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Look

CEFR Correlation				
	Pre-A1	A1	A2	B1
Starter				
1				
2				
3				
4				
5				
6				

Cambridge English
Qualifications Correlation

Starter	
1	Pre A1 Starters
2	Pre A1 Starters/A1 Movers
3	A1 Movers
4	A1 Movers/A2 Flyers
5	A2 Flyers/A2 Key for Schools
6	A2 Flyers/B1 Preliminary for Schools

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Cover Photo: Blue maomao fish
swimming above a bed of kelp in the
shallow water around the rocky coasts
of New Zealand and Australia.

NATIONAL
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Bringing the world to the classroom
and the classroom to life

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Look

SAMPLER

A seven-level series for young learners of English

Pre-A1 to B1

ELTNGL.com/Look

Look SAMPLER

Get up close with *Look*, a seven-level series for young learners of English.

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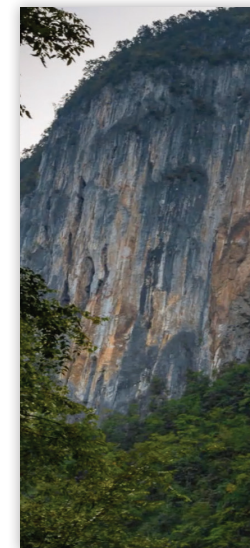


For audio, video, Student's Book, Workbook and Teacher's Book samples, please visit:

ELTNGL.com/Look

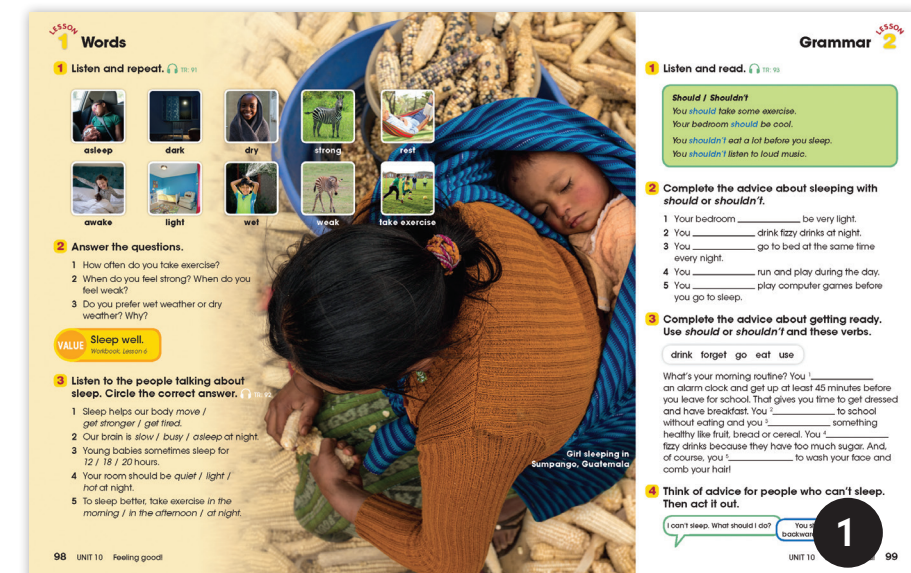


See something real with amazing photography, authentic stories and video, and inspiring National Geographic Explorers.



Help learners make connections in English between their lives and the world they live in through high-interest, global topics that encourage them to learn and express themselves.

With short, fresh lessons that excite students and make teaching a joy, *Look* gives young learners the core language, balanced skills foundation and confidence-boosting exam support they need to use English successfully in the 21st century.





UNIT CLOSE UP

Unit Opener:

Stunning photos introduce learners to high-interest topics, prepare them for the unit content and help activate prior knowledge.

THE WORLD IS AN AMAZING PLACE

With *Look*, learners experience the world as it is and life as people all over the world live it through authentic content, relevant readings, and impactful photography. Every lesson is an opportunity for students to see something real and expand their world.

With a balanced skills curriculum, an emphasis on grammar instruction and a focus on phonics, teachers can be sure students' language needs are covered.

The Student's Book lessons are easy to teach in any classroom setting:

Starter

- 10 units
- 5 lessons per unit plus Unit Opener

Levels 1-6

- 12 units
- 7 lessons per unit plus Unit Opener

VALUE Love your town.
Workbook, Lesson 6

Integrated **Value** activities support personal development.

1 Words

1 Listen and point. 10: 100

library park
playground shop
street swimming pool
town centre zoo

2 Listen and repeat. 10: 102

3 Point and say.

It's a street. It's a library.

Grammar 2

1 Listen and chant. 10: 103

There's a street, a street, a street in the town.
There's a shop, a shop, a shop in the street.
There's a girl, a girl, a girl in the shop.
There's a street, a street, a street in the town.

2 Listen and read. 10: 104

There's a shop in the street.
There's a library in the town centre.

3 Write.

1 There is a swimming pool in the park.
2 There is a shop in the street.
3 There is a girl in the shop.
4 There is a boy in the playground.

UNIT 7 My town 71

Vocabulary

Lesson 1: Target vocabulary is introduced with photography in a real-world context.

Grammar 1

Lesson 2: Target grammar is presented, highlighted in a grammar box and followed by practice.

3 Reading

1 Listen and repeat. 10: 105

real model tiny tower

2 Listen and read. 10: 106

Look at the photo! It's a town. Is it a real town? No, it isn't. It's a model. It's a toy town. The houses and shops are small. They're tiny!

Can you see the boy? He's real. Can you see the flowers too? They're big and yellow. Are they real – or are they models?

Look at the trees. Are they big or small? They're models.

This model town is cool!

3 Read and write. 10: 107

1 This town is a model.
2 The houses and shops are small.
3 The flowers are real.
4 The flowers are yellow.
5 The flowers are small.

Grammar 4

1 Listen and read. 10: 107

There's a tree in the park.
There are houses next to the park.

2 Write *There's* or *There are*.

1 There's a museum in the street.
2 There are trees in the park.
3 There's a playground next to the swimming pool.
4 There are shops in the town centre.

3 Listen and draw. 10: 108

4 Point and say.

There's a bag under the chair.
There are two cabinets next to the board.

UNIT 7 My town 73

Reading

Lesson 3: Readings introduce learners to fascinating people and places around the world.

Grammar 2

Lesson 4: Target grammar is contextualized in the reading, highlighted in a grammar box and followed by practice.

5 Song

1 Listen and read. 10: 109

2 Listen and sing. 10: 110 and 111

3 Sing and act. 10: 112

Chorus
This is my town!
Let's look around!
In the town centre,
There's a pool.
And next to the library,
That's my school!
Chorus
There's a playground,
And there's a zoo
With monkeys and elephants
And zebras too!
Chorus
Here in the park,
What can you see?
There are paths and fences,
And gardens with trees.
Chorus

Phonics 6

1 Listen, point and repeat. 10: 113

bag bat jam man map

2 Listen, chant and circle. 10: 114

There's a man with a map.
There's a jam in the house.
There's a blue and brown bag.
There's a bat in the house.

3 Listen and find. Write the word. 10: 115

1 bag 2 bat 3 jam 4 man 5 map

UNIT 7 My town 75

Song/Chant

Lesson 5: Lively songs and chants reinforce the language students have learned.

Phonics/Writing

Lesson 6: In levels Starter–3, phonics lessons facilitate the learning of English sounds. In levels 4–6, writing lessons teach students to write in various formats using language they have learned.

7 Video

1 Watch and match. Write the numbers. 10: 116

1 Ali
2 Lara
3 Matti
4 Juan

2 Your turn! Ask and answer.

Is there a library in your town? Yes, there is.

3 Draw and say.

Is that your town? Yes, it is.
What's that? It's a library.

UNIT 7 My town 76

Video

Lesson 7: Learners are introduced to real children, places and cultures around the world while reviewing and practicing the language they have learned in the unit.





SEE SOMETHING REAL

Aurora Village in Yellowknife, Canada is a popular destination to see the Northern Lights up close.

SCHOOL TRIPS

Take your students to amazing locations and meet incredible people.

The International Space Station

The International Space Station, or ISS, is above the Earth. Astronauts live on the ISS. They work there, too. Between three and six astronauts live on the Space Station at one time. Let's visit them and learn about their day.

1 BEFORE YOU WATCH Look at the photo. Write.

astronaut Earth float outer space

This is a photo from the ISS. It looks blue and white from space. The person in this photo is an astronaut. Astronauts don't walk or run in space - they float!

2 WHILE YOU WATCH Put the events in order.

The astronauts ...

- brush their teeth.
- go to bed.
- get up.
- make pizza.
- do exercise.
- wash their hair.
- have lunch.

3 AFTER YOU WATCH Imagine you live on the ISS. What do you like/not like about it? Put a tick (✓) or a cross (x).

I work in space. ☐

I can float. ☐

My family is on Earth. ☐

My food floats. ☐

My hair stands up. ☐

I can't have a bath. ☐

4 PROJECT Imagine you're on the ISS. Send a message to your family.

- Describe your day.
- Say what you can/can't do.
- Say what you like/don't like.
- Include a picture.

I can float! It's fun!

SCHOOL TRIP 2 67

4 PROJECT Imagine you're on the ISS. Send a message to your family.

- Describe your day.
- Say what you can/can't do.
- Say what you like/don't like.
- Include a picture.

I can float! It's fun!

SCHOOL TRIP 2 67

Every **School trip** lesson includes a reading, video and comprehension activities and ends with project work.



EXTRAORDINARY EXPLORERS

Get closer to the world with the help of National Geographic Explorers.

7 Video

Look at the photos. What do you think girls learn at the SOGA (School of Leadership, Afghanistan)?

1 Watch the video. Then tick (✓) the things you think are important to Shabana.

- going shopping
- helping girls reach their goals
- watching TV
- helping her country
- staying at home
- trying new things
- helping girls have the same chances as boys
- helping boys but not girls

2 Watch the video again. Circle the correct answer (A or B).

1 Girls don't use to go to school in Afghanistan because ...

A They don't want to. B They weren't allowed to.

2 School in Afghanistan, Afghanistan is ...

A for boys and girls. B only for girls.

3 At this school, the girls can't ...

A try new things. B go home every day after their lessons.

4 Shabana hopes her students will ...

A become future leaders of their country. B leave their country.

5 Work in groups. Discuss the questions.

1 Would you like to go to a boarding school? Why? / Why not?

2 Shabana believes it's better for the whole world if all girls go to school. Do you agree with her? Why? / Why not?

16 UNIT 1 A good start

SHABANA BASIJ-RASIKH

National Geographic Explorer Shabana Basij-Rasikh visited the SOGA (School of Leadership, Afghanistan).

Today in Hong Kong, a class has got a science lesson. But today's lesson isn't in the classroom. It's outside, in the park next to their school. The students have got paper and pencils. Their teacher's got a camera. They're on an insect safari!

Dragonflies

Dragonflies have got six legs, too. They can fly. This dragonfly is called a blue dasher.

Spiders

Spiders are arachnids, not insects. But this class finds spiders on their insect safari. Unlike many insects, most spiders can't fly. This spider is a garden orb-weaver. Like all spiders, it's got eight legs. Its legs are black, and its body is black and yellow. It's very big. It can eat a small bird!

What's an insect safari?

On an insect safari, you look for insects. You can find them in, on and under plants and trees. You write about these insects and draw pictures.

Here are some insects the students in Hong Kong find on their insect safari.

Beetles

Look at the big photo. That's a beetle. It's called a ladybird. It can fly and jump. Its body is blue, green, orange, yellow, white, black and red. It's got six legs and a long, colourful head!

Let's go on an insect safari!

Look at the photos. In pairs, describe one of the insects.

2 Listen and read. What's an insect safari? Circle all.

A a science lesson

B a school trip

C a PE lesson

3 Read and match.

1 Beetles and dragonflies have got ...

2 Spiders have got ...

3 Spiders can't ...

4 Ladybirds can ...

5 Golden orb-weavers can ...

right legs

eat a bird.

six legs

fly.

jump and fly.

4 Read and tick (✓). Add one more insect. Talk with your classmates.

Insects you find ...	Inside	Outside
spiders	<input type="checkbox"/>	<input type="checkbox"/>
dragonflies	<input type="checkbox"/>	<input type="checkbox"/>
beetles	<input type="checkbox"/>	<input type="checkbox"/>

5 Do an insect safari at home. Look on the balcony, in the garden or on a wall. What can you find? Draw and write.

46 READING EXTRA 1 47

Share their stories and missions with your students and teach language through their compelling, real-world experiences.

EXPANDED READING

Introduce learners to longer texts with stories about real people, places and events as well as fables, myths and legends from around the world.

Day and night

Look out of the window. Can you see the sky?

The sky is blue. The sun is in the sky. It's big and yellow. The sun is in the sky in the day. It's light.

Boys and girls are at school. But the hedgehog is sleeping.

Now look at the photo! What's that? It's the sky.

The sky is black. This is the moon. It's big and white. The moon is in the sky at night. It's dark.

Boys and girls are in bed. But the hedgehog isn't in bed. He's in the garden!

Glossary

hedgehog sky light dark day night moon

1 What's in the photo? Is it day or night?

2 Listen and read. Tick (✓) or cross (x).

3 Complete the table.

	day	night
at school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
in bed	<input type="checkbox"/>	<input checked="" type="checkbox"/>
blue	<input checked="" type="checkbox"/>	<input type="checkbox"/>
black	<input type="checkbox"/>	<input checked="" type="checkbox"/>
light	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the sun	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the moon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
boys and girls at school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
boys and girls in bed	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4 Look. Write d for day or n for night.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

46 READING EXTRA 1 47

Let's go on an insect safari!

Today in Hong Kong, a class has got a science lesson. But today's lesson isn't in the classroom. It's outside, in the park next to their school. The students have got paper and pencils. Their teacher's got a camera. They're on an insect safari!

Dragonflies

Dragonflies have got six legs, too. They can fly. This dragonfly is called a blue dasher.

Spiders

Spiders are arachnids, not insects. But this class finds spiders on their insect safari. Unlike many insects, most spiders can't fly. This spider is a garden orb-weaver. Like all spiders, it's got eight legs. Its legs are black, and its body is black and yellow. It's very big. It can eat a small bird!

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Here are some insects the students in Hong Kong find on their insect safari.

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Look at the big photo. That's a beetle. It's called a ladybird. It can fly and jump. Its body is blue, green, orange, yellow, white, black and red. It's got six legs and a long, colourful head!

Let's go on an insect safari!

Look at the photos. In pairs, describe one of the insects.

2 Listen and read. What's an insect safari? Circle all.

A a science lesson

B a school trip

C a PE lesson

3 Read and match.

1 Beetles and dragonflies have got ...

2 Spiders have got ...

3 Spiders can't ...

4 Ladybirds can ...

5 Golden orb-weavers can ...

right legs

eat a bird.

six legs

fly.

jump and fly.

4 Read and tick (✓). Add one more insect. Talk with your classmates.

Insects you find ...	Inside	Outside
spiders	<input type="checkbox"/>	<input type="checkbox"/>
dragonflies	<input type="checkbox"/>	<input type="checkbox"/>
beetles	<input type="checkbox"/>	<input type="checkbox"/>

5 Do an insect safari at home. Look on the balcony, in the garden or on a wall. What can you find? Draw and write.

46 READING EXTRA 1 47

Every **Reading extra** lesson reinforces the content taught in the units, with activities covering all four skills.

TEACH FOR SUCCESS

ASSESSMENT AND EXAM SUPPORT

Create an environment where students are relaxed and confident in their abilities. Give them opportunities to show what they have learned, without any stress.

With comprehensive coverage of international exams task types and parent-teacher support materials, *Look* helps learners perform their best and prepares them for assessment success.

Assessment support includes:

- Guidance on evaluating student performance, with formative assessment and remedial activities in the Teacher’s Book
- ExamView Assessment Suite, Unit progress tests, mid-year and end-of-year tests available online
- An exam practice test in every Workbook



A man spreading out peppercorns to dry in the sun at a pepper plantation in Phu Quoc, Vietnam.

Pre A1 Starters Listening Task

3 Reading

1 Listen and repeat. 1 min 12

skeleton hair body face

2 Listen and read. 1 min 12

Look at the photo. Is it a skeleton? No! Look again. This is a boy. He's got black hair and brown eyes. He isn't a skeleton! He hasn't got a skeleton body. Look at his face. He's got white paint on his face and black paint on his eyes and mouth. Face paints are fun!

3 Read again and match.

1 black	eyes
2 brown	face
3 white	hair

Grammar

1 Listen and read. 1 min 12

He's got black hair. She hasn't got blue eyes.

2 Read and circle.

1 He's got / He hasn't got black hair.
2 He's got / He hasn't got green eyes.
3 She's got / She hasn't got brown hair.
4 She's got / She hasn't got blue eyes.

3 Listen and draw lines. 1 min 12

Jack	Marion	Peter	Sue
------	--------	-------	-----

4 Say, ask and answer.

She's a girl. She has black hair. She doesn't have brown eyes.

Yes! Anna?

3 Listen and draw lines. 1 min 12

Jack	Marion	Peter	Sue

Every task type from the *Cambridge English Qualifications* exams for young learners is represented through the Student’s Book and Workbook activities, ensuring student exposure and practice.

Task Guidance Notes

Starters Reading & Writing Part 1 Have students read five short sentences, each with a picture. Have them put a check if the sentence matches the picture or a cross if it doesn't. This part is testing recognition of some words, singular and plural forms, and understanding short sentences.

Challenges Students tend to rush at this because the pictures look easy. The words are often in the same semantic or sound set, which students are likely to confuse (for example, *socks and shoes; mouse and house*). Encourage students to take a ten-second pause before answering each one. They should not panic if they don't know one of the words because they have five sentences.

Performance Descriptor

- Can read and understand some simple sentences

Task Guidance Notes in the Teacher’s Book help instructors break down exam tasks and build students’ confidence.

1 Look and read. Write a (✓) or an (X).

<div>1. </div> <div>This is a baby. ✓</div>	<div>2. </div> <div>This is a girl. ✗</div>
<div>3. </div> <div>This is a woman. ✗</div>	<div>4. </div> <div>This is a man. ✓</div>



Teaching with *Look* is easy with its flexible digital support materials.

Classroom Presentation Tool

Enrich your lessons with interactive Student's Book and Workbook pages with embedded audio, video, and activities on the Classroom Presentation Tool.

Online Practice

Keep students engaged with mobile-responsive Online Practice, including audio, video and games for practice and workbook activities for assessment and exam prep.

Learning Management Platform

Manage your classroom and track students' Online Practice progress with a mobile-responsive Learning Management System.

THE BIG PICTURE

MATERIALS FOR EVERY CLASSROOM

FOR LEARNERS

- Student's Book
- Workbook
- Workbook with Online Practice
- Online Practice Access Code
- Combo Split
- Reading Anthology
- Online Student Resources

FOR TEACHERS

- Teacher's Book with Student's Book Audio CD and DVD
- Classroom Presentation Tool
- ExamView Assessment Suite
- Flashcards
- Online Teacher Resources

Available in American and British English

A little boy in the desert outside Dubai, United Arab Emirates.

For the ISBN list see page 61


Scope and Sequence




Look!
p. 4

Words	Numbers 1–10, colors, big, small
	Hello! What's your name? My name's Xi.
Grammar	How old are you? I'm six.
	How are you? I'm fine, thanks.

1
Things for School
p. 9


Words	Grammar	Skills	Phonics
 bag, book, crayon, eraser, pen, pencil, pencil case, ruler Reading: poster, board, chair, desk	What's this? It's a pen. What's this? Is it a classroom? Yes, it is. / No, it isn't.	Read about a classroom. Listen and learn about things for school in other countries. Speak, draw, and write about your own things for school.	Words starting: Aa: apple Cc: carrot Bb: bag Dd: desk VALUE Take care of your school things.

2
Toys
p. 17


 ball, bat, doll, game, kite, plane, teddy bear, train Reading: marble, favorite, fun	This is my train. This is my game. Is this your book? Yes, it is. / No, it isn't.	Read about marbles. Listen and learn about toys in other countries. Speak, draw, and write about your own toys.	Words starting: Ee: elephant Ff: fish Gg: goat Hh: horse VALUE Share your toys.
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Function 1 Classroom language 1 p. 25 School Trip 1 Toy Museum, Prague, Czech Republic p. 26 Review 1: Units 1–2 p. 28

3
People
p. 29


 boy, girl, student, classmate, friend, man, woman, teacher Reading: museum, dinosaur, trip	He's a boy. He's my classmate. She's a girl. She's my friend. Is he a teacher? No, he isn't. Is she your friend? Yes, she is.	Read about a school trip. Listen and learn about famous paintings. Speak, draw, and write about people at school.	Words starting: Ii: insect Jj: jellyfish Kk: kiwi Ll: lamp VALUE Make friends at school.
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4
My Family
p. 37


 grandpa, grandma, dad, mom, uncle, aunt, baby, me, cousin Reading: middle, birthday party, birthday cake	I have a grandpa. I have a sister. Her name is Ameta. His name is Victor.	Read about a birthday party. Listen and learn about cartoon families in other countries. Speak, draw, and write about your family.	Mm: monkey Nn: nose Oo: orange Pp: pencil VALUE Give things to your friends.
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Game 1 p. 45 Reading Extra 1 Day and Night p. 46 Review 2: Units 3–4 p. 48

5
My Body
p. 49


 leg, foot, mouth, eye, head, ear, arm, hand Reading: skeleton, hair, body, face	This is my head. These are my hands. He has brown hair. She doesn't have blue eyes.	Read about face paint. Listen and learn about festivals in other countries. Speak, draw, and write about the color of your eyes and hair.	Qq: queen Rr: rabbit Ss: sofa Tt: table Uu: umbrella VALUE Be active.
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6
Homes
p. 57


 bathroom, bedroom, kitchen, living room, bed, cabinet, shower, TV Reading: house, clock, water	Where's the sofa? It's in the living room. The table is next to the bed. The game is on the bed. The bedroom is under the water.	Read about a bedroom under water. Listen and learn about houses in other countries. Speak, draw, and write about your own home.	Vv: violin Ww: wall Yy: yogurt Zz: zebra Also: Xx: box VALUE Play with your friends.
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Function 2 Classroom language 2 p. 65 School Trip 2 Animals on the Savanna, Africa p. 66 Review 3: Units 5–6 p. 68

7
My Town
p. 69


Words	Grammar	Skills	Phonics
 library, park, playground, store, street, swimming pool, center of town, zoo Reading: real, model, tiny, flower	There's a store on the street. There's a library in the town center. There's a tree in the park. There are houses next to the park.	Read about a model town. Listen and learn about towns and cities in other countries. Speak, draw, and write about your own town or city.	CVC sounds with a as in bag, bat, jam, man, map VALUE Love your town.

8
On the Farm
p. 77


 bee, bird, chicken, cow, dog, donkey, duck, sheep Reading: pen, farmer, food	A dog can run. A cat can't swim. Can you see the lamb? Yes, I can. Can a duck talk? No, it can't.	Read about a trip to a farm. Listen and learn about farms in other countries. Speak, draw, and write about your favorite farm animals.	CVC sounds with e as in bed, leg, pen, pet, yes VALUE Be kind to animals.
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Game 2 p. 85 Reading Extra 2 The Frog and the Butter p. 86 Review 4: Units 7–8 p. 88

9
My Clothes
p. 89


 dress, jeans, pants, shirt, shoes, skirt, socks, T-shirt Reading: scarecrow, happy, boots, hat, gloves	Are these your shoes? Yes, they are. Are these your pants? No, they aren't. What color is his hair? It's yellow. What color are his eyes? They're black.	Read about a scarecrow. Listen and learn about uniforms in other countries. Speak, draw, and write about your clothes.	CVC sounds with i as in big, bin, lip, sit, six VALUE Wear clean clothes.
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10
Eat and Drink
p. 97


 banana, bread, candy, lemon, milk, potato, rice, tomato, water Reading: lunch, tray, terrible, great	I like bananas. I don't like rice. Do you like apples? Yes, I do. They're great. / They're OK. Do you like milk? No, I don't. It's terrible. / It's OK.	Read about lunch at school. Listen and learn about food in other countries. Speak, draw, and write about your favorite food.	CVC sounds with o as in dog, dot, fox, mop, nod VALUE Eat good food.
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Function 3 Classroom language 3 p. 105 School Trip 3 Otovalo Market, Ecuador p. 106 Review 5: Units 9–10 p. 108

11
Beach Vacations
p. 109

 beach, beach ball, boat, ice cream, sand, sandcastle, ocean, shell, sun hat Reading: mask, breathe, snorkel, flippers	There isn't a sun hat on my head. There aren't boats in the ocean. Is there a boat in the water? No, there isn't. Are there fish in the water? Yes, there are.	Read about vacation time at the beach. Listen and learn about beaches in other countries. Speak, draw, and write about what you can do at the beach.	CVC sounds with u as in bus, cup, bug, jug, run VALUE Play outside in the sun.
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12
Free Time
p. 117

 fly a kite, make a cake, paint a picture, play a game, play soccer, read a book, sing a song, write a story Reading: hot, paper, swing	Let's fly a kite. Great idea! Let's play soccer. No! We're in the park. We're on the beach. We aren't at school.	Read about a trip to the park. Listen and learn about free-time activities in other countries. Speak, draw, and write about activities you can do today.	Review of CVC sounds as in hat, red, kid, hot, sun VALUE Use your time well.
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Game 3 p. 125 Reading Extra 3 Colors p. 126 Review 6: Units 11–12 p. 128

Look Further

One More Look p. 129 BONUS School Trip International Kite Festivals p. 130
BONUS Reading Extra What's an Elephant? p. 132 BONUS Game p. 134



A young mother in Guatemala prepares corn for tortillas while her daughter sleeps on her back.



Children running

Look at the photo. What can you see?

LESSON 1 Words

1 Listen and point. TR: 37



boy

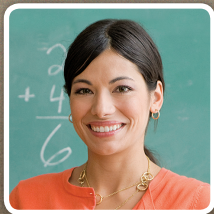


girl

student
classmate
friend



man



woman

teacher

2 Listen and repeat. TR: 38

3 Point and say.



Look! A girl!

Grammar LESSON 2

1 Listen and chant. TR: 39

Who's this?

This is Dan.

He's a boy.

He's a student.

He's my classmate.

He's my friend too.

Who's this?

This is Kim.

She's a girl.

She's a student.

She's my classmate.

She's my friend too.

2 Listen and read. TR: 40

He's a boy. He's my classmate.
She's a girl. She's my friend.

3 Read and circle.



He's / She's a student.



He's / She's a teacher.

4 Point and say.

She's my friend.



LESSON 3 Reading

1 Listen and repeat. TR: 41

museum dinosaur trip

2 Listen and read. TR: 42

Look at the photo. Is it a classroom?

Point to the girl. She's a student.

This isn't a classroom. It's a **museum**. Look! A **dinosaur**! It's big! The girl is on a school **trip**.

This museum is fun!

3 Read again and match.

- 1 The photo is in a student.
- 2 The girl is a museum.
- 3 The dinosaur is big.

LESSON 4 Grammar

1 Listen and read. TR: 43

Is he a teacher? **Yes, he is.**
Is she your classmate? **No, she isn't.**

2 Read and circle.



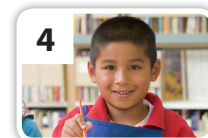
Is she a woman?
Yes, she is.
No, she isn't.



Is he a boy?
Yes, he is.
No, he isn't.



Is she a woman?
Yes, she is.
No, she isn't.



Is he a boy?
Yes, he is.
No, he isn't.

3 Point, ask and answer.

Is she a girl?

No, she isn't.

Is she a teacher?

Yes, she is.



LESSON 5 Song

- 1 Listen and read. TR: 44
- 2 Listen and sing. TR: 45 and 46
- 3 Sing and act. TR: 47

VALUE Make friends at school.
Workbook, Lesson 6

Chorus
Friends, friends, friends!
This is Jack. He's my friend.
He's my classmate too.
Is he your brother?
No, he isn't.
He's my friend and classmate too.
Chorus
This is Lily. She's my sister.
She's my best friend too.
Is she your classmate?
No, she isn't.
She's my sister and best friend too.
Chorus

LESSON 6 Phonics

- 1 Listen, point and repeat. TR: 48



insect



jellyfish



kiwi



lamp

- 2 Listen, chant and circle. TR: 49

It's an insect, an i, i, insect.
It's a jellyfish, a j, j, jellyfish.
It's a kiwi, a k, k, kiwi.
It's a lamp, a l, l, lamp.

- 3 Listen and find. Write the letter. TR: 50



1 Watch and match. Write the numbers. ▶ Video 4



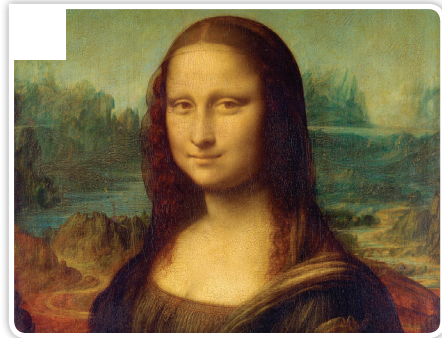
1 Emilia



2 Kaitlyn



3 Marcel



2 Your turn! Ask and answer.

Who's that?



A friend.

3 Draw and say.

Who's this?

My ____.

____?

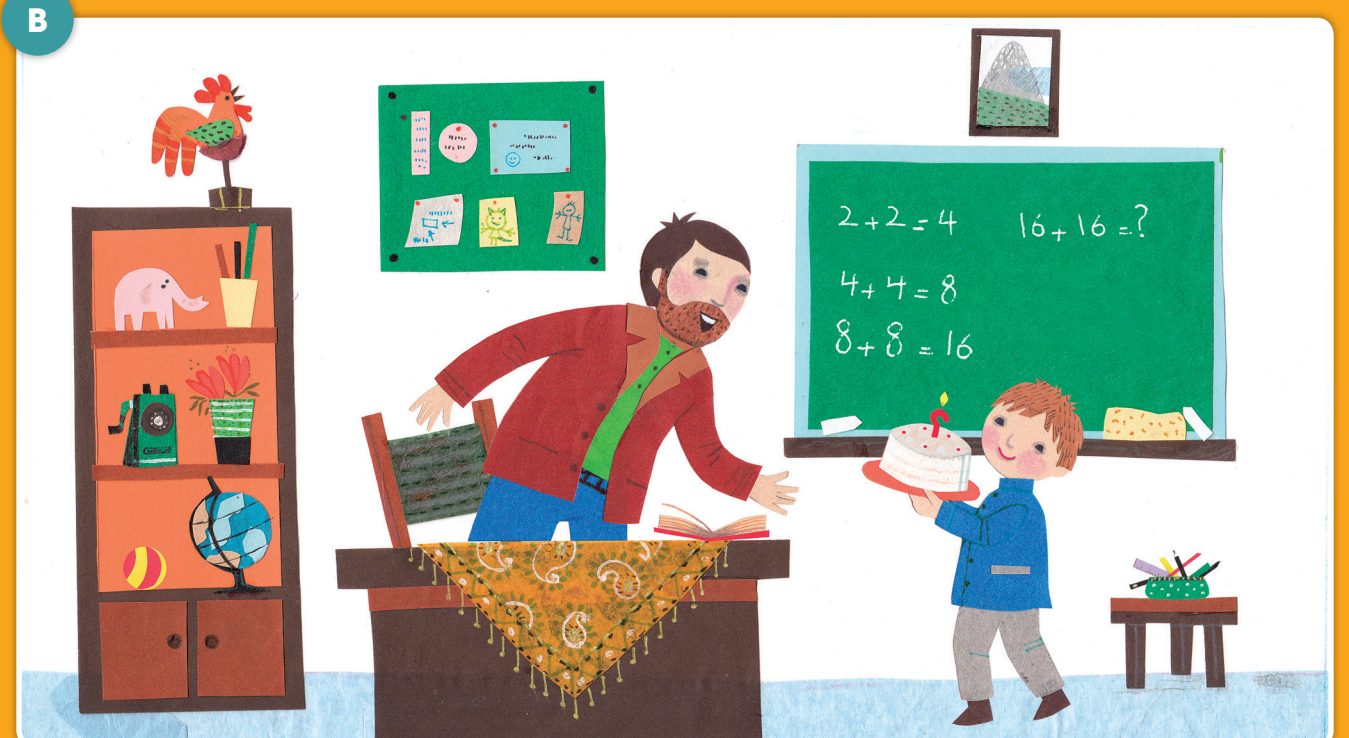
____.

1 Work in pairs. Find the differences. Point and say.

A



B



Day and night

Look out of the window.
Can you see the sky?

The sky is blue. The sun is in the sky. It's big and yellow. The sun is in the sky in the day. It's light.

Boys and girls are at school. But the hedgehog is sleeping.

Now look at the photo! What's this? It's the sky.

The sky is black. This is the moon. It's big and white. The moon is in the sky at night. It's dark.

Boys and girls are in bed. But the hedgehog isn't in bed. He's in the garden!



Glossary



hedgehog



sun




light dark



moon

sky

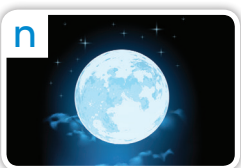
day night

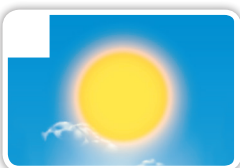
- 1 What's in the photo? Is it day or night?
- 2 Listen and read.  TR: 66
- 3 Complete the table.

at school ~~blue~~ dark
in bed moon sun


day	night
<u>blue</u> sky	black sky
light	
the	the
boys and girls	boys and girls

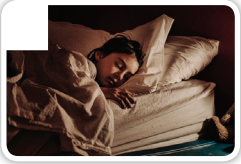
- 4 Look. Write *d* for day or *n* for night.


1 

2 

3 

4 

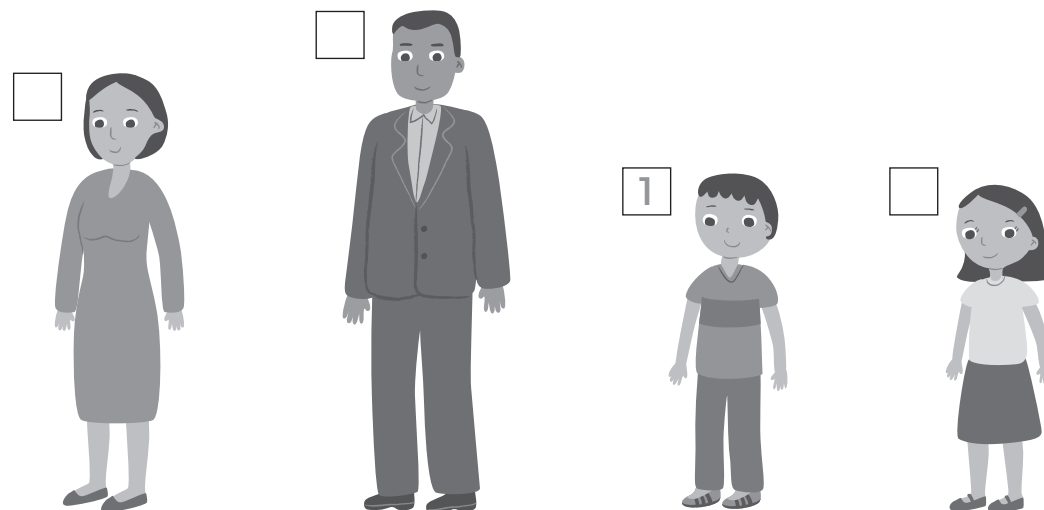
5 

6 

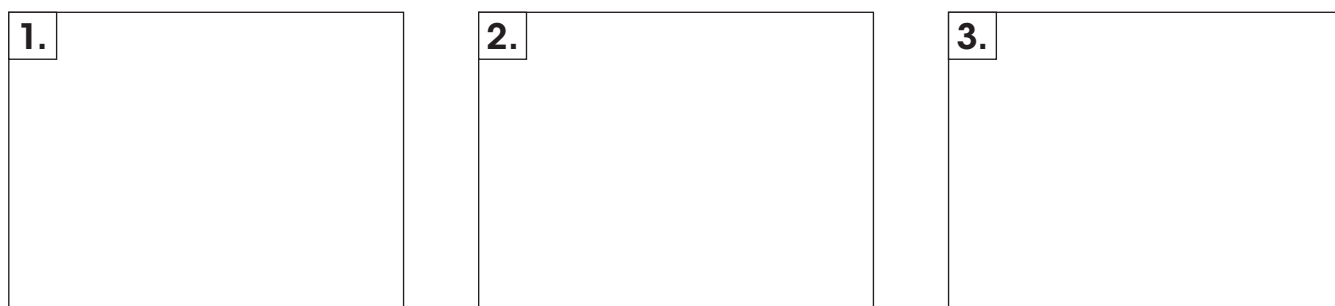
LESSON 1 Words

1 Number.

1. boy
2. girl
3. man
4. woman



2 Read and draw.

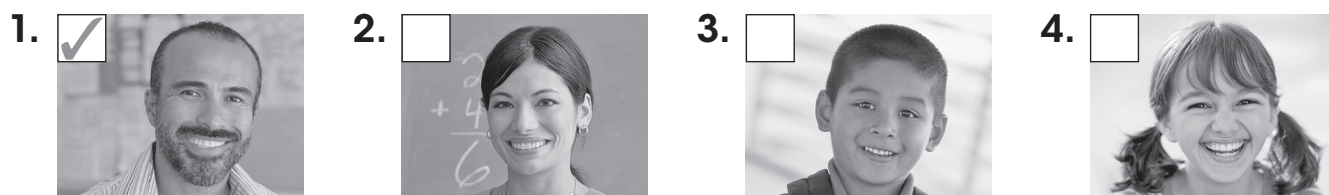


This is my classmate.

This is my friend.

This is my teacher.

3 Listen. Write a check (✓) or an X. TR: 14



1 Listen, read, and circle. TR: 15

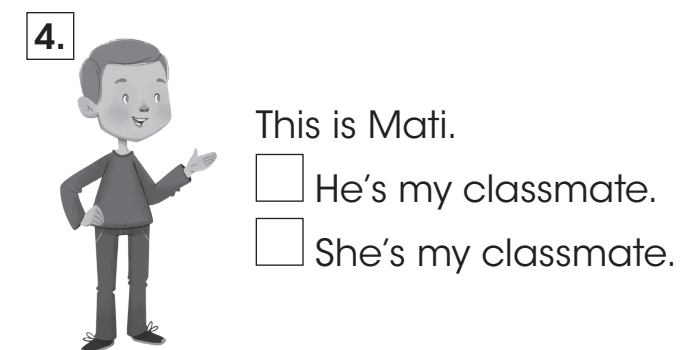
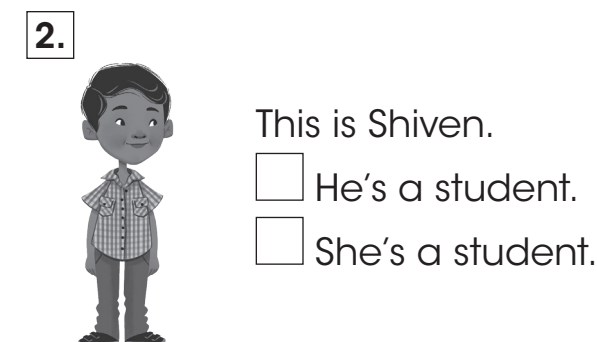
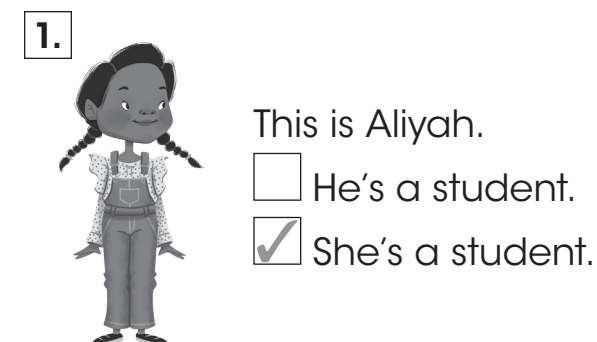
Who's this?
This is Dan.
He's a boy.
He's / **She's** a student.
He's / **She's** my classmate.
He's / **She's** my friend, too.



Who's this?
This is Kim.
She's a girl.
He's / **She's** a student.
He's / **She's** my classmate.
He's / **She's** my friend, too.



2 Read and check (✓).



1 Match.



dinosaur

museum

trip

2 Read and circle. TR: 16

Look at the photo. Is it a classroom?

Point to the girl. She's a student / teacher.

This isn't a classroom. It's a **board** / **museum**. Look! A **dinosaur** / **classroom**! It's big! The girl is on a school **class** / **trip**.

This museum is **good** / **fun**!



3 Read again and match.

1. The girl in the photo is big.

2. The museum is small.

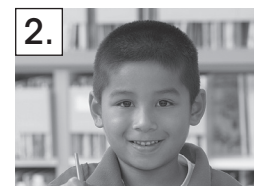
3. The dinosaur in the museum is fun.

1 Read and match.

Is he a boy?



Is he a boy?



Is she a girl?



Is she a girl?



Yes, he is.

Yes, she is.

No, he isn't.

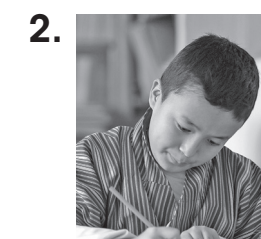
No, she isn't.

2 Listen and circle. TR: 17



A.

B.



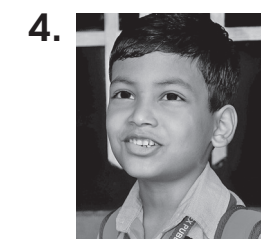
A.

B.



A.

B.

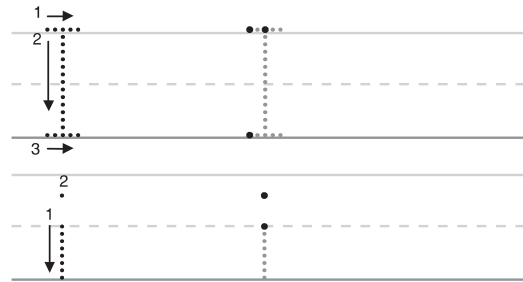


A.

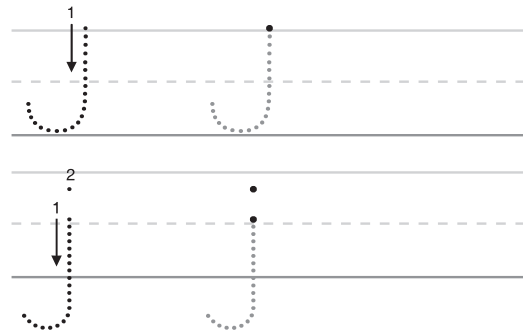
B.

1 Trace and write.

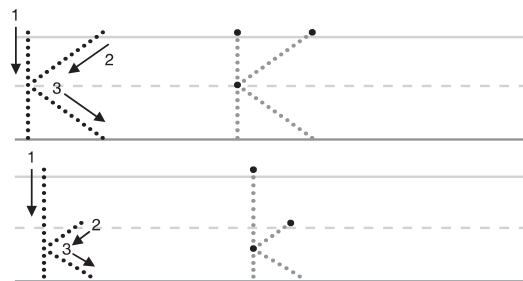
li
insect



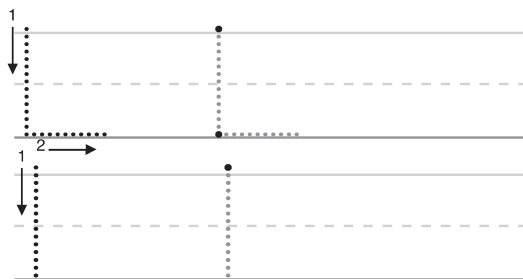
Jj
jellyfish



Kk
kiwi



Ll
lamp



2 Match.

l	j
J	i
K	l
L	k

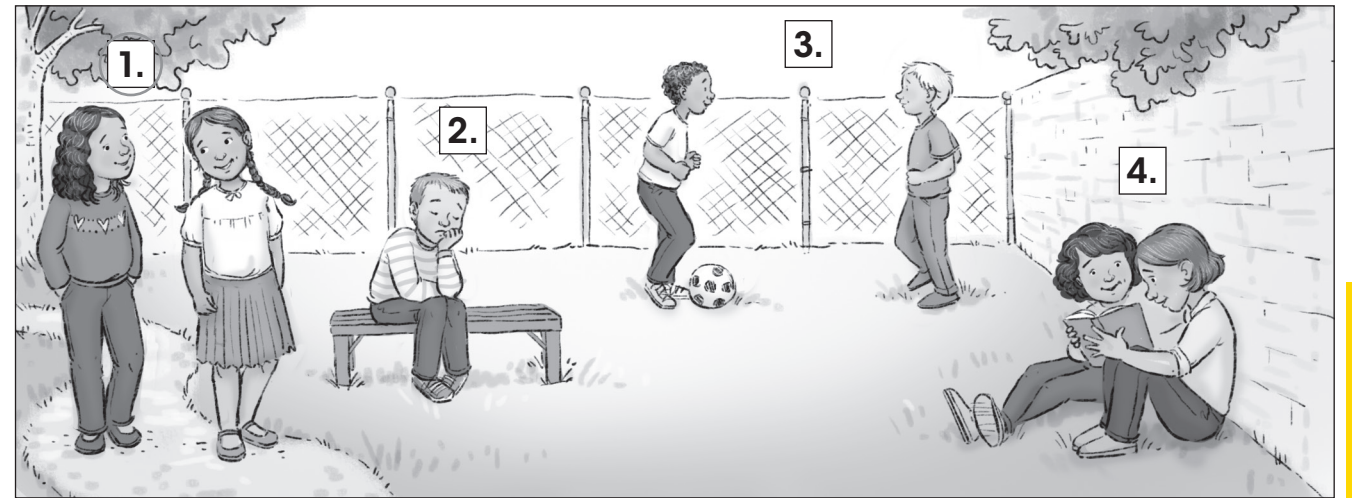
3 Write.

l	i
J	_____
K	_____
L	_____

4 Listen. Circle the first letter. TR: 18

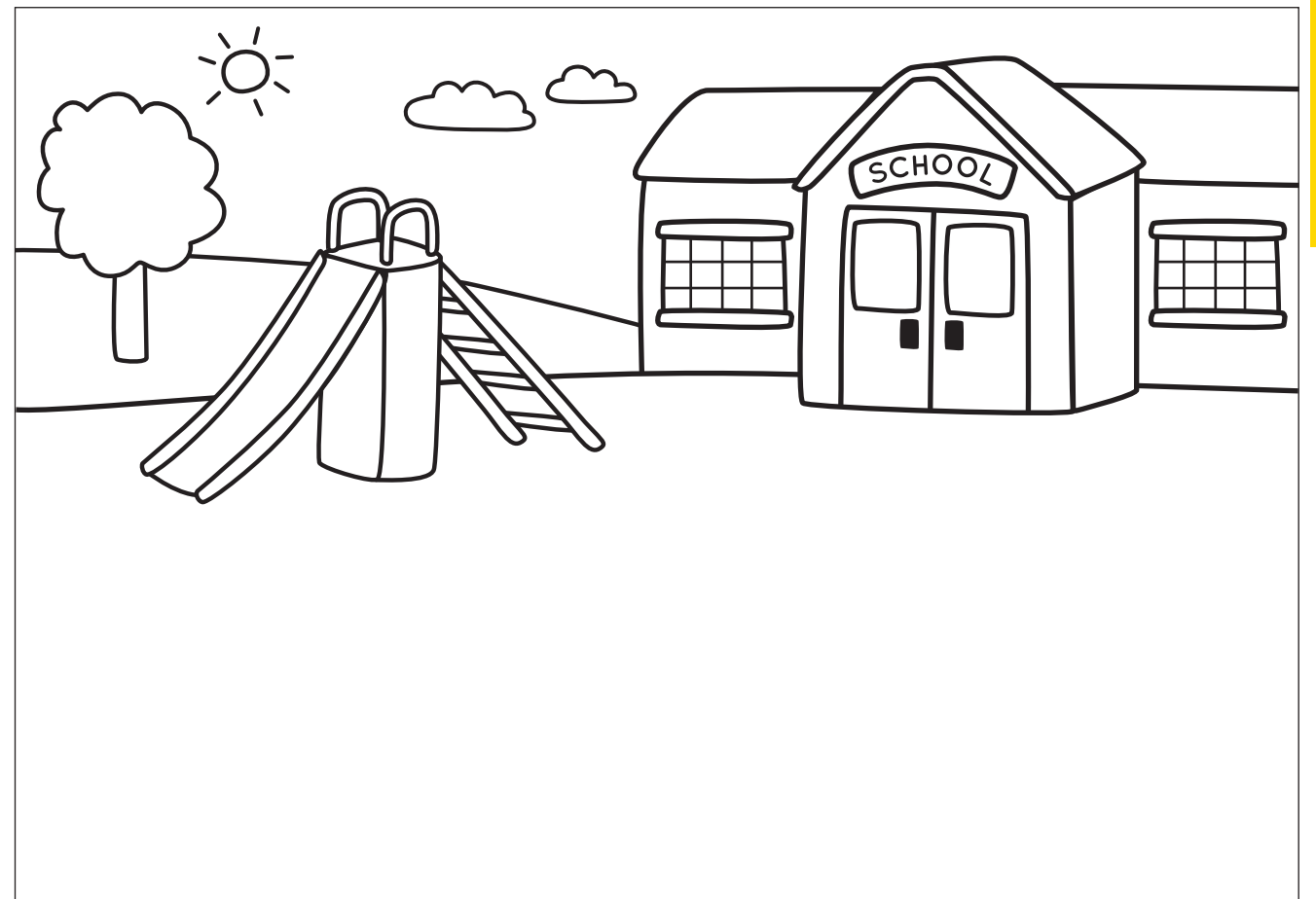
1. i	j	k	<u>l</u>
2. i	j	k	l
3. i	j	k	l
4. i	j	k	l
5. i	j	k	l
6. i	j	k	l

1 Look and circle.



2 Read and draw.

I make friends at school.



UNIT 3 People

In this unit, students will:

- talk about people.
- describe people using *he's* and *she's*.
- read about a school trip to a museum.
- use *Is he/she...?* and *Yes, he/she is; No, he/she isn't* to ask and answer questions about people.
- listen to and sing a song about friends.
- identify and pronounce words with /ɪ/, /dʒ/, /k/, and /l/ at the beginning.
- watch a video about portraits from other countries.
- identify the value of making friends at school.

Language

Words

boy, classmate, friend, girl, man, student, teacher, woman; dinosaur, museum, trip

Grammar

- *He's a boy. He's my classmate.*
- *She's a girl. She's my friend.*
- *Is he a teacher? Yes, he is.*
- *Is she your classmate? No, she isn't.*

Phonics

/ɪ/ insect
/dʒ/ jellyfish
/k/ kiwi
/l/ lamp

Twenty-First Century Skills

Collaboration

Work with a partner to practice words, Lesson 1

Communication

Ask and answer questions about people in the class, Lesson 4

Creativity

Draw and speak about people, Lesson 7

Critical Thinking

Identify the value of making friends at school, Lesson 5

In the Unit Opener, students will:

- respond to a photo of people.
- talk about people.

Resources: Home School Connection Letter, Classroom Presentation Tool

Materials: some photos of people (a mix of one person and groups of people), including boys and girls from magazines or the Internet

Introduce the Theme

- Bring some photos of people into class, some with just one person and others with more than one person. Hold up a photo of one person and say **Look! A person. Can you see the person?** (yes) **How many?** (one) Hold up a photo of a few people and say **Look! People! Can you see people?** (yes) **How many?** Repeat with several photos, emphasizing *person* and *people* each time.
- Have a student come to the front of the class and stand to one side of you. Point and say **Look! A person. [Anna] is a person. One. One person.** Then have two students come to the front of the class and stand to the other side of you. Point and say **Look! People. [Jaime and Rachid] are people. One, two. Two people.**
- Repeat this activity with other single students and groups of students, each time changing the number and the gender mix in the group. Include yourself in the activity as well so that students understand *people*, not *boys*, *girls*, or *students*.

Use the Photo

- Hold up a copy of the Student's Book open to p. 29. Have students open their books to p. 29. Read aloud the instructions at the bottom of the page and point to the photo. Ask **What can you see?** (people) **What colors can you see?** (black, blue, green, orange, purple, red, white, yellow) Have students point to each color as they name it. Walk around, monitoring students to check they are pointing to the correct colors as they say them. Ask **How many people can you see?** (eleven) Point to two or three people in the photo and then point to your face and smile to show a happy face. Ask **Is he happy? Is she happy?** (yes)

TEACHER TIP

When students are doing a speaking activity, monitor carefully to make sure everyone is participating. Give plenty of encouragement and praise students for the effort they make and not only for the results. Shy students especially can benefit from plenty of praise and encouragement.

UNIT 3 People



ABOUT THE PHOTO

This photo shows a group of happy children running in a street in Istanbul, Turkey. A recent survey in Britain has shown that today children spend half the time their parents did playing outside. On average, children play outside for just over four hours a week, compared to 8.2 hours a week when the adults questioned were children. While more than four-fifths (83%) of parents questioned thought it was important their children learned to use technology, more than 90% of parents would prefer their children to spend their childhood outdoors because playing outdoors is important for their development.

Children running

Look at the photo. What can you see?

LESSON 1 Words

1 Listen and point. TR: 37



boy



girl

classmate
friend
student



man



woman

teacher

2 Listen and repeat. TR: 38

3 Point and say.



Look! A girl!

ABOUT THE PHOTO

This photo shows boys and girls in an elementary class in a school in Kathmandu, Nepal. Kathmandu is the capital of Nepal, a landlocked country in Asia. The country is famous for the Himalayas, a mountain range that includes Mount Everest which at 8,848 metres is the highest mountain in the world.

LESSON 1 Words

In this lesson, students will:

- talk about people.
- ask and answer questions about people.

Resources: Audio Tracks 37–38, Classroom Presentation Tool, Flashcards 49–52, Workbook p. 24, Workbook Audio Track 14, Online Practice

Materials: a photo of yourself and a friend

Warm Up

- **Use the Photo** Hold up a copy of the Student's Book open to p. 30. Have students open their books to pp. 30–31. Point to the photo and ask *Where is it?* (a classroom) *What can you see in the photo?* (people)

1

- Read aloud the instructions. Then direct students' attention to the photos under the instructions and the words in the boxes on the right.
- Point to your ear and say *Let's listen*. Play **TR: 37** and pause after the first word. Point to the photo so that students know what to do.
- Continue playing **TR: 37** and model pointing to the photos as you hear the words. Have students point to the words as they listen.
- Have a boy and girl stand up. Say *[Pierre] is a boy and [Natalie] is a girl*. Then go around the class saying students' names and having the class finish the sentence with *is a boy* or *is a girl*. Obviously this is only possible in classes with boys and girls. If you have a class with only boys or only girls, you could find photos of children in the Student's Book to refer to instead. Point to the photos, and say *Look, a boy. Look, a girl*.
- Point to a few students and say *Look! You're students. This is the English class. You're students*. Then say *This is the class. You're classmates*. Continue to point to include all the students. Choose two students who are friends and have them stand up. Point to them and say *Look! [Clara] and [George] are friends*. Then, show students a photo of yourself and a friend. Say *This is [Jon]. [Jon] is my friend*.
- Point to yourself and ask *Am I a boy?* (no) *Am I a girl?* (no) Say *I'm a man/woman*. Continue pointing to yourself and ask *Am I a student? Am I a classmate?* Shake your head as students say *no*. Then nod your head as you say *I'm a teacher*. Repeat the sentence a few times while you point to yourself.
- At this stage, try and have students understand that a classmate, a friend, and a student can be male or female. Hold up a copy of the Student's Book and point to the boy. Say *This boy is a student. He's a classmate and he's a friend*. Then point to the girl and say *This girl is a student. She's a classmate. She's a friend, too*.

2

- Read aloud the instructions. Play **TR: 38**. Pause after the first word. Repeat the word to model the activity for students. Continue playing **TR: 38** and have students repeat the words as a class.
- Play **TR: 38** again and call on individual students around the class to repeat the words.
- **Extra Support** Point to yourself and say *Teacher* and *[Woman/Man]*. Tell individual students which words apply to them (for example, *boy/girl, student, classmate, friend*).

Optional Activity

- Write the letter *t* on the board and have students call out *teacher*. Erase *t* and write *g*. Have students call out *girl*. Repeat with the letters for other words from Activity 1.

3

- Use the flashcards to practice the words. Hold up the *boy* flashcard and ask *Boy or girl?* Repeat with all the flashcards, asking a question with *or* each time and having students say the answer together. Bear in mind that the *boy* and *girl* flashcard can also be used to mean *classmate, friend*, and *student*, and the *man* and *woman* flashcard can also be used to mean *teacher*.
- Read aloud the instructions. Direct students' attention to the example. If necessary, demonstrate what they have to do first. Point to someone in the class and say *Look! A [student]*. Then point to someone else and say *Look! A [girl]*.
- Divide students into pairs. Have one student say *Look! A [teacher]* and point, and the other student point to the same person and say *A [teacher]*.
- **Extra Challenge** Have students close their books and work in pairs. Have one student point to other people in the class and the other student say the target words.

Wrap Up

- Have students sit in a circle, if possible. Join them in the circle and say *My name's [your name]. I'm a [man/woman]. I'm a teacher*. Point to the student sitting next to you and indicate that he/she should say *My name's [Paola]. I'm a student*. Continue around the circle until everyone has had a turn.

Additional Practice: Workbook p. 24, Online Practice

In this lesson, students will:

- describe people using *he's* and *she's*.
- say a chant about people.

Resources: Audio Tracks 39–40, Classroom Presentation Tool, Flashcards 49–52, Workbook p. 25, Workbook Audio Track 15, Online Practice

Materials: sticky notes, photos of people

Warm Up

- Review the words from Lesson 1. Draw a boy on the board and write *b_ _* under it. Look at the class and shrug your shoulders. Ask *What's the word?* (boy) Write the missing letters to make the word *boy*. Do the same with *girl*, *man*, and *woman*. Point to two students in the class and say *Look! Class...what?* (classmates) Then point again to the two classmates and say *[Liv] and [Tania] are classmates and they are f... too*. Shrug your shoulders to indicate that you want students to say the missing word. (friends) Write *classmate* and *friend* on the board. Say *Yes! They're classmates and they're friends*. Draw a student on the board with a bag and some books. Write *s_ _ _ _ _* under it. Look at the class and shrug your shoulders. Ask *What's the word?* (student) Write *student* on the board. Point to yourself and ask *Student?* (no) *What?* (teacher) Write *teacher* on the board.
- Use the Photo** Have students open their books to p. 31. Direct students' attention to the photo. Give students instructions. Say *Point to a boy. Point to a girl. Point to a teacher*. Check that students are pointing to the correct people.
- Then say *Look around the class. Point to a boy. Point to a girl. Point to a teacher. Point to your friend*. Have students listen and point.

1

- Display the Lesson 1 flashcards. Ask students to find the words in the chant. Have them work in pairs to scan the chant and find the words. (boy, girl, student, classmate, friend) Ask *Which words are not in the chant?* (man, woman, teacher)
- Read aloud the instructions. Say *Listen to the chant*. Play **TR: 39**. Have students clap to the rhythm.
- Divide students into two groups, A and B. Hold up a copy of the Student's Book and point to the purple lines. Turn to Group A and say *Look! You say the purple lines*. Turn to the other group. Point to the green lines. Say *Look! You say the green lines*.
- Play **TR: 39** again. Have Group A say the lines in purple and then have Group B say the lines in green.
- Play **TR: 39** again. Have students change roles and say the chant again.

2

- Read aloud the instructions. Direct students' attention to the grammar box. Say *Listen and read*. Play **TR: 40** one time as students listen and read. Now say *Listen and repeat*. Play **TR: 40** again and pause after each sentence. Have students repeat the sentences as a class.
- Using the Lesson 1 flashcards, ask students to make new sentences. Hold up a flashcard. Have students say, for example, *He's a boy*, as a class. Then call on individual students to make sentences about each flashcard.
- Listening Strategy: Understanding the Task** If students have to do a task which is based on the listening text, have them check that they have understood the task correctly before they listen. Understanding the task will motivate students to stay focused so that they can accomplish it.
- Extra Challenge** Have students look through their Student's Book in pairs, pointing to people and saying *Look! He's a man, He's a boy, She's a woman or She's a girl*.
- Extra Support** Write the words *he* and *she* on the board. Give each student a sticky note. Guide boys to write *he*, and girls to write *she*. Then, have students display the notes on themselves and keep them on throughout the class.

3

- Have a few students stand up. Point to each student one at a time and say *This is [Julio]. He's a boy. This is [Petra]. She's a girl*.
- Point to the photo in item 1 and ask *Is this a boy or a girl?* (a boy) Point to the photo in item 2 and ask *Is this a man or a woman?* (a woman)
- Read aloud the instructions. Point to the first photo again. Hold up a copy of the Student's Book and circle the correct option with your finger so that students can see the example.
- Have students circle the correct option in item 2. Review the answer together when everyone finishes.

4

- Read aloud the instructions. Model pointing and saying the example. one of the students, say *Point to a friend in class*. Ask some more students to do this. Have them point and say *He's my friend* or *She's my friend*.
- Point to the teacher in the main photo. Say *She's a teacher*. Then point to a boy and say *He's a boy*.
- Have students do the activity in pairs, pointing to the people in the photo and to people in the class. Monitor as they speak, making sure they are using the correct form.

Optional Activity

- Bring some photos into class. Hold up the photos, point to the people, and have students say sentences about them, such as *He's a man*.

Wrap Up

- Hold up each Lesson 1 flashcard and say an incorrect sentence. For example, hold up the *boy* flashcard and say *She's a girl*. Have the class say *No! He's a boy!*

Additional Practice: Workbook p. 25, Online Practice



1 Listen and chant. **TR: 39**

Who's this?

This is Dan.

He's a boy.

He's a student.

He's my classmate.

He's my friend, too.

Who's this?

This is Kim.

She's a girl.

She's a student.

She's my classmate.

She's my friend, too.

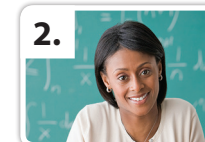
2 Listen and read. **TR: 40**

He's a boy. He's my classmate.
She's a girl. She's my friend.

3 Read and circle.



He's / She's a student.



He's / She's a teacher.

4 Point and say.

She's my friend.



LESSON 3 Reading

1 Listen and repeat. TR: 41

museum dinosaur trip

2 Listen and read. TR: 42

Look at the photo. Is it a classroom?

Point to the girl. She's a student.



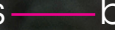
This isn't a classroom. It's a **museum**. Look! A **dinosaur**! It's big! The girl is on a school **trip**.

This museum is fun!

ABOUT THE PHOTO

The photo shows a young girl looking at a dinosaur exhibit in the Royal Tyrrell Museum of Paleontology, in Alberta, Canada. The museum is very popular with visitors and is known for its fossil collection with more than 130,000 pieces. The museum is named after Joseph Burr Tyrrell, the geologist who found the dinosaur fossils in 1884. The museum opened in 1985.

3 Read again and match.

1. The photo is in  a student.
2. The girl is  a museum.
3. The dinosaur is  big.

LESSON 3 Reading

In this lesson, students will:

- read about a school trip to a museum.
- use new words to talk about a school trip to a museum.
- match sentence parts in a comprehension activity.

Resources: Audio Tracks 41–42, Classroom Presentation Tool, Flashcards 53–55, Workbook p. 26, Workbook Audio Track 16, Online Practice

Materials: modeling clay, photos of exhibits from a museum in your city

Warm Up

- **Use the Photo** Hold up a copy of the Student's Book open to pp. 32–33 and have students open their books. Direct students' attention to the photo. Point to the girl on p. 33 and ask *Is this a boy or a girl?* (a girl) *Is she in the classroom?* (no) Point to the big dinosaur on p. 32 and ask *Is this a toy?* (no) *Big or small?* (big) Point to the small dinosaur on p. 33 and ask *Is this a toy?* (yes) *Big or small?* (small)

1

- Read aloud the instructions. Play **TR: 41** and have students listen and repeat the words. Then use actions and descriptions to teach the new words. Draw a building on the board and write the name of a local museum above it (for example, *The National Museum*). Read aloud the word *museum* and point to the photo. Say **Look! A museum.** Ask **Do you know a museum?** If students can, have them name a museum in your area.
- Then hold up a copy of the Student's Book and point to the dinosaur. Say **Look! A dinosaur.** Write the word on the board.
- Finally, explain the word *trip*. If students have been on a trip recently, you can use this information in your explanation. Draw a picture of the school on the left side of the board. Draw a simple picture of a beach on the right side of the board. Draw a connecting road or pathway between the two locations and then draw a bus on the road. Point to three main elements of the picture one at a time (school, bus, beach) and follow the route that the bus takes from the school to the beach. Write *a trip* on the board. Point again and say **A trip.** Emphasize the new words each time.
- Point to the text and say **Find the words here.** Have students scan the text to find the three new words. Make sure they understand that they don't have to read the whole text—just find the words.
- Call on a volunteer to point to and read aloud the first of the words in the text. Make sure that all students are pointing to the correct word. As the volunteer says the word, hold up the corresponding flashcard. Repeat with the other Lesson 3 words and flashcards.

2

- Read aloud the instructions. Point to the text. Play **TR: 42**. Have students listen to and read the whole text.
- Ask questions about the reading text. Pause **TR: 42** after the first paragraph and ask *Is this a classroom?* (no) Continue playing **TR: 42** and pause after the second paragraph. Point to the girl and ask *Boy or girl?* (girl) *Is she a student?* (yes) Pause **TR: 42** after the third paragraph and ask *Is the girl at school?* (no)
- Have students read the text aloud as a class. Have them say the words in chorus. Read the text with them, but remain silent for some sentences too.
- Hold up a copy of the Student's Book and point to the first part of the text. Say **One.** Then point to the other parts and say **Two. Three. Four.** Say the numbers one at a time and call on individual students to read aloud the corresponding part or paragraph of the text.
- **Reading Strategy: Working with Paragraphs** Have students notice the paragraphs in a text or story. Each paragraph is about a different topic. Identifying the text structure will help make it easier for students to understand each part.
- **Extra Challenge** Hold up a copy of the Student's Book and start counting the paragraphs. Have students call out the numbers, too. Then have them work in pairs and take turns to read. Have the first student read aloud the first paragraph while the second student follows. Then, have them change roles and continue with the next paragraph. Have them read the whole text, paragraph by paragraph, one at a time.
- **Extra Support** On the board, write *classroom, girl, museum, school*. Play **TR: 42** again and have students raise their hand each time they hear one of the words. They hear *classroom, girl, and museum* twice.

3

- Read aloud the instructions. Hold up a copy of the Student's Book and point to the first part of item 1 as you read this aloud. Then follow the line with your finger so that students can see the example.
- Have students complete the activity in pairs.
- Correct the activity by writing the full sentences on the board.

Optional Activity

- Have students draw dinosaurs. Have them copy dinosaur pictures or invent imaginary dinosaurs. Have them color their dinosaurs and give them names. Alternatively, have students make dinosaurs from modeling clay.

Wrap Up

- Show students some photos from a museum in your city or country. If necessary, use the Internet to show students photos of some exhibits. (Remember to check any website before accessing it in the classroom to make sure the content is appropriate for students.)
- Model showing wonder and awe and say **Look! Wow! Cool!** Encourage students to respond in the same way.

Additional Practice: Workbook p. 26, Online Practice

In this lesson, students will:

- use *Is he/she...?* and *Yes, he/she is; No, he/she isn't* to ask and answer questions about people.

Resources: Audio Track 43; Classroom Presentation Tool; Flashcards 34–41, 49–55; Workbook p. 27; Workbook Audio Track 17; Online Practice

Warm Up

- Point to a boy in the class and say *He's a boy. He's a student.* Have a student point to the same boy and say *He's a boy. He's my classmate.* Choose another student to speak. Point to yourself and have students say *He's a man. He's my teacher* or *She's a woman. She's my teacher.* For single-gender classes, draw pictures on the board to represent the missing people.
- **Use the Photo** Have students open their books to pp. 32–33. Point to the girl and ask *Boy?* (no) *Teacher?* (no) *Woman?* (no) *Student?* (yes) *Girl?* (yes)

1

- Hold up the *girl* flashcard and ask *Boy?* (no) Hold up the *man* flashcard and ask *Man?* (yes) Continue with more flashcards, asking different questions and eliciting an answer from the class each time.
- Read aloud the instructions. Point to the grammar box and say *Listen.* Play **TR: 43.** Have students listen and read. Play **TR: 43** again and have students repeat the questions and answers, first as a class and then individually.
- Hold up a copy of the Student's Book and ask *Is it a book?* (Yes, it is.) Hold up a bag and ask *Is it a book?* (No, it isn't.) Emphasize *it* each time. Then point to a boy and ask *Is he a boy?* (Yes, he is.) Point to a girl and do the same. Say *Is it...oh, no, not it...Is she a girl?* (Yes, she is.) Emphasize the word *he* or *she* each time.
- **Extra Support** Use flashcards to check that students know when to use *it* and when to use *he* or *she*. Shuffle the Lesson 1 flashcards from Units 2 and 3. Hold up a flashcard and ask *It, he, or she?* Have students respond each time.

2

- Read aloud the instructions. Point to the photo in item 1. Then point to the question and the two answers on the right. Read aloud the question and point to the photo again. Then shrug your shoulders and point to the two possible answers again. Elicit *Yes, she is.* Circle the answer with your finger so students can see.
- Have students continue the activity in pairs. Go through the items as a class and elicit the answers orally. Read aloud each question and have students call out the answers in chorus.

- **Extra Challenge** Before students do the activity, have them work in pairs, A and B. Have Student A say the name of a person they both know. This can be someone in the classroom or school or a celebrity. Have Student B say *He's a man* or *She's a woman.* Then, have them change roles and have Student B say a name. Have them continue, taking turns to say names and say sentences.
- **Extra Support** Before students do the activity, say known words for people and have students say *he* or *she* for each one. For example, say *Girl* and have students say *she*, say *Man* and have students say *he*. Introduce words that can be both. For example, say *Friend* and have students say *he* or *she*. Say words from all three groups in random order and have students respond.

3

- Read aloud the instructions. Direct students' attention to the example conversation. Model pointing and saying the words. Model the conversation with a volunteer. Ask the questions yourself as you point. Then ask for two volunteers to act out the conversation. Explain that the first student should point to another person in the class and ask questions about this person. The first question should have a *no* answer. For example, if a student points to a boy, the question could be *Is he a teacher?* or *Is he a man?* The answer is *no*. The next question could be *Is he a boy?* *Is he a student?* *Is he a classmate?*, etc.
- Put students into pairs, A and B. Have students take turns to choose a person in the class and point to that person. Then have them ask and answer questions about the person.

Optional Activity

- Have students draw a picture of a person. Give them two or three minutes to draw. Call on a volunteer to hold up his/her picture. Point to the picture and ask students questions that elicit a negative answer first and then a positive answer. For example, ask *Is he a man?* (no) *Is he your friend?* (yes) Have students answer with full sentences. Then put students into small groups. Have them take turns to hold up their pictures and ask and answer questions.

Wrap Up

- Write the names of other people at your school on the board. For example, write the names of other teachers and students. Point to each name one at a time and ask a question. Begin with questions with a *no* answer. For example, as you point to a male name, ask *Is he a boy? Is he a teacher?* until students say *Yes, he is.*
- **NOTE:** You may also want to remind parents personally or in writing to send in a photo of the student's friend (for students to use in Lesson 7). Parents could also e-mail photos for display.

Additional Practice: Workbook p. 27, Online Practice

1 Listen and read. **TR: 43**

Is he a teacher? **Yes, he is.**
Is she your classmate? **No, she isn't.**

2 Read and circle.



Is she a woman?
Yes, she is.
No, she isn't.



Is he a boy?
Yes, he is.
No, he isn't.



Is she a woman?
Yes, she is.
No, she isn't.



Is he a boy?
Yes, he is.
No, he isn't.

3 Point, ask, and answer.



LESSON 5 Song

1 Listen and read. TR: 44

2 Listen and sing. TR: 45 and 46

3 Sing and act. TR: 47

VALUE Make friends at school.
Workbook, Lesson 6

Chorus

Friends, friends, friends!

This is Jack. He's my friend.

He's my classmate, too.

Is he your brother?

No, he isn't.

He's my friend and classmate, too.

Chorus

This is Lily. She's my sister.

She's my best friend, too.

Is she your classmate?

No, she isn't.

She's my sister and best friend, too.

Chorus

ABOUT THE PHOTO

The photo shows two children, a boy and a girl, playing in a park in Beijing, China. Beijing is the capital of China. It has a population of more than 20 million. More than 5,500 people live in every square kilometer. These two children have escaped from the city's congestion to enjoy into one of Beijing's many parks.

LESSON 5 Song

In this lesson, students will:

- listen to and sing a song about friends.
- act out a song.
- identify the value of making friends at school.

Resources: Audio Tracks 44–47, Classroom Presentation Tool, Flashcards 49–50, Workbook p. 29, Online Practice

Materials: a photo of a friend, photos of people

Warm Up

- Bring a photo of a friend of yours to class. Hold it up for students to see. Point to your friend and tell the class about this person. Say *This is my friend. [Her] name is [Anna].*
- **Use the Photo** Have students open their books to p. 34. Point to the photo. Ask *What can you see?* (a boy and a girl) *Are they at school?* (no) *Are they [friends]?* Listen to students' responses.
- Point to each child in the photo, one at a time, and ask *What's [his] name?* Have students scan the words of the song to find a boy's name and a girl's name. (Jack and Lily)

1

- Read aloud the chorus of the song. Ask *What is this song about?* (friends) Ask *Who are your friends?* Call on students to name several friends.
- Read aloud the instructions. Play **TR: 44**. Have students listen and follow in their books.

2

- Teach the words *brother* and *sister*. Draw a house shape on the board and draw a simple picture of a boy in front of it. Point and say *This is Raúl!* Then draw a girl next to him and say *This is Louisa!* Draw another boy on the other side of Raúl and say *This is Claudio.* Point to Raúl and then Louisa and say *Louisa is a sister.* Point to Raúl again and then to Claudio and say *Claudio is a brother.*
- Go around the class and ask *Brother?* Then ask *Sister?* If you know the name of a student's brother or sister, use this information to help students understand. Ask *Is [Nia] your classmate?* (no) *Is [Nia] your sister?* (yes)
- Read aloud the instructions. Play **TR: 45**. Encourage students to sing along to the chorus.
- Hold up a copy of the Student's Book and point to the different-colored lines. Divide students into two groups, A and B. Point to the green lines. Turn to Group A and say *Look! You sing the green lines.* Turn to the other group. Point to the purple lines. Say *Look! You sing the purple lines.* Point to everyone and say *You all sing the black lines.*
- Play **TR: 45** again for students to sing. Then play **TR: 46**, the instrumental version of the song. Have students sing again.
- **Extra Support** Play **TR: 46** again. Hold up the *boy* flashcard during the first verse. Hold up the *girl* flashcard during the second verse. Alternatively, if you have a mixed class, have boys stand up for the first verse and girls stand up for the second verse.

3

- Read aloud the instructions. Establish an action to perform for each line. Here are some suggestions:
Friends, friends, friends! (Make a heart shape with both forefingers and thumbs.)
This is Jack. He's my friend. (Stretch your arm out as if to introduce someone.)
He's my classmate, too. (Point to people around the class.)
Is he your brother? (Join your forefingers to show a family tie.)
No, he isn't. (Shake your head.)
He's my friend and classmate, too. (Make a heart shape with your hands and then point to people around the classroom)
This is Lily. She's my sister. (Stretch your arm out as if to introduce someone)
She's my best friend, too. (Place your hands on your heart)
Is she your classmate? (Point to people around the class)
No, she isn't. (As above)
She's my sister and best friend, too. (Join your forefingers and then put your hands on your heart)
- Play **TR: 47**, pausing after each line to make sure everyone remembers the actions. Then play **TR: 47** again. Have students sing their sections of the song and do the actions.
- **Extra Challenge** Have students invent a new verse for the song using the name of a friend and changing one or two other words, too.
- **Value: Make friends at school** At this point in the lesson, you can introduce the value. Say *The value of this lesson is Make friends at school.* Write this on the board. Then ask for a student to help you demonstrate what this means through a role-playing activity. Have a short conversation:
You: Hello.
Student: Hello.
You: My name's [invented name]. What's your name?
Student: My name's [name].
(Shake hands.)
You (to the class): [Student's name] is my friend.
Student (to the class): [invented name] is my friend.
Have students act out making friends, working in pairs, having mini-conversations with each other like the one above. For additional practice, have students complete Lesson 6 of the Workbook in class or at home.

Optional Activity

- Have students draw a picture of their best friend. Then display the pictures on the classroom wall. Have students point to their pictures and make sentences about their friend.

Wrap Up

- Bring some photos of a mix of people to class. Hold up a photo of a boy and make a thinking gesture. Then say *Look! This is Andy.* Have students ask you questions, such as *Is Andy a man? Is Andy your brother?* Do the same with other photos, inventing names and relationships. Then call on students to choose a photo to ask questions about. Have them start by saying *This is [name].*

Additional Practice: Workbook p. 29, Online Practice

In this lesson, students will:

- identify and write *i, j, k*, and *l*.
- identify and pronounce words with /ɪ/, /dʒ/, /k/, and /l/ at the beginning.

Resources: Audio Tracks 48–50; Classroom Presentation Tool; Flashcards 20, 31–33, 45–48, 56–59; Workbook p. 28; Workbook Audio Track 18; Online Practice

Warm Up

- Use the phonics flashcards from Units 1 and 2 to review these sounds: the phonics from Units 1 and 2: /æ/, /b/, /k/, /d/, /ɛ/, /f/, /g/, and /h/.
- First, hold up each flashcard, one at a time, and elicit the word and the sound. Then, say *Let's play a sound game!*
- Choose four of the target sounds and elicit an action for each one. Say /æ/! *Clap your hands!* /æ/ Have students clap. Do the same with the three other sounds you've chosen. Suggested actions: *Jump! Turn around! Hands on head!*
- Have students stand up to play. Call out words with the four target sounds in random order. Repeat each word two or three times. Have students listen and do the action. If they do the wrong action, have them sit down. Continue playing until only a few students are left standing.

1

- Write the following letters on the board: *li, Jj, Kk*, and *Ll*. Point to and say each letter one at a time. Then point to each letter and have students say it. Finally, say *Today, we're learning more sounds. We're learning the sounds /ɪ/, /dʒ/, /k/, and /l/.*
- Have students open their books to p. 35. Direct students' attention to the photos and words. Say *Listen*. Play **TR: 48**, pointing to each photo and word as students hear it.
- Read the instructions. Play **TR: 48** again. Have students repeat each word. Monitor students carefully, making sure they pronounce the target sounds correctly.
- **Extra Challenge** Have students close their books. Say each sound one at a time and have students respond with the word. For example, you say /dʒ/ and have students respond *jellyfish*.
- **Extra Support** Say each word one at a time and have students respond with the sound. For example, you say *kiwi* and have students respond /k/.

2

- Read aloud the instructions. Point to the chant. Say *Listen. Can you hear /ɪ/, /dʒ/, /k/, and /l/?* Say the sounds, not the names of the letters.
- Play **TR: 49**. Hold up a copy of the Student's Book and point to the example in the first line. Have students work in pairs. Check answers together as a class by circling each letter with your finger so students can see and check.
- Play **TR: 49** again. This time have students read and chant.

3

- Read aloud the instructions. Give students a minute to look at the picture, read the words, and think about the sounds.
- Play **TR: 50** from beginning to end. Hold up a copy of the Student's Book and point to the example in item 1. Ask *What's the word?* (lamp) Play **TR: 50** again, pausing after item 2. Ask *What's the word?* (insect) Have students write the letter in their books. Continue playing the audio, pausing each time to give students time to write the letter.
- Check answers by writing the four words on the board with the numbers 1–4. Then call out the numbers in order and have students say the words in chorus.

Script for TR: 50 1. lamp 2. insect 3. jellyfish 4. kiwi

Optional Activity

- Have students say the chant again. See if they can remember it without looking at the book. Say the chant in different voices to make it fun. For example, use a three-year-old's voice, a man's deep voice, a mouse's squeaky voice, etc.
- Wrap Up**
- Use the phonics flashcards to review the target sounds. Hold a flashcard so it is facing toward you and the students can't see it. Have one half of the class say a sound and have the other half respond with the corresponding word. For example, if the sound is /ɪ/, the word is *insect*. Only show the class the flashcard when the sound and word has been guessed correctly.
 - Have students play the game several times. Use the phonics flashcards in a different order and have the other half of the class say the sounds.
 - **NOTE:** Remind any students/parents who have not yet brought in a photo of a friend to bring one in for the next class. Parents could also email photos for display.

Additional Practice: Workbook p. 28, Online Practice

1 Listen, point, and repeat. **TR: 48**



insect



jellyfish



kiwi



lamp

2 Listen, chant, and circle. **TR: 49**

It's an insect, an i, i, insect.
It's a jellyfish, a j, j, jellyfish.
It's a kiwi, a k, k, kiwi.
It's a lamp, a l, l, lamp.

3 Listen and find. Write the letter. **TR: 50**



1 Watch and match. Write the numbers. ▶ Video 4



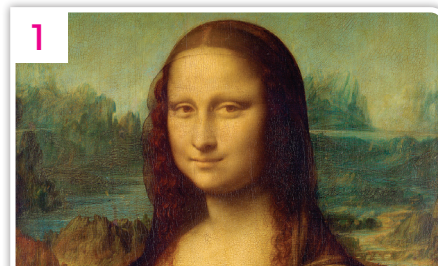
1. Emilia



2. Kaitlyn



3. Marcel



ABOUT THE VIDEO

In this video, Emilia talks about the *Mona Lisa*. This is a portrait painted by the Italian Renaissance artist Leonardo da Vinci in 1503. There has been much speculation about the identity of the woman in the portrait, but no one can say with certainty who she was. The painting has been in The Louvre in Paris, France, since 1797.

2 Your turn! Ask and answer.

Who's that?

My friend.

3 Draw and say.

Who's that?

My ____.

____?

_____.

In this lesson, students will:

- watch a video about portraits from other countries.
- ask and answer questions about people.
- draw and speak about people.

Resources: Video 4, Classroom Presentation Tool, Workbook p. 29, Worksheet 1.3, Online Practice

End-of-unit resources: Worksheet 1.3, Unit Progress Test 3, ExamView Assessment Suite

Materials: photos of paintings showing people, students' photos of friends (provided ahead of time by parents)

Warm Up

- Have students sit in a circle. Show some photos of famous paintings with people in them. Each time, have students point and say *Look! A [man]*. Have students say whether or not they like each painting. Say *Today's video is about paintings of people.*

1

- Have students open their books to p. 36. Direct students' attention to the three photos at the top. Give students instructions. Say *Emilia. Point to Emilia! Emilia is number one. Kaitlyn. Point to Kaitlyn! Kaitlyn is number two.* Then do the same with Marcel. Have students work in pairs and check they are pointing to the same photo.
- Point to the first painting. Say *Look! Is it a painting?* (yes) Point to the other drawing and painting, one at a time, and ask the same question.
- Read aloud the instructions and play **Video 4** from beginning to end. Have students match the three numbers and names at the top with the paintings and drawing at the bottom and write the numbers in the boxes.
- If you like, play **Video 4** again for students to check their answers.
- Pause **Video 4** after Emilia's segment, and point to her picture in the book. Ask questions about the picture and have students answer. Ask *Is she a girl?* (no) *Is she a woman?* (yes) Pause after segment 2 (Kaitlyn) and say *Point to the man in the picture. Point to the horse.* (NOTE: There are three women in the video segment, but only two women in the picture.) Do the same with segment 3, asking students to point to people in the picture.
- **Extra Support** Before playing the video, say the people you can see in each painting or drawing one at a time. For example, say *A woman*. Have students point to the woman in the painting on the left. Then say *a baby* and have students point to the baby. Repeat this with *a man* and *four boys*. Then say who you can see in the painting in the middle.

- **Extra Challenge** Before playing the video, have students point to each painting or drawing one at a time and say the people they can see there. For example, you can see *a man, a woman, and four boys* in the painting on the left.

The script for **Video 4** is available on the *Teacher's Resource Website*.

2

- Read aloud the instructions. Call on two students to act out the conversation in front of the class.
- Have students bring in photos of their friends. Put students into pairs to ask and answer questions about the people in the photos. Have them point and ask *Who's that?* Have them answer *It's [my brother]*. Then, have students change partners and repeat the activity a few more times. Monitor students while they speak and help when necessary.

3

- Read aloud the instructions. Use the board to demonstrate. Draw a picture of a woman. Point to the woman and model the conversation with a volunteer. Have the student point to the drawing on the board as he/she asks the question and say *My sister*.
- Have students work individually to draw two people, one in each box. When they finish, have them walk around with their books and show their pictures to their classmates. Have them ask and answer questions.

Optional Activity

- Review words for animals. Say *h* and have students guess the animal. If they can't guess it, write *h ____* on the board. Elicit that the word is *horse*. Repeat with *cat, elephant, fish, goat, insect, and jellyfish* in random order.

Wrap Up

- Hold up a copy of the Student's Book and point to the paintings and drawing in Activity 1. Say *1 Emilia* and have students point to the painting on the right. Point to the woman and ask *Who's that?* (a woman) Then say *2 Kaitlyn* and have students point to the drawing in the middle. Ask *Who's that?* as you point to the man on the left. Then ask *What's that?* as you point to the horse. Continue, asking about the other people in this drawing. Then, have students ask and answer questions about the people in the painting on the left.

Additional Practice: Worksheet 1.3, Online Practice

Scope and Sequence


Look and Remember
p.4

Words	My things, clothes, numbers 21-100, at home, family		
Grammar	I have / I don't have... I like / I don't like...	He has / She doesn't have... She likes / She doesn't like...	Do you have a... ? I can / I can't...

1
Around the World
p.9


Words	Grammar	Skills	Phonics
 Argentina, Australia, Brazil, Italy, Japan, Poland, South Africa, Spain, the UK, the US Reading: daughter, grandparent, parent, son	Where are you from? I'm from Japan. Our parents are from Germany and Australia. Their favorite animals are giraffes.	Read about the Fennessy family and giraffes in Namibia. Listen and learn about a family in Namibia that helps giraffes. Speak and write about your country.	a_e as in plane ai as in train ay as in play VALUE Make friends.

2
On My Way!
p.17


 farm, field, forest, lake, mountain, path, river, town, village, waterfall Reading: cable car, exercise, subway	Do you live in a town? Yes, we do. Does Ana live next to a river? No, she doesn't. above, across, along, around, down, past, through, under	Read about unusual ways of getting to school. Listen and learn about long trips. Speak and write about a long trip.	ee as in tree ea as in beach y as in country VALUE Help others.
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Function 1 Talking about dates p. 25 School Trip 1 The Sami and the Reindeer p. 26 Review 1: Units 1-2 p. 28

3
Helping Out
p.29


 clean up my bedroom, cook, feed the dog, fix my bike, go shopping, make my bed, practice the piano, take out the garbage, wash the dishes, water the plants Reading: pick [fruit], put away, recycling	always, usually, sometimes, never How often do you help at home? every day, once a week, on the weekend	Read about helping out in the countryside and the city. Listen and learn about helping at home. Speak and write about helping out.	igh as in night y as in my i_e as in kite VALUE Be responsible.
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4
Playtime!
p.37


 bake, collect stickers, do puzzles, dress up, make things, play hide-and-seek, play video games, read comic books, roller-skate, watch movies Reading: interested in, real, stick, teenagers	I like doing puzzles. Maz doesn't like reading comics. Does Alisa like riding horses? Yes, she does. / No, she doesn't.	Read about an unusual hobby. Listen and learn about hobbies in other countries. Speak and write about shared hobbies.	ow as in know oa as in coat o_e as in home VALUE Take care of your friends.
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Game 1 p. 45 Reading Extra 1 The Greatest Artist in the World p. 46 Review 2: Units 3-4 p. 48

5
Eating Out
p.49


 ketchup, milkshakes, noodles, pancakes, pasta, salad, sandwiches, soup, vegetables Reading: bottle, bowl, cup, glass, plate, straw	There's a sandwich. There's some juice. There are some noodles. There are a lot of things to eat. There's a lot of ketchup. Can I have a glass of water, please?	Read about helping to reduce plastic garbage. Listen and learn about eating out in other countries. Speak and write about eating out.	oo as in noodles ue as in blue u_e as in ruler VALUE Take care of the environment.
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6
Animal Behavior
p.57


 ant, bat, dolphin, kangaroo, panda, parrot, penguin, shark, whale Reading: busy, hungry, lizard, safe, waking up	The penguin is jumping. The whales aren't swimming. Is it looking for food? Yes, it is. / No, it isn't. What is it doing?	Read about the daily lives of meerkats. Listen and learn about students' favorite animals. Speak and write about your favorite animal.	ph as in dolphin f as in fish VALUE Be interested in animals.
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Function 2 Talking about preferences p. 65 School Trip 2 The Antarctic Food Chain p. 66 Review 3: Units 5-6 p. 68

7
Happy Faces
p.69


 beard, curly hair, dark hair, fat, light hair, moustache, round face, straight hair, tall, thin Reading: almost, die, meter, take [two hours]	I'm shorter than the giant. She's thinner than him. She has the longest hair in the world.	Read about amazing people. Listen and learn about descriptions of friends and family. Speak and write about a friend or family member.	ar as in car or as in short ir as in dirty VALUE Accept differences.
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8
Healthy Body, Healthy Mind
p.77


 back, shoulder, stomach, tooth (teeth), a cold, a cough, a sore neck, sick, toothache, medicine Reading: calm, grade, worry	You must sit down. You must not run. It's good to do yoga. It isn't always easy to learn at school.	Read about yoga in schools. Listen and learn about sports in school. Speak and write about sports in your school.	ou as in bounce ow as in now VALUE Stay in shape.
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Game 2 p. 85 Reading Extra 2 Solar Eclipses p. 86 Review 4: Units 7-8 p. 88

9
I Love My Town
p.89


 building, bus stop, café, hospital, market, movie theater, parking lot, sports center, supermarket Reading: factory, skyscraper, shopping center	There was a zoo. There weren't any cars. Were there any stores? 40 years ago it was different. Shenzhen was small then. There are skyscrapers these days. They make cell phones now.	Read about a megacity. Listen and learn about cities in other countries. Speak and write about a city you know.	er as in person ir as in dirty ur as in burger or as in world VALUE Love your town.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

10
Yesterday and Long Ago
p.97


 bike to school, climb trees, cry, laugh, need water, sail, stay home, wait for the bus, walk to school Reading: archaeologist, change, machine, remains	The ancient Maya people lived in Mexico. They didn't use electricity. Did they have horses? No, they didn't.	Read about an ancient Mayan city. Listen and learn about weekend activities. Speak and write about your weekend activities.	air as in hair ar as in parents ear as in bear VALUE Be interested in others.
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Function 3 Making suggestions and responding p. 105 School Trip 3 The Taos Pueblo p. 106 Review 5: Units 9-10 p. 108

11
Outdoor Adventure
p.109

 eat outside, get lost, go canoeing, go on a roller coaster, have a picnic, make friends, ride on a motorcycle, see a shooting star sleep in a tent, swim in a lake Reading: explorer, ski, sled	They went to the woods. They didn't have a picnic. Where did she go? She went to the Arctic. When did you last see snow? Yesterday morning. / Last Sunday.	Read about an Arctic explorer. Listen and learn about the first time students did something. Speak and write about the first time you did something.	ce as in face ci as in pencil ge as in huge gi as in giraffe VALUE Stay safe outside.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

12
Let's Have Fun!
p.117

 art gallery, dinosaur, fair, museum, ride, sculpture, summer camp, theme park, water park, wildlife park Reading: chef, circus, juggle, skill, star, unicycle	I'm going to see some dinosaurs. She isn't going to visit a museum. Are you going to have fun this summer? Yes, I am. / No, I'm not.	Read about summer camps. Listen and learn about students' next vacation. Speak and write about your next vacation.	schwa as in summer VALUE Plan your free time.
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Game 3 p. 125 Reading Extra 3 The Feast p. 126 Review 6: Units 11-12 p. 128

Look Further

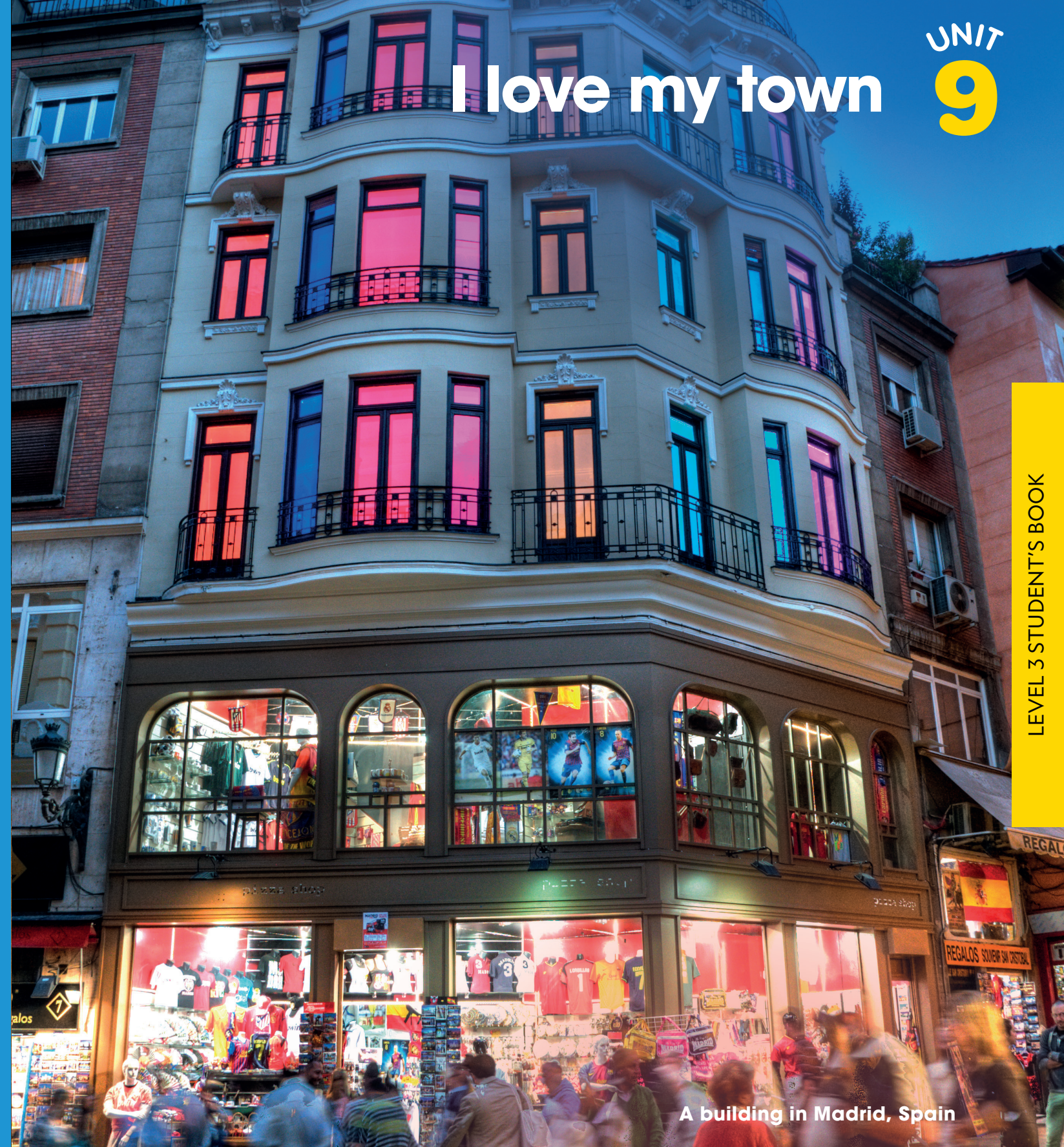
One More Look p. 129 BONUS School Trip Outdoor Adventure in New Zealand p. 130
BONUS Reading Extra The Comedy Wildlife Photography Awards p. 132 BONUS Game p. 134

Golden snub-nosed monkeys live in China in snowy mountains and forests. Because it's very cold in winter, they've got thick fur. Their faces are pale blue and they have long, thick tails. Their noses are flat and they make sounds without moving their face!



I love my town

UNIT 9



A building in Madrid, Spain

Look at the photo. Answer the questions.

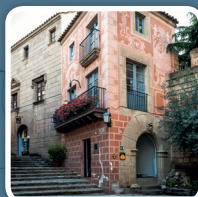
What can you see?

Is your town old or new?

What do you like about your town? What don't you like?

LESSON 1 Words

1 Listen and point. TR: 129



building



hospital



bus stop



market



café



sports centre



car park



supermarket



cinema

2 Listen and repeat. TR: 130

3 Play. In my town, there's a cinema.

In my town, there's a cinema and two supermarkets.

In my town, there's a cinema, two supermarkets and lots of shops.

Valletta, Malta

LESSON 2 Grammar

1 Listen and chant. TR: 131

Grandma? Yes, Kim?

When you were young,

Were there lots of people here?

Was our town fun?

There weren't many people,

But there were things to do.

There wasn't a sports centre,

But there was a small zoo.

2 Listen and read. TR: 132

There was / wasn't a zoo.

Was there a park?

Yes, there was. / No, there wasn't.

There were / weren't things to do.

Were there any shops?

Yes, there were. / No, there weren't.

3 Complete. Write *there, was, wasn't, were or weren't*.

1 Kim: _____ any shops?

Grandma: Yes, _____ lots of shops.

2 Kim: _____ a hospital?

Grandma: No, _____.

3 Kim: _____ any cafés?

Grandma: Yes! _____ lots!

4 Kim: And _____ a market?

Grandma: _____ two markets.

4 Imagine. Ask and say.

When our grandparents were young, was there a cinema?

Yes, I think there was. But it was small.

LESSON
3 Reading

1 Look at the words. Listen and repeat. TR: 133

skyscraper factories shopping centres

2 Look at the photo. Are there cities like this in your country?

3 Listen and read. TR: 134

Megacities!

A megacity is a city with more than ten million people. In 2017, there were sixteen megacities in the world. Six of them were in China. In China, lots of cities are getting bigger and bigger. They build a new **skyscraper** every five days!

This is Shenzhen. It's a very big city in China. But forty years ago, it was very different. In those days, it was a small town with only 30,000 people. But the big companies arrived then. Very soon, there were big **factories** and lots of jobs for people. There were new buildings everywhere!

These days, there are huge supermarkets, **shopping centres** and skyscrapers. More than eighteen million people live in and around Shenzhen. They make things like mobile phones, tablets and computers now.

What things in *your* house are from Shenzhen, do you think?

4 Read again. Write T (true) or F (false).

- 1 A city with one thousand people is a megacity.
- 2 In 2017, there were sixteen megacities in China.
- 3 They are building lots of skyscrapers in China these days.
- 4 Shenzhen was a big city in 1980.
- 5 Shenzhen was very different in the past.
- 6 They make lots of things in Shenzhen.

5 Would you like to live in a megacity? Why? Why not?



LESSON
4 Grammar

1 Listen and read. TR: 135

*Forty years ago, it was very different.
The big companies arrived **then**.
There are supermarkets, shopping centres and skyscrapers everywhere **these days**.
They make mobile phones, tablets and computers **now**.*

2 Complete.

was were weren't these
then then those ago

Two thousand years (1) _____, there (2) _____ any megacities in the world. In (3) _____ days, people (4) _____ usually in villages and small towns. The biggest city (5) _____ was Rome, in Italy. It (6) _____ the first city to have one million people. (7) _____ days, Rome is bigger than it was (8) _____, but it is small compared to cities in other countries.

3 Write.

These days, we can watch films on the internet, but sixty years ago, people watched films on TV.

4 Play.

These days, we can watch films on the internet, but sixty years ago?

There weren't any computers.

There were cinemas and TVs.

1 Listen and read. TR: 136

Five years ago when I was four,
For my birthday we were at the park.
It was the best party in the world!

Four years ago when I was five,
For my birthday we were at the zoo.
They were the best animals in the world!

Three years ago when I was six,
For my birthday we were at the cinema.
It was the best film in the world!

Two years ago when I was seven,
For my birthday we were at a burger restaurant.
They were the best burgers in the world!

For my birthday one year ago,
We were at the sports centre, and you know,
It was the best football match in the world!

This year, for my birthday now,
I'm with you, my best friends in the world.
I'm with you, my best friends in the world.

2 Listen and sing. TR: 137 and 138

3 Sing and act. TR: 139

VALUE

Love your town.

Workbook, Lesson 6



Children playing football,
Rio de Janeiro, Brazil

1 Listen. Say the sounds. TR: 140

b - ir - th - d - ay birthday
b - ur - g - er burger
w - or - ld world
p - er - s - o - n person

2 Write *er*, *ir*, *ur* or *or*. Listen and chant. TR: 141

Were you at Aylin's party?

Yes, we w_____e.

The b_____thday g_____l's

Got c_____ly, p_____ple hair

And a p_____ple sh_____t and a p_____ple
sk_____t.

The food was p_____ple too!

It was the w_____ld's biggest p_____ple party!

3 Write *er*, *ir*, *ur* or *or*. Say the words. Listen and repeat. TR: 142



1 th_____sty



4 Th_____sday



2 p_____son



5 w_____k



3 w_____d



6 d_____ty

1 Watch the video. What cities do Safia, Yurara and Marlen talk about? ▶ Video 11



2 Watch the video again. Write M (Marrakesh), MC (Mexico City) or T (Tokyo). ▶ Video 11

- ☐ 1 There are more subway stations now.
- ☐ 2 There was only one skyscraper 50 years ago.
- ☐ 3 There were lots of factories before.
- ☐ 4 There weren't many tourists before.
- ☐ 5 There were more cars in the city centre before.
- ☐ 6 This city has got a market square called the Medina.

Writing

Remember! People's names and names of cities and countries are proper nouns. They start with a capital letter. Other proper nouns are:

- Road names: *North Street, Forest Road*
- Names of shops and buildings: *Red Hat Café, West London Hospital*
- Rivers and mountains: *the River Amazon, Mount Kilimanjaro*

3 Write about where you live.

Today is the 1st of October. My birthday is on the 7th of July.

Ordinal numbers 🎧 TR: 32						Months of the year 🎧 TR: 33	
1 st	first	7 th	seventh	13 th	thirteenth	January	July
2 nd	second	8 th	eighth	14 th	fourteenth	February	August
3 rd	third	9 th	ninth	20 th	twentieth	March	September
4 th	fourth	10 th	tenth	21 st	twenty-first	April	October
5 th	fifth	11 th	eleventh	30 th	thirtieth	May	November
6 th	sixth	12 th	twelfth			June	December

1 Listen and read. Complete. TR: 34

Pablo: What are you doing, Gloria?
Gloria: I'm making party invitations.
Pablo: When's your birthday?
Gloria: It's on the _____.
Pablo: But today's the _____!
Gloria: I know, but it's not my birthday. They're invitations for Celina's birthday party.
Pablo: Oh, I see! Well, when's Celina's birthday?
Gloria: Her birthday is on the _____. That's Wednesday and the party's on Sunday, the _____. Do you want to come?
Pablo: Yes, I do! Thanks! And you can come to my birthday party on the _____.

2 Listen, check and repeat. TR: 35

3 Listen again. Match. TR: 36

- | | |
|---------------------|--------------------------|
| 1 Gloria's birthday | 16 th March |
| 2 today | 18 th March |
| 3 Celina's birthday | 22 nd March |
| 4 Celina's party | 4 th April |
| 5 Pablo's party | 9 th November |

4 Say. When's your birthday, Beatriz? My birthday is on the 30th June.

The Sami and the reindeer

Today we're going to a place where it is very difficult to live – the cold north! Sápmi is a region in the north of Europe. There is snow for a lot of the year and there are some weeks when you don't see the sun! It isn't easy to travel, play outside or grow vegetables. But Sápmi is where the Sami people live. It is their home. Let's go and find out how they live.

1 Read about Sápmi. Answer the questions.

- 1 Where is Sápmi?
- 2 Why is it difficult to live there?
- 3 Who lives there?

2 Watch the video. Circle. ▶ Video 3

- 1 The reindeer are important to the Sami for *travel* / *food*.
- 2 The reindeer find food *in the water* / *under the snow*.
- 3 The reindeer walk far because *the Sami people move them* / *they need to find food*.
- 4 The Sami reindeer herders live in *one place* / *different places*.
- 5 The reindeer *swim across the river* / *cross the river in boats*.

A Sami man looking after his reindeer

3 PROJECT Draw a map of an imaginary place. What animals live there? Choose a place to live.

4 Present your map to the class.

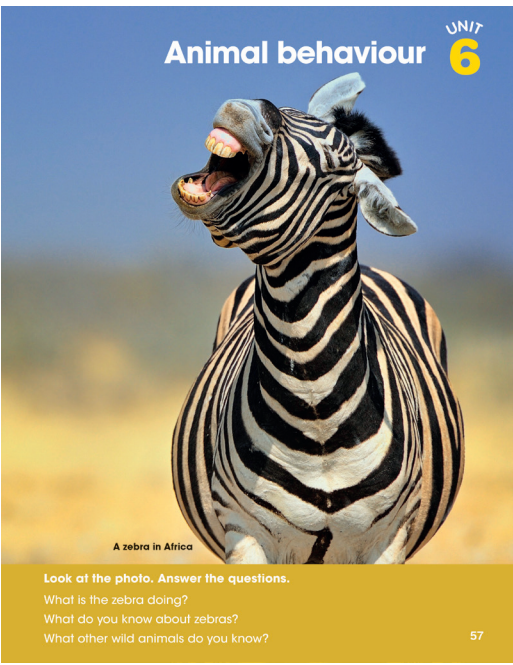


What's on your plate? UNIT 14

Look at the photo. Discuss the questions.

- 1 Where is this?
- 2 Are there markets like this where you live?
- 3 What's your favourite food? Is it healthy or unhealthy?

37



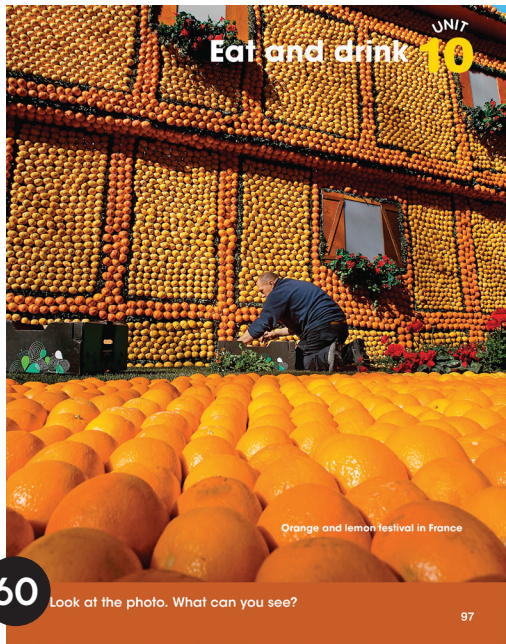
Animal behaviour UNIT 6

A zebra in Africa

Look at the photo. Answer the questions.

What is the zebra doing?
What do you know about zebras?
What other wild animals do you know?

57



Eat and drink UNIT 10

Orange and lemon festival in France

60 Look at the photo. What can you see?

97



Look

Full ISBN Listing

AMERICAN ENGLISH							
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