

# Unit 1 Overview

**Unit objectives:** talk about what they like or don't like and make suggestions with *Let's* describe themselves using adjectives

**Vocabulary:** activities and ways of describing people and things

**Grammar:** *Let's go to/by ...; next to, behind, in front of*

**Phonics:** sounds /ɑ:/, /ɔ:l/, /ɔ:/

**Values:** Respect – Listen to others

**Cross-curricular focus:** Biology – Jungle animals

**Country focus:** Mexico

**Overview materials:** world map or globe; realia or pictures of Mexico

**Short lesson option:** b & c



## Culture Connection

- The picture shows an underwater diving scene in Mexico. Divers can see coral, sponges, anemones and beautiful fish and shells in their natural environment.
- Mexico has a Pacific and an Atlantic coastline and there are many beautiful beaches. People visit from countries all over the world to enjoy the beaches and aquatic activities.

### a Warmer

Ask the children to look at the character pictures of Zac and Oona on p.4. Introduce the characters and read their speech bubbles out loud. Ask the children what kind of animal Oona is (*orangutan*). Ask if Zac and Oona like exploring.

Then tell the children that they are going to continue their journey of discovery in *Next Move* to learn English and explore different places and people in the world. Use the world map/globe to check the names of the continents in L1 and English (*Asia, Africa, Europe, North America, South America, Antarctica, Australia*). Point to Mexico and ask the children to guess the country. Confirm or tell them that Mexico is the first stop on their journey. Use the realia or pictures and find out what the children already know about Mexico. Ask questions, e.g. *What do you know about Mexico? What places do you know in Mexico? What kinds of animals come from Mexico?*

### b Picture activity: Zoom In

Ask the children to look at the picture. Ask them to say where Zac and Oona are (in the Pacific Ocean in Mexico). Ask them if they would like to try snorkelling or underwater diving. Read the first question and list the five oceans on the board. Ask

the children to read and answer the other questions in pairs. Ask pairs to share their answers with the class. Write the names of the ocean creatures on the board.

**Answers:** Pacific, Atlantic, Indian, Southern, Arctic; children's own answers

### c Visual literacy

This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Tell the children to look at the picture again and imagine three things the diver can see. Give some ideas in L1 and then say and write the English words on the board.

**Possible answers:** fish, coral, plants

### d Wrap up

Ask children to come to the front of the class to show where the oceans are on the map/globe.

## Picture activities for Unit 1

### Lesson 1, after Activity 2

Ask the children to look at the picture and say, e.g. *I like swimming and collecting shells.*

### Lesson 2, after Activity 2

Say *Let's go to the beach in Mexico!* Have the children say how they will get there, e.g. *Let's go by plane! Let's go by car! Let's go by boat!*

### Lesson 6, after Activity 2

Tell the children to draw a picture of an underwater ocean scene. Encourage them to include rocks, coral, sponge and fish. Pairs look at each other's picture and describe what they can see: *The coral is behind the rock. The fish are next to the sponge.*

**Learning objectives:** practise greetings and talk about what they like doing

**New vocabulary:** *climbing, dancing, exploring, playing football, swimming, singing, watching TV*

**Grammar review:** *I like ...-ing, Do you like ...-ing? Yes, I do./No, I don't.*

### Warmer

Divide the children into groups of six to ten. Each group has a crumpled up piece of paper. One child throws the paper to a friend who says *My name's (name), I'm (seven) years old.* The child throws the paper to another child and so on.

**1** **CD 1, Track 2** Ask the children to look at the pictures and say where Zac and Oona are (*in Mexico*). Play the CD while the children listen and read. Play the CD again. Pause after each speech bubble and ask them to repeat. Divide the class into two groups (Zac and Oona) and ask them to repeat the parts of the dialogue chorally.

**2** Read the words in the list for the children to repeat chorally. Mime the words to make sure they understand their meaning. Ask the children to tick the activities they like doing. Walk round the classroom while they are working and ask *Do you like ...-ing?* Elicit *Yes, I do* or *No, I don't.*

In pairs, the children take turns talking about their likes and dislikes. Walk round and check pronunciation. Check that they are using *like/don't like + ...-ing* correctly.

### Competency development: Learn

This activity allows the children to use the information from the first activity to talk about their own likes and dislikes. They are **extending their knowledge** and are making it relevant to their own life and circumstances. Encourage the children to take turns speaking and listening while they do the activity and to avoid interrupting their partner while they are talking.

**Unit 1 Lesson 1** Vocabulary

**1** Listen and read.

**1** Hi, Oona. How are you?  
I'm fine, thanks.

**2** I like exploring.  
Me, too!

**2** Check (✓) the activities you like, then say.

<input type="checkbox"/> exploring	<input type="checkbox"/> dancing
<input type="checkbox"/> swimming	<input type="checkbox"/> playing soccer
<input type="checkbox"/> climbing	<input type="checkbox"/> watching TV
<input type="checkbox"/> singing	

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### Activity extender

Invite some children to the front to introduce themselves to the class and to say what they like doing, e.g. *My name's Linda and I like watching TV.* Ask children to repeat what their classmates said. See how well they remember the information.

*You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.*

### Blended Teaching Tip

Use the Interactive Pupil's Book page in the Presentation Kit to show the children the picture of the map, the pyramid and the jungle in Activity 1. Visual literacy supports classroom practice in many ways and builds on the children's home experiences. Classroom technology allows access to a huge range of visuals.

### Wrap up

Invite children to come to the front of the class to mime one of the activities they like, e.g. swimming. The other children guess by using the language from the lesson, e.g. *I like swimming!*

**Learning objective:** learn to talk about transport

**New grammar:** *Let's go to ...*, *Let's go by ...*

**New vocabulary:** donkey

**Vocabulary review:** *boat, bus, desert, plane, taxi, train, zoo*

### Warmer

Write the activities from Lesson 1 in scrambled letters on the board, e.g. *cnagnid* (*dancing*). In pairs, the children write the words in their notebook. Check answers on the board.

- 1 CD 1, Track 3** Ask the children to look at the pictures and describe what they can see. Play the CD while the children listen and read. Play the CD again. Pause after each line and ask them to repeat. Write the phrases from the grammar box on the board. Play the CD again and ask them to point to the phrases in the speech bubbles as they hear them.

### Discover Grammar

Read the *Let's go ...* sentences from the dialogue one more time. Ask the children questions, e.g. *Is the desert a place or a form of transport? Is a train a place or a form of transport?* Ask the children to circle the correct option in the box. Check the answers with the class. Make sure they understand that we use *Let's go to the ...* for places and *Let's go by ...* for transport.

**Answers:** Let's go by + transport; Let's go to + place

### Competency development: Think

In this activity, the children **analyse statements to discover a grammar rule**. Encourage the children to learn to process and analyse information for themselves instead of just trying to absorb what you tell them.

- 2 CD 1, Track 4** Play the CD. Pause after the sound of the train and say *Let's go by ...?* Elicit *train*. Play the rest of the CD. Tell the children to call out a sentence with the correct place or transport word each time.

**Audioscript and answers:** 1 *Let's go by train!*  
2 *Let's go to the pool!* 3 *Let's go to the zoo!*  
4 *Let's go by helicopter!* 5 *Let's go to the stadium!*  
6 *Let's go by car!*

**Unit 1 Lesson 2** Grammar *Let's go to the desert. Let's go by bus.*

**1** Listen, read, and say.

1 *Let's go to the desert and ride a donkey.*

2 *OK. Let's go by train.* *Let's go by bus.*

3 *Let's go by plane!* *Good idea!*

**Discover Grammar**  
Let's go by + place / transportation  
Let's go to + place / transportation

**2** Listen and say *Let's go by ...* or *Let's go to ...*

**3** Complete and say.

1 *Let's go \_\_\_\_\_*

2 *Let's go \_\_\_\_\_*

3 *Let's go \_\_\_\_\_*

4 *Let's go \_\_\_\_\_*

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← You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

- 3** Point to picture 1, say *Let's go ...?* and elicit *to the zoo*. Tell the children to complete the sentences. Check the answers. In pairs, the children take turns pointing to a picture; their friend says the phrase.

**Answers:** 1 to the zoo 2 to the cinema  
3 by bike 4 by taxi

### Competency development: Learn

In this activity, the children are **putting into practice the grammar rules** from the beginning of the lesson. They are using the information they have learnt in new contexts.

### Lesson extender

Invite children to say complete sentences using *Let's go to/by ...* Tell the children to write two sentences in their notebook using each of the phrases. Encourage them to draw a picture.

### Wrap up

Ask the children to close their book. Read out loud sentences from the story and ask children to remember who said them (Zac or Oona).

**Learning objective:** recognise and practise sounds /ɑ:/, /ɔ:l/, /ɔ:/

**New phonics sounds:** /ɑ:/, /ɔ:l/, /ɔ:/

**New vocabulary:** ball, guitar, mall, morning

**Vocabulary review:** exploring, park

**Materials:** prepare simple sketches of the forms of transport from Lesson 2

### Warmer

Put the sketches of the forms of transport round the classroom. Name the different forms of transport for the children to point to the pictures. Then name them again and have the children walk towards the corresponding picture, miming a movement to represent travel in that way and saying, e.g. *Let's go by plane.*

- 1** **CD 1, Track 5** Write *ar*, *all*, *or* on the board. Play the CD. Pause after each line for the children to repeat. Point to the letters *ar* on the board. Have the children point to the pictures (*guitar* and *park*) and say the words. Repeat with the other two letter pairs. Repeat the words chorally, exaggerating the sounds. Correct any errors in pronunciation.

### Blended Teaching Tip

Use the Animated Phonics Presentation in the Presentation Kit to practise the chant with the children and to engage them in the lesson. This will help encourage both aural and kinesthetic learners in your classroom.

- 2** **CD 1, Track 6** Ask the children to look at the gapped words. Play the CD. Pause after each word and ask the children to complete the words in their book. Then have the children cross out the word that sounds different in each column. Encourage them to say the words out loud to hear the different sounds. Check answers on the board.

**Audioscript and answers:** 1 *guitar*, *mall*, *ball*  
2 *morning*, *exploring*, *park* 3 *mall*, *park*, *guitar*

Sounds and Spelling!

**Unit 1 Lesson 3**

**1** Listen and chant.

**ar all or**

I'm in the park.  
I have a guitar!

I'm in the mall.  
I have a new ball.

Where am I this morning?  
I'm exploring!





**2** Listen and complete. Then cross (X) out the word with a different sound.

1 guit _ _	2 m _ _ ning	3 m _ _
m _ _	expl _ _ ing	p _ _ k
b _ _	p _ _ k	guit _ _

**3** Add one more word to each column.

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- 3** Write the following words on the board: *tall*, *boring*, *car*. Ask the children to write them in the corresponding columns in Activity 2. Review answers and ask the children to say any other words they know with that sound.

**Answers:** 1 tall 2 boring 3 car

### Competency development: Learn

Here the children demonstrate that they can **identify the sounds** studied in the lesson and **extend their knowledge** by recognising them in other words. Using new words with the same rules reinforces learning.

### Lesson extender

Ask the children to take out a red, blue and green coloured pencil. Call out words from the lesson and tell the children to hold up a coloured pencil according to the sound of the word, e.g. red pencil for words with the *ar* sound, blue pencil for words with the *all* sound and green pencil for the words with the *or* sound. Repeat faster to make it fun!

### Wrap up

Call out sounds from the lesson, e.g. *or*. Choose children to say a word with those letters, e.g. *exploring*. Challenge them not to look in the book.

**Learning objectives:** practise reading skills and explore the value of respect

**New vocabulary:** *football game, litter*

**Vocabulary review:** *Friday, Monday, morning, mall, park, Saturday*

**Grammar review:** imperatives

### Warmer

Tell the children to stand by their desk. Call out *Get up, it's morning! Play with the ball. Play the guitar.* Each time, have the children act out the instruction. Repeat a few times.

- 1** **CD 1, Track 7** Ask the children what they can see in the pictures. Pause for ten seconds to allow the children time to think. Play the CD while the children listen and read. Ask the children to read what the person in each frame is saying. Play the CD again and have the children repeat.

### Activity extender

Ask four children to act out the story. Then give the children clues about what picture you are looking at and ask them to identify each scene saying, e.g. *There are trees (picture 2); There are shops (picture 1); There are lots of chairs/ there's a ball (pictures 3 and 4); It's inside (picture 1), It's outside (pictures 2, 3, 4), etc.* Check answers orally.

- 2** Ask the children to call out all the places in the story (*mall, park, football game*). Invite children to tell you what Marty did wrong at each place he went to.

Read the values out loud and check understanding. Ask the children to read the text again and decide which value to tick in their book. Ask children for their answer. Encourage the children to talk about why it is important to respect others and listen to what they tell you to do. Pause for ten seconds to allow the children time to think. Allow them to answer in L1 to help them better understand the importance of the value.

**Answer:** Listen to others.

Reading Time

**Unit 1 Lesson 4**

**1** Listen and read.

**1** Please don't run in the mall.

**2** Hey! Don't drop litter in the park!

**3** Sit down, Marty.

**4** Ouch!

**2** Read the story again. Check (✓) the **value**.

**Respect:** Listen to others.  Listen to yourself.

**3** Think and answer.

Are you good at listening to others? Circle. Yes / No

Who do you listen to? \_\_\_\_\_

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- 3** Read the questions together as a class and allow the children time to circle and write their answers. Encourage them to share and discuss their answers.

**Answers:** Children's own answers.

### Competency development:

**Me**

By taking part in this activity, the children are being encouraged to reflect on the value in the story and **demonstrate their own self-awareness** by evaluating if they listen to others and who they listen to.

### Wrap up

Have the children draw a picture of a Mexican landscape on a piece of paper (mountains, jungle, valley or beach) and a sign reading 'Don't drop litter.' Decorate the classroom with the children's pictures.

**Learning objective:** learn new adjectives and practise them through a song

**New vocabulary:** *athletic, cute, friendly, funny, smart, strong*

**Vocabulary review:** *friends, school*

**Grammar review:** *Let's ..., I'm ..., You're ..., We're ...*

**Materials:** ball (optional)

### Warmer

Ask the children to call out words that can be used to describe people: *tall, small, happy, sad*, etc. Write the words on the board. Ask them to write the adjective that most applies to themselves on a small piece of paper. Then they walk round the classroom and find someone who has the same adjective as they do.

**1** **CD 1, Track 8** Tell the children to look at the pictures. Play the CD while the children listen and point to the correct picture. Play the CD again for the children to repeat. In pairs, the children take turns pointing to the pictures and saying the words. Check understanding by saying the words for children to mime actions that show their meaning.

**2** Read the headings and make sure the children understand their meaning. In pairs, the children write the words from Activity 1 in the correct columns. Review the answers on the board.

**Answers:** Physical appearance: *cute, athletic, strong*; Characteristics: *friendly, smart, funny*

**Competency development:**  
**Think**

In this activity, the children are processing the words and their meanings from the first activity. They are required to **analyse the words** and which category they belong to, stimulating thinking processes and learning.

**3** **CD 1, Track 9** Play the CD while the children listen and read the song. Play the CD again for the children to sing along. In pairs, the children choose a different adjective to use for a new verse of the song. Pause for ten seconds to allow them time to think. Invite pairs to sing their new verse to the class.

**Unit 1 Lesson 5** **Vocabulary**

**1** Listen, point, and say.

1 cute      2 athletic      3 friendly      4 smart      5 funny      6 strong

**2** Put the words into the correct column.

Physical appearance	Characteristics

**3** Listen and sing. Make a new verse. **The High Five Song**

Let's High Five! I'm smart, You're smart. We're all smart today.	Let's High Five! I'm strong, You're strong. We're all strong today.
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Friends are smart!  
Friends are cool.  
Let's be friends,  
At our school.

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### Blended Teaching Tip

Use the song in the Presentation Kit to practise the song with the children. Emphasise the beat as the children sing along. Suggest they think up an action for each adjective and mime this as they sing the song.

### Lesson extender

In pairs, the children describe each other, using an adjective from the lesson, e.g. *This is Tom. He is athletic*. Then have the children stand in a circle and take turns throwing a ball and saying a sentence about another classmate, remembering what they heard previously from the pairs.

### Wrap up

**CD 1, Track 9** Divide the class into three groups to sing one verse from the song each. Play the CD and have the groups sing their verse as well as they can.

**Learning objective:** describe where things or people are

**New grammar:** *behind, in front of, next to*

**Vocabulary review:** *city, friendly, jungle, mountain, ocean, plane, pyramid*

### Warmer

Ask the children to close their eyes and imagine they are in a plane flying over the jungle. Choose children to tell you what they can 'see.' Repeat with other places (city, desert, ocean).

- 1** **CD 1, Track 10** Ask the children to look at the picture and say in L1 what they can see. Ask where Oona is (*under the plane*). Play the CD while the children listen and read. Play the CD again with pauses for the children to repeat. Ask *Where is Zac?* (*On the plane.*) *Is there a jungle behind the city?* (*Yes, there is.*)

### Activity extender

Have half of the children come to the front of the class and ask the other children to sit or stand anywhere they like round the classroom. Ask the children at the front *Where is ...* (name of a child) and elicit chorally *He/She is ...* (*next to, behind, in front of ...*). Then have the children change roles.

### Discover Grammar

Tell the children to read the grammar box at the top of the page. Then read the sentence in Discover Grammar out loud. Discuss with the children if the sentence is talking about time or place. Ask the children to circle the correct option.

**Answer:** place

### Competency development: Think

In this activity, the children **analyse a sentence** to determine what prepositions of place refer to. This kind of experiential learning helps the children to **process and learn new information**.

- 2** Ask the children to read the questions and answer them by looking at the picture in Activity 1. Give them time to write the answers in their book. Check answers on the board.

**Unit 1 Lesson 6 Grammar**

The city is **next to** the ocean. The jungle is **behind** the city. The pyramid is **in front of** the mountain.

**1** Listen, read, and say.

Zac is on a plane, and he can see lots of things. There's a city next to the ocean. There's a jungle behind the city, and there's a pyramid in front of a mountain.

But he can't see Oona under the plane.

**Discover Grammar**

Read. Then circle.  
Alan sits **behind** me and **next to** Ben.  
The sentence is talking about time / place.

**2** Look and write.

1 Where is the city? \_\_\_\_\_

2 Where is the jungle? \_\_\_\_\_

3 Where is the pyramid? \_\_\_\_\_

**3** Play the Guessing Game.

This person is friendly. She sits behind AL.

It's Sofia.

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**Answers:** **1** The city is next to the ocean. **2** The jungle is behind the city. **3** The pyramid is in front of a mountain.

You can now go back to the unit opener (*Teacher's Book Pack p.21, Pupil's Book p.5*) and do the additional picture activity for this lesson.

- 3** Ask the children to read the dialogue. Demonstrate the game by describing a child and where he/she's sitting. Encourage the children to guess. In pairs, the children take turns describing and guessing other children. Remind the children to be respectful when describing others.

### Competency development: Collaborate and Communicate

In this activity, the children **work in pairs** and have to use **effective communication** to play the game successfully.

### Lesson extender

Play 'Simon says.' Explain to the children that you are going to call out, e.g. *Simon says stand next to the window* and they have to do that action. Use prepositions from this lesson for the game. If the class size is too big, call out *Simon says if your name begins with ...* (choose a letter) *stand next to the window, etc.*

### Wrap up

Have the children close their book. Ask the questions from Activity 2 again in random order. Challenge the children to remember the answers from the picture.

**Learning objectives:** learn about iguanas and find out about other jungle animals

**New vocabulary:** flowers, metre, leaves, lizard, tall, tongue

**Vocabulary review:** breakfast, climb, dinner, friendly, fruit, head, iguana, interesting, leg, lunch, short, smart, strong, swim, tree

**Materials:** tape measure; information from the Internet or magazines about two other jungle animals

### Warmer

Have the children list all the animals they know. Write the words on the board. Ask some children what their favourite animal is. Encourage the children to name any animals they know from Mexico.

**1** Ask the children to look at the pictures and find the name of the animal (*green iguana*). Tell them to read the text in silence. Explain that a fact is information that is true. Have them say and show how long they think two metres is. Use the tape measure to show them how long it is.

**2** Tell the children to look at the table. Explain the headings with examples: Characteristics (*smart*), Abilities (*climb trees*), Habits (*eat leaves*), Physical appearance (*big head*). NOTE: In Lesson 5, *strong* is identified as a 'physical appearance' but here it's a 'characteristic.' Explain to the children that it can be used as both. Ask the children to complete the table in pairs. Check answers on the board.

**Answers:** Characteristics: not friendly, smart, strong; Abilities: climb trees, swim; Habits: eat leaves, flowers and fruit; Physical appearance: short legs, big head, very long tongue

### Think Twice

- 1 Read the questions with the children. In pairs, the children share their answers, giving reasons for them. Invite pairs to tell the class their answers.
- 2 Read the second question with the children. In pairs, the children discuss why they think iguanas have those colours. Encourage them to use English as much as possible. Invite children to tell the class their ideas and write a list on the board.

**Unit 1 Lesson 7 Factual Reader**

Let's visit ... **Mexico!**

**1 Read about green iguanas from Mexico.**

**IT'S A FACT!**  
Iguanas can be two meters long! How tall are you? Green iguanas are lizards, and they live in Mexico. They aren't very friendly, but they're smart, and they're strong, too. They can climb trees and they can swim. They have short legs, a big head, and a very long tongue. They like eating leaves, flowers, and fruit for breakfast, lunch, and dinner!

**2 Find out and write about iguanas.**

Characteristics	
Abilities	
Habits	
Physical appearance	

**Think Twice**

- 1 Do you like iguanas? Do you think they're interesting?
- 2 Why do you think iguanas are green and brown?

**Answers:** Children's own answers.

### Stop and reflect

Reflect back on the unit with the children to review what they have learnt about Mexico. Pause for a few seconds to allow the children time to think. Ask: *What kinds of places can you see in Mexico? Do you have them in your country? Do you want to go to Mexico? What do you want to do there?* Encourage children to use English, but if they use L1 that's fine, too.

### Lesson extender

#### Cross-curricular focus: Biology

Have the children tell you characteristics/abilities/habits/physical appearances of other jungle animals. Distribute the information you have brought about other jungle animals. Draw two new tables on the board, like the one in Activity 2, for the new animals. Have children complete them with the information.

### Wrap up

Have the children sit round a table. The children tap their hands on the table twice and clap the third time. On the clap, the children take turns around the circle saying the name of an animal they know. They can't repeat what the previous child said. If they do, or if they can't think of an animal, they're out.

**Learning objective:** draw, write and give a presentation on an animal from their country

**New vocabulary:** grizzly bear, golden eagle, jaguar

**Materials:** information from the Internet or magazines about animals from their country; Presentation File Template 1



**Competency development:**

**Act**

The activities throughout this lesson encourage the children to be **aware of** important aspects of **animals from their country and appreciate their place in the wider world**. Encourage them to find out as much as they can about the animals.

**Warmer**

Ask the children to brainstorm wild animals from their country. Write their ideas on the board. Display any pictures you have brought on the board and elicit the animals.

**Blended Teaching Tip**

Use the Interactive Pupil's Book page in the Presentation Kit. Zoom in on Activity 1 and choose an animal. As a class, complete Activity 1 about this animal, labelling the animal using the text box tool and pen tool. Ask the children to tell you what information they know about the animal (in L1 if necessary) and complete the table. Then follow the instructions for Activity 1 below.

- 1 Distribute the Presentation File template to each child. Ask the children to look at the pictures and name the animals (*golden eagle, jaguar, grizzly bear*). Ask the children to choose an animal from their country they would like to learn more about. Have them complete the table about the animal they chose using their own knowledge and the information you have brought. Allow them to ask questions so they can complete their table.



**Speaking Time Lesson 8**

**Presentation:** Tell your class about an animal from your country.

**1 Prepare.**  
Find information about your animal.  
• Choose an animal from your country.  
• Draw a picture and label it.  
• Find information about it.

Characteristics	
Abilities	
Habits	
Physical appearance	

**2 Practice.**  
Describe your animal.

Let me tell you about ...	They live in ...	They have ...
They are ...	They can ...	They like eating ...

**3 Present.**

Let me tell you about brown bears. They live in the mountains. They have big bodies and strong legs. They like eating fish and small mammals. They can swim, but they can't climb trees.

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- 2 Divide the children into small groups to practise giving the information they have put together about their chosen animal. Have the children read and practise using the phrases in their book. Monitor, checking pronunciation and making sure everyone is using the words and structures correctly.

**Activity extender**

Have a class vote to find the most popular animal from Activity 1. Have a class discussion about that animal, comparing notes from different children who chose it.

- 3 **CD 1, Track 11** Play the CD of the example presentation for the children to follow. Invite children to come to the front and present their work to the class. Try to have as many children as possible present their work. If time is short, children could present to each other in groups, while you monitor and help.

**Wrap up**

Write on the board *We like the (animal) because ...* and ask individual children to call out the reasons for you to list.

# Unit 1

## Progress Check

**Learning objective:** review grammar and vocabulary from Unit 1

**Vocabulary review:** *boat, car, jungle, train, furniture* and classroom words

**Grammar review:** *Let's go by ... , Let's go to ... , next to, in front of, behind*

### Warmer

Go round the class asking children to say something about things or people in the classroom using *behind, in front of* or *next to*. Remind the children that this lesson is to help them prepare to take tests.

- 1** Write *Let's go by taxi* on the board and have the children say the sentence. Ask the children to write the sentences in order in their book. Check answers by having different children come up and write them on the board. Have the children write in their score.



**Answers:** 1 Let's go by boat. 2 Let's go by car. 3 Let's go by train. 4 Let's go to the jungle.

- 2** Ask the children to look at the picture. Check that they understand the vocabulary by asking *Where is the cupboard? Where is the clock?* They can point to the items in the book. Ask the children to write *Yes* or *No* depending on whether the information is correct or incorrect. Read the sentences out loud and elicit the answers. Have the children write in their score. Ask them to add and write their total score for both activities.

**Answers:** 1 No 2 Yes 3 No 4 Yes 5 No 6 Yes

### Blended Teaching Tip

Open the Interactive Pupil's Book Page 10 in the Presentation Kit. Invite children to point to a picture and choose another child to say the word. Correct any pronunciation mistakes. Then ask the children to say two sentences using the grammar and vocabulary learnt in the unit, e.g. *I think he is friendly*.

**Unit 1** Progress check

**1** Unscramble and write.

- 1 go by Let's boat. \_\_\_\_\_
- 2 by go car Let's. \_\_\_\_\_
- 3 train Let's go by. \_\_\_\_\_
- 4 go the to jungle Let's. \_\_\_\_\_

**2** Read, and write *Yes* or *No*.

- 1 There's a closet in front of the board. \_\_\_\_\_
- 2 There's a clock next to the window. \_\_\_\_\_
- 3 There's a board behind the desks. \_\_\_\_\_
- 4 There are two books next to the pencil case. \_\_\_\_\_
- 5 There's a school bag in front of a chair. \_\_\_\_\_
- 6 There's a trash can behind the door. \_\_\_\_\_

**My Progress**

- I can say sentences with *Let's ...* ✓ ? ✗
- I can describe myself with two words. ✓ ? ✗
- I can read and say words with *or, all, and or*. ✓ ? ✗

Total score: \_\_\_\_\_ /10

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### My Progress

Congratulate the children on completing Unit 1. Ask them to read the *I can ...* sentences and circle the symbol that represents how well they could do each task. Invite children to give examples for each task and encourage the other children to correct if necessary. Ask the children to look back in the unit to review any tasks they had trouble with.

### Wrap up

Congratulate the children on working so hard. Ask each child to say a *Let's go to the ...* sentence, e.g. *cinema, park, cafe, jungle, mountains, football stadium*, etc.