

# UNIT 1

# Meet My Family



## Unit Overview

### Themes

Family  
Spending time with family

### Synopsis

In this unit, students will describe family members, look at different ways to spend time with family, and think about how families help each other. They will plan and prepare a presentation about their family and write a description about a special person using target vocabulary and grammar from the unit.



### Vocabulary

aunt, baby, cousins, grandma, grandpa, grandparents, parents, pets, twins, uncle

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### Think It Over

Review and Reflection

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### Explore Language

Simple Present: Have,  
How many ...?

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## Language Book

### Write About It

A Special Person Poster  
Punctuation: capital letters  
and periods

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### Global Citizenship

How are families the same as  
or different from yours?  
cute, funny, kind, old, scary,  
short, smart, tall, young

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### Take the Stage

Presentation: introducing  
yourself and your family

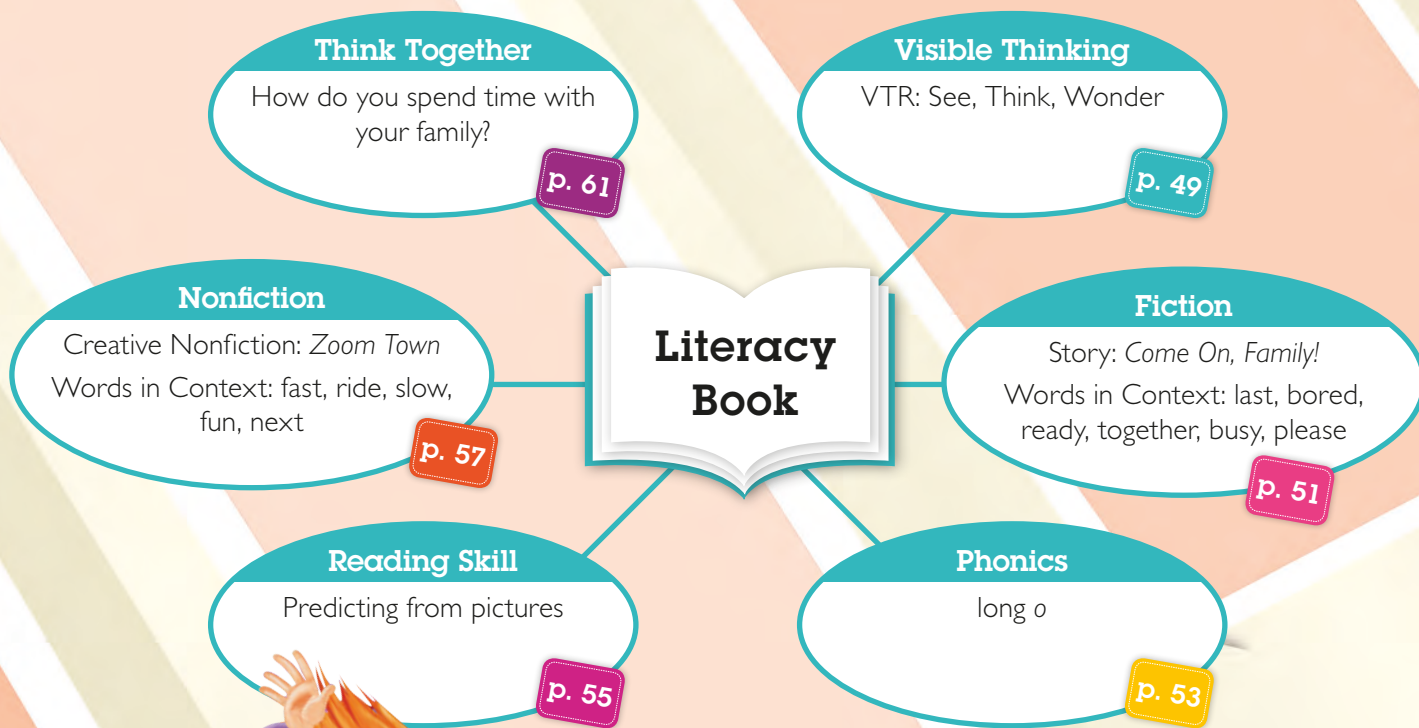
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### Explore Language

Simple Present: Be

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## Language and Literacy Connections

The connecting theme in Unit 1 is talking about family.

	Language	Literacy
<b>Vocabulary</b>	Set 1: family Set 2: adjectives	<b>Nonfiction:</b> cousins, grandma, grandparents, cute
<b>Grammar</b>	<b>Simple Present: Have, How many ...?</b> I have a brother and a sister. He doesn't have any pets. How many brothers and sisters do you have? <b>Simple Present: Be</b> You are very kind. You aren't scary. Is it scary? Yes, it is. No, it isn't.	<b>Fiction</b> I'm bored. <b>Nonfiction</b> I'm with my grandparents and my cousins.
<b>Skills</b>	<b>Pronunciation:</b> /ɪ/ and /i/	<b>Reading:</b> predicting from pictures <b>Phonics:</b> the long o /oʊ/
<b>International English</b>	mom/mum; have/have got; smart/clever; check/tick; favorite/favourite; period/full stop	mom/mum; vacation/holiday; check/tick

## Lesson 1 Walkthrough: Vocabulary

This lesson introduces the theme of the unit, and presents and practices the first vocabulary set.

### Warm Up

Warm Up activities are either language or topic-based. Their purpose is not to pre-teach new vocabulary, but to engage students, activate prior knowledge, and prepare students cognitively for the lesson ahead.

The digital **Enhanced Teacher's Book (ETB)** also contains Two-Minute Review activities to recall previously taught language or skills. These activities are quick to do, so time is not taken away from the rest of the lesson, and are easy to integrate into a classroom routine. You can choose to do both the Two-Minute Review and the Warm Up, or just one or the other, to suit the needs of your class.

### Activity A Contextualized Presentation: Picture Dictionary Scene

**Activity A** contextualizes the first lexical set (eight to twelve words) in an illustrated scene. This scene is designed to support learning by providing word-picture association. Alongside this, its purpose is to get students thinking about the unit topic, reviewing language, and making connections to their own world. It includes key characters from the corresponding **Literacy Book** unit and the previous unit of the **Language Book** for students to identify. This is to help students make connections between the two books, between units, and between the topics and characters showing how communities are made up. **Literacy Book** Links are highlighted in the digital **ETB**. The picture can be exploited through VTR to activate schema (see **TB p. 19**).

The new language is contextualized aurally in a dialogue or monologue. The audio includes at least six of the target vocabulary items to encourage students to explore the image and develop discrimination skills. Students should be encouraged to point to the pictures or words as they hear them mentioned. The process of listening, searching for, and finding vocabulary items helps students to engage with the target language.

There is always a gist or comprehension question to focus students and help them understand the general meaning of the dialogue. The digital **ETB** provides further comprehension check questions to explore the picture and audio in more detail.

### International English

See **TB p. 35**.

### Activity B Drill & Controlled Vocabulary Practice

**Activity B** is a drill and provides initial practice of all the target vocabulary. Pausing the audio will give all students enough time to say the words and enable you to give immediate feedback on pronunciation. For ideas on how to make drills fun, see **TB p. 22**.

The listen and number task asks students to write numbers next to the vocabulary items in the picture in the order they hear them mentioned. This gets students thinking about the target language, which will help them to learn it. Make sure you pause the audio to give students enough time to think and write.

### Activity C Visualization

**Activity C** is a visualization activity and offers a different pathway for students to interact with the target language. The audio prompts encourage students to create their own mental images of the vocabulary and to do actions where appropriate. This personalized approach makes learning more meaningful and therefore more memorable. Students are not expected to articulate (in English) what they have visualized because sometimes this may be harder than the target word. However, a variety of pair work, class work, and exchanging ideas have been provided to give students a means for **creative** output. See **TB p. 21** for how to set up the visualization activity.

### Activity D Controlled Practice & Critical Thinking

**Activity D** provides further language practice by getting students to interact with the picture dictionary. Critical thinking skills are developed as students complete a categorization task such as a Venn diagram, graphic organizer, or table, and sometimes more than one answer is possible.

### Activity E Song

**Activity E** is always a song connected to a unit theme and provides additional context for the target language: any words not in the dialogue in **Activity A** will be included here. The song allows students to have fun with the language and helps them to learn through rhythm, rhyme, and repetition. There is usually a link to a Social and Emotional Learning (SEL) competency.

The song is supported by an animated video with the lyrics displayed to encourage heads-up participation. When the song lends itself to it, students can invent actions or movements to do while singing; a Total Physical Response (TPR) approach will help them to learn and retain the new language. Additional Video Focus ideas are provided in the digital **ETB**.

### Cool Down

The Cool Down is a final game or activity that provides an opportunity to wrap up the lesson. It reviews and reinforces the lesson objectives.

## Vocabulary

## Lesson Objectives


- to learn family vocabulary: *unt, baby, cousins, grandma, grandpa, grandparents, parents, pets, twins, uncle*
- to sing a song which explores the value of spending time with family

## Materials

Audio Tracks 3 to 6; Video

## Warm Up


Write *family* on the board. Ask *Who's in your family?* Write students' suggestions on the board. Ask *What's your mom's name?* and elicit a response from one or two students. Have students work in groups of four to ask and answer questions about their family's names.

 **A TRACK 3 TB p. 213 Listen and find. Who are Donna's cousins?**

- Have students look at the pictures and say what they see. They can ask and answer in pairs to guess who the people are (e.g. *Who's this?*).
- Tell students they are going to listen to Donna talking about her family. Play the audio and have students point to the words or pictures as they listen.
- Ask the comprehension question *Who are Donna's cousins?* and elicit the answer. Don't teach *cousin* at this point. Play the audio again for students to check.

## Answer

Henry, Tilly, and Tammy

 **B TRACK 4 TB p. 213 Listen, say, and number the pictures in A.**

- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and write numbers next to the words in the pictures. Do the example together (grandma). Pause the audio after each vocabulary word, giving students enough time to find it and write their answers.
- Check answers by calling out a number and having students call out the word. Alternatively, project the answers onto the board using the Tap & Teach Lessons (TTL).

## Answers

1 *grandma* 2 *grandpa* 3 *grandparents* 4 *parents*  
5 *baby* 6 *aunt* 7 *uncle* 8 *cousins* 9 *twins*  
10 *pets*




## International English




Say *Can you find the flags?* Look at the words. What's different? Highlight the different spelling and pronunciation and point out *mom* is American English and *mum* is British English. Ask *Which spelling do we use?*



**C TRACK 5 TB p. 213 Listen. Close your eyes and visualize.** 

- Prepare students for the visualization. (See TB p. 21)
- Play the audio, allowing students to visualize the people as they listen. Make sure students know not to speak until they hear the word *say*. Put your finger to your lips if necessary.
- Get feedback from some students by asking the questions again and having volunteers share their ideas.

**D Look and write.** 

Students are going to classify the vocabulary into sets. This encourages critical thinking.

- Point to the male symbol in the chart and ask *Is this a boy or a girl?* (boy) Repeat the question with the female symbol (girl). Point to the two circles and elicit that the left-hand one is for male (boy) family members, the right-hand circle is for female (girl) family members, and the space between is for family members who can be both.
- Look at the examples with students, then tell them to look at the pictures in A and write the other family members in the chart.

## Answers

Male: *dad; brother; grandpa; uncle*

Both: *cousins; grandparents; parents; baby; twins; pets*

Female: *mom; sister; grandma; aunt*



**E TRACK 6 TB p. 213 Listen and sing. Then watch and sing.**

- Point to the song title, *Show How Much You Care*. Tell students that *care* means "love." Play the song once, allowing students to listen and enjoy it. Ask them what words they recognized.
- Play the song again, this time pausing after each line for students to repeat.
- Play the song again without pausing and encourage the class to sing together.
- Play the song video and encourage students to sing as they watch. They can move to the music or invent actions or a dance.

## Cool Down

Play a movement game. Assign *boy* to one wall of the room, *girl* to another, and *both* to another. Write the words on paper and stick them to the wall so that students remember which is which.

Call out family words and have students run (or walk) to the relevant wall.

## Lesson 2 Walkthrough: Explore Language

The grammar lessons present and practice the target structures using a simplified inductive approach. This encourages the students to think about the patterns of language and to make and test assumptions through carefully staged and scaffolded activities. By laying the groundwork for the kinds of tasks they will do in higher levels, they are supported to become independent thinkers from the very beginning.

### Activity A Contextualized Presentation

**Activity A** presents the lesson's grammar focus through the context of a dialogue or story. Students listen and read, but the target language is not highlighted at this point. The gist question gives students a reason to listen and supports them to understand the story. The digital **ETB** provides questions to check students' comprehension. If you don't use the **ETB**, try to think of simple comprehension questions to ask your students to help them make connections with prior knowledge and personalize the scenario.

### International English

This feature exposes students to differences in vocabulary, language, and spelling between American English (US) and British English (UK). Point to the box with the flags. Ask students if they know which countries the flags represent. Tell them that the flag with stars and stripes is for the USA (United States of America) and the flag with crosses is for the UK (United Kingdom). Ask students if they know which language is spoken in these countries. (English) Tell them that in both countries people speak English but that some words are different and some words are pronounced the same, but spelled differently. Equally, some words are spelled the same and pronounced differently! Tell students that they will see American English words used in this course, but that British English is also correct. It is important that while they are aware of the differences, you and they choose one variety to use, especially in exams.

To make the most of this feature, build up a display of British and American English words throughout the year. One way to do this is to print out or draw the two flags and create word cards that students stick around the relevant flag.

### Activity B Grammar Analysis Table

**Activity B** is a grammar table with sections for students to fill out, focusing on form. Most of the sentences come from the dialogue in Activity A; if they are not there, the answers will be filled in, with the key word(s) highlighted. Students need to identify the sentences and copy the missing words, thereby drawing their attention to the grammar structure and to language patterns. This task is heavily scaffolded for the first three units. After this, the level of challenge is increased, as students are expected to identify and write more missing words. This task can be done initially as a whole class activity. Once students feel more confident, encourage them to complete it in pairs or small groups.

Attached to the table is a language tip, pointing out additional information related to the grammar point that needs further support. There are three types of tip:

- **Remember** when students have most likely already seen this language feature, e.g. contractions.
- **Look** a new, additional piece of information about the grammar; e.g. a spelling pattern or anomaly.
- **Watch Out** highlights typical mistakes learners make.

### Activity C Inductive Analysis

**Activity C** is a continuation of the language analysis, as students are asked to focus on the meaning and usage of the grammar structure. Concise concept statements are given to explain how the language is used. Students have to think critically to choose between different options, which helps them to interact with the language. Encourage students to discuss their ideas in pairs before checking answers as a class. First language (L1) can be used to support this task when language in the concept statements is above level.

### Activity D Drill: Sentence Level

See TB p. 40.

### Activity E Controlled Practice: Written

See TB p. 40.

### Activity F Freer Practice: Communication

See TB p. 40.

## Explore Language

### Lesson Objectives

- to learn how to make statements and questions using the verb *have* in the simple present
- to learn how to make questions with *How many ...?*
- to practice using family words

### Materials

Audio Tracks 7 and 8; (optional) stickers (Activity B)

### Warm Up

Play a guessing game. Write the number of brothers and sisters you have on a piece of paper. Hide this from students and ask *How many brothers and sisters do I have? Guess!* One of the students who guesses correctly comes to the front and does the same. If students know one another well and this will be too easy for them, change *brothers and sisters* to *cousins* or *aunts*, for example.

#### A TRACK 7 TB p. 214 Listen and read. Which animals do they talk about?

- Tell students that they are going to listen to Donna talking to a new friend, Eddy, about her family. Have students look back at the Vocabulary lesson to help them remember Donna and her family. Play the audio and have students follow the dialogue in their books.
- Ask the gist question *Which animals do they talk about?* and elicit the answer. Play the audio again for students to check. Ask further comprehension questions.

### Answer

dog; cat; lizard



### International English



Write some *Have you got ...? / Do you have ...?* questions and answers on the board. Have students look at the two versions and notice what is different. Ask *Which do we use?*

#### B Look at A. Complete.

- Write or project the table onto the board. Tell students that the sentences they need are all in the dialogue.
- Look at the first question in the table and the example answer in blue (How many). Point out the question mark to confirm that it is a question. Say *Let's complete the question.*
- Refer students to the dialogue in A. Have students find the question and notice which word is missing in the table. Fill this in together.
- Elicit what is different between the two questions in the table. Tell students to look at the word in red (*does*). Remind them that verbs have different forms for different people, and help them notice that *have* is the same for both question forms.

- Point to the statements. Have students work in pairs to find the missing words in A and complete the table. Check answers as a class.
- Have students look at the Grammar tip *Remember*. Point to the example with *any* in the table and elicit whether pets is singular or plural—clarify that *any* is followed by a plural noun. Give each student a sticker until there are none left. Say *Oh! I don't have ...*, eliciting *any stickers!*

### Answers

*how many*; do; *have*; have; don't

#### C Think and discuss. Then choose.

- Pre-teach possessions by showing students some objects that belong to you (e.g. your bag or wallet, a picture of your cat). Say *This is my ...*
- Draw students' attention to the first sentence. Ask them if we use *have* or *be* to talk about possessions.
- Then ask a student *How many (crayons) do you have?* and elicit the answer. Read the second question and elicit the answer based on the student's reply to your question.

### Answers

I have 2 number

#### D TRACK 8 TB p. 214 Listen and say.

- Tell students they're going to practice saying the new structures. Play the audio, pausing after each sentence for students to repeat.
- For ideas on how to vary the drill, see TB p. 22.

#### E Look and complete.

- Have students look at the pictures and say what they see.
- Look at the example together. Elicit what is missing from the question (do).
- Have students do the activity individually. Remind them to look at the pictures and the table in B to help them. Check answers as a class.

### Answers

1 *How*; do 2 has 3 have; do 4 many; does 5 don't

#### F Who's in Sid's family? Draw and say.

- Review parts of the face with the class. Then have students decide who each family member is and draw each person's face.
- Students then show their picture to a friend and talk about Sid's family; e.g. *Sid has a baby sister.*

### Cool Down

Play *Find Someone Who* (see TB p. 25). In this version students use the target language to find someone with the same number of brothers and sisters.



## Lesson 3 Walkthrough: Global Citizenship

This lesson presents and practices the second vocabulary set, practices listening for gist and specific details, and gives students the opportunity to learn about the lives of other children around the world and to make connections with their own lives.

### Opening Question

The **opening question** takes the place of the Warm Up and is designed to activate interest and curiosity in the Global Citizenship topic by helping students to make connections to prior knowledge. Don't correct students at this point or give too much feedback. The lesson is structured so that they develop ideas to discuss at the end of the class.

### Activity A Contextualized Vocabulary

**Activity A** presents the new vocabulary through eye-catching photos or pictures, to provide a real-world context. There is a contextualized listening activity which presents at least six of the target vocabulary items through a dialogue or monologue. This listening activity provides an introduction to the Global Citizenship part of the lesson on the facing page. Students will be able to make connections between this audio and the audio for D and E.

### Activity B Drill & Controlled Vocabulary Practice

See TB p. 34.

### Activity C Vocabulary Practice: Game

**Activity C** is a game. This is a chance for students to communicate and collaborate while using and practicing the target language. Students learn more by working with different people, rather than the same friend each time. One way to achieve this is by giving students a word or picture card and asking them to find another student with the same card. Students with matching cards will work together in the activity.

### Visualization

There is a visualization audio track for this vocabulary set on the TTL. See TB p. 34.

### Activity D Listening for Gist and Main Idea

**Activity D** provides input for the Global Citizenship discussion at the end of the lesson. There are usually two speakers for each lesson (or one speaker explaining differences, e.g. Unit 4) who explore the Global Citizenship theme in connection to different countries around the world. Students listen for the main idea of the audio topic and answer a gist question.

Before they listen, give students some time to look at the pictures. You could let them find the countries mentioned on a world map and ask them what they already know about these countries to activate prior knowledge. Tell students to listen out for key vocabulary they recognize. Explain that thinking about these words in order will help them to understand what the listening is about and answer the gist question. Some of the new vocabulary from Activity A is always recycled here.

### Activity E Listening for Detail

**Activity E** encourages students to listen out for specific details and ignore anything that is not relevant. Ask them how many of the questions they can answer from information they have remembered from D, but reassure them that this is not a memory test and that it doesn't matter if they don't remember. Then play the audio again, so they can listen and check their answers and answer any questions they missed.

### Discussion Questions

**The discussion questions** address the key holistic learning concepts that run through the unit. The discussion can be done in pairs with some whole-class input at the end. The Global Citizenship strand at this level raises students' awareness of the world around them. It asks them to compare themselves with other children from around the world, and think about how they fit into it.

There is usually one personalization question and one question that asks students to look further and see the bigger picture. Deal with each one in turn, giving students time to think and discuss in their pairs or small groups. Allow use of L1 for new words and more complex ideas as this will enable students to express themselves and develop a clearer understanding of the key concepts. You can also challenge students to provide sentences beyond their ability by translating words and phrases from L1 into English.

Bring the class together to discuss the conclusions they have reached. Use graphic organizers on the board to present students' ideas. Revisit the opening question and see if students answer it differently now. In-depth ideas to help you structure the discussion can be found in the digital ETB.



## Global Citizenship

### Lesson Objectives

- to learn adjectives for describing people: *cute, funny, kind, old, scary, short, smart, tall, young*
- to explore how families are different around the world
- to practice listening for gist and details

### Materials

Audio Tracks 9 to 11; (optional) Audio Track A

### Opening Question

Ask the opening question: *How are families the same as or different from yours?* Elicit ideas and encourage students to think about the different families they know.

### **A TRACK 9 TB p. 214 Listen to Mateo talk about his family. Does he have any pets?**

- Tell students they are going to listen to a boy named Mateo answering questions about his family. Play the audio and have students point to the words or pictures as they listen.
- Ask the gist question *Does Mateo have any pets?* and elicit the answer. Play the audio again for students to check.

### Answer

Yes, Mateo has a kitten and a snake.



### International English



Draw students' attention to the two words and elicit that *smart* is American English and *clever* is British English. Ask if they have heard either of these words before.

### **B TRACK 10 TB p. 214 Listen, say, and number the pictures in A.**

- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and write numbers next to the words on the pictures. The first answer is provided, so listen for this together. Then do the second one together, pausing the audio. Ask *What's number 2?* You can pause the audio after each word, giving students enough time to find it and write their answers.
- Check answers and pronunciation as students respond.

### Answers

1 tall 2 young 3 old 4 short 5 kind 6 smart  
7 funny 8 scary 9 cute

### **TRACK A TB p. 214 Visualization**

The TTL has a visualization audio track for this vocabulary set. (see TB p. 21).

### **C Play Back Spelling.** Guess the words your friend spells.

- Students are going to write words, letter by letter, on each other's backs with their finger. As an example, call out a word from A and have students hold up their index finger and write it in the air as you spell it out (e.g. *old, o-l-d*). Then have students write the word on their friend's back.
- Have students take turns choosing a word and writing it on their friend's back. If their friend guesses incorrectly, have them write the word again.



### **D TRACK 11 TB p. 214 Now listen to Isina and Jong. Number the pictures. Who has a small family?**

- Listening for main idea: tell students that they are going to listen to two children from different countries talking about their families. Play the audio and have students number the pictures. Then check answers.
- Ask the gist question *Who has a small family?* and elicit the answer. Play the audio again for students to check. Ask *What makes you say that?* and elicit that Jong doesn't have any brothers or sisters.

### Answers

a 2 b 1 Jong has a small family.

### **E Listen again. Choose True or False.**

- Listening for detail: have students look at the sentences and see if they can remember any of the answers. Then play the audio and have students circle the answers.
- Read each sentence aloud and have students stand up for *True* and sit down for *False*.

### Answers

1 False 2 False 3 True 4 True 5 True

### **Discussion Questions**

- Draw students' attention to the discussion questions: *Is your family big or small? How do families help each other?* Have students discuss the questions in pairs.
- Elicit the conclusion that our families are very important and we need to show our families we care. You could refer back to the song on p. 11. Ask students how we can show we care (kiss, hug, call, play with, hold hands, help) and how this can make us feel happy. Point out the importance of family time and doing things together (e.g. eating meals).
- Return to the opening question to ask again *How are families the same as or different from yours?* Discuss the differences and similarities students have discovered in this lesson. Are there more similarities than they might have expected? See **ETB** for extension activities and projects.

### **Cool Down**

Play *Stand Up, Sit Down* (see TB p. 27). Some suggested statements: *I have a big family. I have two pets. I have a baby sister. I have a big brother. My dad is smart. My mom is tall.*



## Lesson 4 Walkthrough: Explore Language

This lesson presents and practices the second grammar structure(s) and has the same structure and purpose as Lesson 2.

### Activity A Contextualized Presentation

See TB p. 36.

### Activity B Grammar Analysis Table

See TB p. 36.

### Activity C Inductive Analysis

See TB p. 36.

### Activity D Drill: Sentence Level

**Activity D** is a drill of four to five sentences/questions to allow students to familiarize themselves with the new language. Drills give students intensive practice in hearing and saying new phrases.

The first time you play the audio, focus on pronunciation. Then play it again, this time encouraging students to concentrate on intonation. Using different activities will help you to keep drills fun and stop them from becoming repetitive. See **TB p. 22** for a variety of drill ideas.

### Activity E Controlled Practice: Written

**Activity E** is a controlled practice activity and gives students some heads-down time to use the new grammar structure. Encourage students to do this as independently as possible, using the table in Activity B, so that they can process what they have learned and you can assess their level of understanding.

### Activity F Communication

**Activity F** allows students to practice the target language through a freer, more communicative activity or game. Where there is text inside speech bubbles, this provides a model, but make sure students understand that they can choose what to say.

Throughout the digital **ETB** there are ideas to differentiate lesson content in a mixed ability class. *Support* ideas suggest a simpler pathway for completing an activity or provide scaffolding to enable less confident students to complete the activity. *Challenge* ideas encourage more confident students to use additional language to take activities further. For more activity specific differentiation ideas, see **TB p. 24**.

### Competencies

Icons throughout the teaching notes highlight which activities are connected to one of the five competencies: Me, Act, Think, Learn, and Communicate.

See **TB p. 19** for more information.

## Explore Language

### Lesson Objectives

- to learn how to make statements and questions with the verb *be* in the simple present
- to practice using adjectives to describe people

### Materials

Audio Tracks 12 and 13

### Warm Up

Ask *Do you have a pet? Is it big or small? Hands up if you have a big pet. Hands up if you have a small pet.*

Repeat with other adjectives from the previous lesson. If students don't have a pet, they can think of a teddy bear or toy animal they have.

#### **A TRACK 12 TB p. 214 Listen and read. Does Eddy have a new pet?**

- Tell students that they are going to listen to Eddy talking to his uncle about a pet. Have students look back at the first Explore Language lesson to help them remember Eddy. Then play the audio and have students follow the story in their books.
- Ask the gist question *Does Eddy have a new pet?* and elicit the answer. Play the audio again for students to check. Ask further comprehension questions and play the audio again.

#### Answer

No, he has a new toy dog.

#### **B Look at A. Complete.**

- Write or project the table onto the board. Tell students that the sentences they need are all in the story.
- Point to the first question and answer in the table and have students find them in A. Point to the word written in blue (*Are*). Ask *What kind of word is it?* (a verb: *be*).
- Have students work in pairs to complete the table by looking at A.
- Ask students what is different between the two short answers for each question in the table (one is positive, the other negative). If they need a hint, tell them to look at the red words. Elicit the difference between positive and negative forms.
- Have students notice the difference between the positive and negative forms. Remind students that *be* has three different forms for different people.

Note: both the contractions and the full words are acceptable for the bottom left-hand statements.

- Have students look at the Grammar tip *Remember*. Drill the pronunciation of *isn't* and *aren't*. Say a few short sentences with the full forms and have students say them using the contraction; for example, *It is not scary.* (It isn't scary.)

#### Answers

Are; isn't; 're/are; isn't

#### **C Think and discuss. Then choose.**

- Elicit a sentence with *have* and one with (a form of) *be* and write them on the board; e.g. *We have a pet. Jane is funny.* Have students read the sentence in their books. Ask students which sentence on the board is describing people or things.
- Then have students work in pairs to discuss the sentence and circle the correct option.

#### Answer

I be

#### **D TRACK 13 TB p. 214 Listen and say.**

- Tell students they're going to practice saying the new structures. Play the audio, pausing after each sentence for students to repeat.
- Play the audio again, this time encouraging students to concentrate on the intonation.
- For ideas on how to vary the drill, see TB p. 22.

#### **E Look and complete.**

- Have students look at the pictures. Do the example together. Say *Look at the snake. Is it cute?* Ask students what is missing from the answer (*isn't*). Ask *How can you describe the snake?* Elicit that the snake is scary. Say *It is scary. It's scary.*
- Have students do the activity individually. Remind them to look at the pictures and the table to help them. Check answers as a class.

#### Answers

1 Is; isn't 2 Is; is 3 Are; 're/are 4 Are; are  
5 isn't; 's/is

#### **F Play a guessing game. Choose a picture from E.**

- Students describe one of the pictures for their partner to guess. Remind students to use *he* for boys, *she* for girls, and *they* for more than one person or animal. Students play the guessing game in pairs.

### Cool Down

Have students say a sentence with the target language; e.g. *The dog is scary* or *My baby sister is cute*. You can do this as students line up to leave the classroom, as an exit pass.

**Next lesson:** Ask students to draw or bring in pictures of their family for the next lesson.

## Lesson 5 Walkthrough: Take the Stage / Talk About It

The first productive skills lesson is dedicated to speaking and functional language. Take the Stage lessons present and practice a presentation. Talk About It lessons present and practice a conversation. The productive task is modeled by a child or children in a video, which shows the students what they are going to do themselves and helps to bring the language alive. Ideally the video should be watched in class. However, if this isn't possible, use the Flipped Classroom Approach (see TB p. 15) and have students watch the video before the lesson.

Building students' confidence in speaking is a key part of the language learning classroom and the activities are carefully staged to help them analyze the language, brainstorm their own ideas, and plan what they will say. Performing successfully, in a conversation or a presentation, helps ensure learners are receptive to future learning.

### Activity A Video Showcase

**Activity A** asks students to watch the video and answer a gist question. Ask some additional comprehension questions to make sure students understand the video. This is important because the video models the spoken practice students will do later on in the lesson. Comprehension questions have been provided in the digital **ETB**. The digital **ETB** also provides a Video Focus idea in every speaking lesson.

There is a *Watch* callout question, which encourages students to notice something about the model conversation/presentation in the video (e.g. body language). This feature is often picked up in the *Reflect* callout and serves as a reminder that communication is more than just the words you use. Notes for the *Watch* callout are provided in the **ETB**.

### Activity B Functional Language

**Activity B** asks students to watch the video again, this time with their books open; the functional language is highlighted for students to notice. Students can try to do the activity from memory first and then check their answers when you re-play the video. Giving students a critical thinking task, such as analyzing and categorizing the key phrases, will help them to prepare for structuring their presentation or conversation later in the lesson.

### Pronunciation

**Pronunciation** in the **Language Book** is not linked to the phonics work in the **Literacy Book**. While phonics focuses on helping students decode a combination of letters to read a word, the pronunciation activities are about communicating clearly and intelligibly.

Students will practice saying sounds and words accurately, first by watching and copying your mouth movements and then by listening to and repeating the audio. The sounds featured here have been chosen because they are difficult for many learners and may require additional practice.

### Activity C Planning

**Activity C** is the planning stage of the presentation/conversation; it allows students to personalize their ideas using the functional language from the video. It is important to teach students to brainstorm ideas and plan before giving a presentation. C helps them prepare their ideas before organizing them in D.

### Activity D Preparation

**Activity D** is where students use their ideas from C to prepare a presentation/conversation, guided by the template provided in the book. Students will prepare presentations individually and conversations in pairs. Often students are asked to choose one or two ideas to take forward from C. Encouraging students to make choices is an important part of this course, because it promotes engagement and critical thinking.

At this level it is a good idea for students to write their notes out in full, although you may feel that stronger students don't need to do this.

### Activity E Practice and Production

**Activity E** is an opportunity for students to practice with a partner and perform/present. For the presentation lessons, choose a few students each lesson to perform to the class—keep a record so each student gets a chance to perform over the course of the year. If students don't perform to the whole class, have them perform to each other in small groups. At this age, it may not be appropriate to ask students to reflect on how their peers did, in order to avoid any negative comments; instead suggest ways of appreciating each other's efforts, e.g. by clapping or saying *Good job!* For the conversation lessons, it is enough that they have the conversation with a friend; they don't need to perform it. You can go round to monitor and offer praise and support.

The activity ends with a *Reflect* callout feature for students to think about how they did and circle. Encourage them to be honest here and tell them that it is easy to forget to do things when we are nervous, but that speaking gets easier with practice! Notes for the *Reflect* callout are provided in the digital **ETB**.

## Take the Stage

### Lesson Objectives

- to prepare and give a presentation about yourself and your family
- to recognize and reproduce /ɪ/ and /i/

### Materials

Video; Audio Track 14; students' family pictures (Activity C)

### Warm Up

Write *How many people are in your family?* on the board. Ask students to count the people in their family. Then have them walk around the classroom asking the question. When they find a student or students who have the same number of people in their family, they should sit down together. Ask each pair or group *How many people are in your family?* When they have answered, ask the class *Who has a big family? Who has a small family?*

### A TB p. 236 Watch and listen. Is Tim's family big or small?



- Show a still of Tim from the video. Point to Tim and introduce him. Tell students that they are going to watch a video of Tim talking about his family.
- Ask the gist question *Is Tim's family big or small?* Play the video and then check the answer. Ask further comprehension questions, e.g. *What's Tim's mom's favorite color?* (blue) (see ETB).

### Answer

His family is big.

### B Watch again. Check (✓) the phrases you hear.

- Have students read the phrases and draw their attention to the example.
- Play the video again, pausing for students to check the phrases they hear. Two phrases are not said. Note: some phrases are very similar, so they should listen carefully. Check answers as a class.
- Have students analyze when to use the phrases. Ask *What do Tim and his mom say to introduce themselves?* (beginning; 1, 4) *What does Tim say when he introduces his family?* (middle; 3, 5, 6, 7) *What does he say at the end?* (8—Note: ask students to correct this sentence)

### Answers

1; 3; 4; 5; 6; 7 (2 and 8 are not said)



### International English



Elicit which words are American English and which words are British English. Ask *Which do we use?*

Have students draw a big checkmark with their finger while saying *check/tick*.

### Pronunciation /ɪ/ and /i/

TRACK 14 TB p. 214 Listen and say.

- Students often have difficulty distinguishing /ɪ/ and /i/ sounds. Demonstrate the /ɪ/ sound as in *Tim* and encourage students to copy you. Demonstrate the mouth position for the sound /i/ as in *green* and say *This is a smiling sound*.
- Play the audio for students to repeat the sounds and words. Repeat if students need more practice.
- Say *These words are used in the video. What other words do you know with these sounds?* Have students discuss in pairs, then elicit ideas (e.g. *twins, be*) and write them on the board in two sections. Drill all the words at the end.

### C Plan. Think about your family. Complete.

Note: if students have not brought family pictures, they could draw their family.

- Say *In the video, what does Tim talk about? (His family) Let's look at the plan.* Ask them what information is included (who the person is and their name, age, and favorite color). Elicit examples from around the classroom to write in the *Who?* column on the board.
- Say *Use your pictures (or drawings) to make a plan about your family.* Monitor and help as necessary. If students don't know all the information they need, they can guess or choose a different person. Students don't need to complete the plan for their whole family.

### D Prepare your presentation. Use your ideas from C and phrases from B.

- Play the video again.
  - Ask students to look at their plan and choose two family members to talk about. Have them use the plan they made in C and phrases from B to complete the presentation notes. Remind them which phrases to use at the beginning, middle, and end of their presentation.
- ### E Practice with a friend. Then share with your class.
- Have students practice their presentation with a friend as many times as they need to. Remind them to smile and to speak slowly and clearly. Encourage them to pause after each phrase.
  - Invite volunteers to come to the front of the classroom to give their presentation. Have the audience give a round of applause after each presentation.

### Cool Down

Ask *Why is it good to introduce people?* Encourage students to Think, Pair, Share (see TB p. 20). They can use LI for this. (Suggested answers: It's polite; It's a good way to get to know someone; It makes everyone feel included.)

## Lesson 6 Walkthrough: Write About It

The second productive skills lesson focuses on the mechanics of writing, e.g. punctuation and spelling, while laying the groundwork for a process-writing approach in higher levels. There is always a model text as well as a brainstorm/planning stage for the final production task. The structure of the lesson is similar to Lesson 5.

### Activity A Contextualized Writing Mechanics

**Activity A** presents the lesson's writing focus through a model text. It is important to ask students comprehension questions to ensure they have understood the text, since they will be expected to produce their own writing based on this model by the end of the lesson. Some comprehension questions are provided in the digital **ETB**. The teaching notes take a simplified inductive approach, by encouraging students to look at the model and notice the mechanic.

### Activity B Controlled Practice

**Activity B** builds on A by having students practice using the target writing mechanic. Encourage them to use the model in A as a guide.

### Activity C Planning

**Activity C** teaches students to brainstorm and plan before writing by providing a graphic organizer to help students collate their ideas. Stronger students can be given the Challenge printout from the Resource Bank which has another column/section to complete.

### Activity D Production: Writing Task

**Activity D** is the productive writing task. Encourage students to do a draft version, then either peer- or self-correct, before writing their final version. Research shows that feedback is more useful between drafts and it gets students into the habit of self-correcting.

As well as the Challenge printout mentioned for C, there are two other writing printouts which can be downloaded from the Resource Bank: the Standard template can be used by most of the students for their final written piece. Less confident students can have the Support printout which gives them more scaffolding to complete the same task as the rest of the class. Stronger students should be encouraged to expand on the model given in A by recycling language from previous lessons and giving more examples where relevant.

As with the Speaking lesson, there is a *Reflect* callout which relates to the mechanic explored in A and B. Focus on this callout before students write their final draft and give students time to self-correct their work where necessary. Notes are provided in the digital **ETB**.

### Cool Down

Cool Down activities give closure to the lesson. They are designed to get students thinking about what they learned and might include a game to review new language/ concepts, or provide an opportunity to share classwork completed during the lesson.

## Write About It

### Lesson Objectives


- to learn how to use capital letters and periods
- to plan and make a poster about a special person

### Materials

Support, Standard, and Challenge Writing printouts from the Resource Bank (Activities C, D)

### Warm Up

Play *Hunt the Capital Letter*. (See TB p. 26.)

**A** Read the poster. Underline the capital letters. Circle the periods 

- Have students read the title on the poster. Ask them what they think *special person* means. Elicit that it is someone the writer really likes. Have them read the poster text. Check comprehension; ask *What's the aunt's name?* (Elisa) *Who are cute?* (Ruby and Rosa, the cats).
- Project the poster onto the board (if you are using the TTL) or write the first two lines from the poster on the board. Invite two students to come up and underline the capital letters (the first one is done as an example answer). Ask *When do we use capital letters?* Elicit *at the beginning of a sentence, in headings, and for names*.
- Encourage students to notice what is circled at the end of the first sentence. Say *This is a period. Can you see another period?* Invite a student to come to the board and draw a circle around the next period. Ask *When do we use periods?* Elicit *at the end of a sentence*.
- Ask students to find the capital letters and periods in the rest of the poster. Then write the poster text on the board (if you aren't using the TTL) with the capital letters underlined and the periods circled so students can check their answers.
- Read the text aloud, pausing after each sentence. Ask *What do we do when there's a period?* Elicit that we stop for a moment. Have students read the text chorally, making sure they pause after the periods.

### Answers

#### My Special Person

This is my aunt. Her name's Elisa.

She's kind.

She has two cats, Ruby and Rosa.

They're cute.



### International English



Highlight the different words and elicit *period* is American English and *full stop* is British English. Ask *Which do we usually use?*

**B** Write the sentences using capital letters and periods.

**Practice** Student's App: Writing Practice



- Write the first sentence on the board. Have students read it and find a similar sentence in A (*This is my aunt*). Ask *What is different?* (*This* has a capital T; there is a period at the end.) Invite a student to come up and correct the sentence.
- Have students add capital letters and periods to the other sentences.
- Tell students to compare answers with a friend. Then write or project the corrected sentences on the board for students to check their answers.



### Answers

1 *This is my brother.* 2 *Ed has a brother.*

3 *She doesn't have any pets.* 4 *He has two snakes.*

5 *They aren't scary.*

**C** Plan. Think about a special person. Complete.  

- Tell students they are going to make a poster about a person who is special to them. Ask what information they can include (name of person, adjectives to describe that person, names of the person's family members and their pets, adjectives to describe the family members and pets).
  - Ask students to call out adjectives to describe people or pets. They can look back at p. 14 if necessary. Write the adjectives on the board so that students can refer to them easily. Have students complete their plans individually. Monitor and help as appropriate. Challenge printouts can be handed out now.
- D** Make your Special Person poster.  
- Have students write sentences first in their notebooks, using their ideas from C.
  - Students should exchange their work with a friend and peer-correct. You can put a checklist of things to correct on the board (e.g. spelling, verb forms, capital letters, periods).
  - Have students write their final versions neatly on paper. Alternatively, hand out the Support and Standard poster printouts from the Resource Bank. Allow them time to draw their special person. Display the finished posters around the classroom.

### Cool Down

Play *Find Someone Who* (see TB p. 25). Write some instructions on the board, e.g. *Find someone who has two cats*. Have students work in pairs to look at the posters and find a person who matches each description. Tell them there may be more than one correct answer.

## Lesson 7 Walkthrough: Think It Over

The final lesson in the **Language Book** encourages students to reflect on what they have learned and what they want to explore further. Students are not expected to articulate all their ideas in English. It is important that the students reflect for themselves rather than being told what they studied as this gives them another opportunity to develop as independent thinkers while also beginning to take responsibility for their learning and learning styles. At this level, their responses will help you to adapt future lessons to suit your learners' needs and to make targeted suggestions for further practice. This lesson also helps establish a home-school connection as parents can ask their children to explain their reflections.

### What did I do?

This question focuses students on the activities they did during the unit, both in and outside of the **Language Book**. Help them to recognize that they are able to do a lot of different things, and bring in props to trigger memories.

Encourage students to make a personal and creative response to the question when choosing activities to draw or write about. This allows you to see what students found interesting and challenging, and what they feel they've achieved. Ask students to think about why they enjoyed certain activities and didn't enjoy others. Ask them how they felt when they were doing something they found hard and how they felt after they did it.

### What did I learn?

The purpose of this question is to find out what students think they have learned, rather than what *you* think they have learned. Explain that ideas can be content-related, as well as to do with language. In early units, brainstorm ideas on the board and tell students they can either choose one idea to draw/write about, or think of their own idea. In later units, have students discuss their ideas in pairs, but be careful not to pair quieter students with dominant ones, as it is important for each student to have the opportunity to make a personal response. Try not to limit your students to think only about vocabulary and grammar; the reflection should take in all aspects of learning and be inclusive. The digital **ETB** provides differentiation activities to support this question.

### How did I learn? / What was my favorite part?

These two questions alternate across the units. Their purpose is to help students to begin to identify personalized learning strategies.

*How did I learn?* Encourage students to think about what helped them to remember something, e.g. repeating something lots of times in a drill, through a cooperative learning routine, using the Student's App on Navio at home, or creating a mental picture of the vocabulary in their head.

*What was my favorite part?* At the end of the level you may be able to point out that our favorite part is often the way we learn best—that when we enjoy doing something we usually find it easier to learn. Encourage students to think about how they can make the learning more enjoyable for themselves. This helps them to start taking responsibility for their personal learning journey.

### How well did I do?

This question asks students to evaluate their own progress. However, answers will only be valuable if students feel they can be honest. You may find it helpful to explain what it means to analyze ourselves and to provide some concrete examples to help them understand, e.g. *if you can remember 20 words color in the happiest face. If you can remember 15, color in the next happiest face. If you can remember one or two, color in the sad face.* Let them know that it's OK to color in the sad face, it just means they need to do more practice. You can suggest targeted practice to suit different students' needs, such as the grammar printouts or the practice on the **Student's App** on **Navio**.

### What can I do next?

Encourage students to think of all the different ways they can continue their English learning journey outside of the classroom, including use of new media, e.g. apps, video games, vlogs. Brainstorm ideas as a class, using the suggested words as prompts. Make additional suggestions based on the things students identified as enjoyable, e.g. if they loved the Lesson 1 song, suggest they sing it at home. Make sure you follow up in the next lesson by asking questions, e.g. *What did your mom say when you sang the song? Tell me about the English movie you watched.*

### Looking Forward

This features a teaser question about the next unit. To create excitement and interest in learning more, brainstorm possible answers and review these predictions in the first lesson of the next unit to see who was correct.

### Further Review and Recycling

Regular recycling of new language helps increase exposure and build confidence and understanding.

**Put It Together** communicative games come after every two units, providing an opportunity to review and recycle the language learned in the previous lessons. These fun activities are designed to encourage students to use the language in context and to want to play again and again. Some of the games are based on Cambridge English exam activity types, thereby preparing them in an enjoyable way.

**Plays** review and recycle language from Units 1–5 and Units 6–10 in amusing contexts which could be used as a performance pieces mid-year or end-of-year.

## Think It Over

### Lesson Objectives

- to review what has been learned in the unit
- to reflect on the unit and their progress
- to think about learning strategies and how to continue learning at home

### Warm Up

Ask students what the unit theme was (family) and write it in the middle of the board. Brainstorm any words students can think of that relate to the topic and write them on the board. You could also add the names of some of the characters who have featured in the unit. This is a chance to review language and themes from the whole unit and to bring the topic back into focus.

### Read the questions and draw or write your answers.

- Encourage review of the language and reflection on the ideas from the unit to help students make connections to past learning experiences. Give students time to think about and discuss activities in the unit before they complete the questions. Explain that they can choose to either write a few words or sentences, or draw a picture. Allowing students to make a personal response will help them retain knowledge and engage with the learning points.

### What did I do?

- Give students a few minutes to look back through the unit at the different activities they did. Ask questions about the unit; e.g. *Who can sing me a line from the song? Who has a pet lizard? Who has a toy dog?*
- Encourage students to identify something in the unit that they found challenging but which they completed and feel proud of. Alternately, ask them to choose something that was particularly memorable for them—either because it was interesting, or it was different, or even because it was noisy! You can use LI to explain these ideas to the class. Tell them they can draw or write about this activity.

### What did I learn?

- Ask questions about the unit; e.g. *What words do you know? What sentences can you say? What do you know about families in different countries?* Brainstorm some ideas on the board.
- Encourage students to draw a picture or write sentences about the outcome of their learning.

### How did I learn?

- Ask students how they learned the family words in Lesson 1. Elicit ideas (e.g. by seeing the words next to the pictures, by doing the visualization activity, by hearing the words in a story, by doing a writing or a speaking activity). Encourage students to think about the pronunciation and spelling of the words they learned in this unit. Ask *What helps you remember how to say/spell these words?*
- Encourage students to draw a picture or write about some of the activities that helped them learn.

### How well did I do?

- Tell students to color in the number of emojis that best expresses how well they have learned the unit content (i.e. the more they color, the more they feel they have learned). Ask *What do you understand? What do you need to practice more?* Encourage students to look back through the unit to see how much they remember, what they did well, and what they found difficult.

### What can I do next?

- Brainstorm ideas with the class about what students can do to learn more (e.g. sing the song again, read the stories again, play the game on p. 17 again, do the practice on the Student's App on Navio).
- Encourage students to think about what they can do at home to improve their English using the verbs in the box as prompts. Some suggestions are: read the stories with family members; sing the song to family members; play English games on a tablet or phone; talk in English with friends and family.
- Ask students to choose one or more activities from the list (read, sing, play, talk) that they will do to practice their English.
- Once students have completed the page in their books, have them discuss with a friend what they drew or wrote. Did they choose the same activities or different ones?

### Looking Forward

Draw students' attention to the character at the bottom of the page. Ask *Who's this?* and elicit what they remember about him (Uncle Jim is Eddy's uncle and appears in Explore Language, p. 16). Ask *What do you think is Uncle Jim's favorite food?* and elicit suggestions from the class. Tell them they will find out in the next unit.



## Lesson 1 Walkthrough: Get Ready to Read

There are two sections to this lesson: Section 1 is always a Visible Thinking Routine (VTR). See **TB p. 19** for more on VTRs. Section 2 contains pre-reading activities and previews a reading skill which will be explored in more detail in later lessons. The teaching notes on this page are flexible, so you can tailor lessons to suit your learners. You can either choose to do the VTR and pre-reading activities in one lesson, or alternatively spend longer developing the VTR discussion and start the next lesson with the pre-reading activities, then go straight into the reading. There is no Cool Down activity in the main teaching notes, but an extension activity provided in the digital **Enhanced Teacher's Book (ETB)** may be used as a Cool Down.

### Warm Up

**Warm Up** activities are designed to generate interest in the topic and activate schema to help students make connections between their own experiences and the readings. Activities are purposely not vocabulary-focused to give the **Literacy Book** a distinct first language (L1) feel.

The digital **ETB** provides a quick Two-Minute Review activity for each Lesson 1, to review ideas generated by the previous unit. You can choose to do both the Two-Minute Review and the Warm Up or just one or the other, to suit the needs of your class.

### Activities A, B, C Visible Thinking Routine: See, Think, Wonder

**Activities A, B, and C** are a See, Think, Wonder VTR. Each routine uses a striking image related to the unit's topic to foster thoughtful and constructive classroom discussions.

Allow students to think silently for one minute at each step of the routine. Use the Visible Thinking Routine infographic printout from the Resource Bank to help students formulate their ideas. Then take ideas from the class. After the first flurry of ideas, encourage students to keep looking and to see more things. Explore the difference between students seeing on their own and seeing things together (group discovery). You can allow some discussion in L1 here, but try to re-formulate students' ideas into simple English. Avoid leading students to an answer by keeping supporting questions open, e.g. *What (else) do you see/think/wonder about the picture? What colors/shapes do you see?*

Answers will vary depending on students' opinions. Remind students to respect each other's thoughts and opinions.

The teaching notes include a list of vocabulary students will most likely find in the picture. Model conversations for each stage of the VTR are also provided. The parentheses are there as a reminder that students don't have to produce full sentences. The goal here is for them to communicate their ideas in whichever way they can. You may also find it helpful to have students express their ideas through drawing. Make sure you keep a record of students' ideas on construction paper or sticky notes, so you can revisit them later in the unit and see if opinions have changed.

### Transition

The **Transition** is a discussion question designed to move you smoothly between the two sections of this lesson (VTR and pre-reading activities). This helps students make connections between the ideas they explored in the VTR and the reading. Alternatively, you can use this question as a Warm Up, if you decide to start the pre-reading activities in the next lesson.

### Activity D Activate Schema

**Activity D** poses a discussion question for students to apply the work they did in the VTR even more closely to the unit's topic. Have students discuss the question in pairs before sharing their ideas as a class. You can write up their ideas and suggestions in graphic organizers on the board, to develop critical thinking skills.

### Activity E Skill Preview

**Activity E** previews the unit's reading skill. This will be addressed fully in the second Get Ready to Read lesson. You are not expected to actively teach the skill in Lesson 1. The goal is to introduce the concept gently and attune students to look for and/or use it as they read.

## Get Ready to Read

## Lesson Objectives

- to activate prior knowledge about family
- to encourage students to observe and interpret through a See, Think, Wonder VTR
- to preview the reading skill of predicting from pictures

## Materials

VTR printout from the Resource Bank (Activities A, B, C)

## Warm Up

Use this activity to create interest in the topic of family.

Ask students if they read a book when they go to bed. Ask *Do you read alone or with a parent? Do you enjoy reading? Do you like to read with Mom/Dad?* Have students tell a friend about their favorite book. Then elicit ideas from the class.



## A Look at the picture. What do you see?

Students are going to do a VTR to explore the image of the boy and the man.

- Ask students *What do you see?* and elicit answers. Then give students one minute to look at the picture before sharing more answers as a class.
- Students will likely find: *boy, man/dad, book, bed, tent, sun, lines, sweater, rug, lamp, shelf,* and various colors and shapes.
- Students may also notice: *floor, duvet, finger, beard, beach, zigzag.*

Here's an example of this part of the routine:

**Teacher:** What do you see?

**Student A:** (I see a) boy.

**Teacher:** Good! What else do you see?

**Student B:** (I see a) man.

**Teacher:** What shapes do you see?

**Student C:** Two circles.

## B What do you think?

- Say *I think the man is a dad. What do you think about the picture?* Give students 1–3 minutes to think about the picture silently. Then have students share their ideas as a class. Monitor and provide language help when needed.

Here's an example of this part of the routine:

**Teacher:** What do you think?

**Student A:** (I think it's) night.

**Teacher:** What makes you say that?

**Student A:** (It's) dark. (I think there's a) lamp.

**Teacher:** What else do you think?

**Student B:** (I think the) boy (is) sleepy.

**Teacher:** How interesting!

## C What do you wonder?

- Say, *I wonder if the boy made the tent. What do you wonder about the picture? What questions do you have?* Give students 1–3 minutes to think about the picture silently.
- Have students share their ideas in groups or as a class. Allow students to be creative and encourage them to share. There are no wrong answers. Language does not need to be perfect.

Here's an example of this part of the routine:

**Teacher:** What do you wonder?

**Student A:** (What's) the boy point(ing to)?

**Teacher:** OK, what else?


**Student B:** Why (are they) read(ing) on the floor?

**Teacher:** Good question! Anything else? What do you wonder?


**Student C:** What book (is it)?

## Transition

Ask students what they think this unit is about. Possible answers include reading, books, family, family time, bedtime, dads and sons, and home.

D Think and discuss. Who do you read with? 

- Point to the man in the picture and ask *Who's this?* (Possible answers: dad, uncle, big brother, friend) Have a class vote to see which is the most popular answer.
- Focus students on the question *Who do you read with?* Help by naming different places where they read; e.g. *Who do you read with at school?* Encourage students to listen to their friends and say if they agree.

E Look at this picture. What do you think the reading is about? Choose. 

This is a preview of the reading skill predicting from pictures.

- Have students look at the picture from the reading. If you are using the TTL, project and enlarge the image. Ask *What do you see?* Students may need to use LI to talk about the picture. Provide words and phrases in English.
- Look at the three answer options with students. Say *Look at the picture. Can you see anything we take on vacation? (yes, a suitcase) Do you wear shorts in winter? (no) Is it a school? (no, it's a house) Do you think it's their home? (students' own answers)*
- Tell students that pictures can help us guess what the reading is about. Ask students what they think the story is about. Ask *What do you see? What do you think that means? What makes you say that?*

## Answer

a vacation

Now read **Come On, Family!**

## Lesson 2 Walkthrough: Reading 1, Fiction

The reading lessons aim to support the development of literacy and to foster a love of reading, to encourage students to become lifelong readers.

One reading lesson in each unit is supported by a video. Digital storytelling is helpful because it transcends language and culture by engaging students in a way that is both visual and auditory, as well as textual. Learners can make connections to previous experiences more easily, think critically about new information, and use their own knowledge to fill out any gaps in understanding. Videos can be used as part of the overall reading strategy: as a way of engaging students with the text; as part of the process of analysis; and as a tool to help them interact with the text on a more personal level. The digital **ETB** provides extension activities for each video lesson. If you aren't able to play the video in class, have students watch it at home prior to the lesson. See **TB p. 15** for more information about the Flipped Classroom Approach.

### Warm Up

This **Warm Up** allows you to review the ideas generated at the end of the previous lesson in preparation for the reading. Alternatively, if you are carrying the lesson straight on from the previous page, use this activity to transition between the pre-reading and reading part of the lesson.

Warm Ups in the **Literacy Book** are about setting the scene for the upcoming lesson and activating students' memory, curiosity, and desire to learn. Don't correct language unless the students ask you to.

### Reading Approach

#### First Reading: Listen and Engage

The purpose of the first reading stage is to engage students and help them become familiar with the text. This sets the scene for the comprehension and analysis work that will come next. Before they read, encourage students to identify things in the pictures that they find interesting, surprising, or unusual. Engagement is more important than vocabulary at this stage, so it's fine for students to point if they are unable to name what they see.

For this first exposure to the text, read it out loud, play the video, or have students listen to the audio and follow along in their books. To help students feel comfortable and enjoy watching/listening to the story, have everyone seated in a circle at the front of the class. This is a great opportunity for students to see and hear how to read fluently and with expression, so if you are reading, do character voices and use facial expressions where appropriate. Pause only to ask prediction questions, which can help to motivate students and encourage them to want to find out what happens next. Do not spend time analyzing the language at this point. Full comprehension is not necessary for students to enjoy a text.

### Words in Context

See **TB p. 56**.

### Second Reading: Analyze the Text and Features

Ensure students get to explore the text in a variety of ways to keep them motivated and active participants in the learning process. If you read the text out loud in the first reading stage, have students read chorally in the second stage, or have them read silently with or without the audio. You could also play the video at this point to support understanding.

The purpose of the second reading stage is to analyze the text and features using the callout questions from the colored boxes in the **Literacy Book**. The teaching notes tell you the purpose of the questions, e.g. gist, detail, text focus, making connections, personalization, and give ideas about how to exploit them.

### Third Reading: Interact with the Text

The third reading stage gives students the chance to interact with the text on a more personal level. With fiction texts, students are encouraged to role-play or act out the text. This activity allows students to explore what characters are thinking and how they are feeling. They can also experiment with different voices and patterns of intonation. For ideas on setting up role-plays in class see **TB p. 23**.

### International English

See **TB p. 54**.

## Fiction: *Come On, Family!*— A Story

### Lesson Objectives

- to read a story about a family on vacation
- to make a personal connection to the reading

### Materials

Audio Tracks 8 and 9; Video

### Warm Up

Give students one minute to look at the picture on p. 9 (E). They should then close their books and work in pairs to name all the things they remember from the picture. You can make it more competitive by having them write down their answers and seeing which pair has the most correct items.



### TRACK 8 TB p. 230 Reading Approach

#### First Reading: Listen and Engage

- Ask students to notice the title, story text, and characters on the pages. Give them a few minutes to look at these.
- Play the audio while they read. Encourage students to move a finger along the text in time with the audio. Hearing the audio version of the text will help them follow the story and understand what happens.
- At the end of the second page, check who is who. Say *Point to Rose. Point to Sophie. Who is this?* (Mom/Dad) Ask students to guess what happens next before they turn the page. Encourage them to look at the pictures, as well as the words. Ask prediction questions; e.g. *What do you think Mom will say next?*
- Read the whole story before looking at the Words in Context.



### TRACK 9 TB p. 230 Words in Context

- Play the audio and have students repeat the words.
- Have a race to find the words in the story.
- Look at each sentence containing a target word in turn, encouraging students to **look at the pictures to guess the meaning**. They can use LI for this. Use these questions to help them understand the words.

**last** Say *It's the last day of vacation. Look at the picture. Rose's mom is putting clothes into a suitcase. Do you do this at the beginning of the vacation or at the end?* (end) Draw a timeline on the board and label *first day* and *last day*.

**bored** Say *Look at Rose. Is she happy?* (no) *What does she want to do?* (go swimming) *Is she doing anything?* (no) Explain you feel *bored* when you don't do anything.

**ready** Have students look at the next picture (p. 12). Say *The house is clean. The family is ready to go. Do they have more things to clean?* (no) *Can they go now?* (yes)

**together** Have students look at the next picture (top of p. 13). Say *Rose says "Let's play together."* Does she want to play alone or with her family? (with her family—together)

**busy** Ask *What are Sophie, Mom, and Dad doing?* (They're reading.) *Do they want to play?* (no) *They're doing something else. They're busy.*

**please** Have students look at the next picture (bottom of p. 13). Tell students to look at Rose when she says *Please*. Have students look at what Rose said before (*Let's play together*), then copy her gesture and expression. Ask *When do you say "please"?* (When you want something.)

### Second Reading: Analyze the Text and Features

- Play the video to consolidate students' understanding of the story (video script TB p. 238). Ask comprehension questions, e.g. *Is the vacation in the city?* (no, it's at the beach)
- Read the story again chorally and discuss the three questions in the green boxes using Think, Pair, Share (see TB p. 20).
  - **Gist** (p. 11): *What does the family do together?* Have students look at the pictures, as well as the text, and find what the family does (clean up, read, go on a boat trip).
  - **Detail** (p. 13): *What does Rose want to do?* Have students find what Rose wants to do in the text (play together/with her family). Ask students why Rose has an inner tube on and elicit that maybe she wants to play in the swimming pool or in the sea.
  - **Personalization** (p. 15): *Who do you play with on vacation?* Ask students to discuss this in pairs, then compare answers around the class. This type of personalized question involves students in the text and helps them connect with the story.

### Third Reading: Interact with the Text

- Now that students are very familiar with the story, mute the video and have them act out what they see in groups of four or five (in groups of five, one student is the narrator). See TB p. 23 for ideas on how to do role-plays.



### International English



Point to the flags and elicit which words are American English and which words are British English. Drill the pronunciation of each word. Ask *Which words do we use?*

### Cool Down

Have students choose the page from *Come On, Family!* they like best. Then show the first page and ask *Who likes this page best?* *Raise your hand*. Choose a student to answer *What do you like?* Ask one or two students per page.

## Lesson 3 Walkthrough: Explore the Reading

This lesson allows students to explore the previous text further with comprehension, analysis and discussion activities.

### Activity A Reading Comprehension

Start this lesson with oral comprehension questions to remind students about the text. Arrange them in a circle and have a discussion about the story. The teaching notes suggest *Wh- questions* (who, where, what, when, why) you can ask to help students to remember the gist and details of the reading. Play the video to review the story if you don't want to read the text as a class again.

The lesson then moves on to a heads-down activity which allows you to check students' understanding of the reading. If there are areas that you find students don't understand, you can return to the text and address these before moving on to the analysis part of the lesson.

### Activity B Text Analysis

**Activity B** is an age-appropriate analysis task, which asks students to begin to think critically about what they have read and to consider the causes, problems, solutions, or consequences. They will need to look back at the reading to answer questions. Help students find a strategy for doing this by encouraging them to look at the pictures and scan the text for key words, rather than re-reading the whole text again.

### Activity C Post-Reading Discussion & SEL competency

The teaching notes for the fiction text include places to highlight the SEL competency of the unit. There are discussion questions to help students personalize the SEL competency and make connections between the text and their own knowledge and understanding of the world. There are often opportunities here for critical literacy, as students can be encouraged to consider the point of view of different characters. See **TB p. 17** for more on SEL.

### Phonics

A phonics box is always attached to one Explore the Reading lesson in each unit. This features a high frequency sound from the previous lesson's reading, to help students decode the combination of letters to read words. Show students that the same sound in English can often be represented by different letters and encourage them to apply this skill of decoding to other unfamiliar words.

The phonics activity is supported by audio to help students recognize the sounds within the words, but the focus of the activity should be on reading and spelling rather than accurate pronunciation (there is targeted pronunciation work in the **Language Book**). See **TB p. 13** for more about the phonics approach in *Global Stage*.

## Explore the Reading

### Lesson Objectives

- to understand and analyze *Come On, Family!* through reading comprehension activities
- to explore the SEL competency of social awareness by identifying and using resources of family
- to recognize and reproduce the long o /ou/

### Materials

Video; handmade signs with quotes from the story (Warm Up, WU); Audio Track 10

### Warm Up

Play the first scene from the video and ask questions to check students know the names of the characters (video script TB p. 238). Then play *Who Said It?* (see TB p. 27). You will need pieces of paper on which you have written or printed all of the quotations from the story in large letters.

#### A Read and choose the answer.

- If more than one day has passed since students read *Come On, Family!*, have them watch the video again.
- With books closed, have a Circle Time discussion (see TB p. 21) to check students' comprehension of the text. Ask *Who wants to play?* (Rose) *What is the family doing?* (cleaning/reading) *Where are they on vacation?* (at the beach) *When are they going home?* (today) *Why are they happy in the end?* (They're having fun together.)
- Have students read the instruction: *Read and choose the answer.* Look at the first question together. Tell students to look back at the reading to help them. Have them look at the pictures and count the people. Say *Look, the answer is c—four. It has a circle.*
- Have students do the rest of the activity individually. Check answers as a class.

#### Answers

1 c 2 a 3 c 4 b 5 a

#### B Read and match.

- Review the meanings of words a to d by having students use gestures and facial expressions to represent them; for example, *not happy* (sad face), *busy* (doing things with your hands).
- Do the first question together; then have students complete the activity. Check answers as a class.

#### Answers

1 b 2 a 3 d 4 c

### C Think and discuss. Rose is bored. What can she do?



- Dramatize by saying *I'm bored* with appropriate intonation and body language. Ask *What can I do?* Elicit some suggestions from students.
- Ask students to discuss what Rose can do in pairs. Point to your head to demonstrate *think* and to your mouth for *discuss*.
- Have two students model the example. Then have students take turns being Rose and Sophie (who makes suggestions) in their pairs.
- Ask students *What can you do when you're bored?* Encourage them to think about the SEL competency of social awareness by identifying and using resources of family. Have them work in groups of four to discuss how having a family can help them not feel bored. They can make a list of all the things families can do together. Then get feedback as a class and write all suggestions on the board.

### Phonics long o

TRACK 10 TB p. 230 Listen and say.

- Close books. Demonstrate the long o sound by saying *Oh, no! I don't know!* in an exaggerated tone, encouraging students to imitate you. Allow students to say it as many times as they like, and experiment with the sound.
- Ask students if they know any more words that sound like o. Write suggestions on the board. If students are struggling to think of another word with the o sound, point to a *window* or a *coat* to help them.
- Open books and have students look at the words in the Phonics box. Encourage them to notice the variety of spellings that all sound the same (oa, ow, o, o\_e). Check if any of the spellings match the words students came up with on the board.
- Play the audio once for students to listen and look at each of the o sounds and a second time for them to repeat each word.
- Ask students to choose their favorite word from the list and to tell a friend.
- Then have them look back at the reading and find more long o words. Give a two-minute time limit. Ask volunteers to write a word they found on the board.

#### Answers

Sophie; Rose; OK; No

### Cool Down

Play *Find a Word*. (See TB p. 25.)

**Suggested words:** 3 letters: *are; the; six; zoo; how; sad; not; fun; and; can; she; you;* 4 letters: *read; many; four; they; pool; does; play; feel; page; look; then; busy; Rose; what; when; boat; open; long; find; help;* 5 letters: *three; where; beach; dance; clean; happy; bored; match; think; color; float; words*

## Lesson 4 Walkthrough: Get Ready to Read

This lesson provides pre-reading activities, including a reading skill focus, to prepare students for the second text.

### Activity A Reading Skill Focus

**Activity A** practices the reading skill that was previewed in Lesson 1. It takes an inductive approach to learning, with students being encouraged to practice the reading skill and notice how it can help them understand the reading before the skill is named in the skills box. Where the reading skill involves pictures, you could do a See, Think, Wonder routine before the students answer the questions to help them make connections between the pictures and their own experiences. This will help them to make sense of the reading in the next lesson.

### Activity B Reading Skill Practice

**Activity B** allows students to practice the reading skill from A and apply it to the forthcoming reading. When they have finished, discuss what students think and encourage them to say why they think it.

### Activity C Pre-Reading Discussion

**Activity C** is a discussion question relating to the reading on the next pages. The discussion question personalizes the learning and encourages students to become active participants, by asking them either to connect the reading to their own lives or to think and express opinions. You can vary the activity by using a cooperative learning routine such as a Rally Robin or a Think, Pair, Share (see **TB p. 20** for more about cooperative learning routines).

### International English

This feature exposes students to differences in vocabulary, language, and spelling between American English (US) and British English (UK). Point to the box with the flags. Ask students if they know which countries the flags represent. Tell them that the flag with stars and stripes is for the USA (United States of America), and the flag with crosses is for the UK (United Kingdom). Ask students if they know which language is spoken in these countries (English). Tell them that in both countries people speak English but that some words are different and some words are pronounced the same, but spelled differently. Tell students that they will see American English words used in this course, but that British English is also correct. It is important that while they are aware of the differences, you and they choose one variety to use, especially in exams.

To make the most of this feature, build up a display of British and American English words throughout the year. One way to do this is to print out or draw the two flags and create word cards that students stick around the relevant flag.

## Get Ready to Read

### Lesson Objectives

- to activate prior knowledge about family trips and amusement parks
- to practice the reading skill of predicting from pictures
- to make a personal connection to the reading

### Materials

A selection of picture books, in English or in LI (at the right level for students to enjoy) (Cool Down, CD)

### Warm Up

Play *Stand Up, Sit Down* (see TB p. 27). Say *On vacation I ...* followed by an activity (e.g. go swimming, visit my grandparents). If students do this activity on vacation, they stand up. If they don't, they remain seated

### A Look at the pictures. What do they tell you about the reading?

This lesson practices the skill of predicting from pictures, which students previewed on **Literacy Book** p. 9.

- Remind students of the small picture they saw on p. 9 for *Come On, Family!* If you are using the TTL, project the picture on the board. Ask again *What is the story about?* (vacation) *What can you see in the picture that tells you this?* (suitcases, shorts, beach umbrella, ball, inner tube, bucket and shovel, flip-flops, the beach) Allow students to use LI if necessary. Conclude with students that they were able to predict a lot about the reading from this one image and no text.
- Have students turn to p. 17 and look at the first picture. Ask *What can you see?* (a boy, a woman, a baby, toys, ducks, a net, a toy octopus) *What do we learn about the reading?* Prompt students if necessary, by asking *What do they like?* (suggested answers: playing games, talking, toys)
- Do the same for the second picture, asking *Who are the people? Are they happy?* It is important to accept any suggestions at this stage. Make sure students know that there are no wrong answers.
- Have students write two or three things they learn from each picture. Then have them compare answers in pairs. They don't have to write in full sentences.
- Ask students if they look at pictures when they read books. Have them look at the reading skill box: *Pictures help us learn more about the reading.* Have students suggest what things they can learn.

### Suggested Answer

The pictures can tell us about the people, the places, what the people are doing, what happens in the story, and if the story is happy or sad.

### B What do you think the reading is about? Think and check (✓).

- Direct students' attention to the two pictures in A. Ask them what they see, who's in the pictures, and where they might be. Then go through the six options in B and ask students to choose their own answers. Tell them they can check more than one answer.
- Discuss answers with the class (checking comprehension of the language at the same time). You could tally students' opinions on the board. Encourage students to say why they chose their answers.
- Remind the class that you'll come back to their predictions after they read the story.

### Suggested Answers

- 1 an amusement park    2 family    3 games  
5 a vacation



### International English



Highlight the different words and elicit *check* is American English and *tick* is British English. Ask *Which word do we use?* Have students draw a check/tick in the air.

### C Think and discuss. In your family, who likes amusement parks?

- Ask students *Do you go to amusement parks? What can you do there?* Allow students to use LI or proper nouns to name different rides at their local amusement park, fair, or carnival. If they have never visited one, ask if they have seen one on TV or in a movie.
- Focus students on the question *In your family, who likes amusement parks?* If students don't know, encourage them to guess. Write *I think ...* on the board and mime *thinking*. Do an example: *I like amusement parks, but my brother doesn't.* Have students look at the examples on the page.
- Ask students to use Think, Pair, Share (see TB p. 20) to discuss the question.

### Cool Down

Place a selection of picture books on a table near the door and have students look at them as they line up to leave the classroom. Have students choose the book they like best after looking *only* at the picture on the front cover.

Tell students that you will make a note of the most popular book and you will read it with them in a future lesson.

### Now read Zoom Town



## Lesson 5 Walkthrough: Reading 2, Nonfiction

The structure of the reading lessons allows students to be exposed to the text multiple times. This helps them to connect oral and written forms, which is important for the development of reading skills. There is a focus on reading for analysis and pleasure, rather than simple mechanics. Students will gain independence with each reading as you progress through the course.

There is one **fiction** and one **nonfiction** text in each unit. Fiction texts are laid out to emulate storybooks inspired by ESL/LI materials and expose students to language in context which may be slightly above level. This is because research shows that with the right support, reading slightly above level can significantly improve overall reading skills.

Nonfiction texts give students a chance to learn new concepts and vocabulary, as well as broaden their view of the world. They also often appeal to reluctant readers. Nonfiction texts are laid out to look like nonfiction books, websites, and articles to give a realistic and aspirational feel to the book.

### Warm Up

See TB p. 50.

### Reading Approach

See TB p. 50.

### Words in Context

Each reading lesson has a **Words in Context** box which pulls out certain key words from the text for students to explore in greater detail. It is recommended you look at these Words in Context after the students have read the text (or watched the video) at least once through.

This is so that the first reading can be about enjoyment and engagement, rather than vocabulary learning. Don't pre-teach these words. It is more valuable to offer students strategies to help them decode the meaning for themselves. Different strategies are suggested in the notes, with more detail on **TB p. 24**.

Introduce a different strategy in each lesson and encourage pairs of students to use a combination of strategies to help them decode the words. It is fine for students to use LI for this, to enable them to express their thoughts and ideas clearly.

Then ask questions (provided in the notes) to check understanding and clarify meaning. Effectively you are providing students with tools which will help them to work out the meaning of other unfamiliar words they encounter in the future. Review the meaning of all the Words in Context by having a student choose one, and the others point to the relevant part of the picture or make an appropriate gesture.

It should be noted that these words have been highlighted to help students' comprehension of the texts. They are not part of the key course language and will not appear in any assessment material.

## Nonfiction: Zoom Town—Creative Nonfiction

### Lesson Objectives

- to read creative nonfiction about a family at an amusement park
- to practice the reading skill of predicting from pictures
- to make a personal connection to the reading

### Materials

Audio Tracks 11 and 12

### Warm Up

Have students practice the skill of predicting from pictures by looking at the pictures on p. 17. Write the following questions on the board and have students work in pairs to answer them: *Where are they?* (at the amusement park) *Are they happy?* (yes) Discuss the answers as a class.



### TRACK 11 TB p. 230 Reading Approach

#### First Reading: Listen and Engage

- Read the text together. Students could sit in a circle on the floor or make a circle with their chairs. Sit at the front with your book. Ask students to notice the title, story text, and characters on the pages.
- Read the text slowly, allowing plenty of time to look at the pictures. Ask questions about the pictures; e.g. *Do you think Leo likes the fast ride?*
- Read the whole text before looking at the Words in Context.



### TRACK 12 TB p. 230 Words in Context

- Play the audio and have students repeat the words.
- Ask students to name the first word (fast) and say *After 3, find it. 1, 2, 3!* Project or write the sentence it is in on the board. Do the same for the other words.
- Have students discuss the meaning of the words in pairs, reminding them to use the pictures to help. Encourage students to **use comparison to guess the meaning** of some words (see TB p. 23). Then use these questions to consolidate the meaning. You can use LI for this.

**fast slow** Have students look at the pictures of the fast ride and the slow ride. Ask *Can you name a fast animal? Can you name a slow animal?*

**ride** Students should be familiar with this word now. Have them point to all the different rides in the pictures.

**fun** Have students look at the picture for the word *fun*. Ask *Is Grandma happy? (yes) Grandma thinks the games are fun. Fun things make you happy.* Personalize by asking individual students to name things that make them happy.

**next** Draw a timeline on the board. Write *now* in the middle and invite students to tell you where *last* and *next* should go. Elicit that *last* is in the past and *next* is in the future. Ask students if they will see Leo now or in the future. (in the future when he does another interview) *Draw students' attention to the position of the phrase See you next time.* (at the end) and explain that this is a way of saying goodbye. Ask *Can we say "see you next time" at the start or end of a lesson?* (end)

### Second Reading: Analyze the Text and Features

- Have students read the text a second time on their own and play the audio as they read. Ask comprehension questions, e.g. *Is Leo at the amusement park with his mom and dad?* (no)
- Use Think, Pair, Share (see TB p. 20) to discuss the three questions in the green boxes.
  - **Gist** (p. 19): *Does everyone like the ride?* Point to Joy and ask *Does Joy like the fast ride?* (yes) Point to Grandpa and ask *Does Grandpa like it?* Elicit *no* and ask *Why do you think that?* (He doesn't look happy.) Ask the same about the other characters and establish that not everyone likes the ride.
  - **Gist** (p. 20): *Who likes the slow ride?* Point to the little boy and ask *What's his name?* Have students read Leo's question again to find his name. (Chris)
  - **Detail** (p. 21): *How many rides can you count in the story?* (five: carousel, Ferris wheel, two roller coasters, train ride)
- Before moving onto the third reading, return to students' predictions from Lesson 4 (p. 17). Find out which boxes they checked in B and if they were correct. Ask *Is anything about the story a surprise?*

### Third Reading: Interact with the Text

- Now that students are very familiar with the story, have them act out the reading in groups of four. If you have space, let them set up chairs to be the rides. Let them think of ideas for simple props (e.g. a pen for a microphone). See TB p. 23 for ideas on how to do role-plays.

### Cool Down

Have students choose which ride they like best, the fast ride or the slow ride. Students stand in two lines, one on the left and one on the right. You can ask students to pack up and get their backpacks before this so that they can file straight out of the door, one going slowly, the other quickly. Encourage them to say *See you next time!* as they leave.

## Lesson 6 Walkthrough: Explore the Reading

This lesson follows the same structure as the first Explore the Reading lesson with comprehension, analysis, and discussion activities to explore the second reading text. It also provides further practice of the reading skill.

### Activity A Reading Comprehension

Before doing **Activity A**, have a Circle Time discussion (see **TB p. 21**) with books closed to check students' comprehension of the text. This can be a nice routine to have at the beginning of each Explore the Reading lesson.

### Activity B Text Analysis and Practice

**Activity B** is a text analysis activity that usually involves practicing the unit reading skill. Have students answer the questions individually from memory first. Then they can look back on the reading in pairs to check their answers.

### Activity C Post-Reading Discussion and CLIL focus

**Activity C** is a discussion question which encourages students to be active participants in the learning process. The question involves an element of personalization to help students make connections between the text and their own lives.

Have students discuss the question in pairs or small groups. Bring it together with a class discussion and write students' key ideas on the board in the style of a survey. Display results in a bar graph or tally chart to lay the foundations for reasoning skills and teaching students to analyze data.

There is a Content and Language Integrated Learning (CLIL) focus in every nonfiction Explore the Reading lesson to allow students to explore the texts through a real-world context. See **TB p. 18** for more on CLIL.

### Competencies

Icons in the teaching notes highlight which activities in the **Literacy Book** are connected to one of the five competencies: Me, Act, Think, Learn, and Communicate. See **TB p. 19** for more information.

### Cool Down

Cool Down activities give closure to the lesson. They are designed to get students thinking about what they learned and might include a game to review new concepts.

## Explore the Reading

### Lesson Objectives

- to understand and analyze *Zoom Town* through reading comprehension activities
- to make a personal connection with the reading
- to learn through CLIL (social studies): understanding that there are lots of different ways we can spend time with family

### Warm Up

Play *Sleeping Lions* (see TB p. 27) with the words from the reading.

Use the words in the order they appear in the story (with a lot of non-story words thrown in, too, for the game to work). Keeping them in the right order will help students piece together the story in their minds from the previous lesson, which will prepare them for the upcoming activities.

### A Read and write Yes or No.

- If more than one day has passed since students read *Zoom Town*, have them read it again individually.
- With books closed, have a circle time discussion about the story. This way you can check general comprehension before beginning the tasks. Ask *Where is the family?* (at Zoom Town / an amusement park) *What is Zoom Town?* (an amusement park) *Who likes the fast ride?* (Joy and Leo, maybe Grandma) *What does Grandma like?* (the duck game)
- Have students read each sentence in A and write Yes or No. They can look back at the reading to help them. Check answers as a class. Have students call out the answers chorally, on cue (e.g. when you put your hand up).

### Answers

1 Yes 2 Yes 3 No 4 No 5 Yes

### B Read and match.

- Have students look at the pictures and do the matching activity individually. Tell students to look back at the reading to help them. If you like, do the first one together, showing students the picture of the roller coaster in the reading. Say *This is a fast ride* and have students find the picture (b). Then check answers as a class.
- Check comprehension of the phrases and personalize them. Students can share their ideas in pairs or small groups. Ask *Where is a fast ride?* (students should point to picture b or to one of the pictures in the story) *Do you like fast rides?* *Are the games fun?* *Which game do you like?* *Is Leo with his cousins?* *What do you do with your cousins?* *See you next time!* (Encourage students to say the same.)

### Answers

1 b 2 c 3 a 4 d

### C Think and discuss. You are at Zoom Town with your family. Do you like it?

- Make students feel that they are really at Zoom Town by doing a visualization (see TB p. 21). Pausing after each question, say *You are at Zoom Town with your family. Who are you with? Are you with your mom or dad? Are you with your brother or sister? What ride do you go on? Do you go on the fast ride? Do you go on the train? Which ride do you like? Are you happy? Do you like Zoom Town?*
- Have students discuss what they visualized in small groups. Ask some students to report back to the class. Ask *Does everyone in your family like the same rides? Who likes the fast ride? Who likes the slow ride? What things do you do together?* Encourage students to explore the CLIL social studies concepts that not everyone likes doing the same thing and there are lots of different ways we can enjoy time with family. Ask students to think of a day trip or activity that everyone in their family would enjoy. Give them a minute to think and then have them share ideas with a partner.

### Cool Down

Take students on an imaginary trip to the amusement park. Read the following script to students, encouraging them to do the actions and move:

*We're at the amusement park! What shall we do first? Shall we go on a fast ride or a slow ride? OK, let's go on a fast ride.*

*Ready? We're off! We're going up, up, up ... Look down and wave hello to your mom! And we're going down! Wheee! It's very fast!*

*Now let's go on a slow train. Choo choo!*

*Shall we play a game? Look, here's the duck game. Use the net. Catch a duck. Well done! Look, you have a prize! Well done!*

*What a day! Time to go home. Are you sleepy? (yawn)*

With large classes, either have students do the actions at their desks or have smaller groups take turns.

## Lesson 7 Walkthrough: Think Together

This lesson brings the unit full circle to consider the key concept question. This acts as the thread for all the lessons related to the readings. The teaching notes support you to address this question.

Students are also encouraged to revisit the Lesson 1 VTR image to see if their perceptions have changed or shifted now that they know more about the topic. Review their initial ideas and see if students can offer more information or link the image more explicitly to the unit's topic.

### Activity A Text Comparison

**Activity A** is a text-to-text comparison task which lays the foundations for more communicative comparison analysis in higher levels. Learning how to compare and contrast is an important skill which has been shown to: improve students' ability to memorize content; develop higher-order thinking skills; strengthen comprehension skills; and improve writing skills.

If you have not done the Two-Minute Review, it may be beneficial to have students brainstorm what they remember about both texts before you start.

### Activity B Speaking Routine

**Activity B** has a text-to-world base which is explored through a cooperative learning routine, such as Rally Robin, Three-step Interview, or Numbered Heads Together (see **TB p. 20**). Cooperative learning routines create opportunities for purposeful communication and collaboration which encourages students to become actively engaged in their learning.

See **TB p. 21** for more about setting up class discussions and speaking routines.

### My Reading Journal

**My Reading Journal** allows students to give a personalized response to the readings and reflect on the unit as a whole. The goal is to foster self-reflection as a learning tool, to help students to see the importance of the learning process, to encourage them to think critically about texts and to express preferences, and motivate and empower them to want to learn more.

## Think Together

### Lesson Objectives

- to make connections between the readings
- to explore the key concept: How do you spend time with your family?
- to reflect on the unit and provide personal thoughts and opinions

### Warm Up

Ask students if they remember the VTR image from the beginning of the unit. To help them remember, show the image on pp. 8–9 for a few seconds, then hide it. You can use the TTL or a copy of the **Literacy Book**. Ask *What is the picture about?* Accept all suggestions, but particularly encourage those that mention things like *doing things with your family* or *spending time with family*.

Have students open their books to p. 23 and introduce the key concept question: *How do you spend time with your family?* Give students some time to think of ideas, then look at the VTR picture and say *Do you think this is a good way to spend time with family? Why do you say that?* Have students discuss in pairs, then report back to the class.

### A Think and discuss. What do the two families do together for family time?




Students are going to make connections between the two readings.

- Divide the class into two groups. Tell one group they are going to remember the story *Come On, Family!* The other group is going to remember *Zoom Town*. (You can split the groups into subgroups if they are too big.) Explain that they should draw things they remember from their reading. They then compare their pictures with a friend from the same group.
- Have students change places so everyone is sitting with someone from the other group. Now each pair should have pictures about both readings. Have students look at the instructions to the activity. Have them use their pictures to discuss what the families do together. In addition to discussing the differences between the stories, encourage pairs to find one thing that *both* families do.
- Discuss the question with the whole class.

### Suggested Answer

They go on a trip/vacation.

### B Write and share. What do you do with your family?

Do a Rally Robin.   

Students are going to make connections between real life and what they have learned in the unit.

- Ask students *What do you do with your family?* Encourage students to call out suggestions, using the the ideas they thought of when you introduced the key concept question. Write them on the board. If necessary, use mime and gestures to elicit more ideas, or add your own. Aim to have at least 10 to 12 ideas.
- Say *Now think and write in your book*. Allow a few minutes for students to complete the chart. They can copy ideas from the board or write their own. Monitor and help as appropriate.
- Set the class up for a Rally Robin cooperative learning routine (see TB p. 20) Demonstrate the Rally Robin with two students. Ask the question *What do you do with your family?* and point to a student to answer. Then point to the other student to answer. Repeat. Say *Now do it with your friend. Take turns*.

### My Reading Journal

**Which picture in the unit was your favorite? Draw it your way.**

This question focuses on personalization. Have students look at the pictures in the unit and choose the one they like best and draw a picture of it. Make sure students are aware that they don't have to copy the picture exactly. Encourage them to be creative and make changes (e.g. draw themselves in the picture).

**How do you feel about this unit? Choose.**

Give students a few minutes to look back through the unit before they circle an image. If time permits, follow up by asking students why they chose that picture.

### Cool Down

Play *What's the Picture?* using an image from the unit. (See TB p. 27.)