups.

### Optional activity

For further practice of the grammar, play a game like *Pass the flashcards* (see *Ideas bank* page 148) but using pencil cases or other school things instead of flashcards. When the music stops, each student holds up the pencil case or other school things they have in their hands and say *Whose (pencil case) is it? It's mine / yours / his / hers*, pointing to whom the item belongs.

## 5 Look, listen and learn. 081

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to ask and answer the question in the grammar box.

## 6 Look, read and number.

- Point to the pictures and ask students around the class to name the possessions.
- Read out the speech bubbles and ask students to point to the correct pictures. Then read out the first question and ask students to point to the correct picture. Show the class the example number 3 in the box next to the photo of the children with a guitar.
- Explain that students need to read the questions and answers, look at the pictures and read the speech bubbles, then number the pictures to match the questions and answers.
- Students complete the activity in their books. Check answers as a class.

### ANSWERS

3, 4, 2, 1

### Mixed ability

Pair stronger and weaker students together for support. Make sure weaker students have a chance to take part in all activities and that stronger students allow weaker students to contribute.

## 7 Look and write.

- Point to the pictures and ask students around the class to name the possessions.
- Students read the questions, look at the pictures and complete the answers with the words in the box.
- Invite pairs of students, at random, to read out the questions and answers.

### ANSWERS

1 theirs 2 hers 3 ours 4 his

### Optional activity

Divide the class into groups of four. The students play a game in two pairs. Each pair puts three items into the centre of the table. Then, one student from each pair, in turn, closes their eyes and takes an item from the centre of the table. Their partner asks *Whose (pencil case) is it?* The student holding the item replies *It's ours / theirs*. Students can then repeat the game, but this time a student from the other pair asks *Whose (pencil case) is it?* The student holding the item replies *It's ours / yours*.

### Assessment for learning

Praise students for their efforts, as well as for their correct answers. Make sure students understand that trying hard is just as important as getting the answer right.

## Team Up! 2 DOWNLOAD

Students play a memory game in groups made up of at least two pairs. They each colour/decorate and cut out a set of possessions cards from the template. They take turns to show their cards to each other and say *This is a ... It's mine*. The rest of the group tries to remember what each possession looks like (what colour(s) it is). Students then

shuffle all their cards and place them in the centre of the table. They can place the cards face up for an easier game or face down for an added challenge. The game is played in two stages. In stage one, individual students take turns to take a card and say *It's a (guitar). It's his/hers/yours*. (pointing to the correct person in the group). In stage two, each pair of students takes a card. They tell the rest of the group what they have got (for example, *It's a poster. It's ours/yours/theirs*).

## Workbook pages 42–43

### 1 Read and number.

Students number the pictures to match the sentences.

#### ANSWERS

1 b It's his. 2 d It's mine. 3 a It's hers. 4 c It's yours.

### 2 Look, read and complete.

Students look at the table and complete the sentences with the words in the box.

#### ANSWERS

1 his 2 yours 3 mine 4 hers 5 yours  
6 his 7 hers 8 mine

### 3 Look, read and circle.

Students look at the pictures, read the questions and circle the correct words to complete the answers.

#### ANSWERS

1 ours 2 yours 3 theirs 4 yours

### 4 Look, read and write.

Students look at the pictures, read the questions and write the answers.

#### ANSWERS

1 It's ours. 2 It's theirs. 3 It's ours. 4 It's theirs.

### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt in this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 127 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine after students have had some further practice.

## Lesson 3: Words and grammar

### Learning objective

Students will be able to ask about their favourite clothes.

### Language

**Clothes:** hoodie, jeans, coat, sandals, boots, pyjamas

What are you wearing? I'm wearing a coat / boots.

### Warm up

Play *Stop the cards* (see *Ideas bank* page 148) with the lesson 1 flashcards to review the possessions vocabulary.

## Lead-in

- Ask students to find the Learning objective on page 48: *Let's ask about our favourite clothes.* Write it on the board.
- Check the students' understanding and translate the objective into their own language, if necessary.
- Ask students to say what words for clothes they know in English. Write their ideas on the board. If you have the clothes flashcards from *Beehive 1*, show them to the class and elicit / review the words. Ask students to say which of these clothes they have got. Ask them, in their own language, if any of these clothes are their favourite clothes. Encourage students to share opinions, using their own language, if necessary.
- Explain that in this lesson, students will learn some more words for clothes.

## Student Book pages 48-49

### 1 Listen, point and repeat. 🎧 082

- Focus attention on the poster in exercise 2. Choose a student and ask *What can you see on this poster? (Clothes).* Ask different students to point to a photo and tell you what colours they can see, for example, *I can see (yellow).*
- Play the recording so students can listen, point to the pictures, and repeat the words.
- Play the recording a second time for students to point and say the words again.
- Write the words *hoodie* and *coat* on one side of the board. Write the words *boots, sandals, jeans, and pyjamas* on the other side of the board. Tell the class that a hoodie and a coat are one thing, so we use *It's a ...* with these words. Tell the class that jeans, pyjamas, boots, and sandals are thought of as two things (a pair of ...), so we use *They're ...* with these words. Write the words *It's a ...* above the words *hoodie* and *coat* on the board. Write the words *They're* above the words *boots, sandals, jeans, and pyjamas.* Tell the class that we say *I've got a hoodie / coat*, but we say *I've got jeans / boots / sandals / pyjamas.* Point to pictures in the Student Book or hold up the lesson 3 flashcards and ask *What's this? / What are these?* Encourage students to answer *It's a / They're ...* about each item. If you like, you can add clothes words from Level 1 and Level 2 Unit 1 to the board (*It's a ... cap, hat, jacket, dress, shirt, skirt, T-shirt, tracksuit, football shirt / They're ... trousers, socks, shoes, trainers, shorts, football boots*).

### 2 Listen and say. 🎧 083

- Tell students that they are going to hear someone talking about the photos. They need to listen and decide about which clothes the person is talking.
- Play the recording, pausing after each item for students to point to the correct photo in exercise 1 and say the corresponding word.

## Audio transcript

- 1 This is for cold days. It's green.
- 2 These are for your feet. They're for hot days. They're blue.
- 3 These are for bed! They're blue and grey.
- 4 These are for your feet when it's wet. They're yellow.
- 5 This is for your body and your head. It's red.
- 6 These are for your legs. They're blue!

## ANSWERS

- 1 coat 2 sandals 3 pyjamas 4 boots  
5 hoodie 6 jeans

### Optional activity

Students take turns to ask their partner a question about the clothes, for example, *What colour are the (jeans)? / What colour is the (hoodie)?* Their partner looks at the poster in exercise 1 and answers, for example, *It's / They're (blue/red).*

### 3 Look, listen and follow. 🎧 084 Play the game.

- Point to each of the pictures and ask students at random to say what clothes they can see.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a person. Their partner asks questions to find the person of whom they are thinking.
- Walk around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure if they know the new words, repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, ask them to work in pairs to test each other. They take turns to point to one of the photos in exercise 1. Their partner tries to remember and say the word.

Repeat the feedback routine once students have had some further practice.

### 4 Look, listen and learn. 🎧 085

- Play the recording so students can listen and follow the question and answers.
- Ask students to work in pairs, taking turns to read the question and answers and point to the correct clothes in the picture.

### Optional activity

For extra practice of the new grammar structure, ask students to work in pairs and take turns to ask and answer about what they are wearing today. If you like, do this activity in rolling pairs, with students taking turns to ask the student on their right *What are you wearing?*

### 5 Look and write.

- Ask students to look at the picture and say what clothes they can see.
- Focus attention on the speech bubbles. Point out that the first speech bubble is from the girl and the second speech



bubble is from the boy. Students need to look at the pictures and complete the speech bubbles using words from the box.

- Allow students time to complete the activity in their books.
- Students can check answers in pairs, then work in their pairs taking turns to read out the completed sentences.

#### ANSWERS

- 1 I'm wearing a coat.
- 2 I'm wearing boots.
- 3 are you wearing.
- 4 I'm wearing jeans.
- 5 I'm wearing a hoodie.

#### 6 Listen and follow. Then sing. 0.86–0.87

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen and follow the words.
- If you wish, ask the students to close their books. Play the karaoke version of the song so students can sing the words from memory.

#### Team Up! 3

- Students work in pairs or groups to decide on their favourite outfits. The outfits can be real or imaginary. They discuss their ideas and make notes about what each of them is going to wear (item of clothing + colour). They can work individually or in pairs / groups to draw and label themselves (or their partners / another member of the group) in their outfits, then show and describe the outfits in the pictures showing them to the class, for example, *I'm wearing a hoodie. It's red.* If students are using the optional template provided, they can draw clothes on the figure, then write the clothing words in the labels and draw lines to match them to the correct items of clothing. Alternatively, they can draw and label their outfits on sheets of paper. Encourage students to draw items of clothing for the *head, body, legs, and feet*. They can draw clothing items from the lesson 3 vocabulary set as well as known clothing items from Level 1.

#### Optional activity

Play a game of *Draw and guess* with the new vocabulary (see *Ideas bank* page 148).

### Workbook

#### 1 Find and circle. Follow and write.

Students find the clothes words in the word snake, follow the lines, and write the words on the lines which match the correct pictures.

#### ANSWERS

- 1 hoodie
- 2 sandals
- 3 jeans
- 4 pyjamas
- 5 coat
- 6 boots

#### 2 Look, read and complete. Then tick ✓ or cross X.

Students look at the pictures, complete the questions, then put a tick in the box if the answer is correct or a cross if the answer is incorrect.

#### ANSWERS

- 1 boots ✓
- 2 coat X
- 3 sandals X
- 4 jeans ✓
- 5 hoodie ✓
- 6 pyjamas X

#### 3 Read and number.

Students read the question and answers and number the pictures to match the answers.

#### ANSWERS

- 4, 3, 1, 5, 2

#### 4 Look, read and write.

Students read the questions, look at the pictures and write the answers.

#### ANSWERS

- 1 I'm wearing sandals.
- 2 I'm wearing pyjamas.
- 3 I'm wearing jeans.
- 4 I'm wearing a coat.
- 5 What are you wearing? I'm wearing boots.
- 6 What are you wearing? I'm wearing a hoodie.

#### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt in the lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 127 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

### Lesson 4: Story

#### Learning objective

Students will be able to read about a prince.

#### Language

Vocabulary and grammar from lessons 1–3

#### Warm up

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use instead of the word in colour. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

#### Lead-in

- Ask students to look at the Student Book page and to say what they think they will be doing in this lesson (*reading a story*). Ask students to look at the pictures and guess what the story is about in their own language (a prince and some toys). Write the word *Story* on the board. Tell the class, in their own language, that they're going to read a story about a prince.

### 1 Look at the pictures. What toys can you see?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (*a king, a queen, a prince and some children*).
- Ask students to say what toys they can see in the story (*boat, puppet, balls, elephant, robot, penguin, cat, teddy, train, house, puppet*).
- If you like, invite students to predict what they think happens in the story in students' own language. Let them make the predictions in their own language.

### 2 Listen and read. 088 Why is the prince sad?

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say why the prince is sad (because he wants some friends to play with).

### 3 Read and tick ✓ or cross X.

- Read out the first sentence and ask students to look at the first frame in the story. Ask *Has the boy got a helicopter?* Elicit the answer *No*. Show the class the example cross in the box next to the first sentence.
- Explain that students should read the sentences, then refer to the story to find out whether each sentence is true or false. If a sentence is true, they should draw a tick. If a sentence is false, they should draw a cross.
- Students complete the rest of the activity in their books, looking back at the story to find the answers.
- Check answers by asking students at random to read out the sentences and say whether each one is true or false. Invite confident students to correct the false sentences. Ask students to tell you in which frame in the story they found the answers.

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X

### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that the prince isn't happy with his new toys. Ask students to say what the prince really wants (some friends) and how he makes friends in the end (by playing with some other children).
- Choose students at random to answer the second question. Prompt students, if necessary, by asking them to say who their friends are, what they do with their friends, and how being with their friends makes them feel. Ask students how they make new friends or ask them to suggest ways to make new friends (start talking to new people, inviting new people to play, and so forth).
- Ask students how we can help people who are lonely (by making friends with them). Encourage students to talk about why it is good to have friends and to make new friends.

### Global skills: Emotional self-regulation and well-being

Having friends is good for children's self-esteem. When children have good friends, they feel that they belong. Knowing that their friends care about them makes them feel good about themselves. Having friends also helps children to develop important social skills, such as resolving conflict, solving problems, and getting along with others. Children who have these social skills are less likely to experience emotional or social difficulties later in life. If any children in your class have trouble making friends, encourage them to join in with more group activities, or pair them with students with whom you think they might find a connection.

### 4 Act out the story.

- Divide the class into groups of six, with one student for each of the following parts: Narrator, King, Queen, Prince, Boy, Girl. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part (for example, two students could share the prince's role), or one student could play more than one part (for example, the same student could play the king and the queen).
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### Optional activity

Ask students to work in pairs and make a list of the toys that they can see in the story. They then take turns to point to toys in the story and ask *Whose (boat) is it?* Students can either point to people in the story and answer *It's his/her (boat)*, or they can answer *It's (the boy's) (boat)*.

### 5 Read the story at home.

Ask students to read the story again at home. If possible, they should read it aloud to their family.

### Team Up! 4 DOWNLOAD

This activity should be done in pairs or small groups. Explain to the class that the pictures are all from the story in lesson 4, but they are in the wrong order. Students can colour the pictures if they like / if you have time. They then put the frames in order and staple or glue them together to make a story book. They then use their books to tell the story. Invite students to show and read their story books to the class.

### Global skills: Communication and collaboration

Telling a story helps students to develop confidence in communicating. Encourage students to retell the stories in *Beehive* as much as possible to give them useful speaking practice and to encourage them to use the language they have learned.

### Workbook pages 46–47

### 1 Look at the pictures. What clothes can you see?

Students look at the story and answer the question.

#### ANSWERS

Clothes: hoodie, coat, hat, socks, T-shirt, shorts, pyjamas

## 2 Read the story.

Students read the story to themselves.

## 3 Read again and circle. Then number in order.

Students read the story again and circle the correct words in the sentences. They then number the pictures in order.

### ANSWERS

1 d hoodie 2 a coat 3 b friends 4 c play

## 4 Complete. Who says it? Tick ✓.

Students complete the speech bubbles with the words in the box, then tick the character who says each line in the story.

### ANSWERS

1 you, Diego 2 clothes, Mickey 3 play, Diego  
4 friends, Rosa

## 5 Circle, tick ✓ and colour.

Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

### ANSWERS

Students' own answers

### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

### Learning objective

Students will learn about children and their favourite things in Italy and the UK.

### Language

**Favourite things:** doll, strings, material, ribbon

## Warm up

- Play *Odd one out* (see *Ideas bank* page 149) to review possessions and clothes.
- Ask students at random What are you wearing?

## Lead-in

- Ask the class to look at the photos in the Student Book on pages 52–53 and to try to work out which countries they will be learning about today. Recast correct guesses in English. Write *Italy* and the *UK* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about children and their favourite things in these countries today.

## Student Book pages 52–53

### 1 Listen, point and repeat. 🎧 089

- Play the recording so students can listen and point to the photos.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 🎧 090

- Focus on the photo of Maria. Ask *Which country is Maria from? (Italy)*
- Tell students that they are going to hear Maria talking about the items in exercise 1. They must listen and say the number of the photo when Maria talks about it.
- Play the recording, pausing each time Maria talks about one of the photos, so students can point to the correct photo and call out the number.

### Audio transcript

**Maria** Hi! I'm Maria. I'm from Italy. Look at this material. You can make clothes with this. I like the blue material. Do you like this doll? It's got a long nose. It's got a red hat and black shoes. This is ribbon. Look at all the colours! I like the green ribbon and the yellow ribbon. Can you see the strings? They're strings for a puppet! Puppets have got strings on their arms and legs. They can walk or dance!

### ANSWERS

3, 1, 4, 2

### 3 Listen and tick ✓ or cross X. 🎧 070

- Tell the class that now they are going to hear Maria talking about her favourite thing. They must listen and tick the correct pictures and cross the incorrect pictures.
- Play the recording, pausing for students to tick or cross each of the pictures.
- Check the answers with the class.

### Audio transcript

1

**Man** Hi, Maria. You've got lots of toys. Have you got a doll?

**Maria** No, I haven't. But I've got a puppet.

2

**Man** Can you wear your puppet on your hand, Maria?

**Maria** No, I can't. It isn't a hand puppet.

**Man** Oh!

3

**Man** Has your puppet got strings?

**Maria** Yes, it has.

**Man** Oh, I see!

4

**Man** Has your puppet got clothes?

**Maria** Yes, it has. Its shirt is red material and its trousers are green material.

5

**Man** Has your puppet got a hat?

**Maria** Yes, it has.

**Man** Has the hat got ribbons?

**Maria** No, it hasn't.

### ANSWERS

1 X 2 X 3 ✓ 4 ✓ 5 X

### Optional activity

Ask students to work in pairs. They look at exercise 3 and take turns to ask questions about Maria's favourite thing for their partner to answer, for example, *Has Maria got a doll? No, she hasn't.*

#### 4 Watch the video. What can Riccardo's aunt do?

- Tell students that they are going to watch a video about a boy from Italy, called Riccardo. Play the video for students to watch.
- Ask students *What words from exercise 1 can you see?* Play the video again, pausing after each word is mentioned and eliciting the word from the class (*strings, ribbon, material*).
- Play the video once more so the students can answer the question.

#### Video transcript see page 154

##### ANSWERS

Riccardo's aunt can make puppets.

#### 5 Listen and follow. 092 Then talk about your favourite thing.

- Play the conversation so students can listen and follow.
- Ask students to work in pairs. They act out similar conversations about their favourite things.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

#### 6 Listen and read. 093 Where is Jake's doll from?

- Focus on the photo of Jake. Ask *Which country is Jake from?* (the UK)
- Ask students to look at the rest of the photos and to name the things they can see in English. Elicit answers from different students around the class. Say *Show me the doll / teddy / hat / and so forth*.
- Play the recording so students can follow the text giving Jake's personal account and to find the answer to the question.

##### ANSWERS

Jake's doll is from London.

#### 7 Read again. Then circle.

- Read out the first sentence with both answer options. Ask students to read through Jake's personal account again and to find out which answer option is correct. Ask students to tell you what information in the text gave them their answer. Show the class the example circle.
- Students complete the rest of the activity in their books.
- Invite students around the class to read out the sentences with the correct words.

##### ANSWERS

1 doll 2 paint 3 hat 4 teddy

#### Optional activity

Ask students to work in pairs. They take turns to say a true or false sentence about the information in Jake's personal account, for example, *Jake's favourite thing is a teddy. / Jake is wearing a blue jacket*. Their partner says *True* or *False* and corrects the false sentences.

#### 8 Write commas, and and.

- Read out the example sentence and focus attention on the comma and the word *and*. Read the rules in the Look! box about using commas and *and* when we write a list of

things. Write the example sentence on the board. Show students how to write lists with commas and *and*.

- Students complete the remaining sentences in their books. Check answers with the class.
- Ask students to read Jake's personal account again and to underline the sentences with commas and *and* to make lists.

##### ANSWERS

- 1 Jake's doll is wearing black trousers, a black jacket, and a black hat.
- 2 My favourite colours are pink, red, and blue.
- 3 I'm wearing a T-shirt, shorts, and sandals.
- 4 I've got a doll, a puppet, a teddy, and a ball.

#### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about using commas and *and* to write lists.

If further practice is needed, ask them to complete exercise 3 on page 49 of their Workbooks.

Repeat the feedback routine once students have had some further practice.

#### 9 Write about your favourite thing. Go to your Workbook page 49.

- Ask students to turn to page 49 of their Workbook and to look at the writing task. This can be done in class or set for homework.

#### Workbook pages 48–49

##### 1 Write.

Students look at the numbered items in the picture and write words next to the corresponding numbers.

##### ANSWERS

1 strings 2 material 3 doll 4 ribbon

##### 2 Read. Correct the sentences. Change one word.

Students read the personal account, then change one word in each of the sentences below to make the sentences correct.

##### ANSWERS

- 1 board = football
- 2 puppets = dolls
- 3 basketball = football
- 4 guitar = trophy

##### 3 Write the sentences using commas (,) and and.

Students look at the pictures and write sentences with lists using commas and *and*.

##### ANSWERS

- 1 I'm wearing a football shirt, shorts, and socks.
- 2 I've got a trophy, a watch, and a helicopter.
- 3 I love football, tennis, and basketball.

##### 4 Read and circle or write. Then write and draw for you.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about your favourite thing looks like.



- Students complete the model text by circling or writing their choice of words to make the text about them. They then copy their personalised text into the writing template below and illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

### ANSWERS

#### Students' own answers

#### Global skills: Creativity and critical thinking

Encourage students to express themselves creatively by allowing them to write about imaginary favourite things if they prefer. They can ask you for any additional vocabulary they may want to include in their writing.

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Project and Review

### Project

#### Learning objective

Students will make a time capsule.

#### Language

Grammar and vocabular from the unit

#### Materials

Cardboard boxes or tubes, sheets of plain paper, coloured pens and pencils, scissors, glue, tape.

Optional: *Team Up! 5* worksheet

### Warm up

Play *Stop the cards* (see *Ideas bank* page 148) with the lesson 1 and lesson 3 flashcards.

### Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Tell students, in their own language, that they will be making a time capsule. *Write Project: time capsule* on the board.
- Using students' own language, ask students around the class to say whether they have ever made / seen a time capsule. Explain that a time capsule is a box or container with things from our time in it. People bury time capsules for people in the future to find. A time capsule shows people what life was like when the time capsule was made and shows them how things have changed.
- Ask students to say what they would like to put in a time capsule to show what their life is like now.

### Student Book page 54

#### 1 Listen and read. Learn how to do the project. 094

- Ask the class to look at the pictures and say what possessions, clothes, and school things they can see.
- Play the recording so students can follow the pictures and instructions in their Student Books.

- Ask students to work in groups. Hand out boxes or tubes and sheets of paper. Make sure the students have coloured pens or pencils, scissors, glue, and tape.
- Students follow the instructions to make their time capsule. They write about themselves and draw a picture of themselves wearing their favourite clothes (or the clothes they would most like to have) and pictures of their favourite things. Students can draw and write about their real favourite things, or imaginary favourite things, so that students who don't have as many possessions don't feel sad.
- Students work in their groups to decorate a cardboard tube or box. They can cover it with decorated paper or draw decorations straight onto the box or tube. Students put their papers into the cardboard box or tube.

### Team Up! 5 DOWNLOAD

Students can use the optional worksheet instead of drawing and writing about themselves on a sheet of paper. They then cut out their templates and put them in their time capsules.

#### 2 Watch the video. What's the girl's favourite colour?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas with the class.
- Play the video again so students can check their answers.

#### Video transcript see page 154

### ANSWERS

The girl's favourite colour is purple.

#### 3 Listen and follow. 095 Then show your time capsule to the class.

- Play the recording so students can listen and follow the conversation in their books.
- Students take turns to show their time capsules to the class and talk about themselves. Encourage the rest of the class to ask questions, for example, *What's your favourite colour / thing? What are you wearing?*

#### Optional activity

Help students to seal up their boxes or tubes with tape. You can put the boxes or tubes away until the end of the school term / year, then get the time capsules out and ask students if their favourite things are still the same, or if they have changed.

#### Assessment for learning

Use the project assessment sheet to evaluate students' Learning objectives.

### Review

### Student Book page 55

#### 1 Test yourself! How many words can you remember? Write.

Ask students to look at the pictures and to write down all the words and phrases that they can remember for favourite things and clothes.

**ANSWERS**

Favourite things: helicopter, puppet, trophy, bracelet, poster, watch, guitar, video game

Clothes: jeans, coat, boots, pyjamas, hoodie, sandals

**Optional activity**

Students play a game in pairs. They take turns to choose someone in the class. Their partner asks *What are you wearing?* The first student describes what the person they are thinking of is wearing, for example, *I'm wearing ...*. Their partner tries to guess who the person is.

**2 Choose and do two activities. Use your notebook.**

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose Activity 1, Activity 5, or Activity 6. Make sure that the students who chose these activities are sitting together, so that they can work in pairs. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

**ANSWERS**

- 1 Students' own answers
- 2 Students' own answers
- 3 pyjamas, sandals, coat
- 4 Students' own answers
- 5 Students' own answers
- 6 Whose helicopter is it? It's his.
- 7 Whose trophy is it? It's theirs.
- 8 Whose puppet is it? It's hers.

**Workbook** pages 50–51**1 Look and write. Find the secret word.**

Students look at the pictures and write the words to complete the puzzle. They then find and write the secret word.

**ANSWERS**

- 1 trophy
  - 2 ribbon
  - 3 strings
  - 4 watch
  - 5 jeans
  - 6 material
- The secret word is *poster*.

**2 Write the words in the correct boxes.**

Students write the words under the correct headings.

**ANSWERS**

Toys: doll, helicopter, video game  
Clothes: coat, sandals, pyjamas

**3 Read and draw.**

Students read the questions and answers and draw the items in the correct boxes in the table.

**ANSWERS**

My things: boots  
Your things: watch  
Jayden's things: hoodie  
Milly's things: bracelet

**4 Read and write the answers.**

Students read the sentences and questions, then write the answers.

**ANSWERS**

- 1 It's ours.
- 2 It's yours.
- 3 It's theirs.
- 4 It's yours.
- 5 It's theirs.
- 6 It's ours.

**5 Look, read and write.**

Students look at the pictures and write the questions and answers.

**ANSWERS**

- 1 What are you wearing? I'm wearing jeans, I'm wearing a hoodie.
- 2 What are you wearing? I'm wearing a coat, I'm wearing boots.
- 3 What are you wearing? I'm wearing pyjamas, I'm wearing sandals.

**Assessment for learning**

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

**Unit 4 My progress ✓**

- Ask students to read the sentences and tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

**Tests**

The students are now ready to do the Unit 4 test or the End-of-term test 1, downloadable from Oxford English Hub.

## Animals

### Learning objectives

Students will be able to read and understand a story.

Students will be able to read and understand a factual text.

### Language

Vocabulary and grammar from Units 3 and 4

### Warm up

- Play a game of *Odd one out* (see *Ideas Bank* page 149) with the flashcards from Units 3 and 4.

### Lead in

- Tell the class *Today we are going to read*. Ask students to look at the texts and say what kinds of text they think each one is (a story and a factual text).
- Ask students around the class to say what their favourite stories are.

### Student Book pages 56–57

#### 1 Listen and read. 🎧 096 What is Penny?

- Focus students' attention on the story. Ask them to give the English words for the animals they can see in the pictures (chickens, penguins).
- If you like, invite students to use their own language to make predictions about what the story is about.
- Tell the class that they are going to read and listen to the story.
- Play the recording so students can follow the story. Encourage students to point to the pictures as they hear what is happening in each one.
- Play the recording again so students can follow.
- If you wish, play the story a final time for students to enjoy.
- Ask students to say what Penny is. Ask students around the class what their favourite animals are.

#### ANSWERS

Penny is a penguin.

#### 2 Read again. Then match the sentence halves.

- Read out the first half of the sentence. Ask students to read the story again and to find the matching sentence half. Ask students to tell you the sentence(s) in the story which gave them their answer. Show the class the example line.
- Students read the story again and draw lines to match the sentence halves. Invite students at random to read out the completed sentences.

#### ANSWERS

- 1 Clucky has got five chicks.
- 2 Chickens eat seeds.
- 3 Penguins can't fly.
- 4 Penny is black and white.

### Optional activity

Play *What's missing?* with the animal flashcards from Unit 3 (see *Ideas bank* page 148).

#### 3 Listen and read. 🎧 097 What do elephant aunts do?

- Focus attention on the factual text. Ask different students to say what they can see in the photos (*elephants, a banana, trees, water*).
- Ask students to guess what the text is about (elephants). Write *Elephants* on the board. Use the photos in the text to teach the meaning of the words *herd, tusks, and trunk*. Tell the class, in their own language, that they're going to read and listen to a factual text about elephants.
- If you like, invite students to make predictions, in their own language, about what information they will read in the text. Play the recording so students can follow the text. Encourage students to point to the photos in their books as they follow.
- Play the recording a second time so students can follow again.
- Ask students to tell you what elephant aunts do. Ask students to tell you their favourite fact about elephants.

#### ANSWERS

Elephant aunts help elephant mums with their new babies.

#### 4 Read again. Then circle the correct words.

- Read out the first sentence and ask students to look at the factual text again and to find out which answer option is correct. Ask students to tell you the information from the text which gave them their answers.
- Students read the factual text again and circle the correct words in the sentences.
- Check answers by asking different students to read out the sentences with the correct words.

#### ANSWERS

1 noses 2 on land 3 meat 4 trunks

### Optional activity

Play *Pass the flashcards* with the flashcards from Units 3 and 4 (see *Ideas bank* page 148). Play the songs from Units 3 and 4 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.

## Lesson 1: Words

### Learning objective

Students will be able to talk about places in town.

### Language

**Places in town:** *hospital, hotel, supermarket, toy shop, school, police station, park, bus stop*

**Functional language:** *Shall we go to the toy shop? OK. Let's go!*

### Warm up

- Play a game of *What's missing?* (see *Ideas bank* page 148) with the class to review the vocabulary from Unit 4.

### Lead-in

- Tell the class *Today we are learning about places in town.* Write *Places in town* on the board. Show some of the lesson 1 flashcards and invite students to guess the meaning of *Places in town*.
- Ask the class simple questions about the lesson topic, for example, *What places can you see in your town? What places do you like?* Elicit answers from students around the class. Recast students' answers in English. If you like, you can put the lesson 1 flashcards on the board and ask students to take turns to point to the places in their town.

## Student Book pages 58–59

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English. Prompt students, if necessary, by asking *Can you see a (ball / kite / tree)?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, use the flashcards to present the new words.

### ANSWERS

Students can see a ball, a kite, a teddy, trees, boys, girls, bags, houses, windows, doors, colours and parts of the face and body. These words are revised from *Beehive 1*.

### 2 Listen, point and repeat. 098

- Play the recording so students can listen and point to the places in the picture.
- Play the recording again for students to repeat the words.

### Optional activity

Play a game of *Find the cards* using the lesson 1 flashcards (see *Ideas bank* page 148).

### 3 Say the chant. 099

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.
- Play the chant a few more times so students can join in as much as possible.

### Audio transcript

hospital hospital hotel hotel supermarket supermarket  
toy shop toy shop school school  
police station police station park park bus stop bus stop

### 4 Play the Word chain game.

- Focus on the example conversation. Read out the first speech bubble and ask the class how many places they hear. Repeat for the second speech bubble. Establish that in the game, students must add one place to the sentence each time.
- Invite a few volunteers to model the game for the class. Encourage the students to point to the places in exercise 1 as they hear them.
- Students play the game in pairs, taking turns to say a sentence, adding one place in a town to the sentence each time. The game continues until students have included all the places in exercise 1, or until the sentence is too long for them to remember. They can then start again with a new sentence. Students can also name other things they can see in the picture in their chains, too, for example, *There's a police station, a tree, a boy, and so forth.*

### Global skills: Creativity and critical thinking

Playing memory games helps to improve various brain functions, including short-term memory, attention, and concentration. Memory games also utilise children's critical thinking skills. Encourage your students to play word-chain games or other memory games to practise the new vocabulary in other units. You can find more game ideas in the *Ideas bank*.

### 5 Look and number. Then point and say the places.

- Point to pictures 1–8. Tell the class that these pictures all come from the big picture in exercise 1. Point to each of the pictures in turn and ask students around the class to find the places in the big picture.
- Point to pictures a–h and explain that you can find each of these things in one of the places in pictures 1–8. Point to picture a and ask the class *Where can you see this?* Encourage students to find the correct place in pictures 1–8 and say the word. Show the class the example number 8.
- Elicit from students that they need to look at the pictures and number items a–h to match the places.
- Allow students time to complete the activity.
- Point to pictures a–h in turn and ask students around the class *Where can you see this?* Encourage students to say the numbers and the words for the matching places.

### ANSWERS

a 8, b 1, c 6, d 7, e 5, f 3, g 2, h 4



## 6 Look at 5. Read and write the number.

- Point to the words and read them out. Ask *Can you see a hospital in exercise 5?* Ask students to find the correct picture (1–8) and say the number. Show the class the example answer.
- Impress upon the students that they need to write the numbers for the pictures in exercise 5 that match the words in exercise 6.
- Students complete the activity in their books.
- Check answers by asking students, *Can you see a (bus stop) in exercise 5?*

### ANSWERS

5, 4, 1, 2, 6, 8, 7, 3

## 7 Listen and repeat. 100 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line so students can repeat it. Ask students to point to the correct place in the big picture in exercise 1.
- Point to other places in the big picture and model similar conversations with students around the class.
- Students work in pairs. They take turns to point to a place in the big picture and ask *Shall we go to the (hotel)?* Their partner answers, using the conversation in their Student Book as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Optional activity

Play a game of *Pass the flashcards* with the places in town flashcards (see *Ideas bank* page 148). When the music stops, the students holding the flashcards turn to the student on their right and ask *Shall we go to the (police station)?* about their flashcard.

### Assessment for learning

Time for feedback! Ask the class in students' own language *How do you feel about the new words for places in town?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine once students have had some further practice.

### Team Up! 1 DOWNLOAD

- Students play a game in pairs. They cut out cards showing different places in town. They each shuffle their own set of cards and put them face down on the desk in front of them, in Pelmanism style, with two separate sets of face-down cards - one for each student. They then take turns to pick up one of their cards and say a sentence about it to their partner for example, *Shall we go to the (supermarket)?* Their partner picks up one of their cards and looks at it. If they have the same place (for example, a supermarket), they say *OK. Let's go!* and they get to keep both cards. If they have a different place (for example, a hotel), they say

*No*, and both students return their cards to their places, face down on the desk. Students can try to remember where the cards are to help them to win all the cards.

### Assessment for learning

Before leaving the class, ask students to think about what they have learnt. Ask students to tell you the words for places in town that they can remember.

## Workbook pages 52–53

### 1 Read and number.

- Students look at the picture and read the words. They write down the number to match the words to the places in town.

### ANSWERS

From left: 2, 7, 4, 8, 1, 5, 6, 3

### 2 Write.

- Students write the words for the places in town next to the pictures.

### ANSWERS

1 toy shop 2 supermarket 3 bus stop 4 hospital  
5 park 6 school 7 hotel 8 police station

### 3 Look, read and complete.

- Students look at the picture and complete the sentences with the correct words.

### ANSWERS

1 hospital 2 park 3 hotel 4 bus stop  
5 toy shop 6 school

### 4 Look and write.

- Students look at the picture and complete the conversations. If they need help with the functional language, they can use the conversation in exercise 7 on page 59 of their Student Book to help them.

### ANSWERS

1 Shall we go to the supermarket? OK, let's go!  
2 Shall we go to the toy shop? OK, let's go!  
3 Shall we go to the park? OK, let's go!  
4 Shall we go to the police station? OK, let's go!

### Assessment for learning

Write *Places in town* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about places in town now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to ask about places in their town.

### Language

*Is there a toy shop in your street? Yes, there is. / No, there isn't.*

*Are there any parks in your town? Yes, there are. / No, there aren't.*

## Warm up

- Play a game of *Stop the cards* (see *Ideas bank* page 148) with the flashcards to review the vocabulary from lesson 1.

## Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English but allow them to use their own language, if necessary.
- Ask students to open their books on page 60 and find the Learning objective. Write it on the board: *Let's ask about places in our town.*
- Draw a tick on one side of the board and a cross on the other side of the board. Hold up the toy shop flashcard and ask *Is there a toy shop in your town?* Elicit the answer from students around the class, recasting the sentence in students' own language, if necessary. If students answer that there is a toy shop in their town, say *Yes, there is* and stick the flashcard under the tick on the board. If students answer that there isn't a toy shop in their town, say *No, there isn't* and stick the flashcard under the cross on the board. Repeat with the other places in town flashcards.

## Student Book pages 60–61

### 1 Listen and follow. 🎧 101 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see and share ideas about what might be happening in the story.
- Use the pictures in the grammar cartoon to teach the word *street*.
- Play the recording so students can listen and follow the grammar cartoon.
- Ask questions to check understanding, for example, *Is there a park in Hector's street? Is there a bus stop in Hector's street?*
- Play the recording a second time so students can follow again.
- Divide the class into pairs. In their pairs, the students choose which character they are going to play.
- Students act out the story in their pairs. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the pairs to act out the grammar cartoon for the class.

### 2 Look, listen and learn. 🎧 102

- Play the recording so students can listen to and follow the sentences in the grammar box.
- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read out the question and answers.

#### Optional activity

Students play a game in pairs. They each imagine a street that they live in and write down four places in their imaginary street. They then take turns to ask and answer to find out which four places are in their partner's imaginary street, for example, *Is there a (supermarket) in your street? Yes, there is. / No, there isn't.* The first student to find all four places in their partner's imaginary street wins the game.

### 3 Listen and tick ✓ or cross X. 🎧 103

- Ask students to look at the pictures and name the places in town. Choose students to answer at random, using name cards or coloured lollipop sticks.
- Play the first item on the recording. Ask students *Is there a hospital in Anna's street?* Show students the example cross. Tell students that they need to listen and tick the places that are in Anna's street and cross the places that are not in Anna's street.
- Play the rest of the recording so students can complete the activity.
- Play the recording again so students can check their answers.

#### Audio transcript

1

Boy Is there a hospital in your street, Anna?

Girl No, there isn't.

2

Boy What about a police station? Is there a police station in your street?

Girl Yes, there is. It's over there.

3

Boy Is there a supermarket?

Girl No, there isn't. But there's a small shop.

4

Boy Is there a bus stop in your street?

Girl Yes, there is. Look! There's a bus stop here.

Boy Oh yes!

5

Boy Is there a school?

Girl Yes, there is. It's my school!

Boy That's great!

6

Boy Is there a hotel in your street, Anna?

Girl No, there isn't. But there's a hotel in my grandma's street.

### 4 Look at 3. Point, ask and answer.

- Focus on the model conversation. Invite a volunteer to act it out with you.
- Act out similar conversations with students from around the class. Tell students to answer truthfully about their own streets.
- Students then work in pairs. They take turns to point to one of the places in exercise 3 and ask *Is there a (hospital) in your street?* Their partner answers *Yes, there is* or *No, there isn't*.

#### Optional activity

For further practice of the grammar, divide the class into two teams. Hand half the flashcards of places in town to the students in Team A. Hand the other half to the students in Team B. Tell the students not to let the other team see their cards. Students from each team, in turn, ask the other team *Is there a (supermarket) in your street?* If a student from the other team has the flashcard, they must answer *Yes, there is.* and hold up the card (or stick it on the board). If the other team does not have the flashcard, they must answer *No, there isn't.* Continue until all the cards have been revealed.

## 5 Look, listen and learn. 104

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to ask and answer the question in the grammar box.
- Explain to the class that we use *Is there ...?* to ask about one place and we use *Are there ...?* to ask about more than one place.

## 6 Look, read and circle.

- Point to the picture and ask students around the class to name the places in town.
- Read out the first question and answer and ask students to look at the picture and find the answer. Show the class the example answer.
- Explain that students need to read the questions, look at the picture and circle the correct answers.
- Students complete the activity in their books. Check answers as a class.

### ANSWERS

- 1 Yes, there are.
- 2 No, there aren't.
- 3 No, there aren't.
- 4 Yes, there are.

## 7 Look at 6. Write.

- Read out the first question. Ask students to look at the picture in exercise 6 and find the answer. Show the class the example answers and the crossed-out phrase in the box.
- Read out the second question. Focus on the differences between the first and second questions. Remind students that we use *Is there ...?* to ask about one place and we use *Are there ...?* to ask about more than one place.
- Students read the questions, look at the picture in exercise 6 and write the answers, choosing from the phrases in the box.
- Invite pairs of students at random to read out the questions and answers.

### ANSWERS

- 1 Yes, there is.
- 2 Yes, there are.
- 3 No, there aren't.
- 4 No, there isn't.

### Optional activity

Students write four questions about their partner's street. They should write two questions with *Is there ...?* and two questions with *Are there ...?* Students then take turns to ask their partner one of their questions and make a note of their partner's answer, for example, *Are there any trees in your street? Yes, there are. Is there a supermarket in your street? No, there isn't.*

## Team Up! 2

- Students play a game in pairs. They each complete a street scene by drawing on the building outlines to represent one of the new words for places in a town. They can add other details to their street, for example, trees, bus stops, people. Students then take turns to ask and answer about their street scenes, for example, *Is there a (hospital)*

*in your street? / Yes, there is. / Are there any bus stops in your street? / No, there aren't.*

## Workbook pages 54–55

### 1 Look, read and circle.

- Students read the questions, look at the picture and circle the correct answers.

### ANSWERS

- 1 Yes, there is.
- 2 Yes, there is.
- 3 No, there isn't.
- 4 No, there isn't.
- 5 Yes, there is.

### 2 Circle the places in your street.

- Students look at the pictures and circle the places that are in their street.

### ANSWERS

Students' own answers.

### 3 Look at 2. Write answers for you.

- Students read the questions and write answers that are true for them, based on the places they circled in exercise 2.

### ANSWERS

Students' own answers.

### 4 Look, read and match.

- Students look at the table and draw lines to match the questions to the correct answers.

### ANSWERS

- 1 No, there aren't.
- 2 Yes, there are.
- 3 Yes, there are.
- 4 No, there aren't.
- 5 Yes, there are.
- 6 No, there aren't.

### 5 Look, read and write. Write answers for you.

- Students look at the pictures, complete the questions and write true answers for them.

### ANSWERS

- 1 hospitals
- 2 parks
- 3 schools
- 4 toy shops

Students' own answers.

### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt during the lesson. Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the next lesson.

If further practice of the new grammar is needed, ask students to turn to page 128 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had some further practice.

# Lesson 3: Words and grammar

## Learning objective

Students will be able to ask about transport.

## Language

**Transport:** *car, van, lorry, motorbike, train, bike*

*Where's the car? It's next to / in front of / behind the motorbike.*

*Where's the motorbike? It's between the lorry and the car.*

## Warm up

- Play *Slow reveal* (see *Ideas bank* page 148) with the lesson 1 flashcards to review the places vocabulary.

## Lead-in

- Ask students to find the Learning objective on page 62: *Let's ask about transport.* Write it on the board.
- Check the students' understanding and translate the objective into their own language, if necessary.
- Ask students to think about what transport there is in their town. Encourage students to share ideas, using their own language if necessary.
- Explain that in this lesson, students will learn some words for transport.

## Student Book pages 62–63

### 1 Listen, point and repeat. 105

- Focus attention on the transport poster in exercise 2. Choose a student and ask *What can you see on this transport poster?* (Different types of transport). Ask different students to point to a photo and tell you what colours they can see, for example, *I can see (blue).*
- Play the recording so students can listen, point to the pictures, and repeat the words.
- Play the recording a second time so students can point and say the words again.

### 2 Listen and say. 106

- Tell students that they are going to hear someone talking about the photos. They need to listen and decide which means of transport the person is talking about.
- Play the recording, pausing after each item, so students can point to the correct photo in exercise 1 and say the corresponding word.

## Audio transcript

- 1 What's this? It's purple and black.
- 2 Lots of people can go in this. It's red and blue.
- 3 This is very fast. It's black.
- 4 Look at this! It's green!
- 5 You can move things in this. It's blue.
- 6 This is very big! It's yellow.

## ANSWERS

- 1 bike 2 train 3 motorbike 4 car 5 van 6 lorry

## Optional activity

Students take turns to ask their partner a question about the means of transport, for example, *What colour is the (van)?* Their partner looks at the poster in exercise 1 and answers, for example, *It's (blue).*

### 3 Look, listen and follow. 107 Play the game.

- Point to each of the pictures and ask students at random to say what means of transport they can see.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a picture. Their partner asks questions to find which picture they are thinking of.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

## Assessment for learning

Ask the class *Do you know the new words? Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.*

If students are not sure they know the new words, repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, ask them to work in pairs to test each other. They take turns to point to one of the photos in exercise 1. Their partner tries to remember and say the word.

Repeat the feedback routine once students have had some further practice.

### 4 Look, listen and learn. 108

- Play the recording so students can listen and follow the questions and answers.
- Ask students to work in pairs, taking turns to read the question and answers and point to the correct means of transport in the picture.

## Optional activity

For extra practice of the new grammar structure, divide the class into two teams. Turn to each team in turn and use the transport flashcards to show one of the means of transport in front of / next to / behind / between one or two other means of transport. Ask the team *Where's the (car)?* Students from the team answer *It's (in front of / next to / behind) the (lorry). / It's between the (bike) and the (van).* Award one point for each correct answer. The team with the most points wins.

### 5 Look and write.

- Ask students to look at the picture and say what means of transport they can see.
- Read out the first question and the gapped answer. Ask students to look at the picture and decide which word from the box best completes the answer. Show the class the example answer. Explain that students need to look at the picture and complete the answers using words from the box.
- Give students time to complete the activity in their books.
- Students can check the answers in pairs, then work in their pairs, taking turns to read out the questions and answers.



**ANSWERS**

1 behind 2 between 3 next to 4 in front of

**6 Listen and follow. Then sing.** 🎧 109–110 🎧

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen and follow the words.
- Play the song again so students can sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song so students can sing the words from memory.

**Team Up! 3** **DOWNLOAD**

- Students play a memory game in pairs. They cut their worksheet (one worksheet per pair) in half, and each takes a picture. The two pictures show the same street, but with a few differences. Students each look at their picture for one minute. They then swap pictures and take turns to ask each other where the items were in their original picture, for example, *Where's the (car / motorbike / shop / tree)? / It's in front of / next to / opposite / between the ...* Students can check their partner's answers and give their partner a point for each correctly remembered position.

**Mixed ability**

Change class groupings regularly, so that students have a chance to work with classmates of different abilities. Encourage stronger students to support weaker ones, and make sure the students are always kind to one another.

**Optional activity**

Play a game of *Draw and guess* with the new vocabulary (see *Ideas bank* page 147).

**Workbook** **pages 56–57****1 Find, circle and write.**

- Students find and circle the transport words in the word search and write them under the correct pictures.

**ANSWERS**

1 lorry 2 bike 3 car 4 van 5 motorbike 6 train

**2 Choose and draw three types of transport in your town.**

- Students draw three types of transport that are in their town.

**ANSWERS**

Students' own answers

**3 Look at 2. Write answers for you.**

- Students read the questions and write true answers for them based on the types of transport they drew in exercise 2.

**ANSWERS**

Students' own answers

**4 Look, read and write A or B.**

- Students read the questions and answers and write the correct letter to show which picture each question and answer is referring to.

**ANSWERS**

1 B 2 A 3 A 4 B 5 A 6 B

**5 Look, read and write.**

- Students read the questions, look at the pictures and write the answers.

**ANSWERS**

- 1 It's next to the tree.
- 2 It's between the trees.
- 3 It's in front of the tree.
- 4 It's behind the trees.

**Assessment for learning**

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt in this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 128 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

**Lesson 4: Story****Learning objective**

Students will be able to read about a lost toy.

**Language**

Vocabulary and grammar from lessons 1–3

**Warm up**

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use instead of the words in colour. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

**Lead-in**

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and use their own language to guess what the story is about (a lost toy). Write the word *Story* on the board. Tell the class that they're going to read a story about a lost toy.

**Student Book** **pages 64–65****1 Look at the pictures. What places in town can you see?**

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (a girl, her dad, a little boy and two other little girls).

- Ask students to say what places they can see in the story (park, hotel, supermarket, toy shop) and what toys they can see in the story (a kite, a doll, a train, a boat, a teddy).
- If you like, invite students to predict, in their own language, what happens in the story.

## 2 Listen and read. 🎧 111 ▶ What is the little girl's toy?

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say what the first little boy's toy is (a train).

## 3 Read and match. Then point, ask, and answer.

- Read out the first question and ask students to look at the story, to point to the correct picture and to find the answer. Show the class the example line matching the question to the answer.
- Explain that students should read the questions, find the correct pictures in the story, then draw lines to match the questions to the answers.
- Students complete the rest of the activity in their books, looking back at the story to find the answers.
- Check answers by asking students at random to read out the questions and answers. Ask students to tell you in which frames in the story they found each of their answers.

### ANSWERS

- 1 It's Keiko and Dad's kite.
- 2 It's between the trees.
- 3 It's in front of the hotel.
- 4 It's the boy's train.
- 5 It's in front of the supermarket.
- 6 It's on the window.

## Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Keiko doesn't want to go home because she wants to find her kite. Ask students to say which sentences in the story show that Dad wants to give up, and which sentences show that Keiko doesn't want to give up.
- Choose students at random to answer the second question. Prompt students, if necessary, by asking students to say what things they find / have found difficult and whether they gave up or kept trying. Ask them what happened if they gave up, and how they felt. Ask them what happened if they kept trying, and how they felt if they were successful in the end.
- Encourage students to talk about why it is good to keep trying, and what can happen if you give up / stop trying.

## Global skills: Emotional self-regulation and well-being

Learning to persevere is important for children's emotional well-being. Achieving their goals through hard work and determination gives children a sense of achievement and self-confidence, whereas giving up when things get difficult can lead to feeling defeated. Encourage your students to take on challenges and to do their best so that they feel satisfied and proud of what they accomplish. Learning how to persevere will help children develop the strength of character required to overcome difficulties and challenges later in life.

## 4 Act out the story.

- Divide the class into groups of six, with one student for each of the following parts: Narrator, Keiko, Dad, Girl 1, Boy, Girl 2. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part (for example, two students could share the narrator's role), or one student could play more than one part (for example, the same student could play Girl 1 and Girl 2).
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

## Optional activity

Ask students to work in pairs and take turns to ask about the places and things in the story, for example, *Is there a bus stop in the story? No, there isn't. Are there any trees in the story? Yes, there are.*

## 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

## Team Up! 4 DOWNLOAD

- Students work in pairs or groups to complete the story quiz. They complete the sentences about the story to make them *True* or *False*. If you like, give students some optional words to use to complete the sentences (for example, *The kite is red / blue. Keiko is with her mum / dad. The doll is in front of / between the trees. The train is green / yellow. The kite is on a window / door.*). When students have completed the sentences, they join with another pair / group and take turns to read out their sentences and say whether the other pair's sentences are *True* or *False*.

## Optional activity

Students work in pairs or groups to decide on a new ending for the story (a new frame 8). They can decide whether Keiko finds the kite, where she finds it, how she feels, and what she and the other characters say. Students then think about what they want to show in their new frame 8, and where each item should be in the picture. They draw the picture, then write a caption. They can also write, cut out and stick on the speech bubbles. Students can show their new frame 8 to other pairs or groups, then act out their new endings for the class.

**1 Look at the pictures. What places can you see?**

- Students look at the story and answer the question.

**ANSWERS**

hotel, bus stop, house, police station

**2 Read the story.**

- Students read the story to themselves.

**3 Read again and match.**

- Students read the story again and draw lines to match the sentence halves.

**ANSWERS**

1 b 2 d 3 c 4 a

**4 Order the words. Then number.**

- Students write the words to make sentences, then number the pictures to show which frame of the story each line is from.

**ANSWERS**

- 1 The car has got a problem.
- 2 There's a bus next to the bus stop.
- 3 We've got two bikes.  
2, 3, 1

**5 Circle, tick ✓ and colour.**

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

**ANSWERS**

Students' own answers

**Assessment for learning**

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

**Lesson 5: Skills and culture**

**Learning objective**

Students will learn about transport in Hungary and Brazil.

**Language**

**Transport:** tram, metro, chair lift, taxi

**Warm up**

- Play *Noughts and crosses* (see *Ideas bank* page 148) to review places and transport.
- Ask students at random *Is there a (toy shop) in your town? / Are there any (bus stops) in your street?*

**Lead-in**

- Ask the class to look at the photos on pages 66–67 of the Student Book and to work out which countries they will be learning about today. Recast correct guesses in English. Write *Hungary* and *Brazil* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about transport in these countries today.

**1 Listen, point and repeat.** 🎧 112

- Play the recording so students can listen and point to the photos.
- Play the recording again for students to repeat.

**2 Listen and say the number.** 🎧 113

- Focus on the photo of Hanna. Ask *Which country is Hanna from? (Hungary)*
- Tell students that they are going to hear Hanna talking about the transport in exercise 1. They must listen and say the number of the photo when Hanna talks about it.
- Play the recording, pausing each time that Hanna talks about one of the photos, so students can point to the correct photo and call out the number.

**Audio transcript**

**Hanna** Hi! I'm Hanna. I'm from Budapest in Hungary. There's a metro in Budapest. It's a train, and it goes under the city. This metro is white and black. Taxis can take you to lots of places in Budapest. This taxi is in my street! There are trams in Budapest, too. Some trams are old, but this tram is new. It's long and yellow. Look at this! It's a chair lift! It goes up and down! I love the chair lift!

**ANSWERS**

2, 4, 1, 3

**3 Listen and tick ✓ or cross X.** 🎧 114

- Tell the class that now they are going to hear Hanna talking about her street. They must listen and tick the boxes indicating the things that are in Hanna's street and cross boxes showing the things that are not in Hanna's street.
- Play the recording, pausing for students to place ticks or crosses alongside each of the pictures.
- Check answers with the class.

**Audio transcript**

**1**  
**Adult** Hi, Hanna. Is there a bus stop in your street?  
**Hanna** Yes, there is. There's a bus, too!

**2**  
**Adult** Are there any taxis in your street today?  
**Hanna** Yes! There are two yellow taxis.

**3**  
**Adult** Is there a metro in your street?  
**Hanna** No! The metro is under the city!  
**Adult** Oh yes.

**4**  
**Adult** Is there a tram in your street now?  
**Hanna** Yes, there is. It's an old tram.

**5**  
**Adult** Is there a chair lift in your street?  
**Hanna** No. But I can see the chair lift from my house!  
**Adult** Wow!

**ANSWERS**

1 ✓ 2 ✓ 3 X 4 ✓ 5 X

### Optional activity

Ask students to work in pairs. They look at exercise 3 and take turns to ask questions about Hanna's street for their partner to answer, for example, *Is there a bus stop in Hanna's street? Yes, there is.*

#### 4 Watch the video. Where does Eva go on the metro?

- Tell students that they are going to watch a video about another girl from Hungary, called Eva. Play the video for students to watch.
- Ask students *What words from exercise 1 can you see?* Play the video again, pausing after each word is mentioned and eliciting the word from the class (*tram, metro, chair lift, taxi*). Ask students to say what other types of transport they can see in the video (*boats, bus*).
- Play the video once more for the students to answer the question.

Video transcript see page 154

### ANSWERS

Eva goes to her grandma's house on the metro.

#### 5 Listen and follow. 115 Then talk about transport in your town.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They act out similar conversations about transport in their town.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

#### 6 Listen and read. 116 Why does Bruno like the metro?

- Focus on the photo of Bruno. Ask *Which country is Bruno from? (Brazil)*
- Ask students to look at the rest of the photos and name the things they can see in English. Elicit answers from different students around the class. Say *Show me the tram / bus / taxis / plane / sea / and so forth.*
- Play the recording so students can follow the text in Bruno's questionnaire and find the answer to the question.

### ANSWERS

Bruno likes the metro because you can go under the city on the trains.

#### 7 Read again. Then circle.

- Read out the first question. Ask students to read through Bruno's questionnaire again and to find the answer. Ask students to tell you what information in the text gave them their answer. Show the class the example circle.
- Students complete the rest of the activity in their books.
- Invite pairs of students around the class to read out the questions and answers.

### ANSWERS

- 1 Yes, he does.
- 2 Yes, it has.
- 3 No, they aren't.
- 4 No, there isn't.

### Global skills: Intercultural competence and citizenship

Learning about children from other countries helps students to develop intercultural competence. Ask students to compare their own lives to the lives of the students in the culture videos and reading texts. Encourage students to say what things are the same / different for them.

### Optional activity

Ask students to read Bruno's questionnaire again and to write down the types of transport that Bruno mentions. Students then ask and answer questions using the words in their list, for example, *Is there a (metro) / Are there are (trams) in your town? Yes, there is / are. / No, there isn't / aren't.*

#### 8 Read and match.

- Read out the first question. Ask students to look at the short answers and to choose the best answer for the question. Show the class the example line.
- Read the rules in the *Look!* box. about using short answers to answer questions with *do, is, have* and *are*. The short answers use the same auxiliary verbs, for example, *Do you like tennis? Yes, I do. / No, I don't.*
- Students complete the activity in their books, drawing lines to match the questions to the answers. Check answers with the class.
- Ask students to read Bruno's questionnaire again and underline the short answers.

### ANSWERS

- 1 No, I haven't.
- 2 No, there isn't.
- 3 Yes, there are.
- 4 Yes, I do.

### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about using short answers. If further practice is needed, ask them to complete exercise 3 on page 61 of their Workbooks. Repeat the feedback routine once students have had further practice.

#### 9 Complete a questionnaire about transport in your town. Go to your Workbook page 61.

- Ask students to turn to page 61 of their Workbook and to look at the writing task. This can be done in class or set for homework.

### Workbook pages 60–61

#### 1 Find, circle and write.

- Students find and circle the words in the word snake and write them under the correct pictures.

### ANSWERS

- 1 chair lift
- 2 taxi
- 3 tram
- 4 metro



## 2 Read and match.

- Students read the questionnaire, then draw lines to match the sentence halves.

### ANSWERS

1 d 2 c 3 a 4 b

## 3 Read and write short answers.

- Students read the questions and write a positive short answer if there is a tick next to the question and a negative short answer if there is a cross next to the question.

### ANSWERS

- 1 No, I haven't.
- 2 Yes, I do.
- 3 Yes, there is.
- 4 No, there aren't.

## 4 Look at the questions in 2. Read. Then write and draw for you.

- Read the questions in exercise 2 and the corresponding answers in exercise 4 aloud as students follow the text in their books. Establish that this is what questions and answers for a questionnaire about transport in your town look like.
- Students use the model text to complete the transport survey, changing the answers to be true for them. They then illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

### ANSWERS

#### Students' own answers

#### Global skills: Communication and collaboration

Completing a questionnaire gives students the opportunity to use the language they have learned to talk about their own experiences and express their opinions. If you like, encourage students to move around the classroom asking and answering the questions in the questionnaire in order to find out more about their classmates.

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Project and Review

### Project

#### Learning objective

Students will make a town map.

#### Language

Grammar and vocabular from the unit.

#### Materials

Large and regular sheets of plain paper, coloured pens and pencils, scissors, glue.

Optional: *Team Up! 5* worksheet

## Warm up

- Play *Number words* (see *Ideas bank* page 148) with the lesson 1 and lesson 3 flashcards.

## Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Confirm to students in students' own language that they will be making a town map. Write *Project: town map* on the board.
- Using students' own language, ask students around the class to say whether they have ever made / seen a map of a town before. Ask students to say what things they think should be included on a town map (*places, streets, transport*).

## Student Book page 68

### 1 Listen and read. Learn how to do the project.



117

- Ask the class to look at the pictures and say what places and types of transport they can see.
- Play the recording so students can follow the pictures and instructions in their Student Book.
- Ask students to work in groups. Hand out large and regular sheets of paper. Make sure the students have coloured pens or pencils, scissors, and glue.
- Students follow the instructions to make their town map. They share ideas in groups and make a list of the places and types of transport they want to include in their imaginary town. Students are likely to want to take this opportunity to think about fun things they would like to have in their town, for example, a funfair, sweet shops, a swimming pool, and so forth. This is allowed / expected, and you can use the Unit 10 lesson 1 flashcards to teach some of the desired vocabulary if you like. However, do encourage students to include some of the new vocabulary from this unit by telling them that they should include places that are useful in their town.
- Students copy the street from the template onto a large sheet of paper or card (or you can photocopy it onto large sheets of paper if possible). They talk about where they want each of the places to be (*Do they want the school to be next to a park, or the supermarket to be next to the bus stop, and so forth*).
- Students draw pictures of the places and vehicles they want to include or find pictures on the Internet and stick them onto their map. They think of a name for their town and write a title. They can also label the pictures on their map.
- Students practise asking and answering questions about their towns using the unit grammar.

### Team Up! 5 DOWNLOAD

- Students can make their maps on the optional worksheet instead of making it on a large sheet of paper.

### 2 Watch the video. Where is the bus stop?

- Play the video for the students to watch.

- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas with the class.
- Play the video again or students can check their answers.

**Video transcript see page 154**

**ANSWERS**

The bus stop is next to the police station.

**3 Listen and follow.** 118 **Then show your map to the class.**

- Play the recording so students can listen to and follow the conversation in their books.
- Students take turns to show their maps to the class, pointing to items on their maps and saying what the places / vehicles are and where they are. Encourage the rest of the class to ask questions, for example, *Where's the ...? / Is there a ... in your town? / Are there any ... in your town?*

**Assessment for learning**

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

**Review**

**Student Book** page 69

**1 Test yourself! How many words can you remember? Write.**

- Ask students to look at the pictures and write down all the words and phrases that they can remember for places in town and transport.

**ANSWERS**

Places in town: school, hotel, supermarket, police station, park, hospital, bus stop, toy shop

Transport: car, motorbike, van, bike, train, lorry

**2 Choose and do two activities. Use your notebook.**

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose Activity 2, or Activity 6. Make sure that the students who chose these activities are sitting together, so that they can work in pairs. Move students if necessary.
- Ask the students to complete the tasks. Walk around the classroom as they work and help where necessary.

**ANSWERS**

- 1 The car is next to the motorbike. The motorbike and the car are in front of the house. The house is behind the car and the motorbike. The house is between the trees.
- 2 Is there a police station / hotel / park in your street? Yes, there is. / No, there isn't.
- 3 Students' own answers
- 4 Students' own answers
- 5 park, hotel, supermarket, toy shop
- 6 Students' own answers

**Workbook** pages 62–63

**1 Look and write.**

- Students look at the pictures and write the words to complete the puzzle.

**ANSWERS**

- 1 tram
- 2 metro
- 3 hospital
- 4 park
- 5 lorry
- 6 car

**2 Circle the odd one out. Then write.**

- Students circle and write the odd word out in each set.

**ANSWERS**

- 1 van
- 2 police station
- 3 chair lift
- 4 hospital

**3 Look, read and write.**

- Students look at the table and write the questions or answers.

**ANSWERS**

- 1 No, there isn't.
- 2 Yes, there is.
- 3 Is there a supermarket in your street?
- 4 Is there a bus stop in your street?

**4 Write the questions and answers.**

- Students complete the questions and write a positive answer if there is a tick next to the question and a negative answer if there is a cross next to the question.

**ANSWERS**

- 1 No, there aren't.
- 2 Yes, there are.
- 3 No, there aren't.
- 4 Are there any trains in your town? No, there aren't.
- 5 Are there any hotels in your town? Yes, there are.

**5 Look, read and complete.**

- Students look at the picture, read the questions and complete the answers with the words in the box.

**ANSWERS**

- 1 next to
- 2 behind
- 3 in front of
- 4 between

**Assessment for learning**

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

**Unit 5 My progress ✓**

- Ask students to read the sentences and to tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons. 1 hexagon = little effort; all 4 hexagons = maximum effort.

**Unit test**

The students are now ready to do the Unit 5 test, downloadable from Oxford English Hub.

## Lesson 1: Words

### Learning objective

Students will be able to talk about sports and games.

### Language

**Sports and games:** *play badminton, play ice hockey, play table tennis, play Frisbee, play tag, play hide and seek, play chess, play dominoes*

**Functional language:** *What games do you like? I like chess and table tennis.*

### Warm up

- Play a game of *Find the cards* (see *Ideas bank* page 148) with the class to review the vocabulary from Unit 5.

### Lead-in

- Tell the class *Today we are learning about sports and games.* Write *Sports and games* on the board. Show some of the lesson 1 flashcards and invite students to guess the meaning of *Sports and games*.
- Ask the class simple questions about the lesson topic, for example, *What sports and games can you play? Do you like (football)?* Elicit answers from students around the class. Recast students' answers in English. If you like, put the lesson 1 flashcards on the board and ask students to take turns to point to the sports and games they can play.

### Student Book pages 70–71

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by giving the English name for the things they can see. Prompt students, if necessary, by asking *Can you see a (watch / tree / bracelet / ball)?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, use the flashcards to present the new words.

#### ANSWERS

Students can see a watch, a bracelet, a ball, trees, flowers, clothes, colours and parts of the face and body. These words are revised from *Beehive 1* and *2*.

#### 2 Listen, point and repeat. 119

- Play the recording for students to listen and point to the sports and games in the picture.
- Play the recording again for students to repeat the words.

#### Optional activity

Play a game of *What's missing?* using the lesson 1 flashcards (see *Ideas bank* page 148).

#### 3 Say the chant. 120

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.
- Play the chant a few more times so students can join in as much as possible.

#### Audio transcript

play badminton play badminton  
play ice hockey play ice hockey  
play table tennis play table tennis play Frisbee play Frisbee  
play tag play tag play hide and seek play hide and seek  
play chess play chess play dominoes play dominoes

#### 4 Play the Mime game.

- Tell the class that you are playing one of the sports and games in the picture. Mime playing one of the sports and games. Encourage the class to guess which sport or game you are playing by calling out the new words.
- Read out the conversation. Invite a few volunteers to model playing sports and games for the class. Encourage the students to guess the sports and games using the conversation as a model.
- Students play the game in pairs, taking turns to mime playing a sport or game for their partner to guess.

#### Optional activity

Ask students to think about which of the new sports and games they can play. Students then work in pairs, taking turns to ask and answer questions using the conversation in exercise 4 as a model. Remind students that a positive short answer to a question with *Can you ...?* is *Yes, I can*, and a negative answer is *No, I can't*. Students find out which of the new sports and games they can both play and write them down.

#### 5 Circle activities you do standing up and sitting down. Then say.

- Ask the class to stand up. Then ask them to sit down. Point to pictures 1–8. Ask students around the class to say whether each of the children in the pictures is standing up or sitting down. Ask students to name the sports and games in the pictures.
- Read out the rubric and point to the coloured circles in the rubric, as well as to the example circle. Ask students to say what colours the circles are.
- Impress upon students that they need to look at the pictures and circle in red the activities that you do standing up and in blue, the activities that you do sitting down.
- Allow students time to complete the activity.
- Point to pictures 1–8 in turn and ask students around the class *What activity is this? Can you do it sitting down / standing up?* Encourage students to name the sports and games and answer *Yes, you can. / No, you can't*.

#### ANSWERS

Circled in red: 1, 3, 4, 5, 6, 8  
Circled in blue: 2, 7

## 6 Look at 5. Read and write the numbers.

- Point to the words and read them out. Ask *Who can play table tennis in exercise 5?* Ask students to find the correct picture (1–8) and say the number. Show the class the example answer.
- Impress upon students that they need to write down the numbers for the pictures in exercise 5 that match the words in exercise 6.
- Students complete the activity in their books.
- Check answers by asking students around the class *Who can play (ice hockey) in exercise 5?*

### ANSWERS

6, 4, 2, 8, 7, 5, 1, 3

## 7 Listen and repeat. 121 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line, for students to repeat. Ask students to point to the correct sports and games in the big picture in exercise 1.
- Model similar conversations with students around the class. Encourage students to point to the sports and games in the big picture as they mention them.
- Students work in pairs. They take turns to ask and answer questions about the sports and games they like, using the conversation in their Student Book as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Time for feedback! Ask the class in students' own language *How do you feel about the new words for sports and games?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine after students have had some further practice.

## Team Up! 1 DOWNLOAD

- This is a whole class activity. Students look at the photocopiable chart and choose the three activities that they most want to do. They can put a tick or a happy face in the three squares of the chart. They then move around the classroom, asking and answering with their classmates. They write the names of the classmates who like each sport/game in the correct section of their charts.

### Global skills: Communication and collaboration

Completing a survey gives students the chance to use the language they have learned so that they can find out about people and their opinions. You can encourage students to find out more about their classmates by asking them to think of another survey they could do (for example, favourite foods / animals). Students can carry out their new surveys in pairs or groups, then report their findings to the class.

## Workbook pages 64–65

### 1 Read and match.

- Students draw lines to match the pictures to the sports and games words.

### ANSWERS

- 1 e
- 2 h
- 3 b
- 4 a
- 5 g
- 6 d
- 7 c
- 8 f

### 2 Look and write.

- Students write the words for the sports and games next to the numbers that match the corresponding pictures.

### ANSWERS

- 1 play table tennis
- 2 play dominoes
- 3 play ice hockey
- 4 play tag
- 5 play chess
- 6 play Frisbee
- 7 play badminton
- 8 play hide and seek

### 3 Look, read and complete.

- Students look at the table and complete the sentences with the correct words.

### ANSWERS

- 1 chess
- 2 badminton
- 3 Frisbee
- 4 ice hockey
- 5 dominoes
- 6 table tennis

### 4 Look, read and write.

- Students look at the pictures and write answers to the questions. If they need help with the functional language, they can use the conversation in exercise 7 on page 71 of their Student Book to help them.

### ANSWERS

- 1 I like table tennis and Frisbee.
- 2 I like dominoes and ice hockey.
- 3 What games do you like? I like tag and badminton.
- 4 What games do you like? I like hide and seek and chess.

### Assessment for learning

Write *Sports and games* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about sports and games now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess their learning for the lesson.



## Lesson 2: Grammar

### Learning objective

Students will be able to ask about what sports and games people are playing.

### Language

*What's he /she doing? He's / She's playing dominoes.*

*What are they doing? They're playing chess.*

### Warm up

- Play a game of *Number words* (see *Ideas bank* page 148) with the flashcards to review the vocabulary from lesson 1.

### Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language, if necessary.
- Ask students to open their books on page 72 and to find the Learning objective. Write it on the board: *Let's ask about what sports and games people are playing.*
- Invite a student to come to the front of the class. Show them one of the sports and games flashcards without letting the rest of the class see the flashcard. Ask the student to mime the sport or game. Ask the class *What's he/she doing?* Encourage the rest of the class to say the correct sports or games word. Recast their answer in the unit grammar, for example, *He's / She's playing (table tennis).* Repeat with other students and other flashcards. Invite more than one student to mime an activity to present *What are they doing? They're playing ice hockey.*

### Student Book pages 72–73

#### 1 Listen and follow. 🎧 122 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see and share ideas about what might be happening in the story.
- Use the pictures in the grammar cartoon to review the phrase *climb a tree*.
- Play the recording so students can follow the grammar cartoon in their books. Ask questions to check understanding, for example, *What is the girl doing? What is the little boy doing? What are the children doing?*
- Play the recording a second time so students can follow again.
- Divide the class into pairs. In their pairs the students choose which character they are going to play.
- Students act out the story in their pairs. Walk around the classroom as students practise. Help with pronunciation where necessary.
- Ask some of the pairs to act out the grammar cartoon for the class.

#### 2 Look, listen and learn. 🎧 123

- Play the recording so students can listen to and follow the sentences in the grammar box.
- Tell the class that we use *he* to talk about a boy or man and *she* to talk about a girl or woman. Make sure students

understand that *He's* is a short form of *He is* and *She's* is a short form of *She is*.

- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read out the questions and answers.

#### Optional activity

Students work in pairs. They look at the big picture in lesson 1 exercise 1. They take turns to point to a person in the picture and ask *What's he/she doing?* Their partner answers *He's / She's playing (dominoes).*

#### 3 Listen and number. 🎧 124

- Ask students to look at the pictures and to name the sports and games. Choose students to answer at random, using name cards or coloured lollipop sticks.
- Play the first item on the recording. Ask students *What is Jake doing?* Elicit the answer *He's playing table tennis.* Ask students to point to the correct picture. Show the class the example number 1. Tell students that they need to listen and number the pictures in the order they hear them.
- Play the rest of the recording so students can complete the activity.
- Play the recording again so students can check their answers.

#### Audio transcript

1

**Girl** Look at Jake!

**Boy** What's he doing?

**Girl** He's playing table tennis. It's his favourite game.

2

**Boy** Can you see Amy?

**Girl** Yes, I can.

**Boy** What's she doing?

**Girl** She's playing badminton.

3

**Boy** Hmm. Where's Ben?

**Girl** He's over there.

**Boy** What's he doing?

**Girl** He's playing hide and seek.

4

**Boy** Is Kate here today?

**Girl** Yes, she is.

**Boy** What's she doing?

**Girl** She's playing dominoes.

5

**Boy** I can't see Tom.

**Girl** I can. Look, there he is!

**Boy** What's he doing?

**Girl** He's playing chess.

6

**Boy** What about Meg? What's she doing?

**Girl** She's playing Frisbee. Shall we play, too?

**Boy** OK!

#### 4 Look at 3. Play the game.

- Focus on the model conversation. Invite a volunteer to act it out with you.
- Model the game with students from around the class.

- Students then play the game in pairs. They take turns to choose one of the pictures in exercise 3. They tell their partner *It's a boy* or *It's a girl*, then answer their partner's question. Their partner says the number of the picture.

## 5 Look, listen and learn. 125

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to ask and answer the question in the grammar box.
- Tell the class that we use *they* to talk about more than one person. Make sure students understand that *They're* is a short form of *They are*.

### Assessment for learning

Check for understanding at least three times per lesson. Ask students to hold up their thumbs or their traffic lights cards to show how they feel about what they are learning. This will allow you to catch any problems or misunderstandings as early as possible.

### Optional activity

Students work in pairs. They look at the big picture in lesson 1 exercise 1. They take turns to point to people in the picture and ask *What are they doing?* Their partner answers *They're playing (dominoes)*.

## 6 Look, read and number.

- Point to the pictures and ask students around the class to name the sports and games.
- Read out the first sentence and ask students to find the matching picture. Show the class the example number 3 next to the first sentence.
- Explain that students need to read the sentences, find the correct pictures, then number the sentences to match the pictures.
- Students complete the activity in their books. Check answers as a class.

### ANSWERS

3, 1, 4, 2

## 7 Look and write.

- Point to the pictures and ask students around the class to name the sports and games.
- Read out the first question. Ask students to look at the picture and answer. Show the class the example answer and the crossed out word in the box.
- Read out the second question. Focus on the differences between the first and second questions. Remind students that we use *he* to talk about a boy or man, *she* to talk about a girl or woman and *they* to talk about more than one person.
- Allow students time to complete the activity. They read the questions, look at the pictures and write the answers, using words from the box.
- Invite pairs of students at random to read out the questions and answers.

### ANSWERS

- 1 She's playing badminton.
- 2 They're playing ice hockey.
- 3 He's playing table tennis.
- 4 They're playing dominoes.

### Optional activity

Students work in pairs, taking turns to point to pictures in lesson 2 and ask *What's he / she doing?* / *What are they doing?* Their partner answers *He's / She's / They're playing ...*

## Team Up! 2

- Students play a memory game in pairs. They each cut out one set of cards. They shuffle the two sets of cards together, then place them face down on the desk in rows (Pelmanism style). They then take turns to turn over two cards. Their partner points to the cards as they are turned over and asks *What's he doing?* / *What's she doing?* / *What are they doing?* The student turning the cards over must answer *He's / She's / They're playing ...* If the two cards are the same, the student can keep them. If not, they must turn them back over.

## Workbook pages 66–67

### 1 Read and number.

- Students number the pictures to match the sentences.

### ANSWERS

3, 4, 1, 6, 2, 5

### 2 Look, read and complete.

- Students look at the picture, read the questions and complete the answers.

### ANSWERS

- 1 playing tag
- 2 playing Frisbee
- 3 He's playing badminton.
- 4 He's playing chess.
- 5 What's he doing? He's playing dominoes.
- 6 What's she doing? She's playing hide and seek.

### 3 Order the words. Then match.

- Students write the words in order to make sentences, then draw lines to match the sentences to the pictures.

### ANSWERS

- 1 They're playing badminton, c.
- 2 They're playing dominoes, a.
- 3 They're playing hide and seek, d.
- 4 They're playing chess, b.

### 4 Look, read and complete.

- Students look at the picture and complete the questions and answers.

### ANSWERS

- 1 playing tag
- 2 They're playing badminton.
- 3 They're playing hide and seek.
- 4 What are they doing? They're playing table tennis.
- 5 What are they doing? They're playing table tennis.
- 6 What are they doing? They're playing chess.

### Assessment for learning

Ask students to look at the Learning objective on the board and discuss it in pairs. They complete the record sheet to assess what they have learned in this lesson. Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson. If further practice of the new grammar is needed, ask students to turn to page 129 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine after students have had some further practice.

## Lesson 3: Words and grammar

### Learning objective

Students will be able to ask about free-time activities.

### Language

**Free-time activities:** *listen to music, watch TV, play with friends, read comics, do judo, fly a kite*

*Is he/she listening to music? Yes, he/she is. / No, he/she isn't.*

### Warm up

- Play *Find the cards* (see Ideas bank page 148) with the lesson 1 flashcards to review the sports and games vocabulary.

### Lead-in

- Ask students to find the Learning objective on page 74: *Let's ask about free-time activities.* Write it on the board.
- Check the students' understanding and translate the objective into students' own language, if necessary.
- Ask students to think about what free-time activities they like. Encourage students to share ideas, using their own language, if necessary.
- Explain that in this lesson, students will learn some new words for free-time activities.

### Student Book pages 74–75

#### 1 Listen, point and repeat. 🎧 126

- Focus attention on the free time poster in exercise 2. Choose a student and ask *What can you see on this free time poster? (Free-time activities.)* Ask different students to point to a photo and tell you what they can see, for example, *I can see (a boy / a shirt / a T-shirt).*
- Play the recording so students can listen, point to the pictures, and repeat the words.
- Play the recording a second time so students can point to and say the words again.

#### 2 Listen and say. 🎧 127

- Tell students that they are going to hear someone talking about the photos. They need to listen and decide which free-time activities the person is talking about.
- Play the recording, pausing after each item, so students can point to the correct photo in exercise 1 and say the corresponding phrase.

### Audio transcript

- 1 Sarah is with her family. They're in the living room.
- 2 This is Carl's favourite song!
- 3 Matt likes stories with lots of pictures.
- 4 Billy is in the park. He's got a new toy! It's red, yellow, green and blue!
- 5 Alex and Josh wear white clothes to do this. It's lots of fun!
- 6 Jess wants to have fun with other children today.

### ANSWERS

- 1 watch TV
- 2 listen to music
- 3 read comics
- 4 fly a kite
- 5 do judo
- 6 play with friends

### Optional activity

Students take turns to point to one of the photos in exercise 1 and ask their partner *What's he/she doing?* Their partner looks at the photo and answers, for example, *He's / She's (flying a kite).*

#### 3 Look, listen and follow. 🎧 128 Play the game.

- Point to each of the pictures and ask students at random to say what free-time activities they can see.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a picture and tell their partner *It's a boy* or *It's a girl*. They answer their partner's question, then their partner says the name of the correct child.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Ask the class *Do you know the new words? Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.*

If students are not sure they know the new words, you can repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, ask them to work in pairs to test each other. They take turns to point to one of the photos in exercise 1. Their partner tries to remember the word and say it.

Repeat the feedback routine once students have had further practice.

### Optional activity

Play a game of *Odd one out* (see Ideas bank page 149) with the lesson 1 and lesson 3 flashcards.

#### 4 Look, listen and learn. 🎧 129

- Play the recording so students can listen to and follow the questions and answers.
- Ask students to work in pairs, taking turns to read the questions and answers and to point to the correct people in the picture.

### Optional activity

For extra practice of the new grammar structure, play a game like *Pass the flashcards* (see *Ideas bank* page 148). Hand out the lesson 3 flashcards to random students and play a song from a previous unit, stopping at random intervals. When the music stops, the students holding the flashcards turn to the students on their right and ask, for example, *Is he/she (playing with friends)?* The students on the right look at the flashcards and answer *Yes, he/she is. / No, he/she isn't.*

### 5 Look and write.

- Ask students to look at the photos and say what free-time activities they can see.
- Read out the first question. Ask students to look at the first photo and answer the question. Show the class the example answer and the crossed out answer in the box.
- Allow students time to complete the activity in their books.
- Students can check answers in pairs, then work in their pairs taking turns to read out the questions and answers.

#### ANSWERS

1 Yes, he is. 2 No, she isn't. 3 Yes, she is.  
4 No, he isn't.

### 6 Listen and follow. Then sing. 🎧 130–131 🎧

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen and follow the words.
- Play the song again so students can sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song so students can sing the words from memory.

### Team Up! 3 DOWNLOAD

- Students play a miming game in groups of three. They each write three different activities (from lessons 1 or 3) in the boxes on the worksheet and cut them out. They then take turns to cover their eyes. One of the other players takes a scrap of paper and mimes the activity on it. The player with covered eyes asks *Is he/she (flying a kite)?* The third player answers *Yes, he/she is. / No, he/she isn't.*

### Optional activity

Play a game of *Mime the word* with the new vocabulary (see *Ideas bank* page 147).

## Workbook pages 68–69

### 1 Order the letters.

- Students write the letters in order to complete the free-time activities phrases.

#### ANSWERS

1 play 2 read 3 fly 4 do 5 watch 6 listen

### 2 Look, read and complete.

- Students look at the picture and write answers to the questions.

#### ANSWERS

1 She's watching TV. 4 He's reading comics.  
2 He's doing judo. 5 He's listening to music.  
3 He's flying a kite. 6 She's playing with friends.

### 3 Look, read and circle.

- Students read the questions, look at the pictures and circle the correct answers.

#### ANSWERS

1 No, he isn't. 2 No, she isn't. 3 Yes, she is. 4 Yes, he is.

### 4 Look, read and write.

- Students look at the pictures and write the questions and answers.

#### ANSWERS

1 No, she isn't. 4 Yes, she is.  
2 Yes, he is. 5 Is she flying a kite?  
3 No, he isn't. 6 Is he watching TV?

### Assessment for learning

Ask students to look at the Learning objective on the board and discuss it in pairs. They complete the record sheet to assess what they have learned in this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 129 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had some further practice.

## Lesson 4: Story

### Learning objective

Students will be able to read about an elephant.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use in place of the coloured words. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so can students sing their own verse with the new words.

### Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and, using their own language, guess what the story is about (an elephant who wants to play with other animals). Write the word *Story* on the board. Tell the class, in their own language, that they're going to read a story about an elephant.



### 1 Look at the pictures. What activities can you see?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (*an elephant called Walter, Walter's mum, some rabbits and some monkeys*).
- Ask students to say what activities they can see in the story (*play chess, play hide and seek, play tag*).
- If you like, invite students to predict, in their own language, what happens in the story.

### 2 Listen and read. 132 Who is playing hide and seek?

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say who is playing hide and seek (*the monkeys*).

### 3 Read and number the sentences in order.

- Read out the sentences. Ask the students to point to the correct parts of the story as they hear each sentence. Ask students to say which sentence comes first in the story. Show the class the example answer.
- Explain that students should read the sentences and number them in the order they happen in the story.
- Students complete the rest of the activity in their books, referring to the story to find the answers.
- Check answers by asking students at random to read out the sentences in the correct order.

#### ANSWERS

a 3 b 6 c 4 d 1 e 2 f 5

#### Mixed ability

Ask weaker students to complete the exercise with their talk partners. They can then join with another pair and compare answers.

Stronger students who finish the activity quickly can practise telling a summary of the story in pairs.

### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that the animals don't want to play with Walter because he is big and noisy, and he ruins their games. Ask students to say which sentences in the story show that the animals don't want to play with Walter.
- Ask students to say how they think the other animals feel when they first see Walter (*scared / cross*). Ask students to say how they think Walter feels when the other animals don't want to play with him. Ask students if they have ever felt like the rabbits / monkeys or like Walter.
- Choose students at random to answer the second question. Prompt students, if necessary, by asking

students *Are you big / small? Are you noisy / quiet?* Remind students that everyone is different and that we shouldn't be unkind to people because they are different from us – we can all be friends, and we can find a game that everyone can play.

- Encourage students to talk about how they can help other people to fit in and play with them (by finding something that everyone can do).

#### Global skills: Emotional self-regulation and well-being

Understanding and respecting the differences and similarities between ourselves and other people is important for our emotional well-being. By recognising that everyone is different in some ways, but that we are all the same in other ways, we improve our relationships with other people, and we also learn to accept that we don't have to share the same characteristics as everyone else. We can all be good at different things and enjoy different things, but we can all find some things in common so that we can enjoy spending time together. Encourage your students to celebrate the things they have in common with their classmates and to celebrate the things that make them unique.

### 4 Act out the story.

- Divide the class into groups of eight, with one student for each of the following parts: Narrator, Walter, Mum, Rabbits 1 and 2, Monkeys 1, 2 and 3. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part (for example, two students could share the Narrator's role), or one student could play more than one part (for example, the same student could play Monkeys 2 and 3).
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

#### Mixed ability

Weaker students can act out the story along with the recording. Encourage them to use actions, gestures, and facial expressions to act out the story, and to join in with the words as much as they can.

Stronger students can act out the story without the recording and can try to make it their own by changing a few details, such as the free-time activities in the story.

### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

#### Team Up! 4 DOWNLOAD

- Students play a game in pairs. They each cut out five squares of paper and write their initials on their squares. They then take turns to choose one of the squares in the grid on the photocopiable template. They look at the picture in the square, read out the question and answer it. If they answer the question correctly, they can cover it with one of their squares of paper. The aim of the game is to cover three squares in a row.

## Workbook pages 70–71

### 1 Look at the pictures. What sports and games can you see?

- Students look at the story and answer the question.

#### ANSWERS

play Frisbee, fly a kite, do judo, play dominoes

### 2 Read the story.

- Students read the story to themselves.

### 3 Read again. Match and write.

- Students read the story again, draw lines to match the questions to the characters, then write the characters' names.

#### ANSWERS

1 c Evie 2 e Leo 3 d Ravi 4 b Toby 5 a Lucy

### 4 Read and complete. Then number.

- Students complete the sentences using the words in the box. They then number the pictures to match the lines from the story.

#### ANSWERS

1 Frisbee 2 Let's 3 see 4 judo  
2, 3, 1, 4

### 5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

#### Learning objective

Students will learn about children and their favourite games in Poland and South Africa.

#### Language

**Favourite games:** numbers, lines, points, chalk

#### Warm up

- Play *Odd one out* (see *Ideas bank* page 149) to review places and free-time activities.
- Hold up flashcards from lessons 1 and 3 and ask students at random 'What's he/she doing? / Is he/she (playing table tennis)? / What are they doing?'

#### Lead-in

- Ask the class to look at the photos on pages 78–79 of the Student Book and try to work out which countries they will be learning about today. Recast correct guesses in English. Write *Poland* and *South Africa* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.

- Tell students, in their own language, that they will be learning about favourite games in these countries today.

## Student Book pages 78–79

### 1 Listen, point and repeat. 133

- Play the recording so students can listen to and point to the pictures.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 134

- Focus on the photo of Kasia. Ask *Which country is Kasia from? (Poland)*
- Tell students that they are going to hear Kasia talking about the photos in exercise 1. They must listen and say the number of the photo when Kasia talks about it.
- Play the recording, pausing each time that Kasia talks about one of the photos, so students can point to the correct photo and call out the number.

#### Audio transcript

**Kasia** Hi! I'm Kasia. I'm from Warsaw in Poland. Look! I've got some chalk. It's red, blue, yellow, green and orange. You can draw and write with chalk.

I love hopscotch. I play it with my friends. First, you draw lines. Can you see the lines?

Next, you write numbers in the squares. I'm writing numbers now. One ... two ... three ...

You get points when you play hopscotch. I want to get lots of points. I want to win!

#### ANSWERS

4, 2, 1, 3

### 3 Listen and tick ✓ or cross X. 135

- Tell the class that now they are going to hear Kasia talking about her favourite game. They must listen and put a tick in the box if the picture matches what Kasia says or a cross if the picture doesn't match what Kasia says.
- Play the recording, pausing for students to tick or cross each of the pictures.
- Check answers with the class.

#### Audio transcript

1

**Boy** Hi, Kasia. What have you got?

**Kasia** I've got blue chalk and yellow chalk.

**Boy** Have you got green chalk?

**Kasia** No, I haven't.

2

**Boy** What are you doing?

**Kasia** I'm drawing lines with chalk. They're for my favourite game!

3

**Boy** How many squares are there?

**Kasia** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10! There are ten squares!

**Boy** Great!

4

**Kasia** Now we write numbers.

**Boy** Have you got paper?

**Kasia** No! We write numbers in the squares!

5

**Kasia** The game is ready! Now we jump in the squares.

**Boy** I can jump! Look!

**Kasia** Great! You've got nine points!

**ANSWERS**

1 X 2 ✓ 3 ✓ 4 X 5 ✓

**4 Watch the video.**  **How many animal words does Ada say?**

- Tell students that they are going to watch a video about another girl from Poland, called Ada. Play the video for students to watch.
- Ask students *What words from exercise 1 can you see?* Play the video again, pausing after each word is mentioned and eliciting the word from the class (*chalk, lines, numbers, points*).
- Play the video once more so the students can answer the question.
- Ask students if they play *hopscotch*, and if so, who they play it with, where they play it and how they play it.

Video transcript see page 154

**ANSWERS**

Ada says six animal words.

**5 Listen and follow.**  136 **Then talk about your favourite game.**

- Play the conversation so students can listen and follow.
- Explain to students that we can use the sports and games words from lesson 1 without 'play'. For example: *I love badminton. / I can play chess. / My favourite game is hide and seek.* Write these sentences on the board. Ask students to come to the board and underline the games words. Ask students around the class *What's your favourite game?*
- Ask students to work in pairs. They act out similar conversations about their favourite games.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversations for the class.

**6 Listen and read.**  137 **Who plays marbles with Ethan?**

- Focus on the photo of Ethan. Ask *Which country is Ethan from?* (*South Africa*)
- Ask students to look at the rest of the photos and to name the things they can see in English. Elicit answers from different students around the class. Say *Show me the town / park / boy / girl / shirt / and so forth.*
- Play the recording so students can follow the text in Ethan's chat group message and find the answer to the question.
- Ask students if they play *marbles*, and if so, who they play it with, where they play it and how they play it.

**ANSWERS**

Ethan's brother and sister play marbles with him.

**7 Read again. Then match the sentence halves.**

- Read out the first half of the sentence. Ask students to read through Ethan's message again and to find the answer. Ask students to tell you where in the text they found the answer. Show the class the example line.
- Students complete the rest of the activity in their books.
- Invite students around the class to read out the completed sentences.

**ANSWERS**

- 1 Ethan's favourite game is marbles.
- 2 Ethan plays marbles with his brother and sister.
- 3 They draw a circle with chalk.
- 4 They put marbles in the circle.

**Global skills: Digital literacy**

Being exposed to digital text types helps to promote students' digital literacy. Ask students to identify the digital texts in *Beehive* and say what each one is (*text message, blog post, email, and so forth*).

**8 Circle the correct verb forms.**

- Read out the first sentence with both answer options. Ask students to identify the tense used for each answer option (*present simple and present continuous*) question.
- Read the rules in the *Look!* box and tell the class that we can use the present simple to write instructions (whereas we usually use the present continuous to talk about what people are doing now). Show the class the example circle. Point out that these sentences are instructions for the game of *hopscotch*, so we need to use the present simple.
- Students complete the activity in their books, circling the present simple forms of the verbs in the sentences. Check answers with the class.
- Ask students to read Ethan's message again and to underline the present simple verbs which explain how to play *marbles*.

**ANSWERS**

1 say 2 write 3 draw 4 jump

**Assessment for learning**

Using your usual feedback routine, ask students to show you how confident they are about using the present simple to write instructions.

If further practice is needed, ask them to complete exercise 3 on page 73 of their Workbooks.

Repeat the feedback routine once students have had further practice.

**9 Write about your favourite game. Go to your Workbook page 73.**

- Ask students to turn to page 73 of their Workbook and to look at the writing task. This can be done in class or set for homework.

**Workbook** pages 72–73**1 Write.**

- Students look at the numbered items in the picture and write the words from the box next to the corresponding numbers.

**ANSWERS**

1 chalk 2 points 3 numbers 4 lines

**2 Read and complete.**

- Students complete the online chat message using the words in the box.

**ANSWERS**

1 friends 2 draw 3 circles 4 point 5 park 6 game

### 3 Read and circle.

- Students circle the correct verb forms to complete the instructions.

#### ANSWERS

- 1 We draw lines with chalk.
- 2 The players make lines.
- 3 The player with a line wins the game.
- 4 The winner gets a point.

### 4 Read and circle or write. Then write and draw for you.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about what their favourite game looks like.
- Students complete the model text by circling or writing their choice of words to make the text about them. They then copy their personalised text into the writing template beneath it and illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

#### ANSWERS

##### Students' own answers

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Project and Review

### Project

#### Learning objective

Students will make a free-time poster.

#### Language

Grammar and vocabulary from the unit.

#### Materials

Large sheets of plain paper or card, photos of students and their family and friends doing free-time activities, coloured pens and pencils, scissors, glue.

Optional: *Team Up! 5* worksheet

### Warm up

- Play *Minute race!* (see *Ideas bank* page 148) with the new words for sports, games and free-time activities.

### Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Impress upon students, in their own language, that they will be making a free time poster. Write *Project: poster* on the board.
- Using students' own language, ask students around the class to say what free-time activities they like. Ask students to say what activities they would like to include on their posters.

## Student Book page 80

### 1 Listen and read. Learn how to do the project.

138

- Ask the class to look at the pictures and say what sports, games and free-time activities they can see.
- Play the recording for students to follow the pictures and instructions in their Student Books.
- Ask students to work in groups. Hand out large sheets of paper or card. Make sure the students have coloured pens or pencils, scissors and glue.
- Students follow the instructions to make their posters. They work together to make a list of their favourite free-time activities. They should use activities from lessons 1, 3 and 5, and they can also include sports from *Beehive 1* (baseball, football, basketball, tennis). If they want to include other activities, you can provide the vocabulary for them.
- Students find photos of themselves / their friends / their family members doing the activities on their list. They can bring these in from home, with their parents' permission (you will need to set this task before the Project lesson). If students don't have photos, you can stage some, by having students play the games they want to show on their posters for you to take and print photos. Alternatively, students can cut photos from magazines or print them from the Internet and pretend that the people shown in the photos are their friends / family members.
- If you don't want to use real photos, you can have students draw pictures of themselves and their friends / family members doing different activities.
- Students arrange the photos on their large sheet of paper or card. They talk about and decide how they want to display the photos, then stick the photos in place. They write captions for the photos, for example, *This is ... He's / She's playing tag / listening to music*. They then think of and write a heading for their poster.
- Students practise talking about their posters in their groups, saying who is in each photo and what they are doing.

### Team Up! 5 DOWNLOAD

- Students can use the optional worksheet to help them plan their posters. They write the words for the free-time activities on the worksheet, then choose the activities they want to include on their posters.

### 2 Watch the video. ▶ What is Jamie doing?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

### Video transcript see page 155

#### ANSWERS

Jamie is doing judo.



### 3 Listen and follow. 139 Then show your poster to the class.

- Play the recording for students to listen and follow the conversation in their books.
- Students take turns to show their posters to the class and say who is on their poster and what each person is doing. Encourage the rest of the class to ask questions about what the presenting students and their friends and family members are doing in the photos, for example, *What's he/she doing? / What are they doing? / Is he / she playing frisbee?* The presenting students answer the questions.

#### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 81

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for sports and games and free-time activities.

#### ANSWERS

Sports and games: *play hide and seek, play tag, play Frisbee, play ice hockey, play table tennis, play dominoes, play badminton, play chess*  
Free-time activities: *read comics, do judo, watch TV, play with friends, listen to music, fly a kite*

#### 2 Choose and do two activities. Use your notebook.

- Allow time for students to read the activities and choose two that they want to do.
- Ask students to put up their hands if they chose Activity 1, Activity 3 or Activity 6. Make sure that the students who chose these activities are sitting together, so that they can work in pairs or groups. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

### Workbook pages 74–75

#### 1 Find, circle and write.

- Students find and circle the words in the word snake, then write them under the correct pictures.

#### ANSWERS

- 1 do judo
- 2 numbers
- 3 chalk
- 4 read comics
- 5 play Frisbee
- 6 listen to music

#### 2 Write the words in the correct boxes.

- Students write the words under the correct headings, to show whether each activity is for one person or two or more people.

#### ANSWERS

One person: *watch TV, fly a kite, read comics*  
Two or more people: *play tag, play hide and seek, play with friends*

#### 3 Look and write.

- Students read the questions, look at the pictures and write the answers.

#### ANSWERS

- 1 He's playing dominoes.
- 2 She's watching TV.
- 3 He's playing ice hockey.
- 4 She's playing badminton.

#### 4 Look, read and write.

- Students look at the picture and write the questions and answers.

#### ANSWERS

- 1 No, he isn't.
- 2 Yes, he is.
- 3 Yes, she is.
- 4 No, he isn't.
- 5 They're playing chess.
- 6 What are they doing? They're playing badminton.
- 7 What are they doing? They're playing tag.
- 8 What are they doing? They're playing table tennis.

#### Assessment for learning

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

### Unit 6 My progress ✓

- Ask students to read the sentences and tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

### Unit test

The students are now ready to do the Unit 6 test, downloadable from Oxford English Hub.

## Transport

### Learning outcomes

Students will be able to read and understand a guide book.

Students will be able to read and understand a short story.

### Language

Vocabulary and grammar from Units 5 and 6

### Warm up

- Play a game of *Noughts and crosses* (see *Ideas bank* page 148) with the flashcards from Units 5 and 6.

### Lead in

- Tell the class *Today we are going to read*. Ask students to look at the texts and say what kinds of text they think each one is (a guide book and a short story).

### Student Book pages 82–83

#### 1 Listen and read. 🎧 140 What places can you find in Nairobi?

- Ask different students to say what they can see in the photos (buses, a train, a motorbike, cars).
- Ask students to guess what the text is about in students' own language (places and transport in Nairobi). Tell the class, in students' own language, that Nairobi is the capital of Kenya, in Africa, and that they're going to read and listen to a page from a guide book about Nairobi.
- If you like, you can invite students to make predictions about what information they will read in the text in their own language.
- Play the recording for students to follow the text. Encourage students to point to the photos in their books as they follow.
- Play the recording again for students to follow.
- Ask students to tell you what places you can find in Nairobi. Ask students to say which of these places you can find in their town or city.

#### ANSWERS

You can find hotels, shops, markets, parks, bus stops and lots of beautiful places in Nairobi.

#### 2 Read again. Then answer the questions.

- Read out the first question and ask students to look at the text in exercise 1 and find the answer. Ask students to tell you the information in the guide book that gives them the answer. Show the class the example answer.
- Students read the guide book again and answer the questions in their books.
- Check answers by asking different pairs of students to read out the questions and answers.

#### ANSWERS

1 In Kenya 2 Fourteen 3 A motorbike taxi 4 Three

#### Optional activity

Play *What have you got?* with the transport flashcards from Unit 5 (see *Ideas bank* page 148).

#### 3 Listen and read. 🎧 141 Why can't the car go?

- Focus students' attention on the short story. Ask them to say English words for the things they can see in the pictures. Use the pictures to teach the word *button*.
- If you like, you can invite students to make predictions about what the short story is about in their own language.
- Tell the class that they are going to read and listen to the short story.
- Play the recording for students to follow the story. Encourage students to point to the pictures as they follow the story in their books.
- Play the recording again for students to follow.
- If you wish, play the story a final time for students to enjoy.
- Ask students to say why the car can't go. Ask students to tell you whether they liked the story.

#### ANSWERS

The car can't go because it is hungry.

#### 4 Read again. Then correct the words in bold.

- Read out the first sentence and ask students to look at the story again and find out which word should replace the word in bold. Ask students to tell you the information in the story which gave them their answer.
- Students read the story again and correct the words in bold. Check answers by asking different students to read out the sentences with the correct words.

#### ANSWERS

1 beach 2 cars 3 lunch 4 sandwich

#### Optional activity

Play *Pass the flashcards* with the flashcards from Units 5 and 6 (see *Ideas bank* page 148). Play the songs from Units 5 and 6 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.

## Lesson 1: Words

### Learning objective

Students will be able to talk about daily routines.

### Language

**Daily routines:** *have a shower, go to bed, get up, brush my teeth, get dressed, do my homework, brush my hair, go to school*

**Functional language:** *I do my homework in the afternoon. What about you? I do my homework in the evening.*

### Warm up

- Play a game of *Number words* (see *Ideas bank* page 148) with the class to review the vocabulary from Unit 6.

### Lead-in

- Tell the class *Today we are learning about daily routines.* Write *Daily routines* on the board. Show some of the lesson 1 flashcards and invite students to guess the meaning of *Daily routines*.
- Ask the class simple questions about the lesson topic, for example, *What do you do every day?* Elicit answers from students around the class. Recast students' answers in English.

### Student Book pages 84–85

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share with the class by giving the English names of the things they can see. Prompt students, if necessary, by asking *Can you see a (bed / TV)?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, use the flashcards to present the new words.

#### ANSWERS

Tables, chairs, beds, a sofa, a TV, the sun, a window, a ball, clothes, colours, parts of the house and parts of the face and body. These words are revised from *Beehive 1* and *2*.

#### 2 Listen, point and repeat. 142

- Play the recording so student so can listen to and point to the daily routine activities in the pictures.
- Play the recording again for students to repeat the words.

#### Optional activity

Play a game of *Stop the cards* using the lesson 1 flashcards (see *Ideas bank* page 148).

#### 3 Say the chant. 143

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.
- Play the chant a few more times so students can join in.

### Audio transcript

have a shower have a shower go to bed go to bed  
get up get up brush my teeth brush my teeth  
get dressed get dressed do my homework do my homework  
brush my hair brush my hair go to school go to school

#### 4 Play the *Memory* game.

- Point to the daily routine activities in the big picture in exercise 1 and ask students to say the words. Then say the words and ask students to point to the activities in the picture and say the numbers.
- Ask the class to look at the numbered activities in the picture for one minute and to try to remember which number each activity is.
- Read out the conversation. Invite a few volunteers to model the game for the class. Encourage the volunteers to close their books and to try to remember what number each activity is.
- Students play the game in pairs, taking turns to ask about a number. The partner tries to remember the activity with their book closed.

#### Optional activity

Ask students to think about which of the new daily routine activities they do every day. Students then play *Memory chain* (see *Ideas bank* page 147) with the new daily routine phrases, taking turns to add an activity to a sentence, for example, *I get up. I get up and I have a shower.*

#### 5 What are the activities? Look and write the numbers.

- Point to the silhouettes and ask students around the class to guess what the children in the silhouettes are doing. Read out the first phrase and ask students to point to the correct picture. Show the class the example answer.
- Impress on the students that they need to read the phrases, find the matching silhouettes, and write the numbers.
- Allow students time to complete the activity.
- Check answers by reading out the daily routine phrases and asking students around the class to call out the matching numbers.

#### ANSWERS

3, 1, 4, 2

#### Mixed ability

Ask weaker students to work in pairs or small groups to complete the activity. Stronger students can do the activity independently and then check with a partner before you go through the answers.

#### 6 Write.

- Point to the silhouettes and ask students around the class to guess what the children in the silhouettes are doing. Show the class the example answer.
- Impress on the students that they need to write the daily routines phrases under the silhouettes. They can look back at the phrases in exercise 1 to help them.

- Students complete the activity in their books.
- Check answers by asking students *What's number (1)?*

### ANSWERS

- 1 get up 2 brush my teeth  
3 go to school 4 have a shower

## 7 Listen and repeat. 🎧 144 Then ask and answer.

- Read out the times of day in the box. Make sure students understand the meanings of the phrases *in the morning*, *in the afternoon* and *in the evening*.
- Focus on the conversation. Play the recording, pausing after each line so students can repeat. Ask students to point to the correct times of day in the box.
- Model similar conversations with students around the class, using different daily routine activities from exercise 1. Encourage students to point to the daily routines in the big picture and the times of day in the box as they mention each of them.
- Students work in pairs. They take turns to ask and answer questions about their daily routines, using the conversation in their Student Book as a model.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Time for feedback! Using the students' own language, ask the class, *How do you feel about the new words for daily routine activities?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine once students have had further practice.

## Team Up! 1 DOWNLOAD

- This activity can be done in pairs or groups. Working individually, students cut out the pictures of the daily routine activities from the second photocopyable worksheet and stick them in the correct columns in the chart on the first photocopyable worksheet. They then compare their chart with their partner's / group's chart(s), asking and answering questions, such as *A: I do my homework in the morning. What about you? B: I do my homework in the evening.* Students then look at both their own and their partner's / group members' charts and tell the class the similarities / differences between them.

## Workbook pages 76–77

### 1 Read and number.

- Students number the pictures to match the daily routines phrases.

### ANSWERS

- 8, 2, 6, 3, 5, 1, 7, 4

## 2 Write.

- Students write the words for the daily routine activities next to the pictures.

### ANSWERS

- 1 do my homework.  
2 have a shower.  
3 go to bed.  
4 brush my hair.  
5 brush my teeth.  
6 get dressed.  
7 get up.  
8 go to school.

## 3 Look and write.

- Students look at the chart and complete the sentences with the correct phrases.

### ANSWERS

- 1 get dressed 2 brush my hair 3 do my homework  
4 brush my teeth 5 go to bed

## 4 Read. Then write about you.

- Students read the sentences, then write similar sentences about their own daily routines. If they need help with the functional language, they can use the conversation in exercise 7 on page 85 of their Student Book to help them.

### ANSWERS

#### Students' own answers

### Assessment for learning

Write *Daily routines* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about daily routines now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess what they have learnt in the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to ask about daily routines.

### Language

*What do you do in the morning / afternoon / evening? I do my homework.*

*I go to school on Monday. I don't go to school on Saturday.*

### Warm up

- Play a game of *Find the cards* (see *Ideas bank* page 148) with the flashcards to review the vocabulary from lesson 1.

### Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language, if necessary.
- Ask students to open their books on page 86 and find the Learning objective. Write it on the board: *Let's ask about daily routines.*
- Write the phrases *in the morning*, *in the afternoon*, *in the evening* across the board. Invite a student to come to the front of the class. Give them one of the daily routine



flashcards. Ask the student *What do you do in the (morning / afternoon / evening)?* Encourage the student to answer, using the activity on their flashcard. Recast their answer in the unit grammar, for example, *I (brush my teeth) in the (morning)*. Encourage the student to stick their flashcard under the correct heading on the board. Repeat with other students and other flashcards.

## Student Book pages 86–87

### 1 Listen and follow. 145 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see. Also ask them to share ideas about what might be happening in the story.
- Play the recording so students can follow the grammar cartoon in their books. Ask questions to check understanding, for example, *What does Nina do in the afternoon? Does Nina go to school on Saturday?*
- Play the recording a second time for students to follow again.
- Divide the class into pairs. In their pairs, the students choose which character they are going to play.
- Students act out the story. Walk around the class as students practise. Help with pronunciation where necessary.
- Ask some of the pairs to act out the grammar cartoon.

### 2 Look, listen and learn. 146

- Play the recording so students can listen to and follow the sentences in the grammar box.
- Check students' understanding. If further practice is needed, use the Optional Activity below.
- Ask students to work in pairs, taking turns to read out the questions and answers.

#### Optional activity

Students work in pairs. They look at their daily routine charts from the previous lesson and take turns to ask and answer questions for example, *What do you do in the evening? I (do my homework)*.

### 3 Listen and tick ✓. 147

- Ask students to look at the pictures and to name the daily routine activities. Choose students to answer at random, using name cards or coloured lollipop sticks.
- Play the first item on the recording. Ask students *What does Lisa do in the morning?* Elicit the answer *have breakfast*. Ask students to point to the correct picture. Show the class the example tick in the box for *Morning*. Tell students that they need to listen and tick the box which shows the correct time of day for each activity.
- Play the rest of the recording so students can complete the activity.
- Play the recording again for students to check their answers.

#### Audio transcript

- 1  
**Boy** What do you do in the morning, Lisa?  
**Girl** I have breakfast. I like cereal for breakfast.  
**Boy** Me too!
- 2  
**Girl** I brush my hair in the morning, too.  
**Boy** So do I!

- 3  
**Boy** What do you do in the afternoon, Lisa?  
**Girl** I do my homework. I've got a desk in my bedroom.
- 4  
**Girl** I watch TV in the afternoon, too.  
**Boy** Me too.
- 5  
**Boy** What do you do in the evening?  
**Girl** I have a shower.
- 6  
**Girl** I brush my teeth in the evening, too.  
**Boy** That's good.

### 4 Ask and answer.

- Focus on the model conversation. Invite a volunteer to act it out with you.
- Model similar conversations with students from around the class. Ask students about times of day and encourage them to answer using different daily routine activities.
- Students then work in pairs, taking turns to ask and answer questions about their daily routines.

### 5 Look, listen and learn. 148

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to read out the sentences in the grammar box.
- Remind the class that *don't* is the short form of *do not*. Make sure students understand that we use *don't* in *negative sentences*.

### 6 Look, read and circle.

- Point to the pictures and ask students around the class to name the daily routines.
- Read out the first sentence with both answer options. Ask students to look at Jack's activity chart and to find the answer. Show the class the example circle.
- Explain that students need to look at the information in Jack's activity chart and circle the correct word in each sentence.
- Students complete the activity in their books. Check answers as a class.

#### ANSWERS

1 brush 2 don't go 3 have 4 don't do

### 7 Write about you.

- Ask students the questions. Encourage students to write full sentences about their daily routines. Write a few of their sentences on the board for weaker students to use as models.
- Give students sufficient time to complete the activity. They must write true sentences about their own daily routines.
- Invite students at random to read out their sentences.

#### ANSWERS

Students' own answers

#### Optional activity

Students work in pairs, taking turns to read out the questions in Activity 7 and answer about themselves.

### Team Up! 2 DOWNLOAD

- Students complete the star chart heading with their partner's name, then take turns to tell their partner about

the daily routine activities, for example, A: *What do you do on Monday?* B: *I brush my teeth in the morning.* Students complete the star chart for their partner by drawing stars in the correct boxes. Students can then swap star charts, so that they each have a star. They then tell the class about their week, for example, *I brush my teeth on Monday, Tuesday, and so forth. ... / I don't do my homework on Friday.* Encourage students to say what time of day they do the different activities (*in the morning, afternoon or evening*).

## Workbook pages 78–79

### 1 Look, read and circle.

- Students look at the information in the chart and circle the correct words in the questions.

#### ANSWERS

1 morning 2 evening 3 afternoon 4 morning  
5 evening 6 afternoon

### 2 Look at 1. Write.

- Students look at the chart in exercise 1 and complete the questions.

#### ANSWERS

1 morning 2 in the evening  
3 do in the afternoon 4 do you do in the evening

### 3 Look, read and tick ✓ or cross X.

- Students look at the chart, read the sentences and put a tick in the box if a sentence is correct and a cross if a sentence is incorrect.

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 ✓

### 4 Write about you.

- Students look at the pictures and write sentences about their own routines.

#### ANSWERS

1 I play / don't play with friends on Tuesday.  
2 I watch / don't watch TV on Wednesday.  
3 I read / don't read comics on Thursday.  
4 I do / don't do homework on Friday.  
5 I go / don't go to school on Saturday.

### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt in this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 130 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 3: Words and grammar

### Learning objective

Students will be able to ask about when people do things.

### Language

**Times:** one o'clock, one fifteen, one twenty, one thirty, one forty-five, one fifty

*When does he / she get up? He / She gets up at six o'clock. He / She doesn't get up at seven thirty.*

### Warm up

- Play *Slow reveal* (see *Ideas bank* page 148) with the lesson 1 flashcards to review the daily routines vocabulary.

### Lead-in

- Ask students to find the Learning objective on page 88: *Let's ask about when people do things.* Write it on the board.
- Check the students' understanding and translate the objective into students' own language, if necessary.
- Ask students to think about when they do things. Hold up the daily routine flashcards and say *I (get up) at seven o'clock. / I (go to school) at eight o'clock.* Encourage students to share ideas about their own daily routines, using their own language, if necessary.
- Explain that in this lesson, students will learn how to talk about times in English.

## Student Book pages 88–89

### 1 Listen, point and repeat. 🎧 149

- Focus attention on the *'What time is it?'* poster in exercise 2. Choose a student and ask *What can you see on this 'What time is it?' poster? (Clocks showing different times).* Ask different students to point to a clock and to tell you what numbers they can see, for example, *one, twenty, forty-five,* and so forth.
- Play the recording so students can listen, point to the clocks and repeat the times.
- Play the recording a second time for students to point and say the times again.

### 2 Listen and say. 🎧 150

- Tell students that they are going to hear someone asking questions about the clocks. They need to listen, find the clocks the person is talking about and say the times.
- Play the recording, pausing after each item for students to point to the correct clock in exercise 1 and say the corresponding time.

### Audio transcript

1 Look at the red clock. What time is it?  
2 Look at the green clock. What time is it?  
3 Look at the yellow clock. What time is it?  
4 Look at the white clock. What time is it?  
5 Look at the black clock. What time is it?  
6 Look at the blue clock. What time is it?

#### ANSWERS

1 one twenty 2 one forty-five  
3 one fifteen 4 one fifty  
5 one thirty 6 one o'clock

### Optional activity

Students take turns to point to one of the clocks in exercise 1 and ask their partner *What time is it?* Their partner looks at the clock and answers, for example, *It's (one fifteen).*

### 3 Look, listen and follow. 🎧 151 Play the game.

- Point to each of the pictures and ask students at random to say what daily routine activities they can see and what times they can see.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a picture. Their partner asks *What time is it?* Students tell their partner the time shown in their chosen picture. Their partner then makes a sentence about the daily routine activity shown in the picture, for example, *It's time to (brush my teeth)!*
- Walk around the classroom, helping where necessary. Make a note of any problems to address with the class.

#### Assessment for learning

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure they know the new words, you can repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, ask them to work in pairs to test each other. They take turns to point to one of the clocks in exercise 1. Their partner tries to remember and say the correct time.

Repeat the feedback routine once students have had further practice.

### 4 Look, listen and learn. 🎧 151

- Play the recording so students can listen to and follow the questions and answers.
- Tell the class that we use *get up / don't get up* in sentences with *I*, but we use *gets up / doesn't get up* in sentences with *he / she*. Write the headings *I* and *he / she* on the board. Write some more known verbs on the board under the correct headings to show the class how we form verbs differently in the third person.
- Ask students to work in pairs, taking turns to read the questions and answers.

### 5 Look and write.

- Ask students to look at the pictures and say what daily routine activities they can see and what times they can see.
- Point to Ava and ask *When does Ava brush her hair?* Encourage students to find the answer in the chart.
- Read out the first sentence with the example answer. Show the class the word in the box that has been crossed out. Ask students to make a positive sentence about when Ava brushes her hair (*Ava brushes her hair at eight o'clock.*).
- Give students sufficient time to complete the activity in their books. They look at the table and complete the sentences, using the words in the box.
- Students can check answers in pairs, then work in their pairs taking turns to read out the completed items.

#### ANSWERS

1 doesn't brush 2 brush 3 has 4 have

### 6 Listen and follow. Then sing. 🎧 153–154 🎧

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song so students can sing the words from memory.

#### Assessment for learning

At the end of the lesson, ask students to tell you one thing they have learnt in the lesson, one thing they want to learn next and one question or problem they have. This enables students to reflect on their learning and express their concerns.

### Team Up! 3 📄 DOWNLOAD

- Students can do this task in pairs or in groups of up to four. They write numbers 1–6 on squares of paper and place them in an empty pencil case. They can choose small items to be counters, or they can make paper counters with their initials on them. Students place their counters on the START square. They take turns to take a piece of paper with a number on it from the pencil case. They then move their counter along the board. The player to their right should ask a question about the square the student has landed on, for example, *When does he / she (get up)?* The student in play should answer the question using the information in the square, for example, *He / She gets up at (6:30).* If they answer correctly, they continue the game on their next turn. If they answer incorrectly, they miss their next turn.

#### Optional activity

Play a game of *Stop the cards* with the times flashcards (see *Ideas bank* page 148).

## Workbook pages 80–81

### 1 Look and match.

- Students draw lines to match the sentences to the correct clocks.

#### ANSWERS

1 c 2 f 3 e 4 b 5 a 6 d

### 2 Look and write. What time is it?

- Students look at the clocks and write the times.

#### ANSWERS

1 It's two thirty. 2 It's five fifteen.  
3 It's four twenty. 4 It's seven forty five.  
5 It's ten o'clock. 6 It's nine fifty.

### 3 Look, read and circle.

- Students look at the pictures and circle the correct words in the sentences.

#### ANSWERS

1 gets 2 doesn't go 3 doesn't do 4 goes

#### 4 Look, read and write.

- Students look at the pictures, read the questions and write the answers.

#### ANSWERS

- 1 He brushes his teeth at seven twenty.
- 2 He gets dressed at eight o'clock.
- 3 He has a shower at six fifty.
- 4 She watches TV at five thirty.

#### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt in this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 130 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 4: Story

#### Learning objective

Students will be able to read about a boy and his routine.

#### Language

Vocabulary and grammar from lessons 1–3

#### Warm up

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use instead of the words in colour. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

#### Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and guess what the story is about in their own language (a boy and his routine). Write the word *Story* on the board. Tell the class, in students' own language, that they're going to read a story about a boy and his routine.

#### Student Book pages 90–91

#### 1 Look at the pictures. What daily routine activities can you see?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (*a boy called Billy, his brother, Sam, a girl, a teacher and Billy's mum*).
- Ask students to say what daily routine activities they can see in the story (*get up, get dressed, have breakfast, go to school*).
- Invite students to predict what happens in the story.

#### 2 Listen and read. 155 When does Billy get up?

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say when Billy gets up (*at eight thirty*).

#### 3 Read and tick ✓ or cross X.

- Read out the first sentence. Ask the students to look back at the story and find out if the sentence is *True* or *False*. Ask students to say what information in the story gave them their answer.
- Show the class the example cross. Explain that students should read the sentences and put a tick in the box if the sentence is true or a cross if the sentence is false.
- Students complete the rest of the activity in their books, looking back at the story to find the answers.
- Check answers by asking students at random to read out the sentences and say whether each one is true or false.

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 X 5 X 6 ✓

#### Mixed ability

Weaker students can complete the exercise with their talk partners. They can then join with another pair and compare answers.

Stronger students who finish the activity quickly can correct the false sentences in their notebooks.

#### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Billy is late for school because he doesn't get up early.
- Choose students at random to answer the second question. Prompt students, if necessary, by asking students *What time do you get up? What time do you go to school?*
- Ask students to say why it is important to be on time for things and how we can make sure we are on time (*use an alarm clock, set a reminder, get up early, and so forth*). Ask students to say how they feel when they are late. *Do they feel worried?* Ask students to say how they feel when other people are late. *Do they feel annoyed?*
- Ask students to say how they think Billy feels in frames 2 and 8 of the story. *Do they think Billy will be late from now on? Why (not)?* Ask students how they can help people not to be late (*get ready on time themselves, so they don't make their parents late / wake people up if they sleep late and so forth*).

#### Global skills: Emotional self-regulation and well-being

Learning to be punctual is very important for children. Being on time for things makes children feel stable and secure and gives them self-confidence. Being late is stressful and can result in them missing out on activities. To be punctual, we need to be organised. If our lives are unorganised and messy, it is hard to be on time.



Encourage children to keep their belongings tidy and organised so that they can always find them; to learn to tell the time and to check the time so that they don't miss important events, and to complete tasks without getting distracted by other things. Being focused helps us to be punctual, and being punctual helps us to be successful, which, in turn, makes us feel happy and confident.

#### 4 Act out the story.

- Divide the class into groups of six, with one student for each of the following parts: Narrator, Billy, Sam, Girl, Teacher, Mum. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part, or one student could play more than one part.
- Ask students to act out the story. Walk around the class, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

#### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

#### Team Up! 4 DOWNLOAD

- Students work in pairs or groups to invent a timetable for Billy's day. They write times across the top of the timetable, then draw icons in the spaces. Students then show their timetables to the class. Encourage the rest of the class to ask questions, for example, *When does Billy (get up)?* The presenting students answer, *He gets up at (seven thirty).*

### Workbook pages 82–83

#### 1 Look at the pictures. What daily routine activities can you see?

- Students look at the story and answer the question.

#### ANSWERS

get up, brush teeth, brush hair, have breakfast

#### 2 Read the story.

- Students read the story to themselves.

#### 3 Read again. Order the words. Then number.

- Students read the story again, write the words in order to make sentences, then number the characters to show who says each line of the story.

#### ANSWERS

- 1 We have breakfast at eight o'clock.
  - 2 I play Frisbee with my friends on Tuesday.
  - 3 What do you do on Wednesday?
- 3, 1, 2

#### 4 Complete. Who says it? Tick ✓.

- Students complete the sentences using the words in the box. They then put ticks in the box in the table to show who says each line of the story.

#### ANSWERS

- 1 friends (Benny) 2 breakfast (Benny) 3 thirty (Mikey)
- 4 tag (Mikey) 5 seven (Polly)

#### 5 Circle, tick ✓ and colour.

- Students circle the number of the story frame that they liked the best. They tick the box next to their favourite character and rate the story by colouring the stars.

### ANSWERS

#### Students' own answers

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

#### Learning objective

Students will learn about family routines in the USA and Thailand.

#### Language

Jobs: *police officer, taxi driver, farmer, dentist*

#### Warm up

- Play *Noughts and crosses* (see *Ideas bank* page 148) to review daily routine activities and times.
- Hold up flashcards from lessons 1 and 3 and ask students at random *What time is it? When do you (have a shower)?*

#### Lead-in

- Ask the class to look at the photos on pages 92–93 of the Student Book and to try to work out which countries they will be learning about today. Recast correct guesses in English. Write *the USA* and *Thailand* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students in their own language that they will be learning about family routines in these countries today.

### Student Book pages 92–93

#### 1 Listen, point and repeat. 156

- Play the recording so students can listen and point to the photos.
- Play the recording again for students to repeat.

#### 2 Listen and say the number. 157

- Focus on the photo of Josh. Ask *Which country is Josh from? (the USA)*
- Tell students that they are going to hear Josh talking about the photos in exercise 1. They must listen and say the number of the photo when Josh talks about it.
- Play the recording, pausing each time that Josh talks about one of the photos, so students can point to the correct photo and call out the number.

#### Audio transcript

Josh I'm Josh. I'm from the USA. People in my family do lots of different jobs. My dad is a taxi driver in New York City. He works in the morning.

My grandpa lives on a big farm. He's a farmer. He works outside every day.

My aunt has got a great job. She's a dentist. She's looking at this girl's teeth!

My mum is a police officer. She goes to bed in the morning and she gets up in the evening. She loves her job.

#### ANSWERS

2, 3, 4, 1

### 3 Listen and circle. 🎧 158

- Tell the class that they are now going to hear Josh talking about his family's routines. They must listen and circle the correct time for each item.
- Play the recording, pausing for students to circle the correct times.
- Check answers with the class.

#### Audio transcript

1

**Josh** My mum is a police officer. She gets up at four o'clock in the afternoon.

2

**Girl** Is your dad a taxi driver?

**Josh** Yes, he is. He goes to work at six fifteen in the morning.

3

**Josh** My aunt is a dentist. She goes to work at nine thirty in the morning.

4

**Josh** This is my uncle.

**Girl** Is he a teacher?

**Josh** Yes, he is. He goes to school at eight forty-five in the morning.

5

**Josh** My grandpa is a farmer. He goes to bed at ten fifteen in the evening.

#### ANSWERS

1 4:00 2 6:15 3 9:30 4 8:45 5 10:15

### 4 Watch the video. ▶ When does Jake's grandpa get up?

- Tell students that they are going to watch a video about another boy from the USA, called Jake. Play the video for students to watch.
- Ask students *What words from exercise 1 can you see?* Play the video again, pausing after each word is mentioned and eliciting the word from the class (*police officer, taxi driver, farmer*). Ask students to say which word from exercise 1 is not in the video (*dentist*).
- Play the video again so students can answer the question.
- Ask students if their family members do any of the jobs in the video.

#### Video transcript see page 155

#### ANSWERS

Jake's grandpa gets up at six fifteen in the morning.

### 5 Listen and follow. 🎧 159 Then talk about your family routines.

- Play the conversation so students can listen and follow.
- Ask students to work in pairs. They act out similar conversations about their family routines.
- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to act out their conversations.

### 6 Listen and read. 🎧 160 Who does Suree have dinner with?

- Focus on the photo of Suree. Ask *Which country is Suree from? (Thailand)*
- Ask students to look at the rest of the photos and to name the things they can see in English. Elicit answers from

different students around the class. Say *Show me a city / dentist / teacher / and so forth.*

- Play the recording so students can follow the text in Suree's school magazine interview and find the answer.
- Ask students around the class to say with whom they have breakfast / lunch / dinner.

#### ANSWERS

Suree has dinner with her mum and dad.

### 7 Read again. Then circle the correct words.

- Read out the first sentence with both answer options. Ask students to read through Suree's interview again and to find the correct answer. Ask students to tell you what information in the text gave them their answer. Show the class the example circle.
- Students complete the rest of the activity in their books.
- Invite students to read out the sentences.

#### ANSWERS

1 dentist 2 eight 3 teacher 4 twelve

#### Optional activity

Ask students to read the text again and to write down the daily routines that Suree mentions. Students then work in pairs, taking turns to ask and answer questions about when they or their family members do these activities, for example, *When do you have breakfast? I have breakfast at seven o'clock.*

### 8 Correct the mistakes.

- Read out the first sentence and ask students to point out the mistake (the verb form is incorrect). Ask students what the verb form should be (*gets up*). Show the class the example answer. Read the rules in the *Look!* box about using the verbs.
- Remind the class that we use different verb forms for sentences with *I* and sentences with *he / she*. Write the headings *I* and *he / she* on the board. Write some known verbs on the board under the correct headings to remind the class that we form verbs differently in the third person.
- Students complete the activity in their books. Check answers with the class.
- Ask students to read Suree's interview again and to underline the first-person verb forms in red and the third-person verb forms in blue.

#### ANSWERS

1 gets up 2 get up 3 go 4 goes

#### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about using different verb forms in the present simple.

If further practice is needed, ask them to complete exercise 3 on page 85 of their Workbooks.

Repeat the feedback routine once students have had further practice.

### 9 Write about your family routines. ✍️ Go to your Workbook page 85.

- Ask students to turn to page 85 of their Workbook and to look at the writing task. This can be done in class or be set for homework.

## Workbook pages 84–85

### 1 Write.

- Students write the words from the box under the correct pictures.

#### ANSWERS

1 police officer 2 taxi driver 3 dentist 4 farmer

### 2 Read and write the times.

- Students read the interview, then complete the sentences with the correct times.

#### ANSWERS

1 7:15 2 4:45 3 8:30 4 9:00

### 3 Read and complete.

- Students choose and write the correct verb forms to complete the sentences.

#### ANSWERS

1 brush 2 gets up 3 do 4 goes

### 4 Look at 2. Read. Choose a family member and write and draw for you.

- Ask students to find and read out the question in the interview in exercise 2. Write the questions *When does your mum get up?* and *What's your mum's routine?* on the board. Underline the word *mum* in both questions. Explain to the class that they can change the family member in the questions to make their interview about someone else.
- Read the model answers aloud as students follow in their books. Establish that this is a piece of writing about family routines. Students can change the words in bold to make the text about their own family routines.
- Students choose a family member to write about. They complete the questions in the template, then write about their chosen family member, using the model text to help them. They illustrate their writing with a drawing.
- Invite students to read out their writing to the class.

#### ANSWERS

Students' own answers.

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Project and Review

### Project

#### Learning objective

Students will make a zig-zag book.

#### Language

Grammar and vocabular from the unit.

#### Materials

Sheets of plain paper or card, coloured pens and pencils, scissors, glue.

Optional: *Team Up! 5* worksheet

### Warm up

- Play *Mime the word!* (see *Ideas bank* page 147) with the new words for daily routine activities.

### Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Impress on students, in their own language, that they will be making a zig-zag book. Write *Project: zig-zag book* on the board.
- Using students' own language, ask students around the class to say what activities they do every day and when they do each of these activities. Tell the class that they are going to make books about their partner's daily routines.

## Student Book page 94

### 1 Listen and read. Learn how to do the project. 🎧 161

- Ask the class to look at the pictures and say what daily routine activities and times they can see.
- Play the recording so students can follow the pictures and instructions in their Student Books.
- Ask students to work in pairs. Make sure the students have sheets of plain paper or card, coloured pens or pencils, scissors, and glue.
- Students follow the instructions to make their zig-zag books. They take turns to ask each other about their daily routine activities, for example, *What do you do in the morning? I get up at 7 o'clock.* They can make notes of their partner's answers.
- Students use their partner's answers to write digital times in eight cartoon frames. They then draw and colour cartoon pictures of their partner's daily routine activities.
- Help students to fold a sheet of A4 paper or card as shown in the diagram on Worksheet 2. Students number the folds of their paper to make sure they stick the story frames in the correct order. Students then work individually to cut out their cartoon story frames and arrange them in order to make a zig-zag book.
- **Note:** If you would prefer not to make a zig-zag book, you can ask students to simply stick the pictures in two rows on a sheet of A4 paper or card in the correct order.
- Students practise telling their stories in pairs, making sentences about the pictures in their zig-zag book, for example, *Maria (get ups) at (eight fifteen).*

### Team Up! 5 DOWNLOAD

- Students can use the optional photocopiable worksheets for an easier / quicker project lesson.
- Students use their partner's answers to complete the digital clocks on the photocopiable worksheets, then complete the cartoon character to look like their partner and colour the pictures. They then cut out the pictures and stick them onto the pages of their zig-zag books.

### 2 Watch the video. 🎥 When does Sam go to school?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas.
- Play the video again so students can check their answers.

Video transcript see page 155

**ANSWERS**

Sam goes to school at eight o'clock.

**3 Listen and follow.** 162 **Then present your zig-zag book to the class.**

- Play the recording so students can listen to and follow the conversation in their books.
- Students take turns to show their zig-zag books to the class and say who their book is about and when their partner does each daily routine activity. Encourage the rest of the class to ask questions about the character's routine, for example,

Child 1: Sam gets up at 7.15. He goes to school at 8:00.

Child 2: When does he do his homework?

Child 1: He does his homework at 4:30.

**Global skills: Communication and collaboration**

Make sure students understand that listening to others is just as important a communication skill as expressing our own opinions. Encourage students to listen to one another by asking them questions about what another student has just said, for example, *When does Sam get up?*

**Assessment for learning**

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

**Review**

**Student Book** page 95

**1 Test yourself! How many words can you remember? Write.**

- Ask students to look at the pictures and to write down all the words and phrases that they can remember for daily routines and times.

**ANSWERS**

Daily routines: have a shower, brush my hair, get dressed, brush my teeth, go to school, get up, go to bed, do my homework

Times: one fifteen, one thirty, one twenty, one o'clock, one fifty, one forty-five

**2 Choose and do two activities. Use your notebook.**

- Allow time for students to read the activities and choose two that they want to do.
- Ask students to put up their hands if they chose Activity 3 or Activity 6. Make sure that the students who chose these activities are sitting together, so that they can work in pairs or groups. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

**ANSWERS**

Students' own answers

**Workbook** pages 86–87

**1 Look and write. What time is it?**

- Students look at the clocks and write the times.

**ANSWERS**

- 1 four fifteen 2 nine twenty  
3 seven thirty 4 eleven forty-five

**2 Read and colour.**

- Students colour the lozenges with job words green, the lozenges with daily routine words red, and the lozenges with times, blue.

**ANSWERS**

Green: farmer, police officer, taxi driver

Red: get up, brush my hair, get dressed, go to bed

Blue: one o'clock, eleven fifty, three fifteen, two forty-five, five thirty

**3 Look and write.**

- Students look at the pictures, complete the questions and write the answers.

**ANSWERS**

1 What do you do in the morning? I get dressed.

2 What do you do in the afternoon? I do my homework.

3 What do you do in the evening? I brush my teeth.

4 What do you do in the morning? I brush my hair.

**4 Complete the sentences with don't.**

- Students read the positive sentences and complete the negative sentences.

**ANSWERS**

1 I don't go to school on Saturday. 2 I don't watch TV on

Tuesday. 3 I don't do my homework on Friday.

4 I don't play chess on Monday.

**5 Look, read and write.**

- Students look at the table and write the questions and answers.

**ANSWERS**

1 She goes to school at eight fifty.

2 She brushes her teeth at seven forty-five.

3 When does Helen go to bed?

4 When does Helen get up?

**Assessment for learning**

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

**Unit 7 My progress ✓**

- Ask students to read the sentences and to tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

**Unit test**

The students are now ready to do the Unit 7 test, downloadable from Oxford English Hub.



## Lesson 1: Words

### Learning objective

Students will be able to talk about their talents.

### Language

**Skills:** *ride a bike, hop, rollerblade, skateboard, throw, kick, bounce, skip*

**Functional language:** *What can you do? I can hop.*

### Warm up

- Play a game of *Memory chain* (see *Ideas bank* page 147) with the class to review the vocabulary from Unit 7.

### Lead in

- Tell the class *Today we are learning about skills.* Write *Skills* on the board. Show some of the lesson 1 flashcards and invite students to guess the meaning of *Skills*.
- Ask the class simple questions about the lesson topic, for example, *What can you do? Can you (swim / sing / jump / run)?* Elicit answers from students around the class. Recast students' answers in English. If you like, put the lesson 1 flashcards on the board and ask students to take turns to point to the things that they can do.

### Student Book pages 96–97

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English. Prompt students, if necessary, by asking *Can you see (a ball / hopscotch / a tree / apples)?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, use the flashcards to present the new words.

#### ANSWERS

Students can see balls, hopscotch, singing, door, windows, tree, apples, flowers, clothes, colours, and parts of the face and body. These words are revised from *Beehive 1* and *2*.

#### 2 Listen, point and repeat. 163

- Play the recording so students can listen and point to the skills in the picture.
- Play the recording again for students to repeat the words.

#### Optional activity

Play a game of *Find the cards* using the lesson 1 flashcards (see *Ideas bank* page 148).

#### 3 Say the chant. 164

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.

- Play the chant a few more times so students can join in as much as possible.

#### Audio transcript

ride a bike ride a bike    hop hop    rollerblade rollerblade  
skateboard skateboard    throw throw    kick kick  
bounce bounce    skip skip

#### 4 Play the *Mime* game.

- Tell the class that you are doing one of the activities in the picture. Mime doing one of the activities. Encourage the class to guess which activity you are doing by calling out the skills words.
- Read out the conversation. Invite a few volunteers to model doing activities for the class. Encourage the students to guess the skills, using the conversation as a model.
- Students play the game in pairs, taking turns to mime a skill for their partner to guess.

#### Optional activity

Play a game of *Simon Says* (*Ideas bank* page 147), using the new skills phrases. You can play this as a class or in groups, or students can play the game in pairs, taking turns to play the role of leader and follower. The leader says sentences with or without the preface *Simon says ...* The follower does the action if the sentence begins with *Simon says*, but does not do the action if the sentence does not begin with *Simon says*. If the follower does an action when they are not supposed to, or fails to do an action when they are supposed to, the students swap roles.

#### 5 Read and match.

- Point to the pictures and ask students around the class to name them, using their own language, if necessary. Read out the rubric, then read out the first word and ask students to point to the correct picture. Show the class the example line.
- Impress upon students that they need to read the talent words and draw lines to the pictures that show something you would use for each skill.
- Give students sufficient time to complete the activity.
- Check answers by reading out the skills phrases and asking students around the class to point to the matching pictures.

#### ANSWERS

1 ball 2 bike 3 skipping rope 4 rollerblades

#### 6 Look and write.

- Point to the pictures and ask students around the class to say what you can do with each of the pictures. Show the class the example answer.
- Impress upon students that they need to write the skills words beneath the pictures. They can look back at the words in exercise 1 to help them.
- Students complete the activity in their books.

- Check answers by asking students around the class *What can you do with number (1)?*

#### ANSWERS

1 throw 2 bounce 3 skateboard 4 hop

#### Optional activity

Students play a game in pairs. They take turns to choose one of the numbered talents from the big picture in exercise 1. They should not let their partner know which talent they have chosen. Their partner points to numbered talents in the picture and says the words. If they say a word that the first student has not chosen, the first student says *No! Try again!* If they say the word the first student has chosen, the first student says *Yes! Your turn!* and the students swap roles and repeat the game.

#### 7 Listen and repeat. 165 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat. Ask students to point to the correct activity in the picture in exercise 1.
- Model similar conversations with students around the class, using different talents from exercise 1. Encourage students to point to the skills in the big picture as they mention them.
- Students work in pairs. They take turns to ask and answer questions about their skills, using the conversation in their Student Book as a model.
- Go around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

#### Optional activity

Play *Memory chain* (see *Ideas bank* page 147) with the new skills phrases, taking turns to add an activity to a sentence, for example, *I can hop. I can hop and throw. I can hop, throw and rollerblade.*

#### Assessment for learning

Time for feedback! Ask the class in students' own language *How do you feel about the new words for skills?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine once students have had further practice.

#### Team Up! 1

- This is a class activity. Students move around the class asking their classmates *What can you do?* Their classmates answer about the skills in the survey chart, for example, *I can (ride a bike).* Students put a tally mark in the second column. Students then count how many of their classmates can do each activity and write the number in the third column of the chart. They can then tell the class about their findings, for example, *Ten of my classmates can (ride a bike).*

#### Optional activity

Ask students to say which of the activities from this lesson they can do and which activities they can't do. Using the students' own language, ask students which of the activities they haven't tried yet. Explain to the class that it's important to try new activities because they might be things we enjoy and at which we are good.

#### Workbook pages 88–89

#### 1 Read and circle.

- Students look at the pictures and circle the correct words.

#### ANSWERS

1 skip 2 bounce 3 kick 4 hop 5 skateboard  
6 rollerblade 7 throw 8 ride a bike

#### 2 Look and write.

- Students look at the picture and write the talent words next to the corresponding numbers.

#### ANSWERS

1 rollerblade 2 ride a bike 3 kick 4 skateboard  
5 skip 6 hop 7 bounce 8 throw

#### 3 Match and write.

- Students draw lines to match the children to the items. They then complete the sentences with the skills words.

#### ANSWERS

1 c skateboard 2 d kick 3 e throw 4 a ride a bike  
5 b skip

#### 4 Look and write.

- Students look at the pictures and complete the conversations. If they need help with the functional language, they can use the conversation in exercise 7 on page 97 of their Student Book to help them.

#### ANSWERS

1 I can bounce.  
2 I can hop.  
3 What can you do? I can rollerblade.

#### Assessment for learning

Write *Talents* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about talents now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess what they have learnt in the lesson.

## Lesson 2: Grammar

#### Learning objective

Students will be able to ask about likes and dislikes.

#### Language

*I like / don't like skateboarding. Do you like rollerblading? Yes, I do. / No, I don't.*

*He / She likes / doesn't like skipping. Does he / she like skipping? Yes, he / she does. / No, he / she doesn't.*

## Warm up

- Play a game of *Mime the word* (see *Ideas bank* page 147) to review the vocabulary from lesson 1.

## Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language, if necessary.
- Ask students to open their books on page 98 to find the Learning objective. Write it on the board: *Let's ask about likes and dislikes.*
- Draw a happy face and a sad face on opposite sides of the board. Hold up the lesson 1 flashcards one at a time and ask students to say the words, then say *I like (skipping) / I don't like (rollerblading)*. Stick the flashcards under the correct faces on the board.
- Invite a student to come to the front of the class. Hand the student a flashcard and ask them a question about it, for example, *Do you like (hopping)?* Encourage the student to answer *Yes or No*. Recast their answer in the unit grammar, for example, *Yes, I do. / No, I don't*. Ask the student to stick the flashcard under the correct face on the board. Repeat with other students and other flashcards.

## Student Book pages 98–99

### 1 Listen and follow. 166 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see. Encourage them to share ideas about what might be happening in the story.
- Play the recording so students can follow the grammar cartoon in their books. Ask questions to check understanding, for example, *Who likes (skipping / hopping / bouncing)?*
- Play the recording a second time for students to follow again.
- Divide the class into groups of three. In their groups, the students choose which character they are going to play.
- Students act out the story in their groups. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the groups to act out the grammar cartoon for the class.

### 2 Look, listen and learn. 167

- Play the recording so students can listen and follow the sentences in the grammar box.
- Explain that we can add *-ing* to the end of a verb to turn it into a noun, for example, *skateboard* – *skateboarding*. If a verb ends in *-e*, we remove the *-e* and add *-ing*.
- Make sure students understand that in phrases such as *ride a bike*, we add the *-ing* to the verb, for example, *riding a bike*.
- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read out the questions and answers.

#### Optional activity

Students work in pairs. They take turns to point to an activity in the big picture in lesson 1, exercise 1 and make a sentence about it. They then ask their partner about it, for example, *I like (riding a bike). Do you like (riding a bike)?* Their partner answers *Yes, I do. / No, I don't*.

### 3 Listen and circle. 168

- Ask students to look at the pictures and to name the skills. Choose students to answer at random, using name cards or coloured lollipop sticks.
- Play the first item on the recording. Ask students *Does the girl like skateboarding?* Elicit the answer *No*. Ask students to point to the correct face. Show the class the example circle around the sad face. Tell students that they need to listen and circle the happy face if the speaker likes the activity mentioned, or the sad face if the speaker doesn't like the activity mentioned.
- Play the rest of the recording so students can complete the activity.
- Play the recording again for students to check their answers.

#### Audio transcript

1

Woman Do you like skateboarding?

Girl 1 No, I don't.

2

Woman Do you like bouncing?

Girl 2 Yes, I do!

3

Woman Do you like rollerblading?

Boy 1 Yes, I do!

4

Woman Do you like kicking a ball?

Girl 2 No, I don't.

5

Woman Do you like riding a bike?

Boy 2 No, I don't.

Woman Do you like rollerblading?

Boy 2 Yes, I do! It's great!

6

Woman Do you like rollerblading?

Girl 2 No. I don't like rollerblading.

Woman Do you like skipping?

Girl 2 Yes, I do! I love skipping!

### 4 Ask and answer.

- Focus on the model conversation. Invite a volunteer to act it out with you.
- Model similar conversations with students from around the class. Ask students about different activities.
- Students then work in pairs, taking turns to ask and answer questions about their likes and dislikes.

#### Optional activity

For further practice of the grammar, put the lesson 1 flashcards on the board. Point to each one and elicit true sentences from students around the class with *I like ... or I don't like ...* for example, *I like bouncing. / I don't like kicking*. Encourage students to put their thumbs up for activities they like and to put their thumbs down for activities they don't like, so that you can check that they are using the grammar correctly.

### 5 Look, listen and learn. 169

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to read out the sentences in the grammar box.
- Explain that we use *Do you like ...* and *Yes, I do / No, I don't* to talk about ourselves, but we use *Does he/she like ...* and *Yes, he/she does / No, he/she doesn't* to talk about other people.

### Optional activity

Students work in groups of three or four, ideally with a mix of boys and girls in each group. They take turns to ask the student on their right a question about another member of the group, for example, *Does (Raj) like (hopping)?* The student on their right asks the student in question *Do you like (hopping)?*, then reports the answer back to the first student, for example, *Yes, he/she does. / No, he/she doesn't.*

### 6 Look, read and circle.

- Point to the pictures and ask students around the class to name the talents.
- Read out the first sentence. Ask students to look at the chart and to find out whether the sentence is true or false. Show the class the example circle.
- Explain that students need to read the sentences, look at the information in the chart and circle *True* or *False* for each sentence.
- Students complete the activity in their books. Check answers as a class.

#### ANSWERS

1 True 2 False 3 True 4 False

### 7 Look and write.

- Ask the first question and point to the happy face. Elicit the answer, then show the class the example.
- Make sure students understand that they should read the questions and write answers based on the faces (a positive answer for a happy face and a negative answer for a sad face).
- Give students sufficient time to complete the activity in their books.
- Invite pairs of students at random to read out the questions and answers.

#### ANSWERS

1 Yes, she does. 2 No, he doesn't. 3 No, she doesn't. 4 Yes, I do.

### Optional activity

Students write three questions for their partner, for example, *Do you like ...?*, then ask and answer in pairs.

### Team Up! 2 DOWNLOAD

- Working in groups of at least three, students each cut out a set of talent cards. They shuffle the sets together, then place the cards in a pile, face down on the desk. They take turns to pick up a card and ask the player to their left a question, for example, *Do you like (skipping)?* The player must answer honestly. The player holding the card then tells the group about the other player, for example, *He/She likes / doesn't like (skipping).* If the player holding the card makes a correct sentence, they can keep their card. The player with the most cards at the end of the game wins.

### Workbook pages 90–91

#### 1 Look, read and circle.

- Students look at the pictures, read the questions and circle the correct answers.

#### ANSWERS

1 No, I don't. 2 Yes, I do. 3 Yes, I do. 4 No, I don't.

#### 2 Look and write.

- Students look at the pictures and complete the sentences with the correct gerunds.

#### ANSWERS

- 1 a I like kicking a ball.  
b I don't like rollerblading.
- 2 a I like riding a bike.  
b I don't like skipping.
- 3 a I like bouncing.  
b I don't like skateboarding.

#### 3 Look, read and complete. Then circle.

- Students look at the picture, complete the questions, then circle the correct answers.

#### ANSWERS

- 1 Does he like skateboarding? No, he doesn't.
- 2 Does he like kicking a ball? No, he doesn't.
- 3 Does she like skipping? No, she doesn't.
- 4 Does he like riding a bike? Yes, he does.
- 5 Does she like throwing a ball? Yes, she does.

#### 4 Look and write.

- Students look at the pictures and complete the sentences using the phrases in the box and the correct gerunds.

#### ANSWERS

- 1 He doesn't like skipping.
- 2 She doesn't like bouncing.
- 3 She likes skateboarding.
- 4 Does he like hopping, Yes, he does.
- 5 Does she like rollerblading, No, she doesn't.

### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt in the lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 131 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 3: Words and grammar

### Learning objective

Students will be able to ask about what people are good at.

### Language

**Talents:** *bake cupcakes, paint pictures, play the keyboard, act, juggle, do gymnastics*

*I'm good at painting pictures. Are you good at painting pictures? Yes, I am. / No, I'm not.*

### Warm up

- Play *What's missing?* (see *Ideas Bank* page 148) with the lesson 1 flashcards to review the talents vocabulary.



## Lead-in

- Ask students to find the Learning objective on page 100: *Let's ask about what people are good at.* Write it on the board.
- Check the students' understanding and translate the objective into their own language, if necessary.
- Ask students to think about what they are good at. Hold up the talents flashcards and say *I'm good at (skipping).* Ask students around the class *Are you good at (skipping)?* Encourage students to answer *Yes* or *No*. Recast their answers in the unit grammar, for example, *Yes, I am. / No, I'm not.*
- Explain that the things we are good at are called *talents*. Tell students that in this lesson, they will learn how to talk about different talents in English.

## Student Book pages 100–101

### 1 Listen, point and repeat. 🎧 170

- Focus attention on the web page in exercise 2. Choose a student and ask *What can you see on this web page? (Talents).* Ask different students to point to a photo and tell you what they can see, for example, *balls, cakes, paints, a paintbrush.*
- Play the recording so students can listen, point to the photos and repeat the words.
- Play the recording a second time for students to point and say the words again.

### 2 Listen and say. 🎧 171

- Tell students that they are going to hear someone talking about the photos. They need to listen; find the photos the person is talking about and name the talents.
- Play the recording, pausing after each item for students to point to the correct photo in exercise 1 and to say the correct talent.

## Audio transcript

- 1 Listen! He's playing my favourite song!
- 2 Look! He's wearing a red T-shirt and grey trousers.
- 3 These look very good! Can we eat them now?
- 4 She's got three balls! Wow! She can throw them and catch them!
- 5 Look! He's wearing a big coat! Lots of children are watching.
- 6 She's got red, yellow, green and pink. I can see the sun!

## ANSWERS

- |                     |                  |
|---------------------|------------------|
| 1 play the keyboard | 4 juggle         |
| 2 do gymnastics     | 5 act            |
| 3 bake cupcakes     | 6 paint pictures |

### Optional activity

Students take turns to point to one of the photos in exercise 1 and ask their partner *What can he/she do?* Their partner looks at the photo and answers, for example, *He/She can (bake cupcakes).*

### 3 Look, listen and follow. 🎧 172 Play the game.

- Point to each of the pictures and ask students at random to say what talents the pictures show.

- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a person. They tell their partner whether the person is a boy or a girl. Their partner asks questions with *Does he / she like ...?* to find out which person the first student is thinking of. When they guess correctly, the students swap roles and repeat the game.
- Walk around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure they know the new words, you can repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, you can ask them to work in pairs to test each other. They take turns to point to one of the photos in exercise 1. Their partner tries to remember and say the correct word.

Repeat the feedback routine once students have had further practice.

### 4 Look, listen and learn. 🎧 173

- Play the recording for students to listen and follow the example sentences.
- Remind the class that we add *-ing* to the end of a verb to turn it into a noun, for example, *act - acting*. If a verb ends in *e*, we remove the *e* and add *-ing*, for example, *juggle - juggling*.
- Remind students that in phrases such as *bake cupcakes*, we add the *-ing* to the verb, for example, *bake cupcakes - baking cupcakes*.
- Ask students to work in pairs, taking turns to read the sentences.

### Optional activity

Divide the class into pairs. Students take turns to point to an activity in exercise 1 and make a sentence about it. They then ask their partner about it, for example, *I'm good at (juggling). Are you good at (juggling)?* Their partner answers *Yes, I am. / No, I'm not.*

### 5 Look and write Tom's answers.

- Ask students to look at the pictures in the form and say which talents each picture represents.
- Read out the text in the form, then read out the first question and ask students to find the answer in the form. Show the class the example answer.
- Give students sufficient time to complete the activity in their books. They read the questions, look at the form and write Tom's answers.
- Students can check answers in pairs, then work in their pairs taking turns to read out the questions and answers.

## ANSWERS

1 No, I'm not. 2 No, I'm not. 3 Yes, I am. 4 Yes, I am.

### 6 Listen and follow. Then sing. 🎧 174–175 🎵

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen and follow the words.
- Play the song again so students can sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song so students can sing the words from memory.

### Team Up! 3 DOWNLOAD

- Students look at the chart and tick the things at which they are good. They then move around the class, asking and answering questions with their classmates, for example, *Are you good at (baking cupcakes)? Yes, I am. / No, I'm not.* Students try to find someone who is good at three of the same things as them. When they have found their partner, they can raise their hands. Invite students to tell the class at which things they are good.

#### Optional activity

Play a game of *Find the cards* with the talents flashcards (see *Ideas bank* page 148).

## Workbook pages 92–93

### 1 Find, circle and write.

- Students find and circle the words in the word snake, then write the words under the correct pictures.

#### ANSWERS

1 act 2 play the keyboard 3 juggle  
4 do gymnastics 5 bake cupcakes 6 paint pictures

### 2 Look and write.

- Students look at the pictures, complete the questions and write the correct answers from the box.

#### ANSWERS

1 Yes, he does.  
2 No, he doesn't.  
3 No, she doesn't.  
4 Yes, she does.  
5 Does he like juggling? No, he doesn't  
6 Does she like acting? Yes, she does.

### 3 Look, read and tick ✓.

- Students read the speech bubbles and tick the correct pictures.

#### ANSWERS

1 b 2 b 3 b 4 a 5 a 6 b

### 4 Read and write answers for you.

- Students write true answers and complete true sentences about themselves.

#### ANSWERS

Students' own answers

## Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt in this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 131 of their Workbooks and to complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 4: Story

### Learning objective

Students will be able to read about two different robots.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use in place of the words in colour. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

### Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and, using their own language, to guess what the story is about (two robots and their different skills/talents). Write the word *Story* on the board. Tell the class, in their own language, that they're going to read a story about two different robots.

## Student Book pages 102–103

### 1 Look at the pictures. What skills and talents can you see?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (two robots called Mark and Meg).
- Ask students to say what skills and talents they can see in the story (*skateboarding, rollerblading, riding a bike, skipping, flying*).
- If you like, invite students to predict, in their own language, what happens in the story.

### 2 Listen and read. 🎧 176 🎵 What can Meg do?

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.

- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say what Meg can do (*she can fly*).

### 3 Read and tick ✓ or cross X.

- Read out the first sentence. Ask the students to look back at the story and to find out if the sentence is true or false. Ask students to say what information in the story gave them their answer.
- Show the class the example cross. Explain that students should read the sentences and put a tick in the box if the sentence is *True* or a cross if the sentence is *False*.
- Students complete the rest of the activity in their books, looking back at the story to find the answers.
- Check answers by asking students at random to read out the sentences and to say whether each one is true or false.

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 X 5 X 6 ✓

### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Meg is sad because she can't do the activities that Mark can do.
- Ask students to say what things the robots in the story are good at, and what things they (the students) are good at. Ask students if they think Mark is kind to Meg, and how he might have acted differently (by not showing off so much, and by trying to find activities in which Meg could join). Ask students why it is important to find activities that your friends can join in with and ask them to say how good they are at doing this.
- Choose students at random to answer the second question. Prompt students, if necessary, by asking students how Meg feels when she is not good at things and how she feels when she is good at something. Ask students how they think Mark feels when he sees Meg flying. Then ask students how they feel when they are not good at things and how they feel when they are good at something.
- Explain that we can't all be good at the same things, but we are all good at something. Remind students that we should always be kind to people if they are not good at something, and that we shouldn't feel bad if we are not good at something. Point out that we can always become good at things, but it can take a lot of practice, so we have to be patient.

#### Global skills: Emotional self-regulation and well-being

Finding their skills or talents helps children to develop confidence and self-esteem. Encourage your students to try lots of different activities to give themselves a chance to find out what they are good at. Make sure students understand that we can't all be good at the same things. Some children may have musical talents while others may be good at art, sport, dancing, or other activities. The important thing is to find out what we are good at and to focus on our own skills while appreciating the skills of others. Praise your students when they display talent and encourage them to do more of the things they seem good at.

### 4 Act out the story.

- Divide the class into groups of three, with one student for each of the following parts: Narrator, Mark, Meg. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part (for example, two students could share the Narrator's role).
- Ask students to act out the story. Walk around the classroom as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

#### Global skills: Digital literacy

If possible, encourage students to make a video recording of their story performance. You can post the videos on the school website or blog, or you can play them in the classroom so the students can watch, enjoy and evaluate their performances.

### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

#### Team Up! 4 [DOWNLOAD](#)

- Students work in pairs. They look at the pictures in the new story and complete the speech bubbles using the missing words. They can colour the pictures in the story if they like / if you have time. Students practise the new story in their pairs, then act it out for the class.

### Workbook [pages 94–95](#)

#### 1 Look at the pictures. What skills and talents can you see?

- Students look at the story and answer the question.

#### ANSWERS

kicking, throwing, bouncing, baking cupcakes

#### 2 Read the story.

- Students read the story to themselves.

#### 3 Read again and write the answers.

- Students read the story again and answer the questions.

#### ANSWERS

- 1 No, he isn't.
- 2 Yes, she does.
- 3 No, he doesn't.
- 4 Yes, he is.

#### 4 Complete. Who says it? Match.

- Students complete the sentences, using the words in the box. They then draw lines to show who says each line in the story.

#### ANSWERS

- 1 like (Orla)
- 2 fun (Jake)
- 3 cupcakes (Jake)
- 4 playing (Orla)

## 5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

### ANSWERS

#### Students' own answers

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

### Learning objective

Students will learn about dances in Romania and China.

### Language

**Dances:** *dancers, children, celebration, costumes*

### Warm up

- Play *Number words* (see *Ideas bank* page 148) to review skills and talents.
- Hold up flashcards from lessons 1 and 3 and ask students at random *Do you like (hopping)? Are you good at (juggling)?*

### Lead-in

- Ask the class to look at the photos on pages 104–105 of the Student Book and to try to work out which countries they will be learning about today. Recast correct guesses in English. Write *Romania* and *China* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students in their own language that they will be learning about dances in these countries today.

### Student Book pages 104–105

#### 1 Listen, point and repeat. 🎧 177

- Play the recording so students can listen and point to the photos.
- Play the recording again for students to repeat.

#### 2 Listen and say the number. 🎧 178

- Focus on the photo of Irina. Ask *Which country is Irina from? (Romania)*
- Tell students that they are going to hear Irina talking about the photos in exercise 1. They must listen and say the number of the photo when Irina talks about it.
- Play the recording, pausing each time that Irina talks about one of the photos, so students can point to the correct photo and call out the number.

### Audio transcript

**Irina** Hi! I'm Irina. I'm from Romania. This is my town, and this is a celebration. It's a special day. People are having lots of fun. Look! They're wearing beautiful costumes from Romania. They've got dresses with lots of colours. These people are dancers. They're doing a dance from Romania! They're very good at dancing.

There are lots of children in my town today! They're from lots of different countries. This is a fun day for children.

### ANSWERS

3, 4, 1, 2

#### 3 Listen and tick ✓ or cross X. 🎧 179

- Tell the class that now they are going to hear Irina talking about a celebration in her country. They must listen and put a tick in the box if the picture matches what Irina says or a cross if the picture doesn't match what Irina says.
- Play the recording, pausing for students to put a tick or a cross next to each picture.
- Check answers with the class.

### Audio transcript

1

**Irina** Hi! I'm not at home today. I'm at a celebration in my town!

2

**Irina** Today is a day for children. Children from different countries come to my town for the celebration.

3

**Boy** What can you do at the celebration, Irina?

**Irina** You can listen to music from different countries.

4

**Boy** What can you see at the celebration?

**Irina** You can see great dancers.

5

**Boy** Do the dancers wear jeans and T-shirts?

**Irina** No, they don't. They wear beautiful costumes from their countries.

### ANSWERS

1 X 2 ✓ 3 ✓ 4 X 5 X

#### 4 Watch the video. 🎥 What's Elena's favourite dance?

- Tell students that they are going to watch a video about another girl from Romania, called Elena. Play the video for students to watch.
- Ask students *What words from exercise 1 can you see?* Play the video again, pausing after each word is mentioned and eliciting the word from the class (*celebration, children, costumes, dancers*).
- Play the video once more so the students can answer the question.

### Video transcript see page 155

### ANSWERS

Elena's favourite dance is the friendship dance.

#### 5 Listen and follow. 🎧 159 Then talk about what you are good at.

- Play the conversation so students can listen and follow.
- Ask students to work in pairs. They act out similar conversations about their skills and talents.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversations for the class.



## 6 Listen and read. 🎧 181 How does Shen feel about the dance?

- Focus on the photo of Shen. Ask *Which country is Shen from? (China)*
- Ask students to look at the rest of the photos and to name the things they can see in English. Elicit answers from different students around the class. Say *Show me a city / a costume / red / purple / and so forth.*
- Play the recording so students can follow the text in Shen's blog and find the answer to the question.
- Ask students around the class to say what colours the dragons are in the photos.

### ANSWERS

Shen loves the dragon dance.

## 7 Read again. Then match the sentence halves.

- Read out the first sentence half. Ask students to read through Shen's blog again and find the matching half sentence. Ask students to tell you what information in the text gave them their answer. Show the class the example line.
- Students complete the rest of the activity in their books.
- Invite students around the class to read out the completed sentences.

### ANSWERS

- 1 The dragon dance is a famous dance from China.
- 2 Shen's brother does the dance with his friends.
- 3 There's a big dragon in the dragon dance.
- 4 The dancers need to move like a dragon.

### Mixed ability

Ask weaker students to complete the exercise with their talk partners. Tell them to underline the information in the text which gave them their answers. They can then join with another pair and compare answers.

Stronger students who finish the activity quickly can write two or three questions about the text, then ask and answer questions with their partner.

## 8 Circle the adjectives and underline the nouns.

- Write the words *dance, amazing, costume, big* on the board. Ask students to say which of these words are nouns and which are adjectives. Read the rules in the *Look!* box about adjectives and nouns.
- Read out the first sentence and ask students to say which word in the sentence is an adjective and which word is a noun. Show the class the example circle and the example that is underlined.
- Students complete the activity in their books. Check answers with the class.
- Ask students to read Shen's blog again and circle the adjectives and underline the nouns.

### ANSWERS

- 1 Adjective: famous Noun: dance
- 2 Adjective: small Noun: circle
- 3 Adjective: big Noun: dragon
- 4 Adjective: beautiful Noun: costume

### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about identifying adjectives and nouns.

If further practice is needed, ask them to complete exercise 3 on page 97 of their Workbooks.

Repeat the feedback routine once students have had further practice.

## 9 Write about a dance in your country. ✍️ Go to your Workbook page 97.

- Ask students to turn to page 97 of their Workbook and to look at the writing task. This can be done in class or set for homework.

### Workbook pages 96–97

#### 1 Look and tick ✓.

- Students look at the numbered items in the picture and tick the correct words.

### ANSWERS

- 1 celebration
- 2 children
- 3 costumes
- 4 dancers

#### 2 Read. Correct the sentences. Change one word.

- Students read the blog, then change one word in each of the sentences below to correct the sentences.

### ANSWERS

- 1 circle = celebration
- 2 Teachers = children
- 3 mask = costumes
- 4 dentists = dancers

#### 3 Write the adjectives and nouns.

- Students read the sentences and write the adjectives and nouns under the correct headings.

### ANSWERS

- 1 Adjective: big, Noun: celebration
- 2 Adjective: old, Noun: year
- 3 Adjective: different, Noun: dances
- 4 Adjective: funny, Noun: masks

#### 4 Read. Then write and draw for you.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about a dance in your country looks like.
- Students use the model text to write about a dance in their country, changing the words in bold to make the text about them. They then illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

### ANSWERS

Students' own answers

### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

# Project and Review

## Project

### Learning objective

Students will make a poster for a talent show.

### Language

Grammar and vocabulary from the unit

### Materials

Large sheets of paper or card, sheets of plain paper, coloured pens and pencils, scissors, glue.

Optional: *Team Up! 5* worksheet

## Warm up

- Play *Stop the cards* (see *Ideas bank* page 148) with the flashcards for skills and talents.

## Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Confirm to students, in students' own language, that they will be making a poster for a talent show. Write *Project: poster* on the board.
- Using students' own language, ask students around the class to say what talents they would use to enter a talent show.

## Student Book page 106

### 1 Listen and read. Learn how to do the project.

🎧 182

- Ask the class to look at the pictures and say what skills and talents they can see.
- Play the recording so students can follow the pictures and instructions in their Student Books.
- Ask students to work in pairs. Hand out sheets of plain paper or card. Make sure the students have coloured pens or pencils, scissors, and glue.
- Students follow the instructions to make their posters. They discuss where and when they want their talent show to be and make notes of their decisions.
- Students decide what skills people can show in their talent show. They should decide whether their talent show will be inside or outside. Students work together to make a list of the talents people can show and decide who will take part in their talent show. They can include themselves or their classmates or invent imaginary people with imaginary talents. They can make notes about the names of the performers, what the performers can do and any other information they want to put in their poster (refreshments available, rules for the talent show, and so forth).
- Students decide on a name for their talent show. It could be the name of their school, for example, *Beehive Talent Show*, or something different, for example, *Super Skills Show*.

- Students draw pictures to illustrate their poster, or find and stick photos from magazines / the Internet. Alternatively, if you have the time and resources, students can demonstrate their talents and pose for photos. They can then print their photos and use them to make their poster.
- Students work together to design their poster. They stick their pictures / photos onto a large sheet of paper or card. They write the information they have decided to include as well as captions for their photos (using sentences, for example, *Our talent show is on Saturday! / Maria can sing! / Ben is good at juggling! / What can you do? / What are you good at?*).
- Students practise talking about their talent show in pairs.

### Team Up! 5 DOWNLOAD

- If students are using the optional worksheet, they can write the name of their talent show in the top box, and some information about when / where their talent show is in the box below. They can stick pictures and write captions underneath them in the central boxes, then write any additional information about their talent show. They can also write a losing phrase (for example, *Don't miss it! / Come and see our show!*) in the bottom box.

### 2 Watch the video. 🎥 What is the girl good at?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas with the class.
- Play the video again so students can check their answers.

### Video transcript see page 155

#### ANSWERS

Serena is good at painting pictures.

### 3 Listen and follow. 🎧 183 Then present your poster to the class.

- Play the recording so students can listen and follow the conversation in their books.
- Students take turns to show their talent show posters to the class and to say when and where their talent show is, who is in the talent show and at what skill each person is good. Encourage the rest of the class to ask questions about the talent shows, for example, *When/Where is the talent show? Who is in the talent show? Does (Anna) like (dancing)? Are you good at (singing)?*

#### Optional activity

Hold a class talent show! Students take turns to show off their skills. Invite other students to introduce the acts. If you like, invite other classes, or friends and family members, to come and watch.

#### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 107

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and to write down all the words and phrases that they can remember for talents.

#### ANSWERS

Talents: paint pictures, skateboard, throw, play the keyboard, hop, skip, ride a bike, kick, do gymnastics, rollerblade, bake cupcakes, bounce, act, juggle

#### 2 Choose and do two activities. Use your notebook.

- Give students sufficient time to read all the activities and to choose two that they want to do.
- Ask students to put up their hands if they chose Activity 1, Activity 3, Activity 4 or Activity 6. Make sure that the students who chose these activities are sitting together, so that they can work in pairs or groups. Move students if necessary.
- Ask the students to complete the tasks. Walk around the classroom as they work and help where necessary.

#### ANSWERS

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers
- 4 Does he like skateboarding? Yes, he does.  
Does he like playing the keyboard? No, he doesn't.  
Does he like baking cupcakes? No, he doesn't.  
Does he like riding a bike? Yes, he does.
- 5 Mark can skateboard / rollerblade / ride a bike / skip. He can't fly.  
Meg can fly. She can't skateboard / rollerblade / ride a bike / skip.
- 6 Students' own answers

### Workbook pages 98–99

#### 1 Look and write. Find the secret word.

- Students look at the pictures and write the words to complete the puzzle. They then find and write the secret word.

#### ANSWERS

- 1 throw 2 act 3 juggle 4 rollerblade 5 bounce
- 6 skateboard

The secret word is *talent*

#### 2 Circle the odd one out. Then write.

- Students circle and write the odd word out in each set.

#### ANSWERS

- 1 costumes 2 children 3 celebration 4 kick

#### 3 Look, read and complete.

- Students look at the pictures and complete the sentences.

#### ANSWERS

- 1 He likes kicking a ball.
- 2 She doesn't like hopping.

- 3 She likes playing the keyboard.
- 4 He doesn't like baking cupcakes.

#### 4 Read and write the answers.

- Students read the questions and write a positive answer if there is a tick next to the question and a negative answer if there is a cross next to the picture.

#### ANSWERS

- 1 Yes, he does. 2 No, I'm not. 3 No, she doesn't.
- 4 Yes, I am. 5 Yes, he does.

#### 5 Draw ☺ or ☹ for you. Then draw and write.

- Students complete the faces with happy or sad mouths to show whether they like the first three activities. They then draw two more activities and complete the faces for those activities. Students then complete the sentences about their likes / dislikes.

#### ANSWERS

##### Students' own answers

#### Assessment for learning

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

#### Unit 8 My progress ✓

- Ask students to read the sentences and to tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

#### Tests

The students are now ready to do the Unit 8 test or the End-of-term test 2 downloadable from Oxford English Hub.

## Talents

### Learning objectives

Students will be able to read and understand a playscript.  
Students will be able to read and understand a website.

### Language

Vocabulary and grammar from Units 7 and 8

### Warm up

- Play a game of *Odd one out* (see *Ideas bank* page 149) with the flashcards from Units 7 and 8.

### Lead in

- Tell the class *Today we are going to read*. Ask students to look at the texts and say what kinds of text they think each one is (a playscript and a website).

### Student Book pages 108–109

#### 1 Listen and read. 184 What is Chak's idea?

- Focus students' attention on the playscript. Use the playscript to teach the words *characters* and *scene*. Ask students to say how many characters and how many scenes there are in the playscript. Ask students to say English words for the activities they can see in the pictures (*play the guitar, play the keyboard, sing*)
- Ask the class, in students' own language, if they have ever watched or been in a play and if so, what the play was about and whether they enjoyed it.
- Tell the class that they are going to read and listen to the playscript.
- Play the recording so students can follow the playscript. Encourage students to point to the pictures as they hear what is happening in each one.
- Play the recording again for students to follow.
- Ask different students to say what Chak's idea is. Ask students to say what talents they have got.

#### ANSWERS

Chak's idea is for his friends to play together in the talent show.

#### 2 Read again. Then circle *True* or *False*.

- Read out the first sentence and ask students to read the playscript again and find out whether the sentence is true or false. Ask students to tell you the information in the playscript which gave them their answer. Show the class the example answer.
- Students read the playscript again and decide whether each sentence is True or False.
- Check answers by asking different students to read out the sentences and say whether each sentence is true or false. Invite different students to correct the false sentences.

#### ANSWERS

1 False 2 True 3 True 4 False

#### Optional activity

Play *Find the cards* with the talents flashcards from Unit 8 (see *Ideas bank* page 148).

#### 3 Listen and read. 185 What can you buy at the festival?

- Ask different students to say what activities they can see in the photos (*do gymnastics, ride a bike, juggle*).
- Ask students to guess what the website is about in their own language (*a buskers' festival*). Use the photos to teach the word *busker*. Tell the class, in students' own language, that they're going to read and listen to a website about a buskers' festival in New Zealand.
- If you like, invite students to use their own language to make predictions about what happens at the festival.
- Play the recording so students can follow the text. Encourage students to point to the photos in their books as they follow.
- Play the recording again for students to follow.
- Ask students to say what people can buy at the festival. Ask students to say what festivals they know about in their country.

#### ANSWERS

You can buy lots of food and drink at the festival.

#### 4 Read again. Then answer the questions.

- Read out the first question and ask students to look at the text in exercise 3 and to find the answer. Ask students to tell you the information in the text that gives them the answer. Show the class the example answer.
- Students read the website again and answer the questions in their books.
- Check answers by asking different pairs of students to read out the questions and answers.

#### ANSWERS

- 1 In Christchurch, New Zealand.
- 2 Buskers sing, dance, act, play music, juggle or do cool or funny things in the street.
- 3 You can listen to great music at the festival.
- 4 All the family can have fun at the festival.

#### Optional activity

Play *Pass the flashcards* with the flashcards from Units 7 and 8 (see *Ideas bank* page 148). Play the songs from Units 7 and 8 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.



## Lesson 1: Words

### Learning objective

Students will be able to talk about things in the living room.

### Language

Living room furniture: *curtains, painting, vase, shelf, armchair, rug, coffee table, fireplace*

Functional language: *Where shall I put the vase? On the coffee table.*

### Warm up

- Play a game of *Mime the word* (see *Ideas bank* page 147) with the class to review the vocabulary from Unit 8.

### Lead in

- Tell the class *Today we are learning about living room furniture*. Write *Living room furniture* on the board. Show some of the lesson 1 flashcards and invite students to guess the meaning of *Living room furniture*.
- Ask the class questions about the lesson topic, for example, *What's in your living room? Have you got a (table / sofa / chair)?* Elicit answers from students around the class. Recast students' answers in English.

### Student Book pages 110–111

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English.
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### ANSWERS

A TV, a sofa, a teddy, a doll, a boat, the sea, leaves, flowers, a mirror, clothes, colours, and parts of the face and body. These words are revised from *Beehive 1* and *2*.

#### 2 Listen, point and repeat. 186

- Play the recording so students can listen and point to the living room furniture in the picture.
- Play the recording again for students to repeat the words.

#### Optional activity

Play a game of *What's missing?* using the lesson 1 flashcards (see *Ideas bank* page 148).

#### 3 Say the chant. 187

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.
- Play the chant a few more times so students can join in as much as possible.

### Audio transcript

curtains curtains painting painting vase vase  
shelf shelf armchair armchair rug rug  
coffee table coffee table fireplace fireplace

#### 4 Play the *Drawing game*.

- Slowly start drawing one of the items of living room furniture on the board. Encourage the class to guess what you are drawing.
- Read out the conversation. Invite a few volunteers to model the game for the class. Encourage the students to guess the item of living room furniture, using the conversation as a model.
- Students play the game in pairs, taking turns to draw an item of living room furniture for their partner to guess.

#### 5 What furniture is in the pictures? Read and tick ✓.

- Point to the pictures and ask students around the class to say what living room furniture they can see in each picture. Read out the rubric, then read out the first word in the table. Ask students to look for an armchair in each picture. Show the class the example tick in the table.
- Impress upon students that they need to read the names of the living room furniture in the table, look at the pictures and put a tick for the pictures that have the items of furniture in them. Make sure students understand that some items of furniture will only be in one of the pictures, and some items of furniture will be in both pictures.
- Allow students sufficient time to complete the activity.
- Check answers by reading out items of living room furniture and asking students to call out *picture a / picture b*.

#### ANSWERS

Picture a: armchair, painting, coffee table, vase, curtains, shelf

Picture b: armchair, fireplace, painting, rug, coffee table, vase

#### 6 Look at 5. Write the things that are in pictures a and b.

- Point to the pictures in exercise 5 and ask students *Can you see an armchair in picture a? Can you see an armchair in picture b?* Show the class the example answer.
- Impress upon students that they need to write down the names of the items of living room furniture which are in both pictures. They can look back at the table in exercise 5.
- Students complete the activity in their books.
- Check answers by asking students around the class *What's in picture a and picture b?*

#### ANSWERS

1 armchair 2 painting 3 coffee table 4 vase

#### Optional activity

Students play a game in pairs. They take turns to choose one of the items in one of the pictures in exercise 5. Their partner asks questions to try to find the correct item, for example, *Is it in picture a? No, it isn't. Is it red? Yes, it is. It's the armchair!*

## 7 Listen and repeat. 188 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat. Ask students to point to the correct items in the picture in exercise 1.
- **Note:** Students can include reviewed vocabulary from Level 1 in this activity. Brainstorm words for furniture that students already know in English. Prompt students with Level 1 flashcards, if necessary. Write their suggestions on the board. Students can then use the words on the board as well as the target vocabulary from Unit 9 lesson 1.
- Model similar conversations with students around the class, using different items of living room furniture from exercise 1. Encourage students to point to the items of living room furniture in the big picture.
- Students work in pairs. They take turns to ask and answer questions about the living room furniture, using the conversation in their Student Book as a model.
- Walk around the class, helping where necessary. Make a note of any problems to address with the class.

### Optional activity

Play *Number words* (see *Ideas bank* page 148) with the living room furniture flashcards.

### Assessment for learning

Time for feedback! Ask the class in students' own language *How do you feel about the new words for living room furniture?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine once students have had further practice.

## Team Up! 1 DOWNLOAD

- Students cut out the six items from the bottom of the worksheet, then play a game in pairs. First, one student places/sticks the cut-out items in different places in the room picture without letting the other student see where they have put each item. The second student then asks questions to find out where each item is in the first student's picture and places their cut-out items in the same positions, for example, *Where shall I put the ...? On / In / Under / Next to / Behind / Opposite / In front of the ...*. The students then swap roles and repeat the game.

## Workbook pages 100–101

### 1 Look and match.

- Students draw lines to match the words to the items of living room furniture in the picture.

#### ANSWERS

1 armchair, d 2 fireplace, a 3 painting, b 4 coffee table, c 5 shelf, e 6 vase, f 7 curtains, h 8 rug, g

### 2 Find, circle and write.

- Students find and circle the words in the word search, then write them next to the correct pictures.

#### ANSWERS

1 shelf 2 curtains 3 armchair 4 fireplace 5 vase  
6 rug 7 painting 8 coffee table

### 3 Look, read and complete.

- Students look at the picture and complete the sentences with the correct living room furniture words.

#### ANSWERS

1 armchair 2 curtains 3 coffee table 4 vase  
5 rug 6 shelf / fireplace

### 4 Look and write.

- Students look at the pictures and complete the conversations. If they need help, they can use the conversation in exercise 7 on page 111 of their Student Book.

#### ANSWERS

1 Where shall I put the vase? On the shelf.  
2 Where shall I put the armchair? Next to the fireplace.  
3 Where shall I put the coffee table? On the rug.  
4 Where shall I put the painting? Next to the window.  
Students' own answers

### Assessment for learning

Write *Living room furniture* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about living room furniture now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to talk about things in a house.

### Language

*There's a rug on the floor. There are three books on the shelf. There are some paintings in the living room.*

*There isn't a cushion on the armchair. There aren't any paintings on the wall.*

### Warm up

- Play a game of *Draw and guess* (see *Ideas bank* page 147) to review the vocabulary from lesson 1.

### Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language, if necessary.
- Ask students to open their books on page 112 and find the Learning objective. Write it on the board: *Let's talk about things in a house.*
- Point to and talk about things in the classroom, for example, *There's a book on the desk.*
- Divide the class into two teams. Say a sentence for each team in turn, for example, *There's a pink pencil case on the desk. / There are two books on the shelf.* Students from the team point to the correct item(s) in the classroom. Award one point for each correct response. The team with the most points wins.

**1 Listen and follow.** 189 **Then act.**

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see and share ideas about what might be happening in the story.
- Play the recording so students can follow the grammar cartoon in their books. Ask questions to check their understanding, for example, *Where are the cushions?*
- Play the recording a second time so students can follow again.
- Divide the class into groups of three. In their groups, the students choose which character they are going to play. The students playing Nina and Omar can share Omar's last line, so that all students can speak.
- Students act out the story in their groups. Walk around the classroom as students practise and help with pronunciation where necessary.
- Ask some of the groups to act out the grammar cartoon.

**2 Look, listen and learn.** 190

- Play the recording so students can listen and follow the sentences in the grammar box.
- Explain that we use *There is* to talk about one thing and we use *There are* to talk about more than one thing. We use *some* to talk about more than one thing when we don't say the exact number of things. Make sure students understand that *There's* is a short form of *There is*.
- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read out the sentences and point to the correct items in the picture.

**3 Listen and match.** 191

- Ask students to look at the pictures and to name the items. Choose students to answer, at random.
- Play the first item on the recording. Ask students *Where is the vase?* Elicit the answer *On the coffee table.* Ask students to point to the correct items. Show the class the example line. Tell students that they need to listen and draw lines to put the things in the correct places in the living room.
- Play the rest of the recording so students can complete the activity.
- Play the recording again so students can check their answers.

**Audio transcript**

**Adult** Can you see the coffee table?

**Girl** Yes, I can. It's next to the armchair.

**Adult** That's right. There's a vase on the coffee table.

**Girl** A vase? OK!

**Adult** Are there any teddies in the picture?

**Girl** Yes, there are. There are two teddies on the rug.

**Adult** Oh yes. The teddies are on the rug.

**Adult** Can you see the TV?

**Girl** Yes, I can. There's a TV on the wall.

**Adult** On the wall?

**Girl** Yes! It's on the wall, next to the shelf.

**Adult** Can you see any cushions in the picture?

**Girl** Yes, I can. There are some cushions on the shelf.

**Adult** Really?

**Girl** Yes! The cushions are on the shelf.

**Adult** Is there a painting in the living room?

**Girl** Yes, there is. The painting is on the sofa.

**Adult** That's funny!

**Girl** I know! There's a painting on the sofa!

**Adult** What about dolls? Are there any dolls in the room?

**Girl** Yes. There are two dolls in the living room.

**Adult** Where are they?

**Girl** They're on the armchair.

**4 Look at 3. Play the game.**

- Focus on the model conversation. Model the game a few times with volunteers before students play in their pairs.
- Students take turns to make a true or false sentence about the living room in exercise 3 for their partner, for example, *There are two cushions on the armchair.* If the sentence is true, their partner says *True!* If the sentence is false, their partner says *False!*
- Walk around the class and help where necessary.

**5 Look, listen and learn.** 192

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to read out the sentences in the grammar box.
- Explain that we use *There isn't* to talk about one thing and we use *There aren't* to talk about more than one thing. We use *any* to talk about more than one thing when we don't say the exact number of things.

**Optional activity**

Students work in pairs. They take turns to look at the big picture in lesson 1, exercise 1, and make a false sentence about it, for example, *There's a doll on the shelf.* Their partner corrects the sentence, for example, *There isn't a doll on the shelf. There's a doll on the sofa.*

**6 Look, read and write T (true) or F (false).**

- Point to the picture and ask students around the class to name the living room furniture.
- Read out the first sentence. Ask students to look at the picture and to find out whether the sentence is True or False. Show the class the example answer.
- Explain that students need to read the sentences, look at the picture and write *T* if a sentence is true or *F* if a sentence is false.
- Students complete the activity in their books. Check answers as a class.

**ANSWERS**

1 T 2 T 3 F 4 T

**7 Look at 6. Write.**

- Ask students to look at the picture in exercise 6. Ask *Can you see a coffee table on the rug?* Show the class the example answers and the crossed out word in the box.
- Make sure students understand that they should look at the picture and complete the sentences with the words in the box. Point out that some of the sentences are positive and some of the sentences are negative.

- Allow students sufficient time to complete the activity in their books.
- Invite pairs of students, at random, to read out the completed sentences and to point to the correct items in the picture in exercise 6.

#### ANSWERS

1 There's 2 There aren't 3 There are 4 There isn't

#### Optional activity

Students write one positive sentence and one negative sentence about the picture in lesson 1, exercise 1, then read out their sentences to the class.

#### Team Up! 2 DOWNLOAD

- This is a spot-the-difference activity for students to do in pairs. Each pair of students has one worksheet. They cut the worksheet in half so that they have one picture each. Each student draws (a) book(s), (a) cushion(s), (a) TV(s) and (a) vase(s) wherever they like in the picture, then colours the picture. **Note:** Students can draw as many of each item as they like. They then compare pictures together, for example, *There's a red book on the coffee table in my picture. There isn't a book on the coffee table in your picture.*

#### Global skills: Creativity and critical thinking

Puzzle activities promote critical thinking and help students to develop problem-solving skills. Before setting a puzzle-type activity in class, ask students to discuss the activity with their talk partner and to decide together what they think they need to do. Invite pairs to share their ideas with the class, then tell the class which instructions were correct.

#### Workbook pages 102–103

##### 1 Read and circle.

- Students look at the pictures and circle the correct answer options in the sentences.

#### ANSWERS

1 's 2 are 3 a 4 some

##### 2 Look, read and complete.

- Students look at the picture and complete the sentences using the words in the box.

#### ANSWERS

1 are 2 There's 3 five 4 a 5 There 6 some

##### 3 Read and write A or B.

- Students look at the pictures, read the sentences and write A if a sentence is about picture a or B if a sentence is about picture b.

#### ANSWERS

1 A 2 B 3 B 4 A 5 B

##### 4 Look at 3 and write.

- Students look at the pictures in exercise 3, read the sentences about picture a and write sentences about picture b.

#### ANSWERS

1 In picture B, there isn't a book on the coffee table.  
 2 In picture B, there aren't any curtains.  
 3 In picture B, there isn't a vase on the shelf.  
 4 In picture B, there aren't any cars on the floor.

#### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess their learning for this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 132 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 3: Words and grammar

#### Learning objective

Students will be able to talk about things in the kitchen.

#### Language

**Kitchen things:** *plate, glass, jug, knife, fork, spoon*

*The blue fork is longer than the yellow fork. The yellow fork is shorter than the blue fork.*

#### Warm up

- Play *Stop the cards* (see *Ideas bank* page 148) with the lesson 1 flashcards to review the living room furniture vocabulary.

#### Lead-in

- Ask students to find the Learning objective on page 114: *Let's talk about things in the kitchen.* Write it on the board.
- Check the students' understanding and translate the objective into their own language, if necessary.
- Ask students to think about things they might find in a kitchen (*chair, table, cupboard*, and so forth). Draw a simple table in one colour on the board. Then draw a bigger table in another colour. Point to the tables and say *The (blue) table is (bigger) than the (red) table. The (red) table is smaller than the (blue) table.*
- Tell students that in this lesson, they will learn how to talk about some more kitchen things in English.

#### Student Book pages 114–115

##### 1 Listen, point and repeat. 🔊 193

- Focus attention on the online shop in exercise 2. Choose a student and ask *What can you see in this online shop? (Kitchen things).* Ask different students to point to a photo and tell you what colours they can see, for example, *blue, yellow, black, green, pink.*
- Play the recording so students can listen, point to the photos and repeat the words.
- Play the recording a second time for students to point and say the words again.

##### 2 Listen and say. 🔊 194

- Tell students that they are going to hear someone talking about the photos. They need to listen, find the photos the person is talking about and name the kitchen things.



- Play the recording, pausing after each item for students to point to the correct photo in exercise 1 and say the correct word.

### Audio transcript

- 1 You can drink water or juice from this.
- 2 You can cut your food with this. It's black and grey.
- 3 You can put food on this. It's blue.
- 4 You can eat chicken or vegetables with this. It's green and grey.
- 5 You can put milk or juice in this. It's yellow.
- 6 You can eat soup or ice cream with this. It's red and grey.

### ANSWERS

- 1 glass 2 knife 3 plate 4 fork 5 jug 6 spoon

#### Optional activity

Students take turns to point to one of the photos in exercise 1 and ask their partner *What's this?* Their partner looks at the photo and answers, for example, *It's a (spoon).*

### 3 Look, listen and follow. 🎧 195 Play the game.

- Point to each of the pictures and ask students, at random, to say what kitchen things the pictures show.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct picture.
- Students then play the game in pairs, taking turns to choose a picture. Their partner asks questions with *Is there...?* to find out which picture the first student is thinking of. When they guess correctly, the students swap.
- Walk around the classroom, helping where necessary. Make a note of any problems to address with the class.

#### Assessment for learning

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure they know the new words, you can repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words.

If only a few students need extra practice, you can ask them to work in pairs to test each other. They take turns to point to one of the photos in exercise 1. Their partner tries to remember and say the correct word.

Repeat the feedback routine after students have had some further practice.

### 4 Look, listen and learn. 🎧 196

- Play the recording so students can listen and follow the example sentences.
- Remind the class that we add *-er* to the end of an adjective to turn it into a comparative adjective, for example, *short – shorter*. Point out that we use two *gs* when we write *bigger*.
- Ask students to work in pairs, taking turns to read the sentences and point to the correct forks.

### 5 Look and write.

- Ask students to look at the picture and say what kitchen things they can see.

- Read out the adjectives in the box. Tell students that they are going to use the comparative forms of these adjectives to complete the sentences about the picture.
- Read out the example sentence and ask students to point to the correct items in the picture.
- Students complete the activity in their books.
- Students can check answers in pairs, then work in their pairs taking turns to read out the completed sentences.

### ANSWERS

- 1 longer than 2 smaller than  
3 cleaner than 4 shorter than

### 6 Listen and follow. Then sing. 🎧 197–198 🎧

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen and follow the words.
- Play the song again so students can sing along.

### Team Up! 3 DOWNLOAD

- Students play a game in pairs (or groups of two pairs, with each pair working together as a team). They each colour the items on the template (using a different colour for each item in each pair) and cut out a set of cards. They take turns to show one of their cards to their partner. Their partner has to make a sentence, for example, *The pink plate is smaller than the blue plate*. If they make a correct sentence, they can keep the card. If not, their partner puts the card back in their own pile. The first student (or pair) to collect all of their partner's (or opposing pair's) cards wins.

#### Optional activity

Play a game of *Slow reveal* with the flashcards of kitchen things (see *Ideas bank* page 148).

### Workbook pages 104–105

#### 1 Look and write.

- Students look at the pictures and write the words to complete the crossword.

### ANSWERS

- 1 knife 2 jug 3 glass 4 fork 5 plate 6 spoon

#### 2 Look, read and write.

- Students look at the picture, read the questions and write the correct answers from the box.

### ANSWERS

- 1 Yes, there is. 2 No, there isn't.  
3 Yes, there is. 4 No, there isn't.  
5 No, there isn't. 6 Yes, there is.

#### 3 Look, read and colour.

- Students read the sentences and colour the kitchen things to match the sentences.

### ANSWERS

- 1 Top plate grey, bottom plate yellow.  
2 Left spoon purple, right spoon red.  
3 Left jug pink, right jug brown.

- 4 Top knife red, bottom knife black.
- 5 Left glass green, right glass orange.
- 6 Left fork pink, right fork blue.

#### 4 Look at 3 and write.

- Students look at their answers in exercise 3 and complete the sentences.

#### ANSWERS

- 1 The purple spoon is shorter than the red spoon.
- 2 The yellow plate is smaller than the grey plate.
- 3 The brown jug is older than the pink jug.
- 4 The pink fork is newer than the blue fork.
- 5 The green glass is bigger than the orange glass.
- 6 The red knife is longer than the black knife.

#### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess their learning for this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 132 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 4: Story

#### Learning objective

Students will be able to read about two funny monsters.

#### Language

Vocabulary and grammar from lessons 1–3

#### Warm up

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use instead of the coloured words. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

#### Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (*reading a story*). Ask students to look at the pictures and guess what the story is about in their own language (*two funny monsters who visit a house*). Write the word *Story* on the board. Tell the class, in their own language, that they're going to read a story about two funny monsters.

#### Student Book pages 116–117

#### 1 Look at the pictures. What can you see in Mrs Moffet's house?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters are (*two monsters called Bongo and Pip and a lady called Mrs Moffet*).

- Ask students to say what living room furniture and kitchen things they can see in the story (*rug, armchairs, coffee table, fireplace, jug, glasses, painting, shelf, vase, plates*). Ask students to say what other things they can see in Mrs Moffet's house (*floor, walls, door, windows, biscuits, and so forth*).
- If you like, invite students to make predictions about what happens in the story in their own language.

#### 2 Listen and read. 199 Why is Mrs Moffet angry?

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say why Mrs Moffet is angry (*because Bongo and Pip break her armchairs*).

#### 3 Read and circle True or False.

- Read out the first sentence. Ask the students to look back at the story and find out if the sentence is True or False. Ask students to say what information in the story gave them their answer.
- Show the class the example circle. Explain that students should read the sentences and circle the correct words.
- Students complete the rest of the activity in their books, looking back at the story to find the answers.
- Check answers by asking students at random to read out the sentences and say whether each one is True or False. Invite confident students to correct the false sentences.

#### ANSWERS

- 1 True 2 False 3 True 4 False 5 False 6 True

#### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that the monsters feel very sorry when they break the armchairs. Ask students to say how the monsters fix things (*they make Mrs Moffet a new armchair*) and ask them to say why Mrs Moffet is not angry at the end of the story (*because the monsters are sorry, and they make a nice new chair*).
- Ask students to say what things they have done that they were sorry about and how they fixed things / made things better. If students can't think of any examples, ask them to think of things that other people have done which upset them, and how the other people fixed things.
- Ask students to think of other ways that we can fix things when we do something wrong (*by saying sorry, by doing something nice for the person whom we upset, by trying not to make the same mistake again, and so forth*). Remind students that it is important to say sorry if we do something wrong and make other people angry or upset, because saying sorry to people makes them feel better and shows that we understand what we did wrong.

#### Assessment for learning

Use *Think – pair – share* to allow students time to come up with ideas. Give students a few moments to think about the question. Next, they compare thoughts with their talk partner before sharing their ideas with the whole class.

### Global skills: Emotional self-regulation and well-being

Saying sorry when we do things wrong makes the person we have wronged feel better, and makes us feel better, too. An apology eases feelings of guilt and improves our emotional well-being. However, it takes more than an apology to make things better when we have upset someone. We must try to “right the wrong” and fix our mistake. This mends the feelings of the person we upset and makes us feel that we have done the right thing. Teach your students to apologise to one another when they do something wrong and encourage them to try to put things right.

#### 4 Act out the story.

- Divide the class into groups of four, with one student for each of the following parts: Narrator, Bongo, Pip, Mrs Moffet. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part (for example, two students could share the Narrator’s role).
- Ask students to act out the story. Walk around the classroom as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

#### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

#### Team Up! 4 DOWNLOAD

- Students work in pairs or groups to complete the questions about the story. When students have completed their questions, they join with another pair/group and take turns to read out their questions for the other team to answer. Alternatively, pairs/groups can swap worksheets and write their answers, then swap back and check each other’s answers. For a competitive element, they can award each other one point for each correct answer. The pair / group with the most points wins.

### Workbook pages 106–107

#### 1 Look at the pictures. What furniture and kitchen things can you see?

- Students look at the story and answer the question.

#### ANSWERS

plate, table, window, coffee table, armchair, spoon, fireplace

#### 2 Read the story.

- Students read the story to themselves.

#### 3 Read again. Match and write.

- Students read the story again and draw lines to match the questions to the characters.

#### ANSWERS

1 c Luca 2 a Lara and Luca 3 d Dad 4 b Lara

#### 4 Read and complete. Then number in order.

- Students complete the sentences with the words in the box, then number the events in the order they happen.

#### ANSWERS

1 new 2 bigger 3 cake 4 football

#### 5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

#### ANSWERS

#### Students’ own answers

#### Mixed ability

All students benefit from expressing their ideas and listening to other people’s ideas. Make sure all students get a chance to speak in class, and to share their opinions about the stories and activities.

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

#### Learning objective

Students will learn about interesting homes in Finland and Tunisia.

#### Language

Interesting homes: roof, chimney, stairs, furniture

#### Warm up

- Play *Odd one out* (see *Ideas bank* page 149) to review living room furniture and kitchen things.
- Hold up flashcards from lessons 1 and 3 and ask students, at random, *Is there (a coffee table) in your living room? What’s in your (living room / kitchen)?*

#### Lead-in

- Ask the class to look at the photos on pages 118–119 of the Student Book and to try to work out which countries they will be learning about today. Recast correct guesses in English. Write *Finland* and *Tunisia* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about interesting homes in these countries today.

### Student Book pages 118–119

#### 1 Listen, point and repeat. 200

- Play the recording so students can listen and point to the photos.
- Play the recording again for students to repeat.

#### 2 Listen and say the number. 201

- Focus on the photo of Antti. Ask *Which country is Antti from? (Finland)*
- Tell students that they are going to hear Antti talking about the photos in exercise 1. They must listen and say the number of the photo when Antti talks about it.

- Play the recording, pausing each time that Antti talks about one of the photos, so students can point to the correct photo and call out the number.

### Audio transcript

**Antti** Hi! I'm Antti. I'm from Helsinki in Finland. Lots of houses in Finland have got a chimney. Can you see the chimney on this house?

I'm in my holiday home now. Here are the stairs. Let's go up the stairs to my bedroom!

This is my bedroom in my holiday house. Look at the furniture! There are two beds, and there's a desk and a chair. What's this? It's the roof of a house. Every house has got a roof!

#### ANSWERS

2, 3, 4, 1

### 3 Listen and tick ✓ or cross X. 🎧 202

- Tell the class that now they are going to hear Antti talking to his friend Maya about her holiday home. They must listen and put a tick if the picture matches what Maya says or a cross if the picture doesn't match what Maya says.
- Play the recording, pausing for students to put a tick or a cross next to each picture.
- Check answers with the class.

### Audio transcript

1

**Antti** Has your house got a black roof, Maya?

**Maya** No, it hasn't, it's got a brown roof.

2

**Antti** Has your holiday house got a chimney?

**Maya** No, it hasn't. There isn't a chimney on the roof.

3

**Antti** Are there any stairs in your holiday house?

**Maya** Yes, there are. You go up the stairs to the bedrooms.

4

**Antti** What furniture is there in your bedroom?

**Maya** There's a bed and there's a chair. There isn't a desk.

5

**Antti** What furniture is there in the living room?

**Maya** There's a sofa and there's a coffee table. There aren't any armchairs.

#### ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 X

### 4 Watch the video. ▶ What's in the living room?

- Tell students that they are going to watch a video about another boy from Finland, called Sami. Play the video for students to watch.
- Ask students *What words from exercise 1 can you see?* Play the video again, pausing after each word is mentioned and eliciting the word from the class (*roof, chimney, stairs, furniture*).
- Play the video once more for the students to answer the question.

### Video transcript see page 155

#### ANSWERS

There's an armchair.

There's a sofa with cushions on it.

There's a coffee table and there's a fireplace.

### 5 Listen and follow. 🎧 203 Then talk about your house.

- Play the conversation so students can listen and follow.
- Ask students to work in pairs. They act out similar conversations about their houses.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversations.

### 6 Listen and read. 🎧 204 Why are the houses in Matmata interesting?

- Focus on the photo of Esra. Ask *Which country is Esra from? (Tunisia)*
- Ask students to look at the rest of the photos and to name the things they can see in English. Elicit answers from different students around the class. Say *Show me a city / a rug / a bag / stairs / and so forth.*
- Play the recording so students can follow the text in Esra's email and find the answer to the question.
- Ask students around the class to say what furniture there is in the house in Matmata.
- **Notes:** Explain to students that the houses at Matmata are not like other houses in Tunisia. Most people in Tunisia live in houses or flats, but the houses at Matmata are different because they are underground. The underground Berber Hotel Sidi Driss in Matmata was used in 1976 as a filming location for *Star Wars Episode IV: A New Hope*, as the home of Luke Skywalker.

#### ANSWERS

The houses in Matmata are interesting because they're underground.

### 7 Read again. Then circle the correct words.

- Read out the first sentence with both answer options. Ask students to read through Esra's email again and find the correct answer. Ask students to tell you what information in the text gave them their answer. Show the class the example circle.
- Students complete the rest of the activity in their books.
- Invite students around the class to read out the sentences.

#### ANSWERS

1 small 2 hot 3 floor 4 sofa

### 8 Join the sentences with *because*.

- Write the sentences *I like my house. It's beautiful.* on the board. Read the rules in the *Look!* box about joining two sentences with *because* to say why something is true.
- Write the sentence *I like my house because it's beautiful.* on the board. Ask students what changes we make to join two sentences with *because* (we remove the full stop from the first sentence, add *because* and change the first letter of the second sentence to a lower-case letter).
- Read out the first sentence with the example. Students complete the activity in their books.
- Check answers with the class.
- Ask students to read Esra's email again and to underline the sentences with *because*.



## ANSWERS

- 1 Lots of people visit Matmata because the houses there are interesting.
- 2 The houses in Matmata are interesting because they're underground.
- 3 The houses are underground because it's colder underground.
- 4 People sit on cushions because there aren't any chairs.

### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about joining sentences with *because*.

If further practice is needed, ask them to complete exercise 3 on page 109 of their Workbooks.

Repeat the feedback routine once students have had further practice.

## 9 Write about your house to a friend in another country. ✎ Go to your Workbook page 109.

- Ask students to turn to page 109 of their Workbook and to look at the writing task. This can be done in class or set for homework.

## Workbook pages 108–109

### 1 Read and circle.

- Students look at the pictures and circle the correct words.

## ANSWERS

1 chimney 2 stairs 3 roof 4 furniture

### 2 Read and complete.

- Students read the email, then write the missing words to complete the sentences.

## ANSWERS

1 roof 2 chimney 3 stairs 4 furniture

### 3 Match and write sentences with *because*.

- Students draw lines to match the sentence halves, then join the sentences with *because*.

## ANSWERS

- 1 My house is big because I've got a big family. **b**
- 2 We can play outside because we've got a garden. **a**
- 3 I like my living room because it's very beautiful. **d**
- 4 There's a chimney because there's a fireplace. **c**

### 4 Read. Then write and draw for you.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about your house looks like.
- Students use the model text to write about their homes, changing the words in bold to make the text about them. They then illustrate their writing with a drawing.
- Invite students to read out their pieces of writing.

## ANSWERS

Students' own answer

### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

# Project and Review

## Project

### Learning objective

Students will design a dream house.

### Language

Grammar and vocabulary from the unit

### Materials

Large sheets of paper or card, sheets of plain paper, coloured pens and pencils, scissors, glue.

Optional: *Team Up! 5* worksheet

## Warm up

- Play *Have you got ...?* (see *Ideas bank* page 149) with the flashcards for living room furniture and kitchen things.

## Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Confirm to students in students' own language that they will be designing their dream house. Write *Project: dream house* on the board.
- Using students' own language, if necessary, ask students around the classroom to say what rooms / furniture / things they would like to have in their dream house.

## Student Book page 120

### 1 Listen and read. Learn how to do the project. 🎧 205

- Ask the class to look at the pictures and say what living room furniture and kitchen things they can see.
- Play the recording so students can follow the pictures and instructions in their Student Books.
- Ask students to work in pairs. Make sure the students have sheets of plain paper or card, coloured pens or pencils, scissors, and glue.
- Students follow the instructions to make their posters. They talk about what they want their dream house to be like. They answer the questions: *Is it big / small? Where is it? What rooms has it got?*
- Students then make a list of the things they want to include in each room of their house. They can include any items if they know the word for it in English.
- Help students to draw a cutaway section of their dream house on a large sheet of paper. Students then draw or stick pictures of furniture and other items in each room of their cutaway house.
- Students label the rooms and the furniture / items.
- Students practise talking about their dream house in pairs, saying what rooms there are and what is in each room, comparing the rooms and furniture, and so forth.

### Team Up! 5 DOWNLOAD

- If students are using the optional worksheet, they can draw or stick pictures of furniture or other items onto the worksheet.

### Global skills: Creativity and critical thinking

In this lesson, students use their imaginations to create their dream houses. Remind students that it's important to listen to everyone's ideas. Sharing thoughts often generates new ideas and drives creativity.

## 2 Watch the video. What's in the kitchen?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas.
- Play the video again so students can check their answers.

Video transcript see page 155

### ANSWERS

There's a table. There are some cupboards. There's a plate and there are some biscuits.

## 3 Listen and follow. 206 Then show your dream house to your class.

- Play the recording so students can listen to and follow the conversation in their books.
- Students take turns to show their dream houses to the class and say what rooms, furniture and things are in each room. Encourage the rest of the class to ask questions, for example, *Where's the (living room)?*

### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 121

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and to write down all the words and phrases that they can remember for living room furniture and kitchen things.

### ANSWERS

Living room: rug, coffee table, curtains, shelf, vase, fireplace, armchair, painting  
Kitchen: knife, plate, fork, glass, spoon, jug

#### 2 Choose and do two activities. Use your notebook.

- Give students sufficient time to read all the activities and choose two what they want to do.
- Ask students to put up their hands if they chose Activity 1, Activity 4 or Activity 6. Make sure that the students who chose these activities are sitting together, so that they can work in pairs or groups. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

### ANSWERS

- 1 Students' own answers
- 2 Students' own answers

- 3 Students' own answers
- 4 There's a blue plate. There's a yellow jug. There's a green knife. There are two red spoons. There are three green glasses.
- 5 Students' own answers
- 6 Students' own answers

## Workbook pages 110–111

### 1 Find, circle and write.

- Students find and circle the words in the word snake, then write them under the correct pictures.

### ANSWERS

- 1 curtains
- 2 spoon
- 3 fireplace
- 4 glass
- 5 furniture
- 6 stairs

### 2 Write the words in the correct boxes.

- Students write the words under the correct headings.

### ANSWERS

Living room: rug, coffee table  
Kitchen: plate, knife  
House: chimney, roof

### 3 Look and write.

- Students look at the pictures and complete the sentences.

### ANSWERS

- 1 The fork is longer than the knife.
- 2 The plate is newer than the glass.
- 3 The vase is bigger than the jug.

### 4 Look, read and write.

- Students look at the picture and complete the sentences using the phrases in the box.

### ANSWERS

- 1 There aren't any
- 2 There's an
- 3 There are three
- 4 There isn't a
- 5 There's a
- 6 There are two
- 7 There aren't any
- 8 There are some

### Assessment for learning

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

## Unit 9 My progress ✓

- Ask students to read the sentences and to tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

## Unit test

The students are now ready to do the Unit 9 test, downloadable from Oxford English Hub.

## Lesson 1: Words

### Learning objective

Students will be able to talk about fun places.

### Language

**Fun places:** *wildlife park, swimming pool, adventure playground, castle, skate park, funfair, café, bowling alley*

**Functional language:** *I like the bowling alley. So do I. But I prefer the skate park.*

### Warm up

- Play a game of *What's missing?* (see *Ideas bank* page 148) with the class to review the vocabulary from Unit 9.

### Lead-in

- Tell the class *Today we are learning about fun places.* Write *Fun places* on the board. Show some of the lesson 1 flashcards and invite students to guess the meaning of *Fun places*.
- Ask the class simple questions about the lesson topic, for example, *What fun places are there in your town?* Elicit answers from students around the class. Recast students' answers in English.

## Student Book pages 122–123

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English. Prompt students, if necessary, by asking *Can you see (an elephant / a giraffe / zebras / trees / a hippo)?*
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### ANSWERS

An elephant, a giraffe, zebras, a hippo, trees, a boat, the sea, the beach, a hotel, clothes, colours, and parts of the body. These words are revised from *Beehive 1* and *2*.

### 2 Listen, point and repeat. 207

- Play the recording so students can listen and point to the fun places in the picture.
- Play the recording again so students can repeat the words.

#### Optional activity

Play a game of *Number words* using the lesson 1 flashcards (see *Ideas bank* page 148).

### 3 Say the chant. 208

- Tell students that they are going to hear the new words in a chant. Play the vocabulary chant so students can listen and point to the words in their books.
- Play the chant a few more times so students can join in as much as possible.

### Audio transcript

wildlife park wildlife park swimming pool swimming pool  
adventure playground adventure playground castle castle  
skate park skate park funfair funfair café café  
bowling alley bowling alley

### 4 Play the *Memory game*.

- Read out the example conversation. Say another sentence, adding one more place to the list, for example, *There's a castle, a wildlife park, and a swimming pool.* Remind students that we only use *and* before the last item in a list.
- Invite volunteers to add more fun places to the sentence. Encourage the students to point to the fun places in the big picture in exercise 1 as they hear them.
- Students play the game in pairs, starting a new sentence and taking turns to add a fun place to the list. If a student can't remember the sentence, their partner wins the game. When the sentence gets too long for either student to remember, or when all the fun places have been added to the sentence, students can start a new sentence.
- Note: If you like, students can include other known items from the picture in their list, for example, *There's a hotel, an elephant and a beach.*

### 5 What places do the pictures show? Read and match.

- Point to the icons and ask students around the class to say what fun places they think each icon represents. Read out the rubric, then read out the first word and ask students to point to the matching icon. Show the class the example line.
- Impress upon students that they need to read words for the fun places and draw lines to match the words to the correct icons.
- Give students sufficient time to complete the activity.
- Check answers by asking students around the class to point to the icons and say the matching words for fun places.

#### ANSWERS

1 d 2 b 3 c 4 a

### 6 Look and write.

- Point to the icons on the signpost and ask students around the class to say what fun places they think each icon represents. Read out the rubric, then point to the icon for 'skate park' and ask students to say the correct word. Show the class the example.
- Elicit from students that they need to look at the icons and write the correct fun places.
- Allow students time to complete the activity.
- Check answers by asking students around the class to point to the icons and say the matching fun places words.

#### ANSWERS

1 skate park 2 adventure playground  
3 swimming pool 4 funfair

## 7 Listen and repeat. 209 Then say.

- Focus on the conversation. Play the recording, pausing after each line so students can repeat it. Ask students to point to the correct places in the picture in exercise 1.
- **Note:** Students can include reviewed vocabulary from Level 1 or from Level 2 Unit 5 in this activity. Brainstorm words for places that students already know in English. Prompt students with the Level 1 places flashcards or the Level 2 Unit 5 flashcards, if necessary. Write their suggestions on the board.
- Model the exchange a few times with confident students, demonstrating how to replace the fun places in the example with other places. Encourage students to point to the fun places in the big picture as they mention them.
- Students work in pairs. They take turns to talk about the fun places, using their Student Book as a model.
- Go around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

### Optional activity

Play *Find the cards* (see *Ideas bank* page 148) with the fun places flashcards.

### Assessment for learning

Time for feedback! Ask the class in students' own language *How do you feel about the new words for fun places?*

Using your usual feedback routine (see the Introduction for ideas on how to have students show how well they have understood something), ask children to show you if they have understood, or if they need more help.

If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas bank* page 148) to provide further practice of the new words.

Repeat the feedback routine once students have had further practice.

## Team Up! 1

- Students work in pairs or small groups to cut out the cards and arrange them in order of preference. They discuss which places they like best, using the functional language (*I like the ... So do I. But I prefer the ...*) and try to reach an agreement on the best order of places. When they have decided on the final order, they can stick their cards onto a sheet of paper / card and number them in order of preference. They can then show their ordered cards to the class and talk about the places they like.

## Workbook pages 112–113

### 1 Read and number.

- Students number the places in the picture to match the words.

#### ANSWERS

From left to right: 3, 5, 4, 2, 8, 7, 6, 1

### 2 Write.

- Students write the correct words for fun places next to the pictures.

#### ANSWERS

1 adventure playground 2 wildlife park  
3 swimming pool 4 bowling alley 5 skate park  
6 funfair 7 castle 8 café

## 3 What's in the town? Look and complete.

- Students look at the pictures and complete the sentences with the correct words for fun places.

#### ANSWERS

1 skate park 2 bowling alley  
3 café 4 funfair  
5 swimming pool 6 adventure playground

## 4 Look and write.

- Students look at the pictures and complete the conversations. If they need help with the functional language, they can use the conversation in exercise 7 on page 123 of their Student Book to help them.

#### ANSWERS

1 So do I. But I prefer the funfair.  
2 So do I. But I prefer the skate park.  
3 So do I. But I prefer the castle.  
4 So do I. But I prefer the wildlife park.

### Assessment for learning

Write *Fun places* on the board. Ask students to take out their traffic light cards. Ask the class how well they think they can talk about fun places now. Students hold up the traffic light cards which indicate how they feel they are doing. Students then complete the record sheet to assess what they learnt in the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to ask about where people were in the past.

### Language

*I was at the skate park on Monday.*

*Where were you yesterday? I was at the castle.*

### Warm up

- Play a game of *Stop the cards* (see *Ideas bank* page 148) to review the vocabulary from lesson 1.

### Lead-in

- Ask *What are we learning about today?* Choose two or three different students to make guesses. Encourage them to answer in English, but allow them to use their own language, if necessary.
- Ask students to open their books on page 124 and to find the Learning objective. Write it on the board: *Let's ask about where people were in the past.*
- Write the words *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday* across the board. Hold up one of the fun places flashcards and make a sentence about it, for example, *I was at the skate park on Monday.* Stick the flashcard under the correct day of the week on the board. Explain to the class that we use *was* to talk about where we were in the past and *were* to ask about where other people were in the past.
- Show a flashcard to a confident student and ask, example, *Where were you on Tuesday?* Encourage the student to name



the fun place on the flashcard. Recast their answer in the unit grammar for example, *I was at the (castle) on Tuesday.*

- Repeat with other students and other flashcards.

## Student Book pages 124–125

### 1 Listen and follow. 210 Then act.

- Focus on the characters in the grammar cartoon. Choose a student to tell you what they can see and share ideas about what might be happening in the story.
- Play the recording so students can follow the grammar cartoon in their books. Ask questions to check understanding, for example, *Who was at the wildlife park?*
- Play the recording a second time for students to follow again.
- Divide the class into pairs. In their pairs, the students choose which character they are going to play.
- Students act out the story in their pairs. Walk around the class as students practise and help with pronunciation.
- Ask some of the pairs to act out the grammar cartoon.

### 2 Look, listen and learn. 211

- Play the recording so students can listen and follow the sentences in the grammar box.
- Explain that we use *on* with days of the week to say when things happened.
- Check students' understanding. If further practice is needed, use the Optional activity below.
- Ask students to work in pairs, taking turns to read out the sentences and to point to the correct items in the picture.

#### Optional activity

Divide the class into two teams. Show a fun places flashcard and say a day of the week to each team in turn. Students from the team make a sentence about the flashcard and the day of the week, for example, *I was at the (funfair) on (Friday).* Award one point for each correct sentence. The team with the most points wins the game.

### 3 Listen and write the numbers. 212

- Ask students to look at the pictures and name the fun places. Choose students to answer at random.
- Play the first item on the recording. Ask students *Where was George on Monday?* Elicit the answer *At the castle.* Ask students to point to the correct picture. Show the class the example number 1. Tell students that they need to listen and number the fun places to match the correct days of the week.
- Play the rest of the recording so students can complete the activity.
- Play the recording again for students to check their answers.

#### Audio transcript

1

**Girl** Hi, George! How are you?

**Boy** Fine, thanks! Last week was great!

**Girl** Really? Why?

**Boy** I was at the castle on Monday. It's really big, and it's really old. I like castles.

**Girl** So do I!

2

**Girl** What about Tuesday, George?

**Boy** I was at the funfair on Tuesday! I had lots of fun!

**Girl** Lucky you! I love funfairs!

3

**Boy** On Wednesday, I was with my friends.

**Girl** At the café?

**Boy** No! I was at the adventure playground with my friends.

**Girl** Oh, that's great!

4

**Girl** What about Thursday?

**Boy** Erm ... Thursday ... Oh yes! I was at the swimming pool on Thursday. I was with my mum and dad.

**Girl** That's nice.

5

**Boy**

**Friday was a great day! I was with my brother.**

**Girl** At the funfair?

**Boy** No! I was at the beach! I like swimming in the sea.

6

**Girl** What about Saturday, George?

**Boy** Oh, on Saturday, I was at the café. You can buy big ice creams at the café!

**Girl** Yummy! Lucky you! That was a great week!

### 4 Look at 3. Play a game.

- Focus on the model conversation. Model the game a few times with volunteers before students play in their pairs.
- Students take turns to make a false sentence about George for their partner to correct.
- Walk around the classroom as students play the game and help where necessary.

### 5 Look, listen and learn. 213

- Play the recording so students can listen and follow.
- Ask students to work in pairs. They take turns to read out the question and answer in the grammar box.
- Hold up fun places flashcards to students around the class and ask *Where were you yesterday?* Encourage students to answer about the places on the flashcards, for example, *I was at the (café).*

#### Optional activity

Students write the numbers 1–8 on small pieces of paper. They place the pieces of paper face down on the desk. They then take turns to ask their partner *Where were you yesterday?* Their partner takes a piece of paper, finds the matching place in the big picture in lesson 1 exercise 1 and answers *I was at the (swimming pool).*

### 6 Look, read and match.

- Point to the photos and ask students around the class to name the fun places. Read out the names.
- Read out the question and the first answer. Ask students to look at the photos and say the correct name. Show the class the example line.
- Explain that students need to read the question and answers, look at the photos and draw lines to match the answers to the correct names.
- Students complete the activity in their books. Check answers as a class.

#### ANSWERS

1 Tanya 2 Lily 3 Ollie 4 Josh

### 7 Complete the questions and answers.

- Read out the example question and answer.

- Make sure students understand that they should complete the questions and answers with the missing phrases. They should look carefully to decide which words are missing before they write.
- Allow students sufficient time to complete the activity in their books.
- Invite pairs of students, at random, to read out the completed questions and answers.

#### ANSWERS

- 1 Where were you    2 I was at the  
3 Where were you    4 I was at the

#### Team Up! 2 DOWNLOAD

- Students work in pairs. Hand out one copy of the worksheet for each student. Students take turns to ask questions to find out where their partner was every day last week. Their partner can invent their answers and should use as many fun places as they like, using words from this unit, as well as reviewed words from Level 1 or Level 2 Unit 5. Students complete the table with their partner's answers. They then tell the class about their partner's week.

#### Assessment for learning

Find out how students feel about what they are learning by having a class vote on whether the lesson or an activity is Easy, OK, or Difficult. Alternatively, you can ask students to draw a circle and colour it green for easy, yellow for OK or red for difficult. Ask all students with (green) circles to hold up their circles.

#### Workbook pages 114–115

##### 1 Look, read and match.

- Students look at the diary and draw lines to match the sentence halves.

#### ANSWERS

- 1 b    2 e    3 f    4 a    5 d    6 c

##### 2 Draw your favourite places. Then write for you.

- Students draw fun places to complete the diary, as in exercise 1. Their diary can be completely fictional and should include five different fun places. They then look at their diary and complete the sentences about themselves.

#### ANSWERS

Students' own answers

##### 3 Read and number.

- Students read the questions and answers and number the pictures to match the exchanges.

#### ANSWERS

- 4, 2, 1, 3, 5

##### 4 Follow and write the questions and answers.

- Students follow the jumbled lines to match the days of the week to the fun places. They then write questions and answers.

#### ANSWERS

- 1 Where were you on Monday? I was at the bowling alley.  
2 Where were you on Wednesday? I was at the café.  
3 Where were you on Friday? I was at the funfair.  
4 Where were you yesterday? I was at the castle.

#### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess their learning for this lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 133 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 3: Words and grammar

#### Learning objective

Students will be able to ask about the weather.

#### Language

**Weather:** *sunny, rainy, windy, snowy, cloudy, foggy*

*What was the weather like? It was sunny.*

#### Warm up

- Play *Slow reveal* (see *Ideas bank* page 148) with the lesson 1 flashcards to review the fun places vocabulary.

#### Lead-in

- Ask students to find the Learning objective on page 126: *Let's ask about the weather.* Write it on the board.
- Check the students' understanding and translate the objective into their own language, if necessary.
- Write the days of the week across the board. Hold up a weather flashcard and say *What was the weather like on (Monday)? It was (snowy).* Stick the flashcard under the correct day on the board. Repeat with the remaining flashcards.
- Tell students that in this lesson, they will learn how to talk about the weather in English.

#### Student Book pages 126–127

##### 1 Listen, point and repeat. 214

- Focus attention on the web page in exercise 2. Choose a student and ask *What can you see on this web page? (Weather).* Ask different students to point to a photo and tell you what they can see, for example, *trees, beach, sun, sea, street.*
- Play the recording so students can listen, point to the photos, and repeat the words.
- Play the recording a second time so students can point and say the words again.

##### 2 Listen and say. 215

- Tell students that they are going to hear someone talking about the photos. They need to listen; find the photos the person is talking about and say the correct word.
- Play the recording, pausing after each item so students can point to the correct photo in exercise 1 and say the correct word.

## Audio transcript

- 1 It's very cold today! We can make a snowman!
- 2 It's hot today! Let's go swimming in the sea!
- 3 Oh dear. I can't see the sun today.
- 4 Look at the trees! They're moving a lot today.
- 5 You need your boots today. There's water on the ground.
- 6 It's very grey today. I can't see the houses or trees.

### ANSWERS

- 1 snowy 2 sunny 3 cloudy 4 windy  
5 rainy 6 foggy

#### Optional activity

Students take turns to say one of the words from exercise 1. Their partner points to the correct photo.

### 3 Look, listen and follow. 216 Play the game.

- Read out the days of the week in the table and ask students, at random, to say what weather each icon shows.
- Tell students that they are going to hear people playing a game. They must listen and follow the conversation in their books.
- Play the recording so students can listen and follow. Ask students to point to the correct day in the table.
- Students then play the game in pairs, taking turns to choose a day. Their partner asks questions to find out which day the first student is thinking of. When they guess correctly, the students swap roles and repeat the game.
- Go around the classroom, helping and correcting where necessary. Make a note of any problems to address with the class.

#### Assessment for learning

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.

If students are not sure they know the new words, repeat the vocabulary presentation using the Classroom Presentation Tool, or play the audio for exercise 1 again, holding up the flashcards to reinforce the new words. Repeat the feedback routine once students have had some further practice.

### 4 Look, listen and learn. 217

- Play the recording so students can listen and follow the example sentences.
- Remind the class that we use *was* to talk about the past.
- Ask students to work in pairs, taking turns to read out the question and answer.

### 5 Look and write.

- Ask students to look at the weather diary and say what weather each icon represents.
- Read out the first question and ask students to look at the weather diary and answer. Show the class the example answer.
- Allow students time to complete the activity in their books.
- Students can check answers in pairs, then work in their pairs taking turns to read out the completed questions and answers.

### ANSWERS

- 1 It was sunny.
- 2 It was rainy.
- 3 It was snowy.
- 4 What was the weather like
- 5 What was the weather like

### 6 Listen and follow. Then sing. 218–219

- Ask students to look at the song. Draw attention to the words in colour. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the video or recording of the song so students can listen and follow the words.
- Play the song again so students can sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song so students can sing the words from memory.

### Team Up! 3

- Students work in pairs or groups to make an imaginary weather diary for the previous week / an exciting holiday / an imaginary adventure. Make sure students use their imaginations to make a varied weather chart. They work together to decide what the weather was like on each day, then copy the correct weather icons into the chart. They can use more than one icon for each day if they like. They then tell the class what the weather was like on each day.

#### Optional activity

Play a game of *What's missing?* with the weather flashcards (see *Ideas bank* page 148).

## Workbook pages 116–117

### 1 Look and write. Find the secret word.

- Students look at the pictures and write the words to complete the puzzle. They then find and write the secret word.

### ANSWERS

- 1 snowy 2 sunny 3 windy 4 cloudy 5 rainy  
6 foggy  
The secret word is *Sunday*.

### 2 Look, read and complete.

- Students look at the pictures and complete the sentences with the correct word prompts.

### ANSWERS

- 1 a snowy b rainy 2 a sunny b windy  
3 a cloudy b sunny 4 a foggy b rainy

### 3 Look, read and match.

- Students look at the pictures and draw lines to match the questions and answers.

### ANSWERS

- 1 f 2 d 3 e 4 a 5 c 6 b

### 4 Look and write the questions and answers.

- Students look at the weather diary and write the questions and answers.

## ANSWERS

- 1 What was the weather like on Sunday? It was windy.
- 2 What was the weather like on Friday? It was sunny.
- 3 What was the weather like on Saturday? It was cloudy.
- 4 What was the weather like on Thursday? It was foggy.

### Assessment for learning

Ask students to look at the Learning objective on the board and to discuss it in pairs. They complete the record sheet to assess what they have learnt in the lesson.

Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

If further practice of the new grammar is needed, ask students to turn to page 133 of their Workbooks and complete the Grammar check exercises. Repeat the feedback routine once students have had further practice.

## Lesson 4: Story

### Learning objective

Students will be able to read about some fun days out.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Play the song from the end of the previous lesson and encourage the students to join in as much as possible.
- Ask students to think about other words they could use instead of the words in colour. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song so students can sing their own verse with the new words.

### Lead-in

- Ask students to look at the Student Book page and say what they think they will be doing in this lesson (reading a story). Ask students to look at the pictures and guess what the story is about in their own language (*an ant who has some fun days out*). Write the word *Story* on the board. Tell the class, in their own language, that they're going to read a story about some fun days out.

### Student Book pages 128–129

#### 1 Look at the pictures. What fun places can you see?

- Focus students' attention on the story. Ask them to say, in their own language, who the characters in the story are (some ants).
- Ask students to say what fun places they can see in the story (*park, swimming pool, café, funfair*) and what the weather is like in the story (*sunny*). Ask students to say what other things they can see in the pictures (*apple, house, curtains, door, chairs, and so forth*).
- If you like, invite students to make predictions about what happens in the story in their own language.

#### 2 Listen and read. 220 What do the ants do on Monday?

- Tell the class that they are going to watch or listen to the story.

- Play the video or the recording so students can follow the story. Encourage students to point to the pictures in their books as they follow the story.
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.
- Ask students to say what the ants do on Monday (*look for food in the park*).

#### 3 Read and circle.

- Read out the first sentence with both answer options. Ask the students to look back at the story and to find out which word is correct. Ask students to say what information in the story gave them their answer.
- Show the class the example circle. Explain that students should read the sentences and circle the correct words.
- Students complete the rest of the activity in their books, looking back at the story to find the answers.
- Check answers by asking students, at random, to read out the sentences with the correct words.

## ANSWERS

- 1 park
- 2 sunny
- 3 Monday
- 4 café
- 4 Tuesday
- 6 Saturdays

### Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that the big ant is angry with Anton because Anton doesn't work – he goes and has fun instead of helping the other ants to look for food. Ask students to say whether they think Anton is right or wrong to play instead of working. Ask students to say whether they think the big ant is right or wrong to want the ants to work all the time. Explain that both Anton and the big ant are wrong, because it is important to work hard, but it's also important to play sometimes.
- Ask students to say whether they do their work (homework, chores, and so forth) before they play. Ask students how they feel when all their work is done. Ask students to say when / how often they work and when / how often they play. Explain that it is important to finish our work before we play, because then we can relax and have fun.

### Global skills: Emotional self-regulation and well-being

Good grades are important, but playtime is just as important as lesson time in terms of emotional and social development. Children need to have free play time with their peers to help them learn how to interact with others independently. Developing a healthy balance between work and play enables children to become healthy, well-adjusted people. Encourage your students to complete all of their tasks before they play, so that they learn how to be responsible, but make sure they have time to relax and interact with their classmates in fun ways during breaks.

#### 4 Act out the story.

- Divide the class into groups of five, with one student for each of the following parts: Narrator, Anton, Big ant, Young ant 1, Young ant 2. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can share a part (for example, two



students could share the Narrator's role) or some students can play more than one part (for example, the same student could play both Young ant 1 and Young ant 2).

- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### 5 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

### Team Up! 4 DOWNLOAD

- Students work in pairs or groups. They colour (if you have time) and cut out pictures for a sequel story about Anton and the ants and stick them in the correct order on a sheet of paper. Students should talk together about which order they think the pictures should be in and which captions they think match each picture. They complete the story frames by cutting out the captions provided and sticking them below the corresponding pictures. Students then act out or read their new story to the class.

### Workbook pages 118–119

#### 1 Look at the pictures. What fun places can you see?

- Students look at the story and answer the question.

#### ANSWERS

bowling alley, adventure playground, beach

#### 2 Read the story.

- Students read the story to themselves.

#### 3 Read again. Correct the sentences. Change one word.

- Students read the story again and change the words in bold to make the sentences correct.

#### ANSWERS

1 Molly 2 bedroom 3 clean 4 beach 5 sunny

#### 4 Read and write the answers. Then number.

- Students write the answers to the questions, then number the pictures to match the exchanges.

#### ANSWERS

- 1 I was at the bowling alley.
  - 2 I was at the adventure playground.
  - 3 I was in my bedroom.
  - 4 I was at the beach.
- 4, 3, 2, 1

#### 5 Circle, tick ✓ and colour.

- Students circle the number of their favourite story frame, tick the box next to their favourite character in the story and rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Lesson 5: Skills and culture

### Learning objective

Students will learn about fun places to visit in the UAE and Canada.

### Language

**Fun places:** *water park, slide, dive, splash*

### Warm up

- Play *Noughts and crosses* (see *Ideas bank* page 148) to review fun places and weather.
- Hold up flashcards from lessons 1 and 3 and ask students, at random, *Where were you (on Monday)? What was the weather like (on Friday)?*

### Lead-in

- Ask the class to look at the photos on pages 130–131 of the Student Book and to try to work out which countries they will be learning about today. Recast correct guesses in English. Write *the UAE* and *Canada* on the board.
- If there is a map or a globe in the classroom, ask students to find the two countries on it.
- Tell students, in their own language, that they will be learning about fun places in these countries today.

### Student Book pages 130–131

#### 1 Listen, point and repeat. 221

- Play the recording so students can listen and point to the photos.
- Play the recording again for students to repeat.

#### 2 Listen and say the number. 222

- Focus on the photo of Yasmin. Ask *Which country is Yasmin from? (the UAE)*
- Tell students that they are going to hear Yasmin talking about the photos in exercise 1. They must listen and say the number of the photo when Yasmin talks about it.
- Play the recording, pausing each time that Yasmin talks about one of the photos, so students can point to the correct photo and call out the number.

### Audio transcript

**Yasmin** Hi! I'm Yasmin. I'm from Dubai in the United Arab Emirates.

You can dive with fish here! There are lots of fish in the water!

This is a water park in Dubai. I like the water park.

You can splash in the water. One, two, three, SPLASH!

This is a slide. It's very long! It goes into the swimming pool!

#### ANSWERS

3, 1, 4, 2

#### 3 Listen and number. 223

- Tell the class that now they are going to hear Yasmin talking about a fun place in her country. They must listen and number the pictures in the order Yasmin mentions them.
- Play the recording, pausing so students can number the pictures in order.
- Check answers with the class.

## Audio transcript

1

**Boy** Where were you yesterday, Yasmin?

**Yasmin** I was at the water park.

2

**Boy** Are you good at swimming?

**Yasmin** Yes, I am. I can dive, too!

3

**Boy** Are there lots of slides at the water park?

**Yasmin** Yes, there are! My favourite slide is very long!

4

**Yasmin** You can splash in the water at the water park. I like splashing!

**Boy** That's great!

5

**Boy** Are there cafés at the water park?

**Yasmin** Yes, there are. I love the pizza at the water park.

### ANSWERS

4, 5, 3, 2, 1

## 4 Watch the video. What animals can you see at the hotel?

- Tell students that they are going to watch a video about another girl from the UAE, called Nadya. Play the video for students to watch.
- Ask students *What words from exercise 1 can you see?* Play the video again, pausing after each word is mentioned and eliciting the word from the class (*water park, slide, splash, dive*).
- Play the video once more so the students can answer the question.

## Video transcript see page 155

### ANSWERS

You can see lots of beautiful fish at the hotel.

## 5 Listen and follow. 224 Then talk about a place you want to visit.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They act out similar conversations about places they want to visit.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversations for the class.

## 6 Listen and read. 225 What was the weather like on Saturday?

- Focus on the photo of Leo. Ask *Which country is Leo from? (Canada)*
- Ask students to look at the rest of the photos and to name the things they can see in English. Elicit answers from different students around the class. Say *Show me a whale / beach / city / tail* and so forth.
- Play the recording so students can follow the text in Leo's diary entry and find the answer to the question.
- Ask students around the class to say what the weather was like on Saturday.

### ANSWERS

The weather was cold, but sunny on Saturday.

## 7 Read again. Then match the questions to the answers.

- Read out the first question. Ask students to read through Leo's diary entry again and to find the answer. Ask students to tell you what information in the text gave them their answer. Show the class the example line.
- Students complete the rest of the activity in their books.
- Invite pairs of students around the class to read out the matching questions and answers.

### ANSWERS

- 1 Where was Leo on Saturday? In a boat on the sea.
- 2 Who was Leo with? His mum and dad.
- 3 Why do whales make a big splash? Because they are very big animals.
- 4 Does Leo like whales? Yes, he does.
- 5 What do whales eat? Fish and small sea animals.
- 6 What have whales got? Big bodies and big tails.

## 8 Write full stops. or exclamation marks!.

- Tell the class that we usually use a full stop at the end of a sentence. Read the rules in the *Look!* box about using an exclamation mark. Write the following sentences on the board: *I was at the funfair yesterday. It was great!* Ask the class to say which sentence shows excitement.
- Read out the first sentence. Ask students to say whether the sentence shows excitement or surprise. Show the class the example full stop.
- Students complete the activity in their books. They can work in pairs and discuss their answers.
- Check answers with the class.
- Ask students to read Leo's diary entry again and to circle the full stops and exclamation marks.

### ANSWERS

1 . 2 ! 3 ! 4 .

### Assessment for learning

Using your usual feedback routine, ask students to show you how confident they are about using full stops and exclamation marks.

If further practice is needed, ask them to complete exercise 3 on page 121 of their Workbooks.

Repeat the feedback routine once students have had further practice.

## 9 Write about a visit to a fun place in your country.

 **Go to your Workbook page 121.**

- Ask students to turn to page 121 of their Workbook and to look at the writing task. This can be done in class or set for homework.

## Workbook pages 120–121

### 1 Write.

- Students look at the numbered items in the picture and write the correct words next to the corresponding numbers.

### ANSWERS

1 water park 2 slide 3 dive 4 splash

### 2 Read and complete the activities.

- Students read the diary entry, then write the missing words to complete the activities.

## ANSWERS

1 dive 2 see 3 make 4 play 5 splash 6 eat

### 3 Read and circle.

- Students read the sentences and circle the full stops or exclamation marks.

## ANSWERS

1 . 2 . 3 ! 4 !

### 4 Read. Then write and draw for you.

- Read the model text aloud as students follow it in their books. Establish that this is what a piece of writing about a visit to a fun place looks like.
- Students use the model text to write about a fun place they visited recently (or a fun place that they imagine they visited recently), changing details in the text (*place, day, weather*, and so forth) to make the text true for them. They then illustrate their writing with a drawing.
- Invite students to read out their pieces of writing to the class.

## ANSWERS

Students' own answers.

### Assessment for learning

Use the traffic light cards and the record sheet to check the Learning objective for this lesson.

## Project and Review

### Project

#### Learning objective

Students will make a holiday poster.

#### Language

Grammar and vocabulary from the unit

#### Materials

Large sheets of paper or card, photos of students' holidays or sheets of plain paper, coloured pens and pencils, scissors, glue.

Optional: *Team Up! 5* worksheet

### Warm up

- Play *Odd one out* (see *Ideas bank* page 149) with the flashcards for fun places and weather.

### Lead-in

- Ask the class to look at the photo of the finished project at the top of the Student Book page. Ask students what they think they're going to make.
- Confirm to students, in students' own language, that they will be making a holiday poster. Write *Project: poster* on the board.
- Using students' own language, if necessary, ask students around the class to say what they like to do on holiday and what places / weather / activities they want to include on their holiday poster.

## Student Book page 132

### 1 Listen and read. Learn how to do the project. 226

- Ask the class to look at the pictures and say what fun places and weather they can see.
- Play the recording so students can follow the pictures and instructions in their Student Books.
- Ask students to work in pairs or groups. Hand out large sheets of paper or card. Make sure the students have coloured pens or pencils, scissors, and glue. If students are using their own photos, you will need to ask them to bring them to the lesson in advance. If students are not using their own photos, hand out sheets of plain paper for them to draw pictures of their holidays.
- Students follow the instructions to make their posters. They remember / imagine / talk about what they did on their last / imaginary holiday, saying where they were (what fun places they were at) and what the weather was like on each day. Students can make notes on a sheet of paper or in their notebooks.
- Students find or draw pictures of themselves on their last / imaginary holiday. Each student in the group supplies / draws at least one picture, so that each of them is represented on the poster. Students should agree in their groups which day each of their pictures will represent.
- **Note:** Alternatively, bring tourist brochures or print-outs of fun places to visit. Students can cut out pictures.
- Students arrange the pictures in the order of the days of the week on a large sheet of paper. They may not have a picture for every day of the week, but they can still arrange their pictures in consecutive order (for example, Monday, Wednesday, Friday, Saturday). They should make sure their pictures are in the correct order before moving on to the next stage.
- Students stick their pictures in place and write captions for their pictures.
- Students practise talking about their posters, saying where they were and what the weather was like in each photo. Encourage students to prompt the other members of their group by asking questions, for example, *Where were you? What was the weather like?*

### Team Up! 5 DOWNLOAD

- If students are using the optional worksheet, they can discuss and answer the questions in their groups, then plan and draw their pictures for the poster individually before they draw the final versions of their pictures.

### Global skills: Communication and collaboration

Group tasks which allow all students to participate equally and actively are vital for developing communication and collaboration skills. Move around the class while students carry out the projects tasks and make sure that all students are being given the chance to contribute.

### 2 Watch the video. What was the weather like on Friday?

- Play the video for the students to watch.
- Ask students to discuss the question with their talk partners. Then nominate students to share their ideas.
- Play the video again for students to check their answers.

Video transcript see page 155

**ANSWERS**

It was cloudy on Friday.

**3 Listen and follow.** 227 **Then show your holiday poster to the class.**

- Play the recording so students can listen and follow the conversation in their books.
- Students take turns to show their holiday posters to the class and say where they were and what the weather was like on each day. Encourage the rest of the class to ask questions about the holiday posters, for example, *Where were you on (Monday)?*

**Assessment for learning**

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from the Teacher's resources on Oxford English Hub) to assess their learning for this lesson.

**Review**

**Student Book** page 133

**1 Test yourself! How many words can you remember? Write.**

- Ask students to look at the pictures and write down all the words and phrases that they can remember for fun places and weather.

**ANSWERS**

Fun places: café, funfair, castle, skate park, bowling alley, swimming pool, wildlife park, adventure playground  
Weather: sunny, snowy, windy, rainy, cloudy, foggy

**2 Choose and do two activities. Use your notebook.**

- Give students sufficient time to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose Activity 1, Activity 3 or Activity 4. Make sure that the students who chose these activities are sitting together, so that they can work in pairs or groups. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

**ANSWERS**

- 1 Students' own answers
- 2 Students' own answers
- 3 Is there a castle / funfair / bowling alley / skate park in your town?  
Students' own answers
- 4 Where were you yesterday?  
I was at the café / wildlife park / swimming pool / adventure playground.
- 5 Students' own answers
- 6 Students' own answers

**Workbook** pages 122–123

**1 Match and write.**

- Students draw lines to match the words and pictures, then write the correct fun places.

**ANSWERS**

- 1 wildlife park
- 2 swimming pool
- 3 adventure playground
- 4 bowling alley

**2 Circle the odd one out. Then write.**

- Students circle and write the odd word out in each group.

**ANSWERS**

- 1 Monday
- 2 slide
- 3 snowy
- 4 skate park

**3 Order the words. Then match.**

- Students write the words to make sentences, then draw lines to match the sentences to the correct icons.

**ANSWERS**

- 1 I was at the bowling alley on Monday.
- 2 I was at the castle on Saturday.
- 3 I was at the swimming pool yesterday.
- 4 I was at the funfair on Wednesday.

**4 Look, read and write.**

- Students read and complete the questions, look at the icons and write the answers.

**ANSWERS**

- 1 I was at the café.
- 2 I was at the funfair.
- 3 Where were you on Sunday? I was at the skate park.
- 4 Where were you yesterday? I was at the castle.

**5 Look, read and write.**

- Students read the questions, look at the weather chart and write the answers.

**ANSWERS**

- 1 It was snowy.
- 2 It was windy.
- 3 It was sunny.
- 4 It was cloudy.

**Assessment for learning**

Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.

At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked.

**Unit 10 My progress ✓**

- Ask students to read the sentences and tick them to show how they have achieved each Learning objective.
- They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

**Tests**

The students are now ready to do the Unit 10 test, the End-of-term test 3, or the End-of-year test, downloadable from Oxford English Hub.



## Fun places

### Learning objectives

- Students will be able to read and understand a poster.
- Students will be able to read and understand a poem.

### Language

Vocabulary and grammar from Units 9 and 10

### Warm up

- Play a game of *Noughts and crosses* (see *Ideas bank* page 148) with the flashcards from Units 9 and 10.

### Lead in

- Tell the class *Today we are going to read*. Ask students to look at the texts and say what kinds of text they think each one is (a poster and a poem).

### Student Book pages 134–135

#### 1 Listen and read. 🎧 228 What transport is there at the theme park?

- Focus students' attention on the poster. Ask students to say English words for the places they can see in the pictures (*funfair, water park, café*).
- Ask the class, in students' own language, if they have ever been to a theme park and if so, where it was and what they saw / did there.
- Tell the class that they are going to read and listen to a poster about a theme park.
- Play the recording so students can follow the poster. Encourage students to point to the photos as they are mentioned.
- Play the recording again for students to follow.
- Ask different students to say what transport there is at the theme park. Ask students to tell you what they like about the theme park in the poster.

#### ANSWERS

There are small trains and there are boats at the theme park.

#### 2 Read again. Then match the sentence halves.

- Read out the first half of the sentence. Ask students to read the poster again and to find the matching sentence half. Ask students to tell you the sentence(s) in the poster which gave them their answer. Show the class the example line.
- Students read the poster again and draw lines to match the sentence halves. Invite students, at random, to read out the completed sentences.

#### ANSWERS

- You can play on slides in the water park.
- You can stay in hotels at the park.
- You can go in a boat on a lake.
- You can eat yummy food in the cafés.

### Optional activity

Play *Stop the cards* with the flashcards of fun places from Unit 10 (see *Ideas bank* page 148).

#### 3 Listen and read. 🎧 229 How do you think Cara feels about her holiday?

- Ask different students to say what places they can see (*park, lake, funfair, skate park, swimming pool*) and what weather they can see (*snowy, rainy, windy, sunny, cloudy*) in the pictures.
- Ask students to guess what the poem is about, using their own language, (*a girl's holiday with her family*). Tell the class, in students' own language, that they're going to read a poem about a girl's holiday with her family.
- If you like, invite students to use their own language to make predictions about what happens in the poem.
- Play the recording so students can follow the poem. Encourage students to point to the pictures in their books as they follow.
- Play the recording again so students can follow.
- If you like, play the poem once more for students to enjoy.
- Ask students to say how they think Cara feels about her holiday. Ask students to say which day of Cara's holiday they like best, then ask students to say where they like to go and what they like to do on holiday.

#### ANSWERS

Cara feels happy about her holiday because she had a great time.

#### 4 Read again. Then answer the questions.

- Read out the first question and ask students to find out the answer. Students look back at the poem and find the information that gives them the answer. Show the class the example answer.
- Students read the poem again and write the answers to the questions in their books.
- Check answers by asking different students to read out the questions and answers in pairs.

#### ANSWERS

- It was cold and snowy.
- She was at the lake.
- She was with her grandma.
- It was cloudy.

### Optional activity

Play *Pass the flashcards* with the flashcards from Units 9 and 10 (see *Ideas bank* page 148). Play the songs from Units 9 and 10 while students pass the flashcards around. Encourage students to join in with the songs as much as possible.

## Unit 1

### Workbook page 124

#### 1 Read and write.

- Students read the questions, look at the ticks and crosses and write the answers.

#### ANSWERS

1 Yes, I have. 2 No, I haven't. 3 Yes, I have.

#### 2 Look, circle and write.

- Students look at the pictures, circle the correct word in the questions and write the answers.

#### ANSWERS

1 he, No, he hasn't. 2 she, Yes, she has. 3 he, No, he hasn't.

#### 3 Read and complete.

- Students complete the sentences with *our* or *their*.

#### ANSWERS

1 our 2 their 3 their 4 our

## Unit 2

### Workbook page 125

#### 1 Read and circle.

- Students read the sentences and circle the correct words.

#### ANSWERS

1 have 2 Do, yes, I do 3 have, no, I don't

#### 2 Look, read and complete.

- Students complete the sentences with the words in the box.

#### ANSWERS

1 has 2 doesn't have 3 does 4 doesn't

#### 3 Read and write.

- Students read the questions, look at the happy or sad faces and write the answers.

#### ANSWERS

1 Yes, I do. 2 No, he doesn't. 3 No, I don't.  
4 Yes, she does.

## Unit 3

### Workbook page 126

#### 1 Look, read and complete.

- Students look at the picture and complete the sentences with the words in the box.

#### ANSWERS

1 live 2 don't live 3 live

#### 2 Order the words. Write the answers.

- Students write the words in order to make questions, then write the answers.

#### ANSWERS

1 Do penguins live on land? Yes, they do.  
2 Do elephants live in water? No, they don't.

#### 3 Read and write.

- Students read the questions, look at the prompts and write the answers.

#### ANSWERS

1 They eat meat. They don't eat nuts. 2 They eat leaves. They don't eat fish.

## Unit 4

### Workbook page 127

#### 1 Read and write.

- Students read the sentences and write questions and answers.

#### ANSWERS

1 Whose guitar is it? It's yours. 2 Whose trophy is it? It's hers. 3 Whose poster is it? It's his. 4 Whose puppet is it? It's mine.

#### 2 Look, read and complete.

- Students read the questions, look at the pictures and write the correct words from the box to complete the answers.

#### ANSWERS

1 yours 2 theirs 3 ours

#### 3 Read and complete.

- Students complete the questions and answers with words from the box.

#### ANSWERS

1 wearing, I'm 2 are, wearing 3 What, and

## Unit 5

### Workbook page 128

#### 1 Look, read and write.

- Students look at the picture and complete the questions and answers.

#### ANSWERS

1 Is there a, Yes, there is. 2 Is there a, No, there isn't.  
3 Is there a, Yes, there is.

#### 2 Read and write.

- Students complete the questions and answers.

#### ANSWERS

1 Are there any supermarkets in your town? Yes, there are.  
2 Are there any parks in your town? No, there aren't.  
3 Are there any hospitals in your town? Yes, there are

#### 3 Look, read and write.

- Students look at the picture, read the questions and write the answers.

### ANSWERS

- 1 It's in front of the van.
- 2 It's behind the lorry.
- 3 It's between the van and the train.

## Unit 6

### Workbook page 129

#### 1 Look and write.

- Students look at the pictures and write the missing questions and answers.

### ANSWERS

- 1 She's playing dominoes.
- 2 He's playing chess.
- 3 What's she doing?

#### 2 Write.

- Students write the questions and answers.

### ANSWERS

- 1 What are they doing? They're playing tag.
- 2 What are they doing? They're playing chess.
- 3 What are they doing? They're playing Frisbee.

#### 3 Look, read and write.

- Students look at the picture and complete the exchanges.

### ANSWERS

- 1 Is she doing judo? Yes, she is.
- 2 Is he reading comics? Yes, he is.

## Unit 7

### Workbook page 130

#### 1 Write questions. Then answer for you.

- Students complete the questions then answer about their own daily routines.

### ANSWERS

- 1 What do you do in the morning? (Students' own answers.)
- 2 What do you do in the evening? (Students' own answers.)

#### 2 Order the words.

- Students write the words in order to make sentences.

### ANSWERS

- 1 I go to school on Tuesday.
- 2 I don't watch TV on Thursday.

#### 3 Look, read and write.

- Students read the questions, look at the picture and complete the answers.

### ANSWERS

- 1 gets up
- 2 has dinner

## Unit 8

### Workbook page 131

#### 1 Read and complete.

- Students complete the sentences with the gerund forms of the verbs and complete the answers to the questions.

### ANSWERS

- 1 bouncing
- 2 riding
- 3 rollerblading, Yes
- 4 kicking, don't

#### 2 Look, read and write.

- Students look at the table, complete the sentences and write answers to the questions.

### ANSWERS

- 1 doesn't like
- 2 likes
- 3 Yes, she does.
- 4 No, he doesn't.

#### 3 Write about you.

- Students complete the sentences to make them true for them.

### ANSWERS

- 1 Students' own answers.
- 2 Are you good at, Yes, I am. / No, I'm not.
- 3 Are you good at, Yes, I am. / No, I'm not.

## Unit 9

### Workbook page 132

#### 1 Read and circle.

- Students look at the picture and circle the correct words in the sentences.

### ANSWERS

- 1 There's
- 2 There are
- 3 There's
- 4 There are

#### 2 Look at 1 and write.

- Students look at the picture in exercise 1 and complete the sentences with *There isn't a* or *There aren't any*.

### ANSWERS

- 1 There isn't a
- 2 There aren't any
- 3 There isn't a

#### 3 Read and write.

- Students complete the sentences with the comparative forms of the adjectives in brackets.

### ANSWERS

- 1 older than
- 2 bigger than
- 3 cleaner than
- 4 shorter than

## Unit 10

### Workbook page 133

#### 1 Look and write.

- Students look at the table and complete the sentences.

### ANSWERS

- 1 I was at the café.
- 2 I was at the skate park.
- 3 I was at the wildlife park.
- 4 I was at the funfair.

#### 2 Look at 1 and write the questions.

- Students read the answers and look at the table in exercise 1 to write the questions.

### ANSWERS

- 1 Where were you on Monday?
- 2 Where were you on Saturday?
- 3 Where were you on Wednesday?

#### 3 Look at 1 and write.

- Students look at the table in exercise 1 and complete the questions and answers.

### ANSWERS

- 1 It was windy.
- 2 It was cloudy.
- 3 What was the weather like on Friday?

The *Ideas bank* contains ideas for warm up activities. These activities practise and reinforce the target language of the unit in a fun and engaging way. Warm up activities are a great way to start the lesson, or you can also use them for extra practice where you choose.

## Vocabulary games

### Simon says

- Tell the students that they should follow your instruction if you first say the words *Simon says*. Tell them that they are out of the game if they follow an instruction that doesn't begin with *Simon says*, or if they fail to do what Simon says to do. Begin by saying, *Simon says stand up*. Look to make sure everybody is doing the action.
- Give another instruction such as *Simon says run*. Check again.
- Continue giving instructions. Mix it up and say something like *Sit down*, without the preface *Simon says*. Call out the students who do the action.
- Play until one student is left. This student is the winner.

### Mime the word

- Divide the class into two teams.
- Give the class a topic (for example, sports and games). Invite students from each team, in turn, to come to the front of the class and mime a word related to the topic for their team to guess.
- If their team can't guess the word, the other team can guess the answer. Award one point for each correct word.
- The team with the most points wins.

### Draw and guess

- Divide the class into two teams.
- Start drawing a known item on the board. Students from each team call out and guess what the item is.
- The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board.

### Sharkman

- Draw a set of six steps leading into the sea with a stick man at the top of the steps. Draw a shark's fin poking out of the sea.
- Think of a word to elicit. Write a line for each of the letters in the word.
- Ask the students to call out letters they think are in the word, for example, e! If there is an e, write it in the correct place in the word.
- If they don't get it correct, move the stick man down a step towards the sea.
- The students must try to finish the word before they reach the sea and the shark.

### Jumbled words

- Divide the class into two teams.
- Give the class a topic (for example, animals). Write the letters for a word related to the topic on the board in jumbled order.

- Write words for each team in turn. The students call out the correct word, or come to the board and write the word.
- Award one point for each correct word. The team with the most points wins.

### First letters

- Tell students to think of an object in a picture in the Student Book, or in the classroom, and say what letter it starts with. Their partners, or the rest of the class, guess the object.
- You can stick a set of flashcards on the board and have students choose a flashcard and say what letter it starts with, for example The first letter is F.

*Is it "fish"?*

*No, it isn't.*

*Is it "floor"?*

*Yes, it is!*

### I spy colours!

- Think of an object in the classroom and say *I spy something (blue)!*
- The students look around the classroom and try to guess the object. The first student to guess correctly can choose another object for the rest of the class to guess.

### Memory chain

- Ask students to stand up. Say a sentence using the unit vocabulary, for example, *I've got a (glue stick)*. Invite a student to add an item to the sentence, for example, *I've got a (glue stick) and a (folder)*.
- Repeat with students around the class. If a student can't remember the list of items, they have to sit down. The last student left standing is the winner.
- You can play this game with lots of different lists to practise different vocabulary sets using different grammar structures, for example, *There's ... / I've got ... / I can ... / I like ...*

### Guess who / what?

- Ask students to think of a person in the class, a famous person, an animal or an item and describe him / her / it to the class. The student who correctly guesses the person or item then takes a turn to describe a new person or item, for example, *She's tall. She's pretty. She's got a black hoodie. She's got blue jeans.*

### Categories

- Write three headings on the board, for three different vocabulary sets. Ask students to say words for each heading, or come to the board and write words under the headings.
- Alternatively, you can hand students flashcards and ask them to say the words, then stick the flashcards under the correct headings.
- If you like, you can play this as a game in two teams, inviting students from each team, in turn, to say or write a word, or stick a flashcard on the board for one of the headings.



### Minute race!

- Seat the students in a circle.
- Set a timer for one minute. You can use a timer on your phone or watch, or use a sand timer.
- Call out a vocabulary set, for example, skills. The students take turns calling out words / phrases for skills around the circle. They have to try to get all the way around the circle before the minute is up.
- Alternatively, in a large class, students can try to say as many words as they can in one minute.
- Play the game again and see if they can beat their record with the same vocabulary. Alternatively, play the game again using a different set of words.

### Listen and draw

- Describe an animal / a monster / a person / an object / a scene to the class and tell them to draw what you are describing.
- See how accurately the students draw what you are describing.
- If you have confident students, you can invite a student to describe something to the class.

### Flashcard games

#### Bingo!

- Show a set of flashcards and ask students to say the words.
- Ask students to write six of the words in their notebooks or on a piece of paper. Alternatively, students can draw pictures to illustrate the words.
- Call out the words or show the flashcards in a random order. When a student hears or sees a word on their list, they cross it out.
- The first student to cross out all their words wins the game, but continue playing until all students have crossed out all their words.
- You can also play this game to review numbers (students write six numbers) or colours (students colour six circles).

#### Slow reveal

- Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask the students: *What's this?*
- Carry on sliding the paper further down the flashcard, stopping now and then to ask the students *What's this?* and to allow the class to offer their ideas, for example, *It's a (folder)!*

#### Find the cards

- Stick a set of flashcards on the board. Point to each flashcard and ask the class: *What is it?* Repeat the correct word for each flashcard with the students, then turn each flashcard over.
- When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

#### Number words

- Stick a set of flashcards on the board. Write a number under each flashcard. Say the word for one of the flashcards and ask: *What number is it?* Alternatively, say the number and ask: *What is it?*

### Noughts and crosses

- Play a game of *noughts and crosses* using a set of flashcards.
- Divide the class into two teams. Assign noughts to one team and crosses to the other team.
- Draw a 3x3 grid on the board and stick a flashcard in each square. Students from each team, in turn, say the word for one of the flashcards and draw a nought or cross in the cell. The first team to get three in a row wins.

### Pass the flashcards

- Arrange the students in a circle. Hand out flashcards to the students. Play a song from previous units.
- The students pass the flashcards around the circle. Stop the music at random points. The students hold up the flashcards they have and say the correct words.
- Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

### Stop the cards

- Show a set of flashcards one after the other, fairly quickly, saying the name of the item on one of the flashcards as you go. The students call *stop* when the word and the picture match.

### What's missing?

- Stick ten flashcards on the board. Point to the flashcards and ask the class to say the words.
- Tell the class to close their eyes. Remove two or three of the flashcards.
- The students open their eyes and say which flashcards are missing.

### What have you got?

- Invite a student to come to the front of the class.
- Without letting the rest of the class see, give the student a flashcard and tell the student to hold the flashcard behind his / her back. The other students take turns to ask questions, for example, *Have you got a (pencil case)?* The student with the flashcard answers *Yes, I have. / No, I haven't.*
- The first student to guess the item on the flashcard can come to the front of the class and take a different flashcard. You can also play this game with small items.

### Memory game

- Stick six or eight flashcards on the board. Point to the flashcards and ask students to say the words.
- Tell students to look at the flashcards for about 20 seconds. Tell students to close their eyes. Remove the flashcards from the board.
- Tell students to open their eyes. Ask students to tell you which flashcards were on the board.
- If you like, you can play this game in two teams. Once you have removed the flashcards and students have opened their eyes, ask students from each team, in turn, to say the word for one of the flashcards.
- Award one point for each correct answer. If students in one team can't remember any more flashcards, pass to the other team.

### Have you got ... ?

- Divide the class into two teams. Hand half the flashcard from one vocabulary set to the students in Team A. Hand the other half to the students in Team B.
- Tell the students not to let the other team see their cards. Students from each team, in turn, ask the other team *Have you got (a dictionary)?* If a student from the other team has the flashcard, they must answer *Yes, I have* and hold up the card (or stick it on the board). Continue until all the cards have been revealed.

### Odd one out

- Choose three flashcards from one vocabulary set, and one flashcard from a different vocabulary set.
- Stick the flashcards on the board. The students have to say which flashcard does not belong with the others in the group.
- Encourage students to say why this card is the odd one out, for example, *They're vegetables. This is an animal.*
- You can play this game in two teams if you like, showing sets of flashcards to each team in turn.
- Award one point for each correct answer. The team with the most points wins.

### Word match

For this game, make wordcards with your students prior to playing.

- Divide the class into two teams. Invite a student from each team, in turn, to come to the board. Stick a flashcard on the board and hand the student three wordcards (including the wordcard to match the flashcard on the board).
- The student sticks the correct wordcard on the board. Award one point for each correct answer. The team with the most points wins.

### Matching pairs

For this game, make wordcards with your students prior to playing.

- Stick one or two sets of flashcards on one side of the board and stick the corresponding wordcards on the other side of the board, in jumbled order. Invite students from each team, in turn, to come to the board and take a matching flashcard and wordcard. Repeat until all the cards have gone. Award one point for each correct pair. The team with the most points wins.

### Can you remember?

- Display the flashcards on the board in a row.
- The students say each word in chorus.
- Turn the last card in the row over so that the picture or word cannot be seen.
- The students say each word again, including the last one from memory.
- Repeat the procedure, so that finally the students are saying each word from memory.

### Fast talk

- Put the flashcards from the unit in a pile face down on your table.
- Pick up the first card, show it briefly and put it down.

- again. Repeat with the rest of the cards, becoming faster with each one. Students must try to keep up with you by saying the words as quickly as they can.

### Word cloud

- Show a flashcard to the class, then put it on the board, with the picture facing towards the board so that students can't see.
- Repeat with the rest of the cards, making a cloud formation on the board.
- Once all the cards are on the board, invite a student to come to the front, name a vocabulary item and turn over the correct card. If he / she gets the answer right, keep the card with its picture displayed and give the student another go. If he / she is wrong, turn the card over again and invite another student to the front of the class.
- Continue until all of the cards have been identified.

### Snap!

- Put the flashcards on the board. Point to each card for students to say the word.
- Divide the class into four groups. Ask each group to choose one of the flashcards and write down the word.
- Take the flashcards from the board, shuffle them and put them on your desk.
- Turn over the flashcards one by one. When the flashcard matches their word, the team calls out *Snap!* and they get one point.
- Put the flashcard to one side, ask the teams to choose and write down a new word, and continue the game in the same way until all of the flashcards have been turned over.
- The team with the most points at the end wins.

### Whispers

- Organize the class into teams. Each of the teams form a line.
- In secret, show the first student in each team a flashcard.
- Say *Go!* The first student in each team whispers the word to the student behind him / her.
- The students continue whispering the word to the student next to them until the word reaches the last student in the line.
- The last student says the word aloud, and the first student holds up the flashcard so the team can check whether the word and the card are the same.

## Song activities

### Song flashcards

- Hand out the flashcards for the vocabulary set featured in the song. Play the song and tell students to hold up their flashcards when they hear that word in the song.
- You can shuffle the flashcards and hand them out to different students to repeat the game. Alternatively, you can pin flashcards around the classroom and tell the students to point to the flashcards when they hear that word in the song.

### Next lines

- When students have sung a song a couple of times and become familiar with the lyrics, play the song again,

pausing at random points for students to sing the next line.

### Singing groups

- Divide the class into groups. Play a song for students to familiarize themselves with the lyrics, then play the song again, pointing to each group in turn. When you point to a group, only that group should sing along with the recording.
- Start by pointing to groups in order, then point to groups, at random, to make the game more exciting.

### Actions

- Divide the class into groups and tell each group to think of actions for the song. Play the song a few times for the students to practise singing the song and doing the actions in their groups.
- Invite groups to perform their song for the class along with the recording.

### Singing stars

- Divide the class into groups. Students should take turns to sing lines from the song verses, then the whole group should sing the chorus. The students can practise singing the song, then perform it for the class, along with the recording.
- If you like, you can have a class vote for the best performance.

### Stop and say

- Give the vocabulary flashcards to individual students in the class.
- Play the song from the unit. The students pass the flashcards around the class.
- Stop the music suddenly. The students who are holding the flashcards stand up.
- Each student names their card.
- Repeat the procedure.

## Story animation activities

### Who said it?

- Say sentences from the story. Ask students to watch or remember the story animation and call out the name of the character who said each sentence.
- You can play this game in two teams if you like, saying sentences to students from each team, in turn, and awarding one point for each correct answer.

### Who did it?

- Ask questions about actions in the story, for example, *Who ... ?*
- Students watch or remember the story animation and call out the name of the character who did the action.
- You can play this game in two teams if you like, asking questions to students from each team, in turn, and awarding one point for each correct answer.

### What's next?

- On the second viewing of the story animation, pause the story at random points and ask students to say what line comes next. Try to do this with memorable lines or answers to questions.

### True or false?

- Divide the class into two teams. Say true or false sentences about the story animation to students from each team in turn. The students respond with *True* or *False*.
- Award one point for each correct answer. Award extra points if students can correct the false sentences. The team with the most points wins.

### Quiz

- Divide the class into two teams. Ask questions about the story animation to students from each team in turn. Award one point for each correct answer. The team with the most points wins.

### Who is it?

- Describe a character from the story animation for the class to guess. Invite a volunteer to stand up and describe a character for the class to guess. Repeat with other students.

## Grammar games

### Possessions

- Select six classroom objects (for example, a ruler, a pencil, a book, a rubber, a pen and a pencil sharpener). Hand three of the objects to a student. Hold up one of your objects and say *I've got a (pencil case)*. Encourage the student to say *I haven't got a (pencil case)*. *I've got a (folder)*. Respond with *I haven't got a (folder)*. *I've got a (lunch box)*. Continue until you and the student have named all the items. Then repeat with another student, or have the students play the game in pairs.
- You can play this game with flashcards or other small objects to practise different vocabulary.

### Two truths and a lie

- Tell the students to say or write two true sentences about themselves and one untrue sentence about themselves, using the target grammar, for example, *I've got a brother*. *I haven't got a sister*. *I've got ten cousins*.
- Students then read out their sentences. The rest of the class tries to guess which sentence is a lie.
- You can play this game in two teams if you like, with students from each team, in turn, reading out a set of sentences for the other team to say which is a lie.

### Find somebody who ...

- Write three prompts on the board, using the target grammar, for example, (for can) ... *can ride a bike* / ... *can play football* / ... *can rollerblade*.
- Tell the students to move around the class asking questions until they find one person for each prompt. Invite students to tell the class about the people they found, for example, *Sarah can ride a bike*.

### Think fast!

- Divide the class into two teams. Ask a question to students from each team, in turn, using the target grammar structure, for example, *What three things can you do?* / *How many cousins have you got?* The students have 30 seconds to give as many answers as possible, for example, *I can ride a bike, I can swim, I can climb*.
- Give one point for each answer. The team with the most points wins.

### How do you feel? poster

The *How do you feel?* poster provides an opportunity to explore and promote students' emotional wellbeing. It is important to nurture strong social and emotional wellbeing in the classroom, as this is likely to lead to many positive outcomes, both in education and also in students' future relationships.

#### How do you feel today?

- Before the students arrive for class, display the *How do you feel?* poster at a height they can reach. Ask the students to line up to come into the classroom and give each of them a small sticky note. Encourage them to stick their sticky note on the photo which matches how they are feeling today. Then look at the poster and the sticky notes with the students and talk about how everyone is feeling. If possible, try to respond to common feelings, for example, if a lot of students are tired, play a lively game or sing a song with actions to energize them.

#### Guess the feeling

- Ask a student to come to the front of the class and stand with their back to the *How do you feel?* poster. Choose a feeling from the poster and point to it so that the rest of the class can see, but the student standing at the front of the class can't see it. Encourage the rest of the class to mime the feeling for the student to guess. Repeat with different feelings and different students.

#### The colour of feelings

- Explain to the students that we can think of feelings as colours, and we might have different ideas about which colour different feelings are. Use the *How do you feel?* poster with the colour flashcards from *Beehive 1* Unit 1, encouraging the students to share their ideas about what colour suits each feeling. As a follow-up activity, ask the students to draw simple emoji-style faces for the feelings from the poster and then colour them using a suitable colour.

#### What's your weather like today?

- Explain to the students that we can think of our feelings as weather, and we might have different ideas about which weather different feelings are like. Use the *How do you feel?* poster with the weather flashcards from *Beehive 2* Unit 10, encouraging the students to share their ideas about which kind of weather suits each feeling. You might like to point out that, like the weather, our feelings sometimes change very quickly! The students can also draw a picture of themselves experiencing the weather which matches their feeling. Alternatively, you can use the *How do you feel?* poster in conjunction with the weather flashcards by asking the students how they feel in different kinds of weather, for example, *When it's sunny, I feel happy.*

#### Noticing the feelings of others

- After reading the grammar presentations and the stories in the *Beehive* Student Book, take the opportunity to ask

the students how the different characters feel at different points in the story. You can refer to the poster when you do this. Encourage the students to share their ideas about why characters have these feelings, and why their feelings change. You can also link the character's behaviour to their feelings, challenging the students to notice the way that characters act as a result of the feelings they are experiencing. If you like, invite the students to imagine how they would feel in the situations the characters find themselves in.

#### Feelings in my body

- Explain to the students that we often have sensations in our bodies when we have strong feelings. Choose and point to some of the feelings on the *How do you feel?* poster and ask the students to think about where in their body they feel this feeling. You might like to use the body flashcards from *Beehive 1* Unit 5 as well as the poster. Ask *Where can you feel this feeling?* Encourage them to respond with the body words they know in English, for example, *My hands!* or *My head!* Alternatively, they can touch or point to the parts of their bodies and say *Here!* Encourage them to try and tell you what the feeling is like, for example, *Is the feeling good or bad? Is it hot or cold?* If you like, explain to the students that noticing how our bodies feel when we have strong feelings can be useful, because it shows us when a feeling is just beginning, before it overwhelms us. If this is a feeling like anger, stress or worry, for example, we can stop for a moment and take some deep breaths to help us feel calmer.

#### How does it make you feel?

- Prepare a mixed set of flashcards from *Beehive*, which show things people would naturally have feelings about, for example, animals, activities, sports and games, and so forth. Explain to the students that you are going to show them a flashcard and then ask them to tell you how they feel about what they see in the photo. Hold up a flashcard and then point to relevant photos on the *How do you feel?* poster. Say, for example, *What's this?* (Answer) *A cat.* Then ask *Do cats make you feel happy? Do they make you feel scared?* Repeat with different flashcards. If you like, count the students who put up their hands for each feeling. Then lead a discussion about how our feelings about the same thing can be similar to other people's feelings, but they can also be different.

#### Small things

- Point to the photo for *happy* on the *How do you feel?* poster and encourage the students to think about things that make them feel happy. Tell them that these can be small things, because often small things can make you happy. Give the students some examples, for example, a season, a special place or a natural feature like the sea or mountains, a favourite food or drink, a kind of music, an activity, a person who is important to you, and so forth. Make a class *Happy Poster*, by asking each of the students to choose one thing and then either write it down or draw a picture of it. Stick the words and pictures onto a



large piece of card to make the *Happy Poster*. Focus the students on the *Happy Poster* whenever the opportunity arises, encouraging them to remember the things that make them feel happy. Alternatively, you can make a classroom *Happy Box* with the pictures or words inside. Whenever a student feels happy about something, they can write it down or draw a picture of it and put it in the box.

### Catch a smile

- Point to the smile on the face of the happy girl on the *How do you feel?* poster. Tell the students that a smile is a powerful thing! Explain that you are going to play a game, in which they have to catch a smile and then pass it on to another student. Smile broadly at the class. Then pretend to take the smile off your mouth and throw it to a student in the class. Say, for example, *Catch, Ana!* This student pretends to catch the smile and put it on their own mouth. Then they choose another student to whom to throw a smile. Continue so that smiles are passed all around the classroom.

### Class Talk poster

- Using English for classroom routines is an excellent way to introduce and recycle important natural language. See the *Beehive Class Talk* poster for high frequency language.
- If English is used for organizing activities, giving instructions, playing games and for giving support and praise, students will develop a passive understanding of the expressions, and be able to produce many of them by the end of the first year.
- When students use any of the phrases on the Class Talk poster in their own language, recast them in English, pointing to the correct speech bubble on the Class Talk poster as you do so.
- You can use the exchanges on the Class Talk poster to play games using the new vocabulary in the *Beehive 2* units. For example:
  - Divide the class into pairs. Students take turns to ask a question, for example, *Can I use your (pencil sharpener), please?* Their partner holds up the correct item and says *Yes, here you are!*
  - Students work in pairs, taking turns to ask how to spell one of the new words, for example, *How do you spell (chicken)?* Their partner spells the word.
  - Students work in pairs, taking turns to point to an item in the big picture in lesson 1 of a unit and ask *What's this?* Their partner answers *It's a (funfair).*
  - Students work in pairs, taking turns to name a new vocabulary item in their L1, for example, *How do you say (L1 word for armchair) in English?* Their partner answers with the English word.

### Vocabulary poster

You can use the *Vocabulary* posters to practise and review lesson 1 vocabulary at any point. Point to known items on the poster and ask *What's this?* Encourage students to say the words. Alternatively, you can use the poster to play one of the vocabulary games below. If you wish, increase the level of challenge by covering up the words with pieces of paper.

### Find the word

- Divide the class into two teams and invite one student from each team to come to the poster. Say *Find a (water bottle)*. The first student to point to the correct picture on the poster wins a point for their team.

### Yes or no?

- Point to a picture on the poster and ask students around the class *Is it a (fireplace)?* Encourage students to say *Yes* or *No*, then say the correct word if necessary. You can also play this game in teams.

### Close your eyes

- Divide the class into two teams. Invite students from each team to come to the poster in turn, close their eyes and point to a picture on the poster. Their team has to say the word. Award one point for each correct answer.

### Five questions

- Divide the class into two teams. Invite students from each team, in turn, to secretly choose a picture on the poster. Their team can ask five questions to guess the picture, for example, *Is it a (hippo)?* Award one point for each correct guess.
- You could also create more vocabulary posters for the vocabulary from lesson 3 and lesson 5, using drawings made by the students.

## Unit 1

### Lesson 5

**Serena** Let's watch the video!

**Luke** Yes, great. What's the video about?

**Serena** It's about art lessons at school! This school is in France.

**Luke** OK. Let's watch!

**Sophie** Hi! I'm Sophie. I'm from Paris, in France. Here's my school. This is my classroom, and this is my teacher. Her name is Miss Moreau. These are my best friends, Luna and Talia. Talia's pencil case is on the desk. It's pink! My favourite lesson is art. It's our art lesson now. We've got paper and pens. We can draw a big picture. Look at this picture! It's got lots of school things. Can you see the scissors and the bag? He's got paints and a paintbrush. Their picture is very big! Art lessons are fun!

**Serena** What's Sophie's favourite lesson?

**Luke** She likes art lessons!

**Serena** I like art lessons, too. I've got lots of art things.

**Luke** Me too. What have you got?

**Serena** I've got paper, paints and paintbrushes.

### Project

**Alex** This is our funny school bag!

**Anna** It's great!

Look! Your school bag is a teddy!

**Luke** Have you got a pencil sharpener?

**Serena** Yes, we have! Look! It's a spider!

**Anna** Oh yes!

**Luke** What's this? Is it a cat?

**Alex** It's a cat ... and it's a glue stick!

**Anna** That's funny!

**Luke** This is our school bag. It's cool!

**Serena** Have you got a folder?

**Anna** Yes, we have. It's a dog! I like dogs.

**Luke** Look! We've got a water bottle, too. It's a snowman!

**Serena** This is our pen. It's a snake!

**Alex** We've got funny school bags!

## Unit 2

### Lesson 5

**Alex** Let's watch the video!

**Anna** Yes, great. What's the video about?

**Alex** It's about school lunches! It's lunch time at a school in the UK!

**Anna** OK. Let's watch!

**Dylan** Hi! I'm Dylan. I'm from the UK. This is my school. I have a hot lunch at school every day. You can have lots of different food at my school. We have lots of vegetables every day. I like lots of vegetables!

I like pasta, too. My favourite lunch is pasta with meatballs. I have a drink with my lunch, too. I like juice. On Fridays, we have cake for lunch! I like cake! My school lunch is great!

**Alex** Dylan's lunch is nice! He has lunch at school. What does he like for lunch?

**Anna** He likes pasta with meatballs.

**Alex** What do you like for lunch?

**Anna** I like chicken and salad for lunch. What about you?

### Project

**Serena** This is our favourite foods collage. It's got lots of foods on it!

**Luke** This is my favourite food for breakfast. It's cereal.

**Anna** I like cereal, too. But my favourite food for breakfast is bread.

**Alex** I like bread with soup. I have soup and bread for lunch.

**Anna** I like chicken and salad for lunch.

It's yummy!

**Luke** Oh, yes, I love chicken!

**Serena** My favourite food for dinner is meatballs and pasta. What about you?

**Alex** My favourite food for dinner is pizza.

I have pizza for dinner on Fridays.

## Unit 3

### Lesson 5

**Serena** Let's watch the video!

**Luke** Yes, great. What's the video about?

**Serena** It's about wild animals in Australia! Kerry lives in Australia!

**Luke** OK. Let's watch!

**Kerry** Hi! I'm Kerry. I'm from Australia. Australia is a beautiful country, with lots of amazing animals. Kangaroos live on land, and they eat grass. They've got big legs and long tails. They can jump! Sharks are very big fish. They live in water, and they eat fish and meat. They've got big teeth and they've got big tails, too! Crocodiles are big animals. They've got long bodies and big mouths! They can swim. They eat meat and fish. Koalas live in trees and they eat leaves. Look! This koala has got a baby! Koalas are my favourite animals.

**Serena** What wild animals live in Australia?

**Luke** Kangaroos, koalas, crocodiles and sharks live in Australia!

**Serena** What wild animals live in this country?

**Luke** Lizards and frogs live here. I like lizards.

**Serena** Me too!

### Project

**Anna** This is our animal quiz. It's got some great questions about animals!

**Luke** OK, let's play!

**Anna** One. What do sharks eat?  
**Alex** They eat fish.  
**Anna** Yes!  
**Luke** Two. Do hippos live in water?  
**Serena** Yes, they do! They live on land, too.  
**Luke** That's right!  
**Anna** Three. Can elephants swim?  
**Alex** Yes, they can!  
Elephants are my favourite animals!  
**Luke** I love elephants, too.  
OK. Four. Have penguins got wings?  
**Serena** Yes, they have. But they can't fly!  
**Anna** Good!  
**Five** What do koalas eat?  
**Alex** Erm. Oh, I know. They eat leaves!  
**Anna** Yes! Well done!

## Unit 4

### Lesson 5

**Alex** Let's watch the video!  
**Anna** Yes, great. What's the video about?  
**Alex** It's about puppets in Italy. Riccardo lives in Italy!  
**Anna** OK. Let's watch!

**Riccardo** Hi! I'm Riccardo. I'm from Florence, in Italy. This is Florence. And this is my puppet. His name is Pinocchio. The story of Pinocchio is from Florence! My Pinocchio puppet is my favourite thing. He's got green trousers and a red shirt. A puppet is like a doll, but it's got strings. You can move its arms and legs. You can see lots of puppets in Italy. This is my aunt. Her name is Carla. She can make puppets! Carla has got ribbon and material. Now the puppet has got shoes and socks! I love my puppet. Goodbye from me, and goodbye from Pinocchio!

**Anna** What's Riccardo's favourite thing?  
**Alex** His favourite thing is a puppet.  
**Anna** What's your favourite thing?  
**Alex** My favourite thing is my helicopter. It's red. I love it!

### Project

**Serena** Look! My name's Serena. I'm seven. I'm in Class 2F.  
**Luke** What's your favourite colour?  
**Serena** Purple. I love purple!  
**Anna** What's your favourite animal?  
**Serena** I love penguins. They're very funny!  
**Alex** This is me.  
**Anna** What are you wearing?  
**Alex** I'm wearing my favourite clothes! I'm wearing a yellow hoody and blue jeans. I'm wearing black trainers, too.  
**Anna** Great! I like your picture.  
**Alex** Thanks.  
**Serena** Look at my favourite things.  
**Luke** I like your watch.  
**Serena** Thank you. I like my teddy bear and my boat, too.  
**Alex** Here's our box. It looks great!  
**Serena** Now our time capsule is ready!

## Unit 5

### Lesson 5

**Serena** Let's watch the video!  
**Luke** Yes, great. What's the video about?  
**Serena** It's about transport in Budapest, Hungary. Eva lives in Budapest.  
**Luke** OK. Let's watch!

**Eva** Hi! I'm Eva. This is Budapest. Can you see the boats on the water?  
You can travel by tram in Budapest. This tram is old. I go to school on the tram.  
Budapest has got a metro, too. I go to my grandma's house on the metro.  
There's a chair lift in Budapest. I go in the chair lift with my dad on Saturdays and Sundays!  
You can see the city from the chair lift.  
There are lots of taxis in Budapest. They're yellow.  
Look! There's a tram. Can you see it?  
This bus is in the water! It's OK – it's a water bus! The bus goes on land, too!  
You can see the city from this bus.  
Come and see my city soon! Goodbye!

**Serena** What transport is there in Budapest?  
**Luke** There are buses, taxis, metros and trams. There's a chair lift, too!  
**Serena** What transport is there in your town?  
**Luke** There are trains and there are lots of buses.

### Project

**Anna** Look! This is Cool Town.  
**Luke** It's great! There are lots of places in Cool Town.  
**Anna** Yes, there are. It's a big town.  
**Alex** Is there a hospital in Cool Town?  
**Anna** Yes, there is. Look! Here it is.  
**Serena** Are there any buses in Cool Town?  
**Luke** Yes, there are. There are two buses. There's a bus stop, too.  
**Serena** Where's the bus stop?  
**Luke** It's next to the police station.  
**Serena** Oh yes! I can see it.  
**Alex** Is there a school in Cool Town?  
**Anna** Yes, there is. It's next to the toy shop.  
**Alex** I like Cool Town.  
**Serena** Me too!

## Unit 6

### Lesson 5

**Alex** Let's watch the video!  
**Anna** Yes, great. What's the video about?  
**Alex** It's about favourite games in Poland! Ada lives in Warsaw, in Poland!  
**Anna** OK. Let's watch!

**Ada** Hi! I'm Ada.  
This is Warsaw, in Poland. I live here with my family.  
My favourite game is hopscotch. In Poland, we call hopscotch *klasy*. You need chalk to play hopscotch.

Look! I've got white chalk. I'm drawing lines. Some people draw ten squares, but I draw lots of squares! I want a big game of hopscotch!  
Now I'm writing numbers in the squares. I've got thirteen squares.  
In Poland, we jump on the squares and say the words for different things, like animals, food or colours.  
I'm playing hopscotch in the playground with my friends! We're saying words for animals. It's my friend's turn! One! Elephant! Two! Zebra! Three! Monkey! You get one point for every word. I've got lots of points!  
Come and play hopscotch with me!

**Anna** What's Ada's favourite game?

**Alex** Her favourite game is hopscotch. It's fun!

**Anna** My favourite game is hide and seek. What's your favourite game?

**Alex** My favourite game is tag. I love playing tag!

## Project

**Luke** Look! This is our free time poster.

**Anna** I like it. These are great photos.

**Luke** Yes, they are.

**Serena** Who's this?

**Luke** This is my brother.  
His name's Jamie.

**Serena** Is he doing judo?

**Luke** Yes, he is. He loves judo.

**Alex** Can you do judo?

**Luke** Yes, I can.

**Alex** Is this your brother and sister?

**Anna** No, it isn't. These are my friends, Tom and Katie.

**Alex** What are they doing?

**Anna** They're playing chess. Can you play chess?

**Alex** No, I can't. But I can play marbles.

**Luke** Look! This is a baseball bat.

**Serena** Oh yes! There's a ball, too.

**Luke** My favourite sport is baseball.

**Serena** I like baseball, too. But my favourite sport is badminton.

## Unit 7

### Lesson 5

**Luke** Let's watch the video!

**Serena** Yes, great. What's the video about?

**Luke** It's about family routines in the USA! Jake is from New York, in the USA!

**Serena** OK. Let's watch!

**Jake** Hi! I'm Jake. I live in New York City with my mum and dad.

This is my mum. She's a police officer.

She has dinner at home in the evening.

Then she goes to work.

She goes to bed at six o'clock in the morning!

My dad is a taxi driver. This is his taxi. It's yellow. There are lots of yellow taxis in New York City.

My dad gets up at five thirty in the morning.

He has breakfast with my mum, and then he goes to work.

In the afternoon, he helps me with my homework!

This is my grandpa. He's a farmer.

He's got lots of cows!

He doesn't live in the city. He lives on a big farm.

He gets up at six fifteen in the morning.

He gets dressed and he goes to work.

He wears jeans and a shirt to work.

He wears a hat, too.

My family's routines are very different!

What about yours?

**Luke** When does Jake's dad get up?

**Serena** He gets up at five thirty.

**Luke** When does your mum get up?

**Serena** She gets up at six forty-five.

## Project

**Luke** This my zig-zag book. Sam is my friend. This is Sam's day.

**Alex** It's great! I like the pictures.

**Luke** Thanks! Look! Sam gets up at seven fifteen.

**Serena** Oh yes! When does he brush his teeth?

**Luke** He brushes his teeth at seven thirty. Look! He's in the bathroom.

**Alex** When does Sam get dressed?

**Luke** He gets dressed at seven forty-five. He brushes his hair at seven fifty.

**Anna** I go to school at eight fifteen. When does Sam go to school?

**Luke** Sam goes to school at eight o'clock.

**Luke** Look! This is Sam's afternoon. He does his homework at three thirty.

**Alex** Me too! When does Sam have a shower?

**Luke** He has a shower at seven fifty in the evening.

He goes to bed at eight thirty in the evening.

**Alex** That's a great day. I love your zig-zag book.

**Luke** Thanks!

## Unit 8

### Lesson 5

**Anna** Let's watch the video!

**Alex** Yes, great. What's the video about?

**Anna** It's about a dance in Romania. Elena lives in Romania.

**Alex** OK. Let's watch!

**Elena** Hi! I'm Elena. I'm good at dancing, and I love dances from Romania!

This is my town. It's called Tulcea. There's a big celebration in Tulcea every year. Lots of people come here.

Lots of children come to the celebration, too.

They wear costumes from Romania

You can see lots of dancers at the celebration.

They do dances from their countries. This dance is from Romania.

This is my favourite dance from Romania. It's the friendship

dance. You need lots of dancers to do the friendship dance!

The dancers make circles. In the end, there are lots of circles!

I love doing the friendship dance! It's great fun!

**Anna** What is Elena good at?

**Alex** She's good at dancing.

**Anna** What are you good at?

**Alex** I'm good at singing.



## Project

**Luke** This is a poster for our talent show. It's the Super Skills Show!

**Anna** Great! When is the show?

**Luke** It's on Friday, at four thirty, and it's here, at our school.

**Serena** Oh, look! Emma likes playing the keyboard.

**Luke** Yes, she does. I like playing the keyboard, too.

**Anna** Are you in the talent show?

**Luke** Yes, I am. Look! This is me.

**Anna** Oh, yes. You can sing.

**Luke** Yes, I can.

**Alex** What about you? Are you in the talent show?

**Serena** Yes, I am.

**Alex** What are you good at?

**Serena** I'm good at painting pictures.

**Alex** That's great!

## Unit 9

### Lesson 5

**Luke** Let's watch the video!

**Serena** Yes, great. What's the video about?

**Luke** It's about a house in Finland. Sami lives in Helsinki, in Finland.

**Serena** OK. Let's watch!

**Sami** Hi! I'm Sami. I'm from Helsinki, in Finland. Helsinki is a beautiful place. It's next to the sea. Lots of people in Helsinki have got boats. Every year, my family and I go on our boat. We go to our holiday house. This is our holiday house. It's got brown walls. It's got a black roof. What's that on the roof? One chimney ... ? No! Two chimneys! These are the stairs. You go upstairs to the bedrooms. The kitchen and the living room are downstairs. This is the living room. Can you see the furniture? There's an armchair. There's a sofa with cushions on it. There's a table and there's a fireplace. This is the kitchen. My aunt, uncle and cousins come to our holiday house, too. We're having dinner now. I love our holiday house!

**Luke** I like Sami's holiday house!

**Serena** Me too! There are chimneys on the roof and there's a fireplace in the living room.

**Luke** There's a fireplace in my kitchen.

**Serena** There isn't a fireplace in my house!

## Project

**Anna** This is our dream house. It's very big!

**Luke** It looks great!

**Anna** There's a bedroom, a dining room and a kitchen downstairs.

**Alex** There's a bathroom and a living room upstairs.

**Serena** What's in the kitchen?

**Alex** There's a table and an armchair. There are some cupboards, too.

**Serena** Is there a jug on the table?

**Alex** No, there isn't. But there's a plate and there are some biscuits.

**Serena** Yum! I love biscuits!

**Luke** Me too! What's in the living room?

**Anna** There's a sofa. There isn't an armchair.

**Serena** Is there a rug?

**Alex** Yes, there is. It's blue.

**Alex** I like our house!

**Anna** Me too!

## Unit 10

### Lesson 5

**Anna** Let's watch the video!

**Alex** Yes, great. What's the video about?

**Anna** It's about a water park in the UAE. Nadya lives in Dubai, in the UAE.

**Alex** OK. Let's watch!

**Nadya** Hi! I'm Nadya. I live in Dubai. I live here with my family. There are fun places in Dubai. The water park is my favourite place. I like playing in the water with my family. The water park has got lots of slides and lots of swimming pools. Look! Here's a slide. You go down the slide, and then you splash into the swimming pool. Splash! There are lots of beautiful fish at the water park. Look! These people are diving with the fish! I love visiting the water park. It's lots of fun!

**Anna** That's a great video! I want to go to the water park.

**Alex** What do you want to do there?

**Anna** I want to play on the slides!

**Alex** Me too! I want to swim in the swimming pools, too!

## Project

**Serena** This is our holiday poster

**Luke** I love it! That was a cool holiday!

**Anna** What was the weather like on Friday?

**Luke** It was cloudy on Friday.

**Anna** Where were you?

**Luke** I was at the adventure playground. I was with my dad. It was fun!

**Anna** I love the adventure playground!

**Alex** Where were you on Saturday?

**Serena** I was at the funfair. Look! I was with my mum.

**Anna** What was the weather like?

**Serena** It was windy. Look at my hair!

**Alex** That's funny! I like the funfair.

**Serena** So do I. It's great!

# Key vocabulary

All the key vocabulary items have accompanying flashcards.

## Unit 1

### Lesson 1

water bottle  
lunch box  
folder  
pencil case  
glue stick  
dictionary  
pencil sharpener  
scissors

### Lesson 3

tracksuit  
trainers  
sports bag  
football boots  
shorts  
football shirt

### Lesson 5

crayons  
paints  
paintbrushes  
paper

## Unit 2

### Lesson 1

cereal  
chips  
chicken  
meatballs  
rice  
biscuits  
yoghurt  
sandwiches

### Lesson 3

potatoes  
peas  
carrots  
peppers  
cucumbers  
beans

### Lesson 5

vegetables  
pasta  
cake  
drink

## Unit 3

### Lesson 1

giraffe  
elephant  
tiger  
monkey  
hippo  
zebra  
dolphin  
penguin

### Lesson 3

grass  
leaves  
insects  
meat  
nuts  
seeds

### Lesson 5

kangaroo  
crocodile  
koala  
shark

## Unit 4

### Lesson 1

video game  
guitar  
bracelet  
poster  
helicopter  
watch  
trophy  
puppet

### Lesson 3

hoodie  
sandals  
jeans  
coat  
boots  
pyjamas

### Lesson 5

doll  
strings  
material  
ribbon

## Unit 5

### Lesson 1

hotel  
hospital  
supermarket  
toy shop  
school  
police station  
bus stop  
park

### Lesson 3

car  
van  
lorry  
motorbike  
train  
bike

### Lesson 5

tram  
metro  
chair lift  
taxi

## Unit 6

### Lesson 1

play badminton  
play table tennis  
play ice hockey  
play Frisbee  
play tag  
play hide and seek  
play chess  
play dominoes

### Lesson 3

listen to music  
watch TV  
fly a kite  
read comics  
do judo  
play with friends

### Lesson 5

numbers  
lines  
points  
chalk

## Unit 7

### Lesson 1

have a shower  
go to bed  
get up  
get dressed  
do my homework  
brush my teeth  
brush my hair  
go to school

### Lesson 3

one o'clock  
one fifteen  
one twenty  
one thirty  
one forty-five  
one fifty

### Lesson 5

police officer  
taxi driver  
farmer  
dentist

## Unit 8

### Lesson 1

ride a bike  
hop  
throw  
skateboard  
rollerblade  
kick  
bounce  
skip

### Lesson 3

bake cupcakes  
paint pictures  
play the keyboard  
act  
juggle  
do gymnastics

### Lesson 5

dancers  
children  
celebration  
costumes

## Unit 9

### Lesson 1

curtains  
painting  
vase  
shelf  
rug  
armchair  
coffee table  
fireplace

### Lesson 3

plate  
glass  
jug  
knife  
fork  
spoon

### Lesson 5

roof  
chimney  
stairs  
furniture

## Unit 10

### Lesson 1

wildlife park  
adventure playground  
castle  
swimming pool  
skate park  
funfair  
café  
bowling alley

### Lesson 3

sunny  
rainy  
windy  
snowy  
cloudy  
foggy

### Lesson 5

water park  
slide  
dive  
splash

Dear parents,

This year, your child will be learning English using *Beehive* Level 2. *Beehive* provides a modern, motivating and fun presentation of topics which students can relate to their own studies or to their daily lives.

*Beehive* recognizes that your support and encouragement are important to your child's success, and the course provides plenty of ways for you to join in actively with the *Beehive* community of learners, even if you don't speak English.

Interactive games, exciting stories, videos and entertaining songs will enrich your child's learning of English and improve their understanding of a variety of topics. Make time to read the stories with your child and encourage them to sing you the songs they learn in class. Ask them to tell you about the texts they have read, and invite them to tell you what topics they have learned about in *Beehive*. Try to look at their work regularly, and ask them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

The stories in *Beehive* teach important values which promote good citizenship. They provide an opportunity to talk about emotions and social skills which will promote your child's emotional well-being. *Beehive* also has a strong focus on the development of your child's literacy skills with its variety of modern, real-world text types. Get involved by reading the stories and texts together, and encourage your child to read you his / her own pieces of writing.

Each unit of *Beehive* presents aspects of life in other countries for students to read about and compare to their own lives. The lively and motivating videos in *Beehive* introduce children to many different cultures and provide a fascinating window to the world around them. Ask your child to tell you what they have learned about other cultures in each unit, and take the opportunity to talk about the similarities and differences in culture between the country presented and your own country.

In each unit of *Beehive*, students carry out a project, which enables them to take the language they have learned and use it to talk about something they have created. Ask your child to describe their projects to you and tell you what they said about their projects in English, so that they can demonstrate how much they have learned.

*Beehive* provides individual digital learning, too. Your child will have access to Oxford Online Practice which supports students' learning outside the classroom with varied and engaging practice activities.

In addition to the material they will encounter in the *Beehive* course, you can help to expose your child to the English language by finding English films or online videos to watch and English comics, magazines or children's websites to read. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Your child will be encouraged to self-evaluate his / her progress at the end of each unit and to ask for help in any areas in which he / she has difficulties. Encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me at any time to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year.

Welcome to our community of learners!

Yours sincerely

Class teacher



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#### Beehive Level 2 Flashcards

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