

1 Working together

Big question What can we do together?

Unit overview

In this unit learners will:

- talk and write about what people are doing
- follow and give instructions
- play games and do projects with classmates
- talk and write about what they think and what they like
- read and talk about a story.

In **Unit 1**, learners will build communication and literacy skills as they read about the Dragon Dance and Chinese New Year, they read about games and how to play them, do a class survey and record results on a table, read a rhyme, speak about what people are doing, read about animals and their characteristics, read and act out a play, discuss the value of fair play and following rules and learn how to write letters. At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: either making a 'Follow the instructions' game or making a 'Find the animal game'.

Language focus

Prepositions

Adverbs

Modal verbs: *must, need*

Present continuous: verb + *-ing*

Questions words: *where, what, how, who*

Gerund: *be good at + noun/-ing*

Vocabulary topics: games, festivals, a school play, sports, numbers to 100, animal characteristics

Critical thinking

- comparing
- selecting information
- working with tables
- establishing relationships between text and image
- making inferences
- making sequences.

Self-assessment

- I can talk and write about what people are doing.
- I can follow and give instructions.
- I can play games and do projects with my classmates.
- I can talk and write about what I think and what I like.
- I can read and talk about a story.

Teaching tip

Challenge activities are good writing or drawing products to include in the learners' portfolios for portfolio assessment. Whenever there is an opportunity, ask learners to write their name and the date on the piece of work they have done and file it.

Review the learners' work on the Quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 2**.

Lesson 1: The Dragon Dance

Learner's Book pages: 6–7

Activity Book pages: 4–5

Lesson objectives

Listening: Listen to a description of a festival and a song. Listen for specific information.

Speaking: Describe a festival. Practise topic vocabulary. Talk about festivals.

Reading: Read about the Dragon Dance.

Writing: Write a poem. Ask and answer questions.

Critical thinking: Comparing; selecting information.

Language focus: Review questions: *Where ... ? What ... ? How ... ? Who ... ; -ing after practise.*

Vocabulary: *up, down, left, right, slowly, quickly, twist, turn, dance, easy, difficult, ladder, paper, rings, rope, swing, stairs*

Materials: Map of the world or globe, sheets of paper, drawing supplies, large sheet of poster paper.

Learner's Book

Warm up

- Ask each learner what sports they like. Elicit some answers.
- Discuss with the class if they are team sports or individual sports.
- Ask learners what they prefer to do in class: work on their own or in groups with other pupils. Elicit some answers. Ask them about things they can do with other learners.

1 Talk about it

- Ask learners what festivals they celebrate in their country or region. Ask if they wear special clothes or make special decorations. Encourage the class to describe them.
- Ask the class how they celebrate the New Year. Elicit suggestions from the class.
- Open books at page 6 and focus on the picture. Read the instructions.
- Ask learners to describe what they think the people in the picture are doing, what they are wearing, etc. Supply additional vocabulary as needed, e.g. *pole, cymbals*.
- Display the map of the world and ask the class to find China on the map. If learners are from China, bring a map of the country and ask them to find their city and province on the map.

Answers

Learners' own answers.

2 Listen

- Ask learners to read the questions and choose one. Explain that you are going to play the audio and they have to listen for the answer to that question.

- Play the audio a few times.
- Ask the class who has chosen the first question. Ask learners to share the information with the class.
- Proceed in the same way with the other questions.
- You may wish to ask learners to write the answers on the board. The class copies them in their notebooks.
- Play the audio again. Focus on the last part of the audio. Elicit the meaning of *easy* and *difficult*.
- Discuss the meaning of *practise*, i.e. do something again and again so that you get better at it.
- Ask the class to give examples of things they can practise, e.g. speaking English, playing the piano, or playing football, etc.
- Talk about the English expression 'Practice makes perfect'. Ask learners what they think it means.
- **Critical thinking:** This activity requires learners to focus on a question and look for specific information. Focusing on one question at a time helps them select the information they really need. This is especially useful when they work with long texts.

Audioscript: Track 2

Hello! My name's Steve. We're learning the Dragon Dance. Our city celebrates Chinese New Year, and the Dragon Dance is an important part of the celebration. People love watching it.

My friends are holding up the dragon with long poles. Our teacher showed them how to make the dragon move. They are moving the poles up and down; right and left. They are practising moving together. Look – the dragon is dancing in the air!

Our dragon is beautiful. It has big eyes and a big mouth, sharp teeth and a long body. Julia is the leader. She's holding up the dragon's head. My other friends are holding up the dragon's body.

My teacher's playing the drum. I'm learning to play the cymbals. The dancers move to the sound of the drum, too: when my teacher taps the drum quickly, the dancers move quickly. When he taps the drum slowly, the dancers move slowly.

Learning the Dragon Dance is fun, but it's also difficult. We have to practise a lot. My friends want to dance really well. We want our Dragon Dance to be perfect.

Answers

How do the children make the dragon move? They hold up the dragon with long poles. They move the poles up and down to make the dragon move.

What is Steve doing? Steve is learning to play the cymbals.
Is learning the Dragon Dance easy or difficult? It's difficult.

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

3 Read

- Focus on the picture. Ask learners to describe the dragon.
- Tell learners they are going to listen to and read about the Dragon Dance. If necessary, introduce and explain any new vocabulary.
- Play the audio at least twice.
- Then ask the class to write a question about the text using one of the question words. Circulate, giving help if necessary.

- Ask individual learners to ask their question to the class. Elicit answers.
- **Critical thinking:** Encourage learners to compare and contrast how they celebrate New Year and how it is celebrated in China. Focus on similarities and differences between both cultures.

Audioscript: Track 3**The Dragon Dance**

Chinese New Year is celebrated in China and in many other countries too. The Dragon Dance is part of the celebration. Some New Year dragons are very long. A long dragon brings good luck! The dancers hold up the dragon with poles. They make the dragon move up and down, left and right. As the drum beats slowly or quickly, the dragon twists, turns and dances through the air.

Answers

Where is Chinese New Year celebrated?
 What does a long dragon bring?
 How does the dragon move?
 Who holds up the dragon?

4 Word study

- Focus on the **Word box**. Read the instructions and ask the class to act out the words in the box.
- Say the words in turn and ask individual learners to act them out.
- You may wish to play a round of *Simon Says* to practise the words. Tell the class to listen to your instructions. If you say 'Simon says', e.g. 'Simon says dance slowly', learners do as they are told. If you don't say 'Simon says ...', they don't move. When a learner makes a mistake, he/she must sit out until the next round.



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

5 Let's do it!

- Tell the class that they are going to learn a new dance. Ask them to stand in a line, one behind the other.
- Give the instructions and ask the class to say the words as they act out your instructions.
- Do it slowly at first and increase the speed progressively.
- Ask: *Is it easy or difficult?* Elicit opinions from the class.

6 Use of English

- Ask learners to work in pairs. They take it in turns to ask and answer if the activities indicated are easy or difficult for them.
- Ask them to consider what they need to do if they are difficult, i.e. practise doing them.
- **Critical thinking:** Build on this by encouraging learners to speak about the other activities that they do.
- **Informal assessment opportunity:** Circulate, listening to the learners' interactions. Take notes of recurrent mistakes for remedial work.

Answers

Learners' own answers.



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

**Wrap up**

- Collect all pictures and ask learners to help you prepare a display of their work. You may wish to invite parents to see the poster exhibition. Each learner explains what they practise doing. They may also add what they find difficult and easy.
- **Home-school opportunity:** Learners show the pictures to parents and explain what they did in class. They can ask the parents what they practise doing. They write a sentence and make a picture together. They bring the picture to the class and add it to the exhibition.

Activity Book**1 Read**

- Ask the class to work independently. They read the sentences carefully and decide if they are correct or not.
- When they have finished, ask them to compare their answers with a partner.
- Check as a class.
- As follow-up work in class, ask learners to correct the wrong statements.

Answers

1 yes 2 no 3 no 4 no 5 yes 6 no 7 yes 8 yes

2 Write

- Tell learners to write a poem. They pretend they are the Chinese New Year dragon. Ask them to think about and answer the questions. They will help them get ideas for the poem.
- Circulate, offering help and asking questions about their work.
- When they have finished, ask learners to give the poem a title. You may ask them to decorate the poem with a picture, then they read their poem to the class.
- You could ask learners to work in pairs or small groups to write the poem.
- **Portfolio opportunity:** Ask learners to write the poem on a sheet of paper. They add their name and the date. File the poems in their portfolios.

Answers

Learners' own answers.

3 Challenge

- Learners personalise their knowledge of the use *-ing* after *practise*.
- Ask learners to reflect on what they practise, e.g. playing football or speaking English.
- They write a sentence. Then they draw a picture.

Answers

Learners' own answers.

Differentiated instruction**Additional support and practice**

- Give each learner eight index cards. They write and illustrate eight words they have learned or liked in this lesson. In pairs, lay cards face down: four rows of four cards. They take turns turning over two cards, one at a time, saying the words aloud. If two matching cards are turned over, the player keeps the pair of cards. If the cards do not match, the player turns them face down again and it is the next player's turn.

Extend and challenge

-  In pairs, learners choose a festival from their country or region. They search the Internet for information and pictures. They can also ask parents for information. They prepare a poster and a short presentation for the class.

Lesson 2: Let's play!

Learner's Book pages: 8–9

Activity Book pages: 6–7

Lesson objectives

Listening: Listen for specific information. Recognise expressions.

Speaking: Discuss things to do with friends.

Reading: Read instructions for games. Follow instructions.

Critical thinking skills: Working with tables.

Values: Giving encouragement.

Language focus: Imperative: *Sit on the floor. Don't step on the floor.* Modals: *must, need.*

Vocabulary: *tie, bow, back-to-back, link, together, elbow, cross, step, hold out, add up, Don't give up!, Let's try again, That's good, We've done it.*

Materials: Pieces of paper for learners to stand on.

 **Warm up**

- Remind the class of the things they find easy and difficult to do.
- Encourage them to think of other things they would like to do. Are they difficult or easy?
- If they are difficult, what do they need to do? Elicit ideas from the class, e.g. practise doing them.
- To generate interest in the idea of not giving up, ask, e.g. *How much do you need to practise? How many hours?*

1 Talk about it

- In pairs, learners discuss what things they and their friends like doing together. Are these things easy or difficult?

- Circulate, supplying additional vocabulary and help if necessary, e.g. names of sports or games.

2 Read

- Focus on the illustrations and ask learners what the children are doing. Elicit some descriptions. As learners discuss the actions shown in the picture, introduce vocabulary as needed: *playing the cymbals/drum, holding poles.*
- Ask learners to read the instructions for the first game. Explain new words, e.g. *tie, bow.*
- Ask two volunteers to try the game. Give the instructions.
- Repeat the procedure with the rest of the games.
- As the pairs are shown how to play the games, introduce these expressions at suitable points: *Don't give up!, Let's try again, That's good, We've done it.*
- When they have finished reading all the games, ask learners to choose a partner. Read the instructions of each game in turn and the class plays.
- If you don't have an even number of learners in the class, you may ask the learner who doesn't have a partner to give the instructions.
- If learners are not wearing shoes with laces, the activity could be carried out with two different coloured pieces of string or wool.
- These could be threaded through two holes in a piece of cardboard with a knot at the back or one end could be tied to something, e.g. the leg of a piece of furniture.
- If learners don't know how to tie a bow, they could tie a knot instead.

3 Values

- Introduce the expressions while learners are doing **Activity 2**.
- Explain the meaning as necessary.
- Play the games as a class and encourage learners to use them as they play.

Answers

Learners' own answers.

4 Listen 

- Ask learners to listen to the audio. They decide which game the children are playing.
- They also clap when they hear one of the expressions from **Activity 3**.
- Play the audio at least twice. Elicit the answer from the class.
- Encourage learners to say which words helped them decide.

Audioscript: Track 4

Child A: This is difficult!

Child B: Yes, it is. But we can do it! Don't give up.

Child A: OK, I'm going to put my shoelace around your shoelace. Can you pull it through the hole?

Child B: I think I can. Oh no! I've dropped it.

Child A: That's OK. Let's try again.

Child B: OK. Here we go. Put the lace through the hole. Don't move your foot. That's good ...

Child A: Like this?

Child B: Yes, that's it.

A and B: We've done it!!!

Child B: We're a good team.

Answers

Which game are the children playing? Two can tie a bow

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

5 Let's find out!

- Tell learners to look at the questions. Discuss the first question as a class.
- Then, look at the chart and discuss which game most children in that class like best. How do they know?
- Tell the class that they are going to make a chart for the class and they are going to find out about the opinions of the class.
- They copy the chart on a sheet of paper. Then they circulate asking and answering about the games.
- Set a limit of interviewees, e.g. five learners, to avoid making the activity too long.
- Ask individual learners what results they got.
- **Critical thinking:** Focus on the chart and discuss the results shown and how they are reflected on the chart. Ask the class how the results are noted, i.e. using a block per person, what the colours are used for, etc.

Answers

Learners' own answers.

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

Wrap up

- Make a chart on the board. Ask learners to copy the results of the survey in **Activity 5**.
- See which game has been the most popular.
- Play the game once more in pairs.
- **Home-school opportunity:** Learners teach the games to the family.

Activity Book

1 Use of English

- Ask learners to read the instructions and put them in the correct order.
- When they have finished, they look at Learner's Book page 8 to check the answers.

Answers

- 2** Link your elbows.
- 4** Then sit down again
- 1** Sit on the floor back-to-back with your partner.
- 3** Try to stand up.

2 Read

- Ask learners to read the instructions for the game and write the missing words.
- Check as a class.

Answers

1 circle **2** say **3** hold **4** hand **5** many **6** win

3 Let's do it!

- Learners look at the chart. Go through the questions and ask learners to work out the answers.
- When they have finished, they compare their answer with a partner.
- Check as a class.

Answers

Eleven Fingers					
	Jamal	Nabil	Tobin	How many fingers?	Did they win?
Game 1	2	4	3	9	Yes <input type="radio"/> No <input checked="" type="radio"/>
Game 2	1	4	5	10	Yes <input type="radio"/> No <input checked="" type="radio"/>
Game 3	5	2	4	11	<input checked="" type="radio"/> Yes <input type="radio"/> No

4 Word study

- Tell the class that they are going to practise school and playground words with this crossword puzzle.
- The picture clues and the words in the box will help them.
- You may ask learners to work in pairs or small groups. Alternatively, they can work individually and then compare their answers with a partner.
- Check as a class. You may wish to copy the crossword on the board and ask individual learners to complete it.

Answers

Across: **2** tree **3** rings **6** boy **7** children **9** paper **10** swing
Down: **1** girl **2** table **4** stairs **5** ladder **7** chairs **8** rope

5 Challenge

- Ask learners to draw a playground.
- Then they write sentences about the things in their playground.
- **Portfolio opportunity:** When learners have finished, ask them to write their name and the date on their work. Then file the sheets in the learners' portfolios.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Provide additional support by having a spelling competition. Divide the class into two groups. They take it in turns to spell new words, e.g. the days of the week, topic vocabulary.

Extend and challenge

- Ask learners to work in small groups. Each group chooses a game that can be played in pairs or groups of three. They write a few simple instructions and draw a picture to illustrate the game. Then, they give the instructions to the class. When all the groups have finished, collect the pictures and make a poster. These can be used in future lessons.

Lesson 3: Team activities

Learner's Book pages: 10–11

Activity Book pages: 8–9

Lesson objectives**Listening:** Listen to a poem.**Speaking:** Talk about team activities. Recite a poem. Find rhyming words.**Reading:** Read instructions. Read a poem. Find synonyms.**Critical thinking skills:** Memorising, establishing relationships between text and image, making inferences, making sequences.**Language focus:** Action verbs, *What is / are ... doing?***Vocabulary:** *push, pull, climb, tie, carry, pass, stand, rope, through, count, giggle, bounce*, numbers to 100.**Materials:** Learner's Book, Activity Book, audio device.**Warm up**

- In order to focus learners' attention back on the topic of team activities, ask the class what team activities they like to do at school and in the English class, e.g. play games, look for information, do an exercise together.
- Elicit the meaning of 'team'. Ask: *How many children are in a team, one, two, more? And in a football/basketball team? What sports do we play in teams?*

1 Read

- Ask learners to look at the picture. Can they describe any of the activities the children are doing? Elicit a few answers.
- Focus on the instructions and ask the class to match them to the correct activity. Explain vocabulary as necessary.
- Ask which team is doing what activity.

Answers

Tie two ropes around the tree. *Yellow*
 Pass a glass of water through the ring. *Purple*
 Climb to the top of the wall. *Red*
 Carry the boxes to the table. *Green*

2 Use of English

- Point at different children in the picture and ask a few questions, e.g. *What's this boy doing? What's girl number X doing?*

- Ask learners to work in pairs and read the questions and answers in the activity.
- They look at the picture and match them.
- Check as a class.

Answers

1 b 2 d 3 a 4 c

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

3 Talk

- Ask learners to look at the picture again and take turns asking at least two more questions about what the children are doing.
- Informal assessment opportunity:** Circulate, listening to the learners' interactions. Check that pupils are using word order correctly in this type of question, i.e. split verb with subject in the middle. Make a mental note of mistakes for remedial work. Ask additional questions about the picture: *What is boy number 10 doing? What are girls 11 and 16 doing?*

4 Word study

- Focus on the first question and ask the class to give as many answers as possible.
- Write the words on the board. Supply additional vocabulary if necessary.
- Proceed in the same way with the following questions.
- You may ask learners to help you make a list for each verb on the board.
- Challenge:** Ask learners to add more verbs of their choice.

Answers

What can you push?

Example answers: You can push a door, a swing or a baby's pushchair.

What can you tie?

Example answers: You can tie a rope, shoe laces or a piece of string.

What can you climb?

Example answers: You can climb a tree, a wall or a mountain.

What can you carry?

Example answers: You can carry a bag, some books or a baby.

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

5 Read 5

- Focus on the title of the poem and the picture. Ask learners what they think the poem is about and what the relation with the picture is.
- Play the audio at least twice. Learners read and listen to the poem. Were their predictions correct?
- Focus on the first set of words and ask the class to read them aloud. Play the audio again. Learners find words that rhyme.
- The word '*again*' rhymes with '*ten*' here, though it can also be pronounced with a long *a* sound.
- Ask the class to read the poem again and find words that mean the same as the ones listed. Explain the meaning of '*synonym*'.

- Check as a class.
- **Critical thinking skills:** Learners establish the relationship between the picture and the text. They make inferences about the content of the text. Emphasise the fact the pictures are a useful tool to help them understand the meaning of a text.

Audioscript: Track 5
 See Learner's Book page 11.

Answers**Find the word in the poem that rhymes with:**

in/spin
 ground/sound
 to/do
 ten/again
 about/out

Find a word in the poem that means the same as:

laugh/giggle
 turn round/spin
 begin/start

6 Let's do it!

- Review the numbers the class has learned so far.
- Focus on the activity and explain the rules of the game.
- Play the game as a class. If conditions permit, take the class to the school yard and play the game there.

AB For further practice, see Activities 4 and 5 in the Activity Book.

7 Word study

- Explain what action verbs are, i.e. action verbs show some kind of action. They express something that a person, animal, or object can do, e.g. run, walk, shout, jump. Ask the class to find more of these words on pages 10 and 11.
- Ask learners to help you copy the words on the board.
- Tell the class to begin a list of 'Action verbs' in their notebook. Tell them to start a section in their notebooks and record new words they learn. They can add to the list as they progress through this unit and beyond.
- Learners copy the list in their notebooks and add two more words.

Answers

tie
 pass
 climb
 carry
 stand
 push
 laugh
 turn around
 spin
 bounce
 kick
 hit
 listen

Wrap up

- Divide the class into two teams. Teams take turns acting out one of the sentences in **Activity 1** or in the poem.
- They ask the other team: *What am I doing? Guess!*

Activity Book**1 Write**

- Tell the class to look at the pictures. Then they answer the questions using the phrases.
- Tell them to start each answer with *He is*, *She is* or *They are*.
- Check as a class.

Answers

1 He is / He's climbing the wall.
 2 They are / They're helping Ben.
 3 She is / She's standing on a ladder.
 4 What are Jack and Jill doing?
 5 What is Paul doing?
 6 What is Ann doing?

2 Use of English

- Focus on the explanation of what a verb is. Then ask them to circle the five verbs.
- As an extension, you may ask them to add two more verbs to the list.

Answers

kick, count, jump, giggle, bounce

3 Read

- Ask the pupils to look at the number words and the number pictures.
- Tell them to draw a line from the number word to the correct number picture.
- Check as a class.

Answers

forty-two 42 thirteen 13 thirty 30 twenty-four 24 fifteen 15
 fifty-one 51 twelve 12 twenty 20

4 Count

- Ask the class to look at the numbers and continue the number sequences.
- Check as a class.
- Discuss with the class what the pattern is in each case, sequence in tens and in fives.
- **Challenge:** Learners work in pairs. They make up some more patterns with missing numbers. They write the patterns on sheets of paper and pass it on to another pair. They complete the sequences.

Answers

seventy, fifty
 thirty-five, forty

5 Read

- Ask learners to read and answer the quiz questions.
- They write the number or the word.
- Check as a class. Then, ask learners to write their own 'How many ... ?' question.
- They write the answer.
- Then they ask the question to the class.

Answers

How many hours are there in a day? 24 hours **How many minutes are there in an hour?** 60 minutes **How many letters are there in the alphabet?** 26 letters **How many days are there in one week?** 7 days **How many days are there in three weeks?** 21 days **How many months are there in a year?** 12 months **What month is it now? / How many days are there in this month?** (Answers will vary.)

Differentiated instruction

Additional support and practice

- Ask learners to look for rhyming pairs. Tell them to use the Picture dictionary for help. You may help them by showing pictures and asking the class to say the words. Can they spell the words? How do they pronounce them?

Extend and challenge

- Ask learners to look back at Learner's Book Activity 5 and put together words that sound similar. They add one more word to each group. In pairs, they make a poem with the words.
- They draw a picture to illustrate the poem and give it a title.

Lesson 4: Performing a play

Learner's Book pages: 12–13

Activity Book pages: 10–11

Lesson objectives

Listening: Listen and identify. Listen and answer.

Speaking: Say what you want to be and what you are doing. Speak about what you are good / not good at.

Reading: Read about birds and mammals. Read about what people are doing.

Critical thinking: Memorising.

Language focus: Adding *-ing* to verbs. Spelling.

Vocabulary: *mammal, fur, lay eggs, wings, feathers, skip*

Materials: A4 sheets of paper, staples, glue, large sheet of coloured paper, drawing supplies.

Warm up

- Ask the class if they like animals and what animals they like.
- Can they describe the animals? Elicit a few descriptions.

1 Read

- Ask the class if they like acting. Have they ever taken part in a school play? What was it like? Did they dress up?
- Focus on the picture. Encourage learners to describe it. What do they think the children are doing? Elicit some ideas.
- Tell learners that these children are going to act in a play and they are making signs for the animal characters in the play.
- Ask the class to read the three texts about the animals. Discuss the meaning of the new words. Encourage learners to discover the meaning by themselves.
- Ask them to add more examples of mammals and birds. Supply names in English, if necessary.
- Focus on the question. Discuss what sort of animal a bat is. Encourage learners to justify their answers. Help with additional vocabulary as necessary.

Answers

It's a mammal, it has fur, not feathers; it does not lay eggs. It's the only mammal that can fly.



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

2 Listen 6

- Tell the class that they are going to listen to some of the children talking about what they are doing and about the play.
- They listen and complete the missing words.
- Play the audio twice before learners attempt the activity. In this way they will familiarise themselves with the content.
- Play the audio again. Learners complete the dialogue.
- Check as a class.
- Then ask learners to work in pairs and discuss the answer to the question.
- Play the audio once again to remind learners of the content.

Audioscript: Track 6

Ben: I want to be a bear. Bears are big and strong.

Ana: I want to be a fast animal. What can I be?

Vijay: How about a fox?

Ben: How about a tiger?

Ana: That's a good idea. I'll be a tiger!

Vijay: I think I'll be a kangaroo.

Ben: Why do you want to be a kangaroo?

Vijay: Kangaroos can jump and kick. I'm good at jumping and kicking.

Answers

Ana: What can I be?

Vijay: How about a fox?

Ben: How about a tiger?

Ana: That's a good idea. I'll be a tiger!

Why does Vijay want to be a kangaroo? Because kangaroos can jump and kick. Vijay says he's good at jumping and kicking.

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

3 Talk

- Prepare for this activity by brainstorming mammal and bird words that the children know.
- Make a list on the board. Learners may choose from this list.
- Tell the class to imagine that they are going to act in a play. They have to decide if they want to be a mammal or a bird. Which mammal or bird? Encourage them to explain their choice.
- Then they ask three friends about this.
- Direct their attention to the questions in the bubbles and tell them to use them to ask their friends.

Answers

Learners' own answers.

4 Listen

- Focus on the picture. Ask the class what Tony is doing.
- Direct learners' attention to the questions. Read them and tell them to listen to the audio to find the answers.
- Play the audio at least twice. Pupils answer the questions.
- Check as a class.

Audioscript: Track 7

Friend: Hi, Tony, what are you drawing?

Tony: It's a bat. It's flying around at night, catching insects. Bats only fly at night, not in the day.

Friend: What a great picture! You're very good at drawing, Tony.

Tony: Thank you! Do you think a bat is a bird or a mammal?

Friend: It's a mammal. I'm sure. It's not a bird.

Tony: How do you spell mammal? I'm not very good at spelling.

Friend: M-A-M-M-A-L.

Tony: Thank you!

Answers

- 1 He's good at drawing.
- 2 He's not good at spelling.
- 3 Mammal.

5 Over to you

- Divide the class into pairs. Ask learners to think about things they are good at doing and things they are not good at doing.
- Tell the class to refer to the list of action verbs they started in their notebooks.
- They tell their partner using the model answer. They write the sentence in their notebooks.
- Then they write a similar sentence about their partner in their notebooks.
- Check that pupils are using the gerund (-ing) form correctly.
- Focus on the **Language detective** box and discuss the answers with the class.

- Encourage them to discover the answers by themselves. Then they check their sentences for correct spelling.

Answers

Learners' own answers.

Language detective

- Draw learners' attention to the **Language detective** box. Read through the information together and elicit the answers.

Answers

What happens when you add *-ing* to a short vowel word that ends in a consonant?

The consonant is doubled.

What happens when you add *-ing* to a word that ends in a silent e?

The e disappears.

 For further practice, see Activities 4, 5 and 6 in the Activity Book.

6 Let's do it

- Tell the class they are going to play a spelling game. You may play the game in groups or as a class.
- Learners write the name of an animal. They sell the name.
- The group writes the word. They have to make a sound like that animal or act like the animal.
- You may play this game in two groups as a class competition.

Wrap up

- Divide the class into two groups. Learners from each group take turns to describe an animal, either a mammal or a bird.
- The other group has to guess if it's a mammal or a bird.

Activity Book

1 Word study

- Ask learners to look at the pictures and write the name below each bird and mammal.
- Check as a class.

Answers

Birds: owl, parrot, goose, penguin

Mammals: fox, kangaroo, bear, tiger

2 Challenge

- Tell learners they are going to make a **Picture dictionary**. They will need to be familiar with alphabetical order so as to do this activity.
- In preparation for this activity, review the alphabet. Play some alphabet games, e.g. saying words they know in alphabetical order, ordering words in the lesson alphabetically.
- Give learners small pieces of paper, A4 sheets cut into eight pieces. They write the names of the mammals and birds in **Activity 1** and six more.

- They draw the pictures and put all the mammals and birds in alphabetical order.
- Once they have finished this, they staple the pictures together to make a little book or stick them on a large piece of coloured paper to make a poster.
- Display the poster or the books.
- **Home-school opportunity:** Learners take their picture books home and show it to the family. They can teach the family about mammals and birds. If they have made a poster, you may invite the family to visit the class. Learners show the poster to the family and explain what they have done.

3 Read

- Tell the class that Vicky and Paul are going to act in a play. They have to put the sentences in the correct order to make a conversation. They number the lines 1–6.

Answers

Jumbled lines: 2, 1, 4, 6, 5, 3

Conversation in correct order:

Vicky: What do you want to be, Paul?

Paul: I don't know.

Vicky: How about a goose?

Paul: No, I don't want to be a goose.

Vicky: How about a parrot?

Paul: That's a good idea! I'll be a parrot!

4 Use of English

- Ask the class to read the sentences. Then they write the missing words.
- They use *is* or *are* and the *-ing* form of each verb.
- Check as a class.

Answers

1 The girls are skipping and giggling.

2 The dragon is moving up and down.

3 We are clapping our hands.

5 Write

- Learners look at the pictures. Then, they make up a sentence for each picture.
- Remind them to use the *-ing* form of the verb.
- Encourage them to write longer sentences than usual as an extra challenge.
- Tell them to look in the **Picture dictionary** (Verbs – page 142) if they need help.

Answers

Learners' own answers.

6 Write

- Ask learners to look at the list of actions and decide what they are good at and what they are not good at.
- They write two sentences about each.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Play a matching game in pairs or small groups. Ask learners to make animal word cards and picture cards. They put them face down on the table. They take it in turns to turn over two cards. If they have a match or picture and words, they say, e.g. *A mammal / A bird.*

Extend and challenge

- Ask learners to search the Internet and find about mammals and birds that live in their region or country. They draw or print a picture and write two sentences about the animals. They make a class poster with the pictures.

Lesson 5: Following the team rules

Learner's Book pages: 15–17

Activity Book pages: 12–13

Lesson objectives

Listening: Listen to a story. Listen and act out.

Speaking: Speak about a play.

Reading: Read along as you listen to the play. Understanding stage directions.

Writing: Write a letter.

Values: Following rules, being a good team player.

Reading strategy: Previewing.

Critical thinking: Predicting. Learning ways to find the meaning of words.

Language focus: Rules.

Vocabulary: words with more than one meaning; *match, winning, losing, score (n), score a goal, draw (n), grumpy, switch, fair, rules, loser, winner*

Materials: Writing supplies, pieces of paper,

Photocopiable activities 1, 3 and 7, 12 blank cut-out cards for *Concentration*.



Warm up

- Revise action words and vocabulary related to playing games from previous lessons.
- Have a competition between groups of learners to see who can come up with the most words and expressions.

1 Talk about it

- Tell learners to read the two questions and give them a few moments to think about their answers.
- Ask them to read the title and predict what happens in the play. What do they think is the relationship between the title and the picture?
- Ask learners to look at the text and decide what kind of text this is: a story, a play, a poem. Why? Encourage them to give reasons for their answers, e.g. a play, the layout is different from a story and