

# 4



## Lesson 1 Trek's reporters in Canada

### Aims

- Learn and use new vocabulary: *fall, ice hockey, shout, ski, team, I'm freezing!*
- Learn and use new grammar: Present Continuous affirmative

### Materials

- Flashcards: ice hockey, ski, team
- Masks: Ty, Mia, Leo, Dina

### Lead-in

- Revise the clothes words from Unit 3. Ask pupils to remember the words and ask volunteers to write them on the board. Ask other volunteers to draw pictures of the clothes on the board or point to any items pupils are wearing.
- Revise *Is/Are there?* Ask pupils *Is there a belt on the board?* Elicit *Yes, there is.* Ask pupils *Are there any jeans on the board?* Elicit *No, there aren't.* You can continue with these questions:  
*Is there a fountain in the park?*  
*Are there doors in your house?*  
*Is there an MP3 player in your bag?*
- Check homework. Tell pupils to open their Activity Books at pages 26 and 27. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *belt, café, coat, gloves, trousers, sweater.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

### Episode outline

#### Canada: Episode 1

Trek's dad gives Trek a DVD from Canada. The reporters are at a ski resort in Calgary. Ty and Mia are skiing. Dina is freezing as she has never been in the snow before. Leo is having fun snowboarding, but he loses his balance and falls over. He gets covered in snow and Dina thinks he looks like Santa Claus. Later the reporters go to see an ice hockey game. The local team wins. Dina is very excited.

### Background information

#### Calgary

Calgary is the largest city in the province of Alberta, Canada. The city is close to the Rocky Mountains and is a popular destination for winter sports such as skiing and snowboarding. It has got a large winter sport resort and has been host to the winter Olympics. Ice hockey is a popular sport in Canada and the Calgary team is called the Calgary Flames.

### New vocabulary

- Teach the new words (*ice hockey, ski* and *team*) with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 38 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *fall* and explain the meaning. Pretend to fall and then ask pupils to copy and repeat. Do the same with the words *shout* and *I'm freezing!*

### A Listen and read.

#### For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 110.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

### Before you watch

#### Answers

- 1 b
- 2 b
- 3 a
- 4 b
- 5 a

### While you watch

#### Answers

- a 2
- b 5
- c 10
- d 7
- e 1
- f 6
- g 3
- h 8
- i 4
- j 11
- k 9

## After you watch

### Answers

- 1 Ty and Mia
- 2 Leo
- 3 ice hockey
- 4 Dina

## For teachers using the Audio CD 1.25

- Tell pupils to look at the cartoon story on page 38. Ask pupils what Trek's dad is giving to him.
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.  
*Who is skiing? (Ty and Mia.)*  
*Who falls? (Leo)*  
*What sport do the reporters watch? (ice hockey)*  
*Who is shouting? (Dina)*
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

## B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board. Ask pupils to fill in the gaps with these words.

*falling*      *am*      *are*

*I \_\_\_\_\_ skiing.*

*Oh no! He's \_\_\_\_\_ .*

*We \_\_\_\_\_ shouting.*

## C Write.

- Read out the example and ask pupils why *'re having* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

### Answers

- 1 're having (given)
- 2 's watching
- 3 're listening
- 4 's studying
- 5 are doing
- 6 'm playing

## D Listen and number. 1.26

- Write the words *skiing*, *snowboarding*, *bench*, *snow*, *falling* and *shouting* on the board. Remind pupils of the meanings and teach *snowboarding*. Tell pupils to look at the pictures for this task. Ask pupils to describe what they can see using the words on the board.
- Explain to pupils that they will hear descriptions of the people in the pictures. Explain that they must write the correct numbers next to the pictures. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions where necessary. Play the recording again and ask pupils to check their answers.

### Listening script

- 1  
My friend John and I are skiing. We're having fun!  
Whee!
- 2  
Look at Carol! She's snowboarding. She's fast.
- 3  
My brother and his friend are sitting on the bench.  
They're laughing.
- 4  
Can you see the dog? That's Rufus. He's playing in the snow.
- 5  
Oh no! Toby is falling. Be careful, Toby!
- 6  
What a noise! Who's shouting? John's cousin. Rufus is his dog.

### Answers

- 1 two skiers (given)
- 2 snowboarder
- 3 two men laughing on bench
- 4 dog
- 5 skier falling over
- 6 man holding lead and shouting

## E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat. Explain the meaning of *Who* if necessary.
- Ask volunteers to read out the dialogue.
- Ask pupils to look at the picture. Ask volunteers to describe what they can see. Elicit these verbs and write them on the board: *play*, *sleep*, *read*, *climb*, *eat*. Ask a pupil to ask a question with *Who* using one of the verbs on the board. Ask another volunteer to answer. Repeat until pupils have had a turn.
- Erase the verbs and repeat the task.

### Extension task

- Ask a pupil to stand at the front of the class. Whisper in his/her ears an action to mime. eg *You're sleeping*. Ask volunteers to say what the pupil is doing. eg *Sandy is sleeping*.
- Repeat until all pupils have mimed an action.

### Homework

- Pupil's Audio CD: Pupils listen to the recording of the cartoon story at home. Explain to pupils that they should listen to track 16 on the CD.
- Activity Book, pages 28-29: Time permitting, some tasks can be done in class.
- Dictation: *fall, ice hockey, shout, ski, team*,

## Lesson 2 She's snowboarding.

### Aims

- Learn and use new vocabulary: *snowboard, January, February, March, April, May, June, July, August, September, October, November, December, month, today*
- Learn and use new grammar: Present Continuous negative

### Materials

- Flashcards: ice hockey, ski, team
- A calendar

### Lead-in

- Revise the words from Lesson 1 with the flashcards. Ask three volunteers to pick a flashcard each from a pile on your desk and show it to the class and ask what the word is. Then revise *fall, shout* and *I'm freezing!* Ask volunteers to mime these actions in front of the class and ask pupils to say the word or phrase.
- Write these sentences on the board. Ask volunteers to write the correct form of the verbs in the gap.  
*Ty* \_\_\_\_\_ (*ski*).  
*I* \_\_\_\_\_ (*freeze*).  
*They* \_\_\_\_\_ (*fall*).
- Check homework. Tell pupils to open their Activity Books at pages 28 and 29. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *fall, ice hockey, shout, ski, team*. See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

### New vocabulary

- Teach the months. Hold up the calendar and say *Look*. Show the first month and say *January*. Read it out and ask pupils to repeat. Write *January* on the

board. Read it out again and ask pupils to repeat. Do the same with all the months.

- Teach *snowboard*. Write it on the board and explain the meaning. Read it out and ask pupils to repeat.
- Tell pupils to open their books at page 40 and to look at the vocabulary box. Hold up your book and point to the first picture word (*snowboard*). Say the word and ask pupils to repeat. Do the same with all the months.
- Read out the words *month* and *today*. Explain the meanings. Ask pupils to say what day it is today. eg *It's Monday today*. Then say *What's June?* Elicit *It's a month*. Do the same with a few other months.

### Background information

#### Canada

Canada is the second largest country in the world (Russia is the largest), but its population is only about 34 million. The capital of Canada is Ottawa (Ontario) and the largest city is Toronto. There are two official languages: English and French. People from many nationalities live in Canada, like Chinese, Italians, Greeks and Russians. Canada has got more lakes and rivers than in any other country in the world. Forests cover almost half of Canada.

People in Canada are interested in sports, especially winter sports like ice hockey, snowboarding, and skiing. Other sports they enjoy are football, basketball, and baseball. The 2010 Winter Olympics were held in Vancouver, Canada.

### A Listen and read. 1.27

- Tell pupils that they are going to read about the months in Canada. Ask pupils what the woman in the photo is doing (*She's snowboarding*).
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

### B Tick (✓) Yes or No.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

### Answers

- 1 No (given)
- 2 Yes
- 3 No
- 4 Yes
- 5 No

### C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the person and verb missing. Ask pupils to fill in the gaps.

She \_\_\_\_\_ (not sleep).

They \_\_\_\_\_ (not eat)

I \_\_\_\_\_ (not run).

### D Write.

- Read out the example and ask pupils why *aren't climbing* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

#### Answers

- 1 aren't climbing (given)
- 2 isn't swimming
- 3 aren't working
- 4 isn't studying
- 5 'm not buying
- 6 aren't laughing

### Say it! 1.28

- Write *c* on the board. Ask pupils to say the name of the letter.
- Write the words *cold* and *ice* on the board. Read them out and ask pupils to repeat. Explain to pupils that the letter *c* has two sounds. Ask pupils to identify the two sounds.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *Canada* and *nice* each time they hear them. (*Canada* and *nice* will be heard twice.)
- Ask for volunteers to read out the sentence. Play the recording and ask all pupils to repeat. (The sentence will be heard once.)

### E Chant. 1.29

- Tell pupils they are going to learn a chant about the months.
- Ask pupils to look at the picture and to read out the months, one month each around the class.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to chant.

Practise many times until pupils are familiar with the words.

- Ask pupils to clap and stamp their feet as they say the chant.

#### Extra activity

- Divide the pupils into groups of three or four. Tell them to practise the chant and to add their own movements.
- Ask each group to perform their chant to the class. You can take photos of the performers and then in the next lesson stick the photos on the wall.

#### Homework

- Pupil's Audio CD: Pupils listen to the text and the chant at home. Explain to pupils that they should listen to tracks 17 and 18 on the CD.
- Activity Book, pages 30-31: Time permitting, some tasks can be done in class.
- Dictation: *January, February, March, April, May, June, July, August, September, October, November, December*

## Lesson 3

## Camping is fun.

#### Aims

- Learn and use new vocabulary: *camping, fire, sausages, sleep, sleeping bag, village, stay, See you soon!*
- Learn and use new grammar: Present Continuous interrogative

#### Materials

- Flashcards: fire, sausages, sleeping bag, village
- A calendar
- Magazine or Internet pictures of a camping site with tents
- Optional for Extra activity: a blank piece of paper for each pupil

#### Lead-in

- Revise the months from Lesson 2 with the calendar. Hold up the calendar, point to the months in random order and ask volunteers to call out the month.
- Write these sentences on the board. Ask volunteers to write the correct form of the verbs in the gap.  
*The dog \_\_\_\_\_ (not drink).*  
*I \_\_\_\_\_ (not snowboard).*  
*My uncles \_\_\_\_\_ (not play) football.*
- Check homework. Tell pupils to open their Activity Books at pages 30 and 31. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Test dictation: *January, February, March, April, May, June, July, August, September, October, November, December.* See the teacher's introduction pages 7-9



for teaching suggestions. Go round the class and check all pupils' dictation.

- Do the chant from Lesson 2 (CD1:29).

### New vocabulary

- Teach *fire, sausages, sleeping bag* and *village* with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Teach *camping*. Hold up the magazine picture of the camping site. Say *camping* and ask pupils to repeat. Explain the meaning. Stick it on the board and label it *camping*. Read it out and ask pupils to repeat. Ask pupils in L1 what people do in a sleeping bag and elicit *sleep*. Say *I sleep in a sleeping bag*. Ask pupils to repeat.
- Tell pupils to open their books at page 42 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *stay* and *See you soon!*. Explain the meanings. Tell pupils that we can write *See you soon* at the end of a letter, email or postcard.

### A Read.

- Ask pupils in L1 what they are going to read. Teach *postcard*.
- Tell pupils to read the postcard and to find out who wrote it (Betty).
- Read out the postcard. Pause after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the postcard.

### B Circle.

- Read the example to pupils. Ask them to find where the answer is in the text. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

#### Answers

- |                 |                |           |
|-----------------|----------------|-----------|
| 1 Sam's (given) | 3 tent         | 5 cooking |
| 2 Mum and Dad   | 4 sleeping bag | 6 yummy   |

### C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Practise the grammar. Write these sentences on the board and ask volunteers to turn them into questions.  
*I'm sleeping in a tent.*  
*You're eating sausages.*  
*He's playing volleyball.*

### D Write.

- Read out the example and ask pupils why *No, we aren't.* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

#### Answers

- 1 No, we aren't. (given)
- 2 Yes, he is.
- 3 Yes, they are.
- 4 No, she isn't.
- 5 Yes, I am.

### E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask volunteers to read out the dialogue.
- Ask a pupil to come to mime an action from the lesson. Ask the pupil *What are you doing?* and elicit the correct answer.
- Repeat the task until all pupils have had a turn.

#### Extension activity

- Ask a volunteer to mime an action of his/her choice. Ask the other pupils *What is he/she doing?* Elicit answers with *he* or *she*. Repeat until all pupils have had a turn.
- Repeat the activity with two pupils miming the same thing. Ask *What are they doing?* Elicit answers with *they*.

### F Write.

- Tell pupils that they are going to write their own postcards.
- Explain to pupils that they fill in the gaps in their postcard. They can use the reading task for help.
- Tell pupils to complete the task. Help pupils with ideas and spelling where necessary.
- Ask pupils to read out their work.

#### Homework

- Activity Book, pages 32-33: Time permitting, some tasks can be done in class.
- Dictation: *camping, fire, sausages, sleep, sleeping bag, village*
- Revision for Test 4:  
Vocabulary: *fall, ice hockey, shout, ski, team, I'm freezing!, snowboard, January, February, March, April, May, June, July, August, September, October, November, December, month, today, camping, fire, sausages, sleep, sleeping bag, village, stay, See you soon!*  
Grammar: Present Continuous affirmative, negative, interrogative

## Optional activity

### Revision for Test 4

- Revise the words from Unit 4. Write the words from each lesson on the board. Ask a volunteer to read out a word and to explain the meaning. Put a circle round the words when pupils are familiar with them.
- Write *I, you, he, she, it, we, you, they* down the left side of the board and *playing* on the right side. Ask pupils to tell you the missing part of the verb for the affirmative and negative of the Present Continuous and write it in the middle.
- Ask pupils questions in the Present Continuous and elicit short answers:  
*Are you sleeping?*  
*Are you listening?*  
*Is George eating?*  
*Are the girls shouting?*

### Teacher's Note

The pupils will do Test 4 in the following lesson. If you don't want to rush into Unit 5, for the rest of the lesson do these activities.

- 1 Pupils can read out the cartoon story from Lesson 1. Then ask volunteers to act out the cartoon story.
- 2 Pupils can read out the text from Lesson 2 and the postcard from Lesson 3.
- 3 Repeat the Say task from Lesson 3.
- 4 Do the chant.
- 5 Pupils can draw pictures. See Extra activity below.

### Extra activity

- Hand out a black piece of paper to each pupil. Tell them to draw a picture of themselves and two friends camping.
- When pupils have finished their pictures ask them to hold up their work and describe what the people in the picture are doing.