

In This Unit

Theme

This unit is about nature and the environment.

Vocabulary

Lesson 1: *climb, flower, river, rock, tree, water, like*

Lesson 2: *cold, hot, dry, wet, rainy, sunny*

Lesson 3: *seasons, spring, summer, autumn, winter*

Grammar

Lesson 1: present simple affirmative

Lesson 2: present simple negative

Lesson 3: present simple questions

Unit Opener

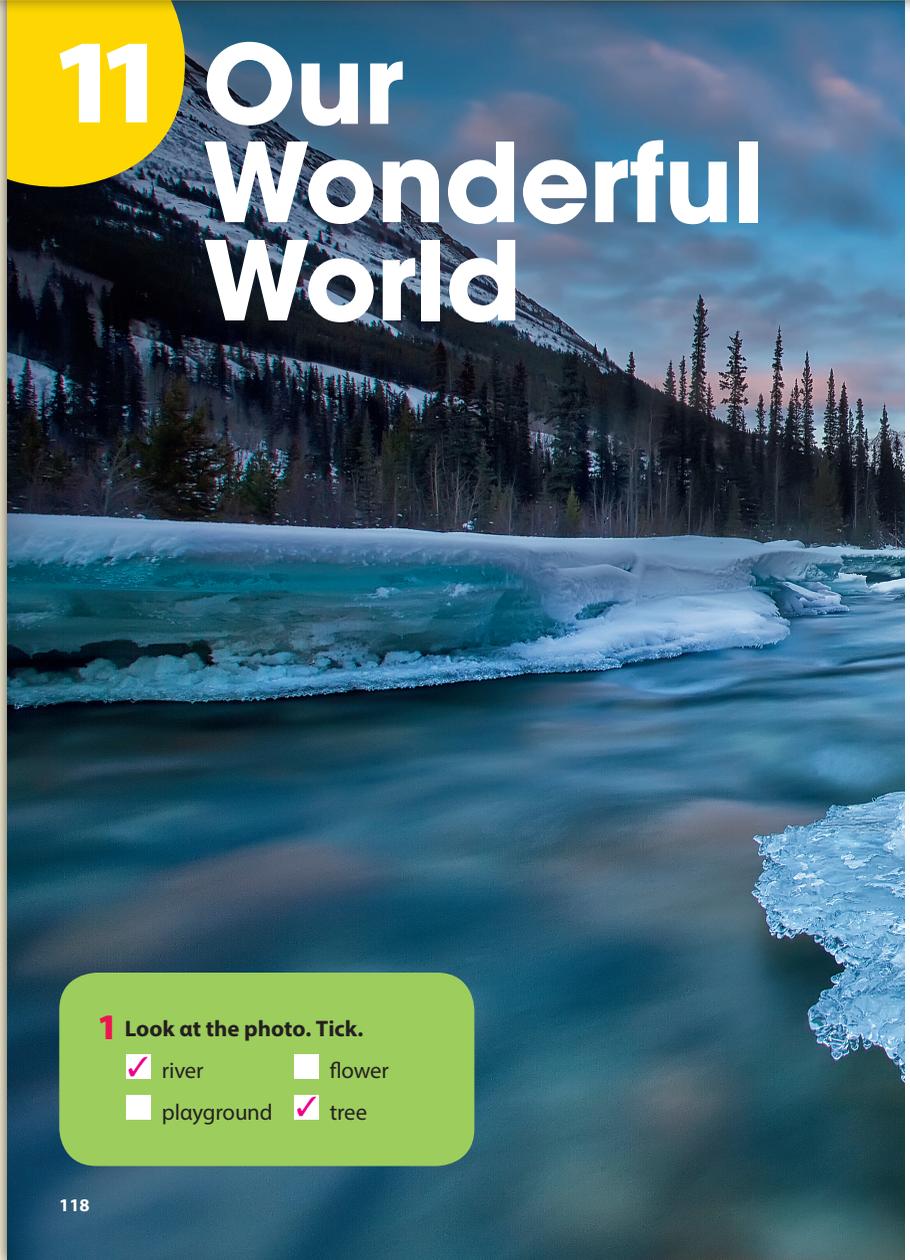
Objectives

- To introduce students to the topic of the unit (nature)
- To engage students with the topic and activate knowledge and vocabulary

Materials

Student's Book, Class Audio CD, Flashcards, IWB, DVD

11 Our Wonderful World



1 Look at the photo. Tick.

- | | | | |
|-------------------------------------|------------|-------------------------------------|--------|
| <input checked="" type="checkbox"/> | river | <input type="checkbox"/> | flower |
| <input type="checkbox"/> | playground | <input checked="" type="checkbox"/> | tree |

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To start

- Revise the food words from Unit 10. Say a word, e.g. *orange*, and ask a student to draw it on the board. Continue with *carrot, cheese, tomato, sweets, chocolate, juice* and *milk*.



Wheaton River, Yukon, Canada

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About the Photo

The Wheaton River flows through the Yukon Territory in Canada. In winter, the area is good for skiing, snowboarding and snowshoeing, and in summer, it's good for hiking, river rafting and photography.

Related vocabulary

flow, ice, mountain, peak, trees, snow, water

1 Look at the photo. Tick.

- Tell students to open their books at page 118. Give them a moment to look at the photo.
- Say *Is it hot or cold there?* If necessary, explain that there is ice in the river and snow on the river banks so it will be cold.
- Ask a student to read the instruction and the answer options. Go through the options, asking the students if they can see those things in the photo. Tell students to tick the appropriate boxes.
- Ask students if they would like to go to a place like this.

EXTENSION ACTIVITY

- Place two chairs facing each other and tell students they are on a boat in a floating market. Ask a student to be a fruit seller and sit 'in' the boat. Give him/her the Unit 10 flashcards. Model asking for something, e.g. Excuse me, have you got any bananas? The 'seller' in the boat looks through the flashcards and says either *Yes, here you are* and gives you the flashcard, or *No, sorry, I haven't*.
- Allow all students to ask questions, and then swap roles and have a different 'seller'.

TEACHING TIP

Students can use pictures to help them remember new vocabulary. Encourage them to draw pictures to remind them of the meanings of the new words they learn. Reassure students that they don't need to be expert artists! They may enjoy building their own picture dictionary. The drawing process encourages student to check their understanding of a word and identify differences between related words.

Lesson 1



Lesson Aims

- Learn and use new vocabulary: *climb, flower, river, rock, tree, water, like*
- Learn and use new grammar: present simple affirmative
- Focus on the pronunciation of the sound of *w*

Materials

- Student's Book, Class Audio CD, Flashcards

To start

- Revise the prepositions of place. Put a pen on the desk and ask *Where's the pen?* Elicit *It's on the desk.* Write on the board. Practise *in, under, behind, next to* and *in front of* with the pen in different places. Write the prepositions of place on the board.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 11.1

- Tell students to open their books at page 120 and to look at the vocabulary box. Point to the picture words and the verb *like*. Help students work out the meanings from the pictures. Say the words and ask students to repeat.
- Play the recording for the students to listen, point to and repeat the words.
- Read out all the words again one by one and ask students to repeat after you.

2 Listen and read. TR: 11.2

- Tell students to look at the picture and tell you what they can see (man, rock, climb, tree).
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Pause after each speech bubble and ask students to repeat.

1 Listen and point. Repeat. TR: 11.1

2 Listen and read. TR: 11.2

3 Look and read. Write Yes or No.

- 1 The man is climbing the rock. Yes
- 2 The man is throwing a rock. No
- 3 The rock is big. Yes
- 4 There's a river. No
- 5 There are trees. No

4 Write.

climb flowers river trees water

- 1 There's water in rivers and the sea.
- 2 Orange and yellow flowers are pretty.
- 3 I can climb at the playground.
- 4 Let's swim in the pool, not the river.
- 5 Monkeys like climbing trees.

Look! He's climbing the rock! It's so big!

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3 Look and read. Write Yes or No.

- Tell students to look at the first question. Elicit the answer (yes). Then ask the students to complete the rest of the task based on the text and what they can see in the picture.
- Check answers with the class.

4 Write.

- Ask students to read the words in the vocabulary box.
- Ask a volunteer to read the first sentence. Say *What's in rivers and the sea?* Elicit *water*, and tell students to write the word on the line.
- Let students continue with the rest of the sentences and then check answers by asking students to say the sentences.

5 Read.

GRAMMAR

I **like** flowers. We **like** flowers.
You **like** flowers. You **like** flowers.
He/She/It **likes** flowers. They **like** flowers.

My mum **plays** the piano.
Dad **dances** to the music.
Anita **does** her homework.
We **eat** at the table.
Janelle and Larissa **climb** big rocks.

play = **plays**
dance = **dances**
go = **goes**
do = **does**
watch = **watches**

6 Circle.

- I **play** / **plays** in the park.
- We **go** / **goes** to the library.
- Jesse **climb** / **climbs** the tall tree.
- Victoria **go** / **goes** to the cinema with her mother.
- They **watch** / **watches** TV.
- You **drink** / **drinks** water.

SOUNDS OF ENGLISH

Read and listen.

Say.  TR: 11.3

water, warm

whale



Some **whales** like **warm** water.

7 Say it! Listen and read. Say. TR: 11.4



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5 Read.

- Ask students to look at the grammar box. Tell them they are learning how to talk about things they do every day. Tell them that the verb stays the same except for *he, she* and *it* where we add an *s*. Point out the spelling changes. Read out the notes and grammar sentences in the grammar box and ask students to repeat.
- Practise the grammar point. On the board, write *I play basketball*. Read it out and ask students to repeat. Then change *I* to *you*. Ask students if the verb needs to change (no). Then change *you* to *he*. Ask students if the verb needs to change. Elicit that *play* becomes *plays*. Read out the sentence and ask students to repeat. Do the same with the other pronouns emphasising that you only add *s* to the verb when using people's names, *he, she* or *it*.

6 Circle.

- Read out the sentence options and ask students to choose the correct option (play).
- Explain the rest of the task to students. Read out all the sentences and check students understand the meanings. Remind them that a name is the same as using *he* or *she*. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Ask volunteers to read out the answers. Write them on the board if necessary.

SOUNDS OF ENGLISH

Read and listen. Say.

 TR: 11.3

- Write *w* on the board. Read it out and ask students to repeat. Play the first part of the recording asking students to repeat the words *water, warm* and *whale*.
- Ask for volunteers to read out the sentence. Play the recording and ask all students to repeat.

7 Say it! Listen and read.

Say.  TR: 11.4

- Tell students they are going to hear a girl and a boy talking. Play the recording and tell students to listen and follow the words in the speech bubbles with their fingers.
- Read out the speech bubbles one line at a time and ask students to repeat after you. Explain any unfamiliar words and phrases.
- Play the recording again. Then ask students to read out the speech bubbles in pairs.
- Still in pairs, ask them to change the blue words to new verbs and words from the vocabulary box on page 120. If necessary, do one as an example, with you taking the girl's part.
- Go round the class helping students where necessary. Ask volunteers to say their new conversation for the class.

Lesson 2



1 Listen and point. Repeat. TR: 11.5

2 Listen and read. TR: 11.6

Lesson Aims

- Learn and use new vocabulary: *cold, hot, dry, wet, rainy, sunny*
- Learn and use new grammar: present simple negative

Materials

- Student's Book, Class Audio CD
- A map of the world

To start

- Revise the words from Lesson 1. Elicit the words and ask students to repeat as a class. Then ask students to say them individually.
- Revise the present simple affirmative. Ask a student to say which sport he/she likes. Elicit, for example, *I like football*. Ask students to repeat. Write *I like football* on the board. Underneath, write *He/She _____ football*. Ask students to fill in the missing word (*likes*). Remind them of spelling changes with *watch, dance, do* and *go*.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.



- Tell students to open their books at page 122 and to look at the vocabulary box. Point to the first word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

2 Listen and read. TR: 11.6

- Tell students that they are going to read about the Gobi Desert. Ask students what they know about it and help them find it on a map. Ask students to look at the photo and describe what they can see. Help students to use English for the words they know.



This woman is in the Gobi Desert. The Gobi Desert is in Asia. In the summer, it can be 45 °C in the desert. That's **hot**! In the winter, it can be - 40 °C. That's **cold**! Today, it's **sunny** and **dry** in the desert. It's not **rainy**.

There aren't any rivers or trees in the photo, but there are two animals. They're camels! Camels like the desert. Some birds, insects, dogs and rabbits live in the desert, too. These animals like **dry** places. They don't like **wet** places.

3 Read. Write Yes or No.

- 1 The Gobi Desert is in Asia. _____ **Yes**
- 2 It's rainy in the desert. _____ **No**
- 3 It's sunny and dry in the desert. _____ **Yes**
- 4 Camels don't like the desert. _____ **No**
- 5 It can be hot and cold in the Gobi Desert. _____ **Yes**
- 6 Desert animals don't like wet places. _____ **Yes**

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- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

3 Read. Write Yes or No.

- Read the first sentence to students and write it on the board. Ask if this is correct (Yes). Then ask students to underline the text where it gives the answer. Allow them enough time to complete the task alone. Go round the class encouraging and helping students where necessary.
- Check answers. Ask students to read out the sentences and say *Yes* or *No*.

4 Read.

GRAMMAR

I/you/we/they **don't** play
he/she/it **doesn't** play

don't = do not
doesn't = does not

I **don't** like this book.
Sara **doesn't** climb trees.
Penguins **don't** live in the desert.

5 Write.

- 1 We **don't play** at the park when it's rainy. (not play)
- 2 Mum **doesn't go** to the cinema. (not go)
- 3 I **don't watch** TV when it's sunny. (not watch)
- 4 They **don't swim** in the pool when it's cold. (not swim)
- 5 Julia **doesn't climb** trees when they're wet. (not climb)
- 6 Camels **don't drink** lemonade. (not drink)

6 Sing it! Listen and sing. TR: 11.7

It's sunny today! It's sunny today!
On sunny days, we play in the park.
We run, we climb! We have fun outside!
Let's go to the park!

It's rainy today! It's rainy today!
On rainy days, we play in our house.
We read, we paint! We have fun inside!
Let's stay at home and play!



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5 Write.

- Read out the first sentence and explain to students that they have to put the words in brackets into the negative to make sentences. Elicit the answer. Ask students to repeat.
- Go through all the sentences and check that students understand the meanings. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Ask students to read out their sentences. Write answers on the board if necessary.

6 Sing it! Listen and sing.

 TR: 11.7

- Tell students they are going to learn a song. Ask students to look at the picture and describe what they can see. Encourage them to use English for words they know.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words.
- If you have space, allow students to stand in a circle and sing.

4 Read.

- Ask students to look at the grammar box. Read out the grammar notes and sentences. Ask students to repeat. Explain the meaning of the notes. Make sure they understand the sentences are all negative.
- Ask students to circle the verbs in the grammar sentences.
- Practise the grammar. Ask students in pairs to say things they don't like or don't do, e.g. *We don't like cats. I don't play football. Susie doesn't climb rocks.* Write some on the board and underline *don't* and *doesn't*. Allow pairs a few minutes to think about what they are going to say.

Lesson 3

1 Listen and point. Repeat. TR: 11.8

seasons



spring



summer



autumn



winter

2 Listen and read. TR: 11.9



In **spring**, I like looking at the pretty flowers. My friends and I go to the park. We climb trees and play.



In **summer**, I don't play inside. My family goes to the sea. Do we see animals in the sea? Yes, we do! We see dolphins jumping!



In **autumn**, it's not hot. We've got coats and hats on at the park. We go to school. We do our homework. Sometimes, we go to the museum.

What's your favourite season?



In **winter**, it's cold outside. We stay at home in winter. My brother and I play with our toys. My mum makes biscuits and hot chocolate.

3 Write.

- In autumn, we sometimes go to the museum.
- In summer, we see dolphins jumping in the sea.
- In winter, my mum makes biscuits and hot chocolate.
- In spring, my friends and I climb trees and play.

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Lesson Aims

- Learn and use new vocabulary: *seasons, spring, summer, autumn, winter*
- Learn and use new grammar: present simple questions

Materials

- Student's Book, Class Audio CD, Season cards: Make cards with pictures of the seasons on one side and the words on the other: *spring, summer, autumn, winter*
- Optional for Extra Activity: photocopies of ten by ten square grids for students to make wordsearches.

To start

- Revise the present simple, affirmative and negative. Say *I play tennis. I don't play football*. Ask students to repeat. On the board, write *I eat breakfast*. Then write *They eat breakfast*. Ask students to read the sentences out. Then write *She _____ breakfast*. Ask a volunteer to write the missing word in the gap. Make sure students remember the *s* for the third person. Then ask students to make all the sentences negative and write them on the board.

New vocabulary

- Teach the new words with the seasons cards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 11.8

- Tell students to open their books at page 124 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen, point to, and repeat the words. Then read out the new picture words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

2 Listen and read. TR: 11.9

- Tell students to look at the pictures. Ask them to tell you in English what they can see (the seasons, trees, sea, cold). Tell students they are going to read about the four seasons.

- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again. Then ask volunteers to read out a sentence of each of the paragraphs.

3 Write.

- Read the first sentence to students. Ask them to say which paragraph has the answer in it and which season that is. Then ask them to underline the sentences that give them the answer.
- Explain the rest of the task to students. 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 students where necessary.
- Check answers. Ask students to read out the sentences.

4 Read.

GRAMMAR

Do I like summer?	Yes, I do . / No, I don't .
Do you play hockey?	Yes, you do . / No, you don't .
Does he/she eat meat?	Yes, he/she does . / No, he/she doesn't .
Does it play music?	Yes, it does . / No, it doesn't .
Do we like winter?	Yes, we do . / No, we don't .
Do they go to the pool?	Yes, they do . / No, they don't .

5 Write.

- 1 Does your father cook? Yes, he does.
- 2 Do fish like water? Yes, they do.
- 3 Does Silvia draw well? No, she doesn't.
- 4 In summer, do we buy new boots? No, we don't.
- 5 Do the students do their homework? Yes, they do.

6 Write it! Draw and write. Say.

Summer is my favourite season!

Do you swim in summer?

Yes, I do!

Summer is my favourite season. In summer, I play with my friends. We go to the sea. We swim.

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5 Write.

- Read out the question for number 1 and ask students to read out the first part of the answer. Explain that they must look at the beginning of the answer and the person in order to complete the answer. Ask students what should follow *Yes*, and elicit *he does*.
- Explain the task to students. Read out the sentences. Check students remember the meanings of all the words. Allow students enough time to complete the task. Go round the class helping students where necessary.
- Check answers. Ask pairs of students to read out the questions and answers.

6 Write it! Draw and write. Say.

- Ask students to look at the girl's picture. Then read out the speech bubbles and ask them to repeat. Tell students to draw a picture of their favourite season showing an activity. Go round the class suggesting ideas for the drawings.
- Tell students not to write anything yet. When they have finished, ask them to show their classmates and talk about the picture. Then ask them to write some sentences, using the girl's text as a guide. Help with spelling where necessary.
- Ask volunteers to hold up and read out their work.

4 Read.

- Ask students to look at the grammar box. Read out the grammar sentences. Ask students to repeat.
- Ask students to circle the question and underline the answer in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write on the board *Yes, _____ do/does. No, _____ don't/doesn't*. Elicit all the pronouns that take each verb form. Ask volunteers questions and ask them to answer.
Do you like popcorn?
Do we like insects?
Do they play baseball?
Do you eat worms?
Write *Yes, he/she does* and *No, he/she doesn't*. Then ask the questions in the third person, e.g. *Does Maria eat worms?*

EXTRA ACTIVITY

- Students can make their own wordsearches with some of the words from Unit 11. Hand out a grid of ten squares by ten squares to each student. Show them how to fill in the grid with the words. Give them a word limit, e.g. eight words, a mixture of seasons, weather words and verbs. Go round the class helping with spelling where necessary. Then tell students to fill in the other boxes with any letters they like.
- Students can swap wordsearches and then find each other's words.