

1

Tell me more about yourself

Unit objectives

Vocabulary: family members, feelings, personality, likes and dislikes

Grammar: present simple: *be* and other verbs, adverbs of frequency

Communication: describing oneself and others, talking about likes and dislikes

Opener

Ask the pupils to look at the photo and say what they can see. Ask: *Who is in the photo?* (a baby and probably her parents). *What is the baby doing?* Elicit that the baby is swimming and ask: *Is she happy? Is she frightened?*

Point out the caption on the photo and read it to the class. Explain that *instinct* means a feeling you are born with. This is why the baby in the photo is smiling and not scared. It is natural to her. Model the pronunciation and ask the pupils to repeat both chorally and individually. Ask pupils at random to read one sentence each from the caption and correct any mispronunciation.

Ask: *Who can swim?* Ask them to raise their hand if they can. Then ask: *Who is your swimming teacher?* Encourage all the pupils to tell you about their swimming experiences in English and in the present tense. Ask: *Who cannot swim? Are you scared of the water? Ask: Would you like to swim?*

Activity 1

Explain to the class that they are going to hear a young boy, Tom, talking about his family. They have to count how many people there are in his family. Play the CD twice and ask the pupils to compare their answer with a partner. Then invite pupils at random to tell the class their answer. If necessary, play the CD again, pausing after each person in the family is mentioned. Ask the pupils to raise their hand to tell you the answer.



Audioscript

Unit 1 Tell me more about yourself

Tom: Hi. My name's Tom. My family is big. I live with my mum, dad, brother, sister and my baby brother. My grandad and grandma live next door. They live with my aunt, uncle and their daughter and son. They are my cousins. How many of us are there?

Answer

Twelve - Tom, mum, dad, brother, sister, baby brother, grandad, grandma, aunt, uncle and two cousins.

Activity 2

Before the pupils make a list of family names, tell the class that you yourself have a lot of family names. To explain what you mean, write the words on the board as you say them. For example, say *I am a daughter to my mother and father* (write *daughter* on the board) and *I'm a sister to my brother and sisters* (write *sister* on the board). *I'm a granddaughter too* (write *granddaughter*) and *my brother and sisters have children, so I'm an aunt* (write *aunt*). *My mum and dad have brothers and sisters, so they are my aunts and uncles, and I'm their niece* (write *niece*). *My aunts and uncles have children, so I'm their cousin* (write *cousin*). You should have on the board:

1

Tell me more about yourself

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10

daughter, sister, granddaughter, aunt, niece, cousin. Adapt the list to suit your own circumstances. Ask the class to write this list in their notebooks in one column down the page. They should then think about their own relationships and write their family words together with these people's first names down the right-hand side of the page. Monitor and help if necessary, though most of the vocabulary is in *Hopscotch 4*. When they have finished, invite pupils at random to write one of their family words on the board. Continue until the class have run out of words. Ensure that pupils have all the words in their notebooks, correctly spelled.

Then ask the class to raise their hand if they know any other family words and write them on the board. For example, *mother, father, grandparents, grandfather, grandmother, stepsister, stepbrother, stepmother, stepfather, wife, husband, twin brother/sister*, and so on. Ask the pupils to write all the words in their notebooks.

Activity 3

Choose one of the pupils at random and ask them the three questions in the Pupil's Book. As they answer, ask additional questions, such as *How old is your brother/sister? Do you have cousins? Do you have aunts and uncles? Do you have grandparents?* Be sensitive about any questions about parents. There can be family situations that cause the children embarrassment, like having a stepparent or divorce.

Ask the pupils to work with a partner, and ask and answer each other the three questions and add their own questions. Monitor and encourage them to ask more questions and check that they are conducting the conversation in English.

1a

The Crystal Ball Mystery:
Where is Uncle Gordon?

Warm-up

Ask the pupils what word we use to start a question about people (*Who*), things (*What*), places (*Where*), time (*When*) and in what way things are done (*How*). Ask the class to raise their hand to tell you what kind of word comes after the question word (*verb*). Ask pupils at random a question, such as, *Who has a red bag? What is Jim doing? When is your birthday? Where is Maria today? How are you?* Then invite pupils to raise their hand to ask another pupil a question beginning with one of these question words. Monitor and correct any mistakes. Encourage all the pupils to ask someone a question.

Activity 1

Ask the class to look at the pictures of the story and raise their hand to tell you if they can remember the names of the characters. Elicit who are brother and sister (*Susie and Mickey*) and who their uncle is (*Gordon*). Tell the pupils they are going to read and listen to the story and to tell you who is back on the island. Play the CD and ensure the class are reading as well as listening. Invite pupils to raise their hands to tell you the answer. Then ask who the new character is (*Aunt Kay*) and who she is married to (*Uncle Gordon*). Ask the pupils to tell you how we know that Susie and Mickey have not met Aunt Kay before (*Uncle Gordon says 'Meet my nephew and niece.'*). Ask the class to tell you who Bill is (*Susie and Mickey's friend*). If the class studied *World Explorer 1* last year, ask: *Can you remember where Susie and Mickey met Bill? (at the beach).*

1/4 Audioscript

(See the text in the Pupil's Book.)

Answer

Susie and Mickey are back on the island.

Activity 2

Read the first sentence aloud and ask a pupil to supply the answer. Ask for class agreement before accepting the answer as correct. Ask the pupils to write the other names individually and then compare their answers with a partner. When they have finished, ask the pupils to raise their hands to tell the class their answer.

Answers

- 1 Susie, Mickey
- 2 Susie
- 3 Bill, Mickey
- 4 Susie
- 5 Uncle Gordon

Activity 3

Explain to the class that they are going to listen to five sentences and have to decide if they are true or false. Play the CD through once and then a second time, pausing after each sentence for pupils to raise their hand and say the answer. Ask for class agreement before accepting the answer as correct.

1/5 Audioscript and answers

- 1 Aunt Kay isn't happy to meet the children. **F**
- 2 Bill phones his stepfather. **F**
- 3 Uncle Gordon tells the children about the map. **F**
- 4 Susie finds the crystal ball. **T**
- 5 Uncle Gordon isn't OK. **T**

1a 1 Listen and read. Who is back on the island?

2 Complete the sentences with the correct names of the characters.

- 1 _____ and _____ are back on the island.
- 2 _____ phones her stepfather.
- 3 _____ and _____ look at an old map.
- 4 _____ finds a crystal ball.
- 5 _____ is in trouble.

3 Listen and say True or False.

Puzzle Time!

Who has got a niece and a nephew? Write the name.

Puzzle Time!

See Additional Activity 1, p. 152

Read the puzzle to the pupils and give them one minute to think about the answer. Ask them for ideas and write their suggestions on the board. Elicit the most popular choice through a show of hands and have them write the answer in their Pupil's Book. Remind them that the first letter of the second word is the first hidden letter they will need at the end of the book (*Uncle Gordon*).

Homework

Ask the pupils to complete Activities 1–4 on page 10 in their Activity Book.

Activity 4

Explain that some of the words in the Word Bank appear in the cartoon on the previous page. Ask pupils to find the four words in the cartoon and to underline them (*nephew, niece, wife, stepfather*). Ask pupils at random if they can explain the other words in English to the class to check comprehension. Ask the pupils to complete the task individually and then play the CD for them to check their answers. When they have finished, check the answers with the class.

1/6 Audioscript and answers

- 1 Aunt Kay is Uncle Gordon's wife.
- 2 Uncle Gordon is Aunt Kay's husband.
- 3 Susie is Uncle Gordon's niece.
- 4 Mickey is Uncle Gordon's nephew.
- 5 Susie and Mickey's mum has got a new husband. He is their stepfather.
- 6 Bill hasn't got any brothers or sisters. He is an only child.
- 7 Bill's dad has got a new wife. She's Bill's stepmother.
- 8 Aunt Kay has got a twin sister. They are identical.

Word Bank

nephew • niece • stepmother • stepfather
only child • twin • husband • wife

Word Explorer, p. 122

4 Complete the sentences with words from the box. Listen and check.

- Aunt Kay is Uncle Gordon's _____.
- Uncle Gordon is Aunt Kay's _____.
- Susie is Uncle Gordon's _____.
- Mickey is Uncle Gordon's _____.
- Susie and Mickey's mum has got a new husband. He is their _____.
- Bill hasn't got any brothers or sisters. He is an _____.
- Bill's dad has got a new wife. She's Bill's _____.
- Aunt Kay has got a _____ sister. They are identical.

Listen

5 Listen and label the photos.

aunt husband nephew son
stepmother twin brother

1  Jenny's  Jenny's

2  Tim's  Tim's

3  Carol's  Carol's

Grammar

Present simple: be

Tom **is** my cousin.
_____ he tall?
Yes, he _____.
_____ his eyes blue?
No, they _____. They **are** green.

Present simple: other verbs

Tom **plays** the guitar.
_____ he **play** in a band?
Yes, he _____.
_____ they **give** concerts?
No, they _____. They **play** in a garage.

Grammar Guide, AB, p. 106

6 Complete the grammar box with the words.

do is (x2) don't are aren't does (x2)

7 Put the words in the correct order to make questions or negative sentences.

- tall / she / and / isn't / slim
- glasses / my / doesn't / nephew / wear
- Uncle Gordon's / is / wife / Aunt Kay / ?
- and / Mickey / twins / aren't / Susie
- on / does / the / Bill / live / island / ?
- we / at / school / go to / don't / the weekend
- old / very / aunt / Tom's / and / aren't / uncle
- when / visit / do / grandparents / your / you / ?

Speak

8 Work in pairs. Ask questions to guess the person your partner is thinking about.

	's eyes are	is	at the weekend	lives with
Sarah	blue	tall and slim	meets her friends	mum and stepfather
Nick	blue	very clever and funny	plays basketball and tennis	sister and niece
Toby	grey	very clever and funny	runs in the park	grandchildren
Ann	grey	tall and slim	plays football and tennis	mum and stepfather

Are her eyes blue? Yes, they are.

13

Activity 6 / Grammar

Tell the class that *be* is a verb that we use to describe people and things. Ask the class to raise their hand to tell you the present simple form of the verb *be* and write it on the board. Ask them also for short forms, such as *I'm*. Repeat with the negative and interrogative forms. Remind the class they need to invert the verb with the pronoun and write what they tell you on the board.

Ask the class to look at the rest of the grammar box and ask why the verb in the first example has 's at the end of it (*the third person singular ends in -es or -s*). Ask them to read the forms with you and correct their pronunciation if necessary. Ask the class which word we put in front of the main verb in the negative (*don't / doesn't*). Then ask how we form questions (*with Do / Does + subject + infinitive*). Ask the pupils a few questions using the present simple to elicit short answers (*Do you like basketball?*).

Explain to the pupils that they are going to complete the table in the grammar box with the verbs in the box. Point out that they should pay attention to whether the verb form is singular or plural, a question or negative. Ask the pupils to do the task individually, but check the answers with the class.

Answers

Is, is, Are, aren't; Does, does, Do, don't

Activity 7

See Additional Activity 3, p. 152

Tell the pupils to look at the prompts and explain that they have to rearrange them to make questions or negative sentences. Ask them to do the task individually, and then raise their hands and write their question or sentence on the board.

Answers

1 She isn't tall and slim. 2 My nephew doesn't wear glasses. 3 Is Aunt Kay Uncle Gordon's wife? 4 Mickey and Susie aren't twins. 5 Does Bill live on the island? 6 We don't go to school at the weekend. 7 Tom's aunt and uncle aren't very old. 8 When do you visit your grandparents?

Activity 5

See Additional Activity 2, p. 152

Ask the pupils to look at the photos and explain that they will hear some of these people on the CD explaining who each person is. They have to write one of the words from the box in the correct space under each photo. Invite pupils at random to say the words from the box, both chorally and individually. Ask the pupils to complete the task individually as you play the CD through once. Then play the CD, pausing after each speaker, for the pupils to check their answers. When they have finished, invite the pupils to raise their hand to tell the class their answer.

1 Audioscript and answers

- Jenny:** I'm Jenny. This is my son, Jake. He's slim and he's got red wavy hair. And this is my nephew, my brother's son. His hair is short and dark.
(son – left, nephew – right)
- Tim:** I'm Tim. This is my aunt, Sally. She isn't very slim. She's got dark curly hair. And here is my stepmother, Kate. She's tall and slim. Her hair is long, curly and blond.
(stepmother – left, aunt – right)
- Carol:** My name's Carol. Here is my husband, Joe. He isn't very tall. He's got dark hair and a beard. He wears glasses. And this is my twin brother, Billy. He's slim and short. He's got short straight hair.
(husband – left, twin brother – right)

Activity 8

See Additional Activity 4, p. 152

Ask the class to look at the table and choose pupils at random to read out the information about one of the people, without the verbs – just as it is in the table. Explain they will work with a partner and take turns to choose a person but not say who they are thinking about, and their partner will ask questions to find out who it is. Then they will swap roles. Model what they have to do. Ask a pupil to choose a person, but not tell you who it is. Ask questions, such as, *Does he play basketball and tennis? Does he live with his sister and niece? Does he have blue eyes? Is it Nick? Yes, it is. / No, it isn't*. Monitor and help with pronunciation or any mistakes with verb forms.

Homework

Ask the pupils to complete Activities 5–8B on pages 10 and 11 in their Activity Book. Ask the pupils to use the appearance words from Activity 8 to write a description of someone they know from their neighbourhood. Ask them to write their description in their notebooks and bring it to the next lesson. When they do so, collect their notebooks and mark their work.

1b Hard-working bees

Warm-up See Activity Book, Activities 9 and 10, p. 11

Elicit as many words as the pupils can remember for different family members and write them on the board. Then ask them to tell you something one of their family does. This can be a game they play, their job, or a hobby.

Activity 1

Ask the pupils to look at the photo on page 14 and ask: *What is the man doing? Do you know the name of the flying insect in the photo?* Encourage them to tell you anything they know about the bee. Ask: *Do you know what we get from bees? (honey). Do you eat honey?* If any of them do not, ask: *Why not?* Then tell the class they are going to read about bees and listen at the same time. They have to answer the question: *Who is the man in the photo?* Play the CD once and ask the class to raise their hands to supply the answer.

Audioscript

(See the text in the Pupil's Book.)

Answer

The man is a beekeeper.

Guess What?

Read the information aloud and ask the pupils if they are surprised by this fact. Did they already know that bees do this? Point out that all the bees that live in the hive are female and that we only see female bees flying about in our gardens. They look for food, protect the hive and build the honeycomb. If your class shows an interest in bees, there is more information at <http://kids.nationalgeographic.com/kids/animals/creaturefeature/honeybees/>

Activity 2

Ask the pupils to read sentences 1 to 5 so that they know what information to look for when they read the text for the second time. Ask them to reread the text to find the answers. Tell them to underline the information in the text that helps them to find the answers. Ask them to write their answers in their notebook. When they have finished, ask the pupils to raise their hand to tell the class their answer. Ask for class agreement before confirming an answer is correct. Explain any vocabulary the pupils do not know.

Answers

1 He visits his bees. 2 No, they don't. (Not when they are ill or angry.) 3 No, he isn't. (He is always calm and patient.) 4 No, they don't. (They collect nectar from flowers.) 5 Yes, it is.

Activity 3

Explain to the pupils that they have to complete the sentences with a word from the text. The number of small lines in the sentence is how long the word is. Ask the pupils to underline the word in the text when they find it and then write it in the correct sentence. Ask the pupils to work individually and compare their answers with a partner when they have finished. Invite a pupil at random to tell you an answer. Ask for class agreement before confirming it is correct.


Answers

1 beehive 2 queen bee 3 honey 4 nectar 5 calm, patient 6 hard-working

1b Hard-working bees

1b

Read and listen

1  Read and listen. Who is the man in the photo?

This man is a beekeeper. He has got 20 beehives. Every day he visits his bees. It is important that the bees are healthy and happy. The bees are sometimes ill or angry and then they don't make honey. So this beekeeper is always calm and patient. He doesn't want to scare the bees. Bees are hard-working insects. Some bees stay in the beehive with the babies. Other bees leave the beehive and collect nectar from flowers. Then they give it to their family in the beehive. Nectar is bees' food. There is only one mother in a beehive. She is the queen bee and she has got many babies.

Guess What?

When a bee comes back to the hive it dances in circles to show the other bees where the flowers are.

Comprehension

2 Answer the questions.

- 1 What does this man do every day?
- 2 Do the bees always make honey?
- 3 Is the beekeeper sometimes angry?
- 4 Do the bees collect flowers?
- 5 Is nectar bees' food?

Vocabulary

3 Complete the sentences.

- 1 The _____ is where bees live.
- 2 The _____ is the mother bee.
- 3 Bees make _____.
- 4 Bees collect _____ from flowers.
- 5 The beekeeper is always _____ and _____.
- 6 Bees are _____ insects.

Homework

Ask the pupils to complete Activities 1 and 2 on page 12 in their Activity Book. When they have finished the crossword (Activity 2), ask the pupils to draw a picture with all the bee-related vocabulary and label each item in English. Ask them to do this on a separate piece of paper rather than in their notebook so that their work can be displayed.

Activity 4

Tell the pupils to look at the top half of the Word Bank and explain that these are adjectives that describe feelings. Play the CD once, with the pupils repeating after each word, and then play again, pausing between each adjective. Ask the class to repeat each word, both chorally and individually, and mime the meaning. Repeat with all the adjectives. When they have finished, invite pupils at random to mime a word and the rest of the class guess which one it is.

Audioscript

Feelings: angry, bored, calm, excited, happy, sad, scared, worried

Activity 5

Explain to the pupils that the second group of adjectives in the Word Bank describes people's personality. Tell them that *personality* means the same as *character*. Say the word a few times and ask the class to repeat both chorally and individually. Then explain they are going to listen to the personality adjectives being said on the CD. Play it through once, with the class repeating after each word.

Word Bank

Feelings

angry • bored • calm • excited
happy • sad • scared • worried

Personality

brave • hard-working • late • lazy
nice • optimistic • patient • punctual

Word Explorer, p. 122

- Listen and repeat the feelings adjectives. Mime and guess.
- Listen and repeat the personality adjectives.
- Complete the descriptions. Match the photos to the sentences.



- These boys often play football together. When they win, they're very _____.
- Frank doesn't like hard work. He isn't _____. He's often _____.
- Clara is a French teacher. She's often late for lessons. She isn't _____ and that's why she's so worried.
- I'm not good at maths, so my dad usually helps me. He's always very _____ with me. He never gets angry.
- Look at little Lilly. She doesn't look very happy and optimistic. She is sad and _____.
- George is never bored. He is usually very _____ but when he goes to the theme park, he sometimes feels scared. He is always _____ to his little brother.

Grammar Adverbs of frequency

She's **always** happy. She **often** smiles.

In sentences with the verb *be*, put adverbs of frequency (e.g. *always, usually, often, sometimes, never*):

before the verb. after the verb.

In sentences with other verbs, put the adverb of frequency:

before the verb. after the verb.

Grammar Guide, AB, p. 107

- Circle the adverbs of frequency and underline the verbs in Activity 6. Tick the correct boxes to complete the rule in the grammar box.

- Complete the sentences.

- Sally _____ banana ice cream on Saturdays. (eat / usually)
- When Tom and Molly watch football matches, they _____ very excited. (be / always)
- Jim likes sleeping and he _____ late for school. (be / sometimes)
- Uncle Gordon likes his niece and nephew and he _____ them about his adventures. (tell / often)

Listen and speak

- Listen and write the adverbs of frequency. Then complete the table with information about you and your friend.

	be late for school	borrow things	write emails	go to the cinema
Tim				
Beth				
Me				
My friend				

15

Then play again, pausing after each adjective for the pupils to repeat both chorally and individually. Ask after each one if anyone knows what the word means. Explain each one carefully so that they understand. Use examples, such as *My father is very hard-working. He works from six in the morning until eight at night. He's very tired when he comes home.*

Audioscript

Personality: brave, hard-working, late, lazy, nice, optimistic, patient, punctual

Activity 6

Ask the pupils at random questions about the photos, e.g. *What is the girl looking at? Where is the boy?* When they have finished, explain that they are going to complete the sentences with some of the adjectives from the Word Bank, and then match the photos to the sentences. Ask the pupils to complete the task individually. Choose pupils at random to supply an answer.

Suggested answers

- 1 excited / happy (Photo 3) 2 hard-working, lazy (Photo 6)
3 punctual (Photo 1) 4 patient (Photo 5) 5 angry / worried (Photo 4)
6 brave, nice (Photo 2)

Grammar

Explain that we use these adverbs to show how often we do something. Then draw a timeline on the board.

always → usually → often → sometimes → never
← 100% ————— 0% →

Explain that '100% of the time' means all the time. Write some example sentences on the board, using the adverbs of frequency, e.g. *I always go to the cinema on Friday. I'm usually early for class. I often visit my grandparents., etc.*

Activity 7

Ask the pupils to look back at the sentences in Activity 6 and circle the adverbs of frequency and underline all the verbs. Tell them to decide when the adverb comes – before or after the verb – and then complete the rules in the grammar box. Ask the pupils to complete the task individually and then raise their hand to answer.

Answer

We put the adverbs of frequency after the verb *be*.
We put the adverbs of frequency before all other verbs.

Activity 8

Ask the pupils to read through the sentences and the adverb and verb for each sentence. Explain they have to put both in the correct order in the sentence. The verb also has to be put into the correct form, plural or third person -s. Tell them to complete the task individually and then compare their answers with a partner. Ask them to justify their answers if they are different. Ask the pupils to raise their hand to answer, but they should say why they have chosen that option.

Answers

1 usually eats 2 are always 3 is sometimes 4 often tells

Activity 9

See Additional Activity 5, p. 152

Ask the pupils to look at the chart and explain they are going to listen to two children talking about themselves. As they listen, they should write the correct adverb of frequency in the correct place in the chart. They do not have to write anything in the bottom two rows for the moment. Ensure the pupils understand all the vocabulary. Play the CD twice, pausing during the second playing for the class to finish any writing. Choose pupils at random to tell you an answer.

Then ask the pupils to work with a partner to complete the chart about each other. Explain they should ask a question using the prompts across the top of the box and an adverb of frequency, as should the answer, although the question does not have to begin with *How often ...?* Model this with a pupil, e.g. *Do you sometimes go to the cinema? No, I never go to the cinema.* Monitor and help with any question formation.

Audioscript and answers

- Tim:** I don't like getting up and that's why I'm often late for school. I sometimes borrow things like pens and rubbers from my friends. After school I always write emails to my penpals. I never go to the cinema because I prefer playing sports.
- Beth:** I'm the best student in my class. I'm never late for school. I'm well prepared and I never borrow things from my friends. I've got some penpals, so I sometimes write emails to them. I usually go to the cinema with my parents at the weekend.

Homework

Ask the pupils to complete Activities 3–8 on pages 12 and 13 in their Activity Book.

1c Talking about preferences

Warm-up

See Activity Book, Activity 9, p. 13

Ask the pupils to write the adjectives *angry*, *hard-working*, *lazy*, *patient* and *punctual* in their notebook and then to write true and false sentences using these words. Then ask them to work with a partner to say their sentences and their partner guesses if they are true or false. They should then swap roles. Invite pupils at random to read out their sentences to the class. Write the other words from the Word Bank on page 15 on the board: *bored*, *calm*, *excited*, *happy*, *sad*, *scared*, *worried*, *brave*, *late*, *nice*, and *optimistic* and ask pupils at random to orally make a sentence with the adjective, and, if possible, an adverb of frequency. Encourage all the pupils to participate.

Activity 1

Ask the pupils to look at the words in the box and invite them to tell you what they mean. Explain they are going to read the three texts while they listen to the CD. They have to complete the sentences in the dialogues with the correct word from the box. Ask them to look at the texts first and see if they can complete any of them before they listen. Allow them to compare their answers with a partner. Play the CD once for pupils to check their answers. Choose pupils at random to tell the class their answer. Ensure that the pupils know and understand all the words in the texts by asking them to raise their hand if they have an unknown word, say the word, and another pupil explains what it means by miming or saying another word in English that is similar in meaning. If none of the pupils know, explain yourself.

12 Audioscript

(See the text in the Pupil's Book.)

Answers

- 1 sugar, eating, riding 2 poster, cutting, drawing
3 cooking, eating, salads, chicken

Activity 2

Ask the pupils to read questions 1–6 so that they know what information to look for when they read the text for the second time. Ask them to reread the text to find the answers. Tell them to underline the information in the text that helps them to find the answers.

Ask them to write their answers in their notebook. Tell them they should write full answers, not just *Yes* or *No*. When they have finished, ask the pupils to raise their hand to tell the class their answer. Ask for class agreement before confirming an answer is correct. Explain any vocabulary the pupils do not know.

Answers

- 1 No, he isn't. 2 Yes, she does. 3 No, he isn't.
4 No, he doesn't. 5 Yes, she does. 6 No, she isn't.

Activity 3 See Activity Book, Activities 1 and 2 p. 14

Ask the pupils to read through the Phrase Book. Explain that they are going to read and complete the sentences as they listen to the CD. Play the CD once and then a second time, pausing after each sentence or question for the pupils to check their answers. Invite pupils to raise their hand and write their answer on the board to check their spelling.

Talking about preferences

1c



- 1 **Clara:** Hi, Paul. Meet my friend Ollie.
Paul: Wow. He's amazing. Does he like _____?
Clara: Yes, he does. He also loves _____ carrots and apples.
Paul: Do you ride every day?
Clara: Yes, I do. I love _____.
Paul: Does Ollie sometimes get angry?
Clara: No, he doesn't. But he sometimes gets scared. He isn't very brave.

- 2 **Grandad:** Why are you so worried, Sam?
Sam: I haven't got any ideas for my school science project.
Grandad: Why don't you make a _____?
Sam: I hate _____ and drawing.
Grandad: I hate _____ too. Don't worry! Maybe ...
Sam: I know! I can use the computer and make a presentation. Thanks!
Grandad: So start doing it and be more optimistic!



- 3 **Aunt May:** What do you like doing?
Sarah: I love _____.
Aunt May: Me too! But I prefer _____!
Sarah: How about making a salad?
Aunt May: Good idea. I like _____ . How about chicken salad?
Sarah: Oh no, I hate _____ .
Aunt May: OK. How about a fruit salad, then?

Phrase Book

Likes and dislikes

- A:** What do you like doing?
B: I like _____ with my dog.
A: Do you like _____ ?
B: I love _____ !
A: Do you like _____ ?
B: Yes, I do. But I prefer _____ to music.
A: I hate _____ .
B: I hate it too.

Listen and read

- 1 Listen and complete the dialogues with the words from the box.

sugar salads chicken cutting riding
eating cooking drawing eating poster

Comprehension

- 2 Answer the questions.

- 1 Is Ollie a person? _____
2 Does Clara ride every day? _____
3 Is Grandad worried? _____
4 Does Sam like drawing? _____
5 Does Sarah like cooking? _____
6 Is Aunt May angry? _____

Listen and speak

- 3 Listen and complete the Phrase Book. Act out the dialogues in pairs.

16

Explain that these are all ways of saying how much you like or dislike something. *Love* is stronger than *like*, and using the word *hate* tells the listener that you really do not like something. *Prefer* means you would rather do one thing than another thing, but have no strong feelings about it. Ensure that the class understand the difference by asking some general questions, such as *Do you love swimming? I hate cooking. Do you like music?* When they have finished, ask the pupils to work with a partner and allocate each pair a dialogue to practise and then read out their dialogue to the class. They should repeat it, after swapping roles or choose a different dialogue.

13 Audioscript and answers

Likes and dislikes

- A:** What do you like doing? **B:** I like walking with my dog.
A: Do you like cycling? **B:** I love riding my bike!
A: Do you like singing? **B:** Yes, I do but I prefer listening to music.
A: I hate painting. **B:** I hate it too.

Homework

Ask the pupils to complete Activities 3 and 4 on page 14 in their Activity Book.

Play with Sounds



4 14 We emphasise different words when we talk about preferences. Listen and repeat.

Do you like **drawing**?
No, I **don't**. I **hate** drawing.

5 15 These sentences are about preferences. Listen and underline the words that are emphasised.

Do you like apples?
Yes, I do. But I prefer bananas.
What do you like doing?
I like riding.
I hate cooking!
I love eating!
I like basketball but I prefer football.

Speak

6 Draw a person and symbols for what he/she likes doing in box A. Then work in pairs and describe the person (his/her appearance, likes and dislikes) to your partner. Your partner draws in box B. Take turns.

A

B

Writing Time



7 Read this description. Circle the correct words.

Hi. I'm Haru and this **(1) is / are** my dad. His name is Kim. He's tall and slim and he's got short dark hair. My dad likes **(2) play / playing** basketball. We **(3) often play / play often** at the weekend. He loves reading books. He hates being late. He **(4) always is / is always** punctual. He isn't lazy. He's hard-working. He's calm and he **(5) never gets / gets never** angry. He **(6) always is / is always** happy. He's so nice!



8 Complete a description of a person with your own words.

Hi. I'm _____ and this is my _____. His/Her name is _____. He's/She's _____ and _____. and he's/she's got _____. _____ hair. My _____ likes _____. We often _____ at the weekend. He/She loves _____. He/She hates _____. He/She is a/an _____ person. He/She isn't _____. He/She is _____. He/She never _____. He/She is always _____. He's/She's so _____.

17

Activity 6

See Activity Book, Activity 9, p. 15

Tell the pupils that they are going to draw a person in Box A. They have to add symbols for the activity that their person likes doing. Ensure that the class know what they have to do. Tell them not to let other pupils see what they are drawing. Monitor and help if necessary. When they have finished, ask the pupils to work with a partner. One pupil should describe the drawing and the other one draw what is being described in Box B. They should then swap roles. At the end, invite pupils to hold their books up so that the rest of the class can see their work.

Activity 7

Explain to the class that they are going to read a description of a young boy's father. Ask the pupils to read Haru's description and choose the words that complete the sentences correctly. Ask them to do the task individually, but check the answers as a class by asking the pupils to raise their hand to supply the answer. When you have checked the answers, ask the pupils how their father is different from Haru's.

Answers

1 is 2 playing 3 often play 4 is always 5 never gets 6 is always

Activity 8

See Additional Activity 6, p. 152

Explain to the pupils that they are going to write a description of someone in their own family, using their own words. Ask the pupils to work with a partner to discuss who they are going to write about, what they are going to write, and to say why. Make sure pupils understand what they have to do. Explain that it begins with simple information, such as their name and a description of them, and then moves on to their likes and dislikes to make it easy to follow. Ask the pupils to complete the writing like the one in Activity 7. Monitor and help with any vocabulary as necessary. As each pupil finishes, look through their work and point out any mistakes for them to correct. If time allows, ask the pupils to write their work out neatly on a piece of paper and pin their work around the classroom. They could also bring a photo of the person they have written about to add to the writing in the next lesson.

Homework

Ask the pupils to complete Activities 5–7, on pages 14 and 15 in their Activity Book.

Notes: _____

Activity 4

Ask the pupils to read the two sentences and explain that we emphasise different words when we are talking about preferences. We do this to show how strongly we feel about something. Play the CD once so that the pupils can just listen, and then play again, pausing between each one for the class to repeat. Ask them to repeat both chorally and individually, so that you can hear they are stressing the words correctly.

14 Audioscript

Do you like **drawing**? No, I **don't**. I **hate** drawing.

Activity 5

See Activity Book, Activity 8, p. 15

Ask the pupils to read each sentence and raise their hand to tell you which word in each sentence tells the listener how the speaker feels (*like, prefer, like, like, hate, love, like, prefer*). Explain that they are going to listen to these sentences, and as they do, they should underline the word that is emphasised. Play the CD once straight through and then again pausing after each one for the pupils to raise their hand and tell you the answer.

15 Audioscript and answers

Do you like apples? Yes, I do. But I prefer bananas.
What do you like doing? I like riding.
I hate cooking!
I love eating!
I like basketball but I prefer football.

Review 1

Remember that the Review is not meant as a test. It is designed to consolidate and build on what has been presented in the unit. Therefore, spend some time before starting the Review ensuring that the class can remember what they have covered in the unit. This can be done by using questions and answers, e.g. *Tell me the words for the family. Tell me where an adverb of frequency goes with be*, and so on, going back over the pages, playing games with the vocabulary on the board, e.g. *Hangman*, or just by asking the pupils to tell you what they have learned in this unit.

Activity 1

Ask the pupils to work with a partner and give each pair a dice. Explain that one pupil should throw the dice and look at the number they have thrown. If it is, for example, a three, they have to write three adverbs of frequency that they know. For each correct answer they get a point, so if they only have to write two items, they only get two points. Then the other pupil should throw the dice and write their words. If it so happens that they also throw a three, they should give different words from those already given. Continue playing until all sections are complete or they cannot remember any more words. The pupil with the most points is the winner. Monitor and help as necessary.

Activity 2

Ask the pupils to read each sentence and then circle which word correctly completes each one. Tell the pupils to work individually to complete the task and then compare their answers with a partner. Choose a pupil at random to say the answer to the first one.

Answers

1 bored 2 twin 3 niece 4 punctual 5 calm 6 patient

Activity 3

See Additional Activity 7, p. 152

Tell the pupils to look at the first picture and ask them to raise their hand to tell you what they can see in it. Explain that they need to look at all six pictures and label them with an adjective of feeling or personality. Ask for suggestions as to which adjective would be suitable for the first picture. Ask the class to complete the task individually and then compare their answers with a partner. They should justify any differences to each other. Ask the pupils to raise their hand to tell the class their answer. Ask them to write it on the board to check their spelling.

Answers

1 angry 2 worried 3 excited 4 lazy 5 hard-working 6 brave

Activity 4

Ask the class to look at the first sentence and explain they have to complete each one with the correct form of the verb in brackets. Complete the first one as a class by choosing a pupil at random to tell the class the answer. Ask for class agreement before confirming the answer is correct. Then ask the pupils to complete the task individually and compare their answers with a partner when they have finished. Elicit answers by inviting pupils to write an answer on the board to check their spelling.

Review 1

Vocabulary

1 Work in pairs. Play a game with a dice. Give the names of:

• 6 family members

• 5 adjectives to describe feelings

• 4 adjectives to describe personality

• 3 frequency adverbs

• 2 verbs of preference

• 1 'new' word about bees

2 Circle the correct words.

- This film is too long. I'm really **scared** / **bored**.
- Jack is Fred's **only child** / **twin**. They are ten years old.
- Ann is Mr Smith's **nephew** / **niece**.
- He is **punctual** / **patient** and is never late for school.
- He is **excited** / **calm** and never gets angry.
- My stepmother is very **patient** / **lazy**. She often helps me with my English homework.

3 Look and write the adjectives.



Grammar

4 Complete the sentences with the present simple. Use the verbs in brackets.

- We _____ to school on Saturdays. (not go)
- My mum and dad _____ dinner in the evening. (cook)
- _____ Toby _____ TV after school? (watch)
- _____ Fiona and Felix twins? (be)
- Sandra _____ her homework in her bedroom. (not do)
- He _____ a very optimistic person. (not be)
- My cousin _____ because he is scared of horses. (not ride)
- _____ your school friends _____ any sport? (play)

5 Choose the correct answers.

- Mr Peters _____ to work in the morning.
a always walks b walks always
- I don't like bananas so I _____ them.
a eat never b never eat
- Helen _____ nice to her brother.
a is usually b usually is
- Diane likes sport. She _____ tennis with her dad.
a often plays b plays often
- My teachers _____ not patient with us.
a sometimes are b are sometimes
- Jack is not optimistic. He _____ worried.
a often is b is often

18

Answers

1 don't go 2 cook 3 Does, watch 4 Are 5 doesn't do 6 isn't 7 doesn't ride 8 Do, play

Activity 5

Explain to the class that they have to choose the correct adverb of frequency to complete each sentence. If they are still unsure of the word order of adverbs, remind them they can look back at the grammar box on page 15. Ask the class to complete the task individually and compare their answers with a partner when they have finished. Invite the pupils to supply the answer.

Answers

1 a 2 b 3 a 4 a 5 b 6 b

Activity 6

See Additional Activity 8, p. 152

Write the prompts for the first sentence on the board. Ask the pupils to look at it and raise their hand when they think they know the correct order. Remind them they also have to put the verb in the correct form. Choose a pupil to come to the board and write the sentence. Ask for class agreement before confirming the answer is correct. If it is incorrect, ask the class to tell you where the mistake is. Tell the pupils to complete the task individually, and then compare their answers with a partner. Choose a pupil at random to write number 2 on the board.

6 Put the words in the correct order.

- 1 often / my / the guitar / plays / stepfather
- 2 is / nice / my / always / to / friends / her / cousin / Laura
- 3 at / I / with / sometimes / cycling / my / the / cousin / go / weekend
- 4 my / never / fly / grandparents
- 5 the summer / in / usually / goes / sailing / Harry
- 6 I / PE / am / lessons / tired / often / after

Communication

7 Complete the sentences in the dialogue.

- A:** Hi, Mike. _____ my friend, Joe.
B: Wow. He's great. Does he _____ meat?
A: Of course. He's a dog.
B: What does he like _____?
A: He loves going for long walks and running.
B: Does he like playing with a ball?
A: Yes, he does but he prefers _____ with other dogs.

8 Read the answers. Choose the correct questions.

- 1 **a** Do you eat breakfast?
b How about fruit salad?
Oh, no thanks. I hate fruit.
- 2 **a** What do you like doing?
b When do you ride a bike?
I love riding a bike.
- 3 **a** Do you often come late for school?
b Are you often late for school?
Yes, I am.
- 4 **a** What do you do at the weekend?
b Are you bored at the weekend?
I usually help my stepmother in the garden.



9 Listen to the song and complete the text. Then sing the song.

Parents, _____, husband, wife
 It's so good to share your life.
 When you're angry, _____ or shy
 Then they always ask you 'Why?'

It is really great fun
 Not to be the only one.
 Few or many, _____ or three
 I like them and they like me.

Brother, sister, _____, aunt,
 So many people I cannot count.
 Some are slim, some are _____.
 Some are fat and some are tall.

It is really great fun
 Not to be the _____ one.
 Few or many, four or three
 I like them and they like me.



Answers

1 My stepfather often plays the guitar. **2** My cousin Laura is always nice to her friends. **3** I sometimes go cycling with my cousin at the weekend. **4** My grandparents never fly. **5** Harry usually goes sailing in the summer. **6** I am often tired after PE lessons.

Activity 7

See Activity Book, Activity 6, p. 17

Explain to the class that they should read the dialogue and then, in their notebooks, write it out in the correct order. They should complete the task individually and then compare their ideas with a partner. Ask the pupils to raise their hand and tell you a line of the dialogue. Ask for class agreement before confirming it is correct. As the pupils tell you a correct line, write it on the board so that they can check they have written it in the right order. Then ask the pupils to work with a partner to practise the dialogue in the correct order. They should then read the dialogue together. Monitor and make a note of any problems with pronunciation. Deal with these at the end as a class without saying who made the mistakes. Choose two or three pairs to read out their dialogue to the class.

Answers

- A:** Hi, Mike. Meet my friend, Joe.
B: Wow. He's great. Does he eat meat?
A: Of course. He's a dog.
B: What does he like doing?
A: He loves going for long walks and running.
B: Does he like playing with a ball?
A: Yes, he does but he prefers playing with other dogs.

Activity 8

Explain to the pupils that they should read each question and answer carefully, and then choose the correct question for each answer. Tell them to complete the task individually and then compare their choices with a partner. Choose pupils at random to tell the class an answer.

Answers

1 b 2 a 3 b 4 a

Activity 9

Write on the board *rhyme* and explain it means a word that ends with the same sound as another word. Ask the pupils to read the first two lines of the lyrics and point out that *wife* and *life* at the end of the two lines rhyme because they have the same sound. Ask the pupils to raise their hand to tell you the next pair of words that rhyme (*shy/Why, fun/one, three/me, fun/one, three/me*). Then write on the board: *small, uncle, four, why, scared, only, children*. Explain these words complete the song lyrics, but there is one word they do not need. Invite the pupils to read the lyrics all the way through and then write the words from the board in the correct gap. When they have finished, play the CD and ask the pupils to check the answers or make any corrections. Play the CD a second time if necessary. Check the answers by asking the pupils to raise their hand to tell you an answer. When they have finished, ensure all the pupils have written the words correctly in their books, and play the CD again for the pupils to sing the song together.

Then arrange the class in four groups – one for each verse of the song. Play the CD again and ask the groups to sing their verse. Repeat with the groups singing different verses as long as the pupils are participating and enjoying it. You may also play the track with music only (track 17).

1 Song and answers

Parents, children, husband, wife
 It's so good to share your life.
 When you're angry, scared or shy
 Then they always ask you 'Why?'

It is really great fun
 Not to be the only one.
 Few or many, four or three
 I like them and they like me.

Brother, sister, uncle, aunt,
 So many people I cannot count.
 Some are slim, some are small.
 Some are fat and some are tall.

It is really great fun
 Not to be the only one.
 Few or many, four or three
 I like them and they like me.

It is really great fun
 Not to be the only one.
 Few or many, four or three
 I like them and they like me.

Homework

You may ask the pupils to complete any of the Activities 1–5, 7–8 on pages 16–17 in their Activity Book at home. If you decide to divide the Review section into more than one lesson, ensure the activities set as homework correspond to the material covered in class.

Warm-up

Draw the pupils' attention to the photo and ask: *What can you see?* Elicit that both boys in the photo look exactly the same because they are twins. Explain that they are known as identical twins because they look the same. Some twins, who are not identical, look different to each other. Ask: *Are there any twins in your family? Do you know any twins?* Encourage everyone to participate in the discussion. Ask: *Would you like to have a brother or sister that looks exactly the same as you?* Again, encourage all the pupils to give an opinion. If they know any twins, ask them to tell you if their personalities are exactly the same or not. Invite them to tell the class how similar or different they are. If the class do not know any twins, ask them to tell the class how similar or different they are from their own brothers and sisters. Ask: *Would you like your brother or sister to wear the same clothes as you do?* Ask the pupils to look at the text and explain that they are going to learn more about the identical twins. Write the question on the board: *Which twin takes after his father?* Elicit the explanation of *take after* (to be like someone). Ask the pupils to read the text to answer this question. Invite the pupils to raise their hand when they know the answer (*John is like his father*). Ask: *What is the name of the other twin? (George)*. Ask: *Can you remember which twin is which in the photo? (John is on the left and George on the right)*.

Ask the pupils to look at the Glossary first. Ask pupils to translate the words/phrases into L1, using a dictionary if necessary. Model the pronunciation of each English word/phrase and ask the pupils to repeat after you both chorally and individually. Ensure they understand the meaning of each word by asking them to give you an example sentence with the word in that is true for them, e.g. *I look like my mother. My brother and I have fair hair*. Encourage all the pupils to tell you a sentence.

Activity

Ask the pupils to read each sentence and then circle which word correctly completes each one. Tell the pupils to work individually to complete the task and then compare their answers with a partner. Choose a pupil at random to say the answer to the first one.

 18 Audioscript

Explorers' Club Twins

The boys in the photo are from London. They are 11 years old and their birthday is on the same day. They look the same. They are both tall and slim. They have got the same colour hair and the same colour eyes. This is because they are identical twins.

Identical twins have got the same DNA. That is why they look the same.

But their personalities are different. They take after their parents. John is the twin on the left. He is outgoing and friendly like his dad. He loves playing sport and going out with his friends. His brother George is on the right. He is shy and quiet like his mum. He hates sport. He loves drawing and he is very good at art.

Answers

- 1 the same 2 the same 3 different 4 dad 5 friends 6 doesn't like



Explorers' CLUB Twins

The boys in the photo are from London. They are 11 years old and their birthday is on the same day. They look the same. They are both tall and slim. They have got the same colour hair and the same colour eyes. This is because they are identical twins.

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Glossary

same ...	outgoing ...
look ...	like ...
both ...	shy ...
DNA ...	quiet ...
take after ...	

20

 Additional Activity

Ask the pupils to close their Pupil's Book and raise their hand to tell you one of the words from the Glossary. If the class cannot remember all nine words, tell them each word and write what they have forgotten on the board. When all nine words are on the board, choose pupils at random to say the word in English and then explain the meaning in L1. When all the words have been said, ask the pupils to close their eyes and erase one of the words. Tell them to open their eyes and say the list, including the missing word. Point to the gap on the board to remind the pupils where it was. Repeat until the class can say the nine words with nothing written on the board.

Homework

Explain to the class that they are going to write about themselves and another member of their family. This could be their brother or sister, a cousin, their aunt or uncle, but not their parents. Write on the board what you want them to include:

- Who is this person? What's his/her name?*
- How old is he/she?*
- Appearance, e.g. tall/short, hair colour, eye colour.*
- Character, e.g. friendly/quiet, he/she takes after his/her mum/dad.*
- What does he/she like?*
- What does he/she hate?*

Ask the pupils to write in their notebook. Collect their descriptions in the next lesson and correct them. Then, when giving the pupils back their homework, ask them to write their work out again neatly on a piece of paper and pin their work up around the classroom for everyone to read.

English and biology

Project Class book

Do you know your classmates well?
Prepare a book about your class.

Materials

- photos or drawings
- a sheet of thick paper
- a sheet of notebook paper
- glue
- a hole punch
- a piece of string

- 1 Write about your appearance, your personality, your likes and dislikes.
- 2 Stick the text onto a sheet of paper and decorate it with photos and drawings.
- 3 Join all the sheets of paper from everyone in the class together to make a book.

1 **Read and listen. Circle the correct words.**

- 1 The boys have their birthdays on different / the same day.
- 2 The boys look different / the same.
- 3 They have the same / different personalities.
- 4 John takes after his dad / mum.
- 5 John likes going out with his friends / parents.
- 6 George doesn't like / loves sport.

Explore Activity Book, p. 18

You may want to ask the pupils to do Activities 1–3 on page 18 in the Activity Book.

Explore Activity Book, p. 18 Activity 1

Explain to the pupils that they are going to complete the drawings in Activity 1 at home. Remind them the faces they draw should show feelings. Elicit the feelings they have learned in this unit and write them on the board: *angry, bored, calm, excited, happy, sad, scared, worried*.

In the next lesson, invite the pupils to work with a partner and take turns guessing each of the feelings shown by their drawings, and label each picture.

Explore Activity Book, p. 18 Activity 2

Draw the pupils' attention to the two boxes. Explain that they have to draw a person showing one of the feelings from Activity 1. They should not let their partner see their drawing. They should then take turns to describe their drawing to their partner, who should draw it in Box B. When they have finished, ask three or four pupils to describe their partner's drawing to the class.

Explore Activity Book, p. 18 Activity 3

Ask the class to complete the activity individually. Explain they have to put the words in the correct order to make questions. When they have finished, invite a pupil to the board to write a question. Ask for class agreement before confirming each question is correct. Then invite the pupils to work with a partner to ask and answer the questions. Ask three or four pairs to repeat their conversation for the class.

Answers

1 Do you take after your mum or your dad? 2 Do you and your best friend like the same colours? 3 What do you like doing? 4 How often do you go to the cinema? 5 Has your best friend got any pets? 6 When is your birthday?

Project: Class book

Materials

- photos or drawings of each pupil and members of their family and hobbies
- sheets of thick paper
- sheets of notebook paper
- glue
- a hole punch
- a piece of string

Method

Ask pupils at random who they look like in their family. Ask pupils to work at random with a partner and show each other photos of members of their family and say in what way they look like them. Monitor and help with any vocabulary.

Ask two or three pupils to describe their personality to the class. Then ask them if their personality is the same as either of their parents. Invite the pupils to continue working with the same partner and tell each other about their personality and which of their parents they are like.

When the pupils have finished their discussion, ask them to write about their appearance and personality on a sheet of notebook paper. Monitor and help with vocabulary as necessary. Remind the class their appearance relates to which of their parents they look like. They should then write their name at the bottom left of the sheet of paper.

When the pupils have finished writing, distribute the sheets of paper and the glue. Demonstrate to the class where they should glue their photos or drawings at the top of the sheet, leaving enough room for them to stick their text below the photo or drawing and to the left for the holes.

Show the class how to lightly fold their sheet of paper in half so that they can find the middle, and go round with the hole punch helping the pupils punch a hole in the left-hand side of their sheet of paper.

Collect all the sheets of paper and ask the pupils to gather round. Put the sheets of paper into a neat pile. Pull the piece of string through the two punched holes and loosely tie in a knot or bow. Turn each page so that all the pupils can see each page. Explain they now have a family traits class book. Hang it somewhere prominent in the classroom so the pupils or visitors can look at it anytime.

Notes: _____



Warm-up

Ask: *What is rubbish?* Write the word on the board and ask the pupils to raise their hand to tell you what it is. Ask: *When I go to the beach, I take my rubbish home. What about you?* Encourage the class to tell you what they do with their rubbish; take it home, put it in litter bins, or just throw it on the ground. If they throw it on the ground, ask them why they don't use the bins or take it home. Ask: *Have you ever helped clean up a beach or by a lake?* Encourage the pupils to tell you whether they have ever done anything like that. Help them with vocabulary or the beginning of a sentence or word to support them in expressing their ideas.

Ask the pupils to look at the title and write on the board *coastal* and explain it means near the coast – the area where the beach and sea meet. Then write *clean-up* and explain it means picking up all the rubbish, whether it is a beach, street or in the countryside.

Before you watch

Activity 1

Tell the pupils they are going to watch a DVD about a coastal clean-up in America. Work through the Glossary first. Ask pupils to translate the words into L1, using a dictionary if necessary. Model the pronunciation of each word and ask the pupils to repeat both chorally and individually. Then ask the class to read the first question. Ask the pupils to raise their hand to answer and say if there is rubbish in the rivers in their country. Tell the pupils to read the second question and invite the pupils to tell you why they have (never) helped in a clean-up. Help with vocabulary if needed.

Answers

Pupils' own answers

Activity 2

Read out the words in the box to the class and ask them to repeat them after you chorally and then individually. Correct their pronunciation if necessary. Ensure they understand the meaning of each one. Then ask the class to look at the photos and explain they have to label them correctly with the words from the box. Ask the pupils to complete the activity individually, and then compare what they have written with a partner. Check the answers as a class by having them raise their hand.

Answers

1 coast 2 river bank 3 rubbish 4 glass bottle 5 tin can
6 cigarette ends

While you watch

Activity 3

Ask the pupils to read the sentences before they watch the DVD so that they know what information to look and listen for while they watch. Explain any words that the pupils have difficulty with and explain that they should choose their answers based on what they see in the DVD.

DVD CLUB
Coastal clean-up

America

Glossary

coast ...	tin can ...
clean-up ...	land ...
rubbish/trash/litter ...	drop rubbish/litter ...
along the banks ...	stuff ...
look for ...	road ...
cigarette end ...	pick up ...
	twice as much ...

22

They need to watch and listen carefully to decide if the questions should be answered with *T* or *F*. Before playing the DVD, ask the pupils to look at the Glossary again. Play the DVD. When it is finished, have the pupils compare their answers with a partner and talk about any answers they have that are different. Play the DVD again for the class to check what they have written and complete any they missed. Check the answers by inviting a pupil to give the answer to the first question.

Answers

1 F 2 T 3 T 4 F 5 T 6 F

Activity 4

Ask the pupils to read the sentences before they watch the DVD again. Ask them if they know any of the answers at this stage and to circle them if they do. Play the DVD again and ask the pupils to listen and circle the correct words or check what they have already circled. Tell them to complete the activity individually, but check answers as a class by asking the pupils to raise their hands.

Answers

1 clean up 2 Ocean 3 often 4 optimistic 5 think

Before you watch

1 Answer the questions.

- Is there rubbish in rivers in your country?
- Do you help clean up a coast, river or beach?

2 Match the words to the pictures.

river bank coast cigarette ends
tin can glass bottle rubbish



While you watch

3 Watch the DVD. Write T (True) or F (False).

- It is the first day of spring.
- The people collect thousands of kilos of rubbish.
- The girl collects 35 glass bottles.
- The rubbish comes from the sea.
- There is rubbish everywhere.
- The river is clean and there is no more work to do.

4 Watch again. Circle the words you hear.

- People help to **clean up / tidy up** the world's coasts.
- The **Ocean / Sea** Conservancy organises the clean-up.
- Lazy people at beaches **always / often** drop rubbish.
- These young people are **worried / optimistic** that the river will one day be clean.
- You can help them – **think / look** about what you do with your rubbish!

After you watch

5 Choose the correct answers.

- Where is the Potomac River?
a near Washington DC
b near Los Angeles
- How does the girl feel?
a happy
b shocked
- What does the girl collect?
a glass bottles
b tin cans
- How long do the young people work?
a an hour and a half
b half an hour

Fun Time

How clean is your area?

On the way home from school, look for rubbish in the street. What can you find? Fill in the table below. In your next English lesson tell your friends and teacher.

Type of rubbish	yes / no	If yes, how many?
plastic bottles		
tin cans		
glass bottles		
cigarette ends		
newspapers		
plastic bags		
other types		

23

After you watch

Activity 5

Ask the pupils to read the questions carefully before they choose their answer and then to read the question again with their answer to make sure it is correct. Ask them to complete the activity individually, but check answers as a class by asking the pupils to raise their hand.

Answers

1 a 2 b 3 a 4 a

Fun Time

Explain to the class that they are going to find out how clean their area is. Ask: *Do you think the place where you live is clean or dirty?* Invite the pupils to raise their hand to give you their opinion. Go through the chart explaining what they have to look for on their way home from school and how they should complete it. Ensure that all the pupils understand what they have to do. Tell them to bring the results to the next lesson. In the next class, invite the pupils to work in groups of three to tell each other what they found out. When they have finished, invite pupils to report back to the class either about their own findings or their group.

Homework

Ask the pupils to write about their findings and express an opinion about how surprised they were by the cleanliness or dirtiness. On the board:

write an introduction, e.g.

On my way home from school I can see a lot of rubbish. or On my way home from school I can't see any rubbish.

They should then write what they saw, e.g. the number of bottles, plastic bags, newspapers, and so on.

There are many bottles, some plastic bags and some newspapers.

They should finish by giving their opinion, e.g.

I am surprised by how much rubbish there is in my area. or I am surprised that there is no rubbish in my area.

Tell the class to write in their notebook. Collect their notebooks in the next lesson and mark their work. Ask the pupils to copy it out neatly on a piece of paper and pin their work around the classroom for them all to read.

Notes:

DVD script

It is the first day of autumn on America's coasts, rivers and beaches. Every year at this time a lot of people help to clean up the world's coasts. They always collect thousands of kilos of rubbish. Here along the banks of the Potomac River, near Washington DC, friends and families look for rubbish in the water.

[Girl] 35 glass bottles. I need an extra bag because this one's full.

[Man] All right.

The Ocean Conservancy organises the clean-up. The organisation writes down everything it finds, from cigarette ends to tin cans. The rubbish comes from land. Lazy people at beaches often drop rubbish and it gets into the water.

[Girl] It's disgusting. All this out here. I was so shocked. When I came out here I thought, 'Oh, you know, people don't litter that much'. You see stuff on the side of the road. But we come out here, it's just everywhere.

[Man] Yeah, it is pretty amazing. Actually we can pick a lot of it up one day and then the next day come back and there's twice as much as there was the day before, so it seems there's no end to the trash.

At this part of the river, these brothers and their friends collect about 1000 kilos of rubbish in just an hour and a half. They clean a lot of places, but there is still a lot of work to do. The river always needs cleaning up. These young people are optimistic that the river will one day be clean.

These hard-working people want to make the rivers and coasts beautiful again. You can help them – so think about what you do with your rubbish!