

3 Home

Opener (SB pages 46-47)

• Ask students to read the title of the unit and say how it relates to the pictures. They may use L1. (*The title is 'Home' and the pictures show people in different areas of their homes.*)

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the boxes and explain anything they don't understand. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Write the following structures on the board and tell students to use them when they talk about the pictures: *The boy/girl/family/woman is/are in ... / There is ... / There are ... / I can see ...*
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

Suggested answers

Main picture: The boy is in his bedroom. There is/I can see a bed/bookcase/chair/clock/computer/desk/door/floor/mat/wall.

Picture 2: The family are in the living room/dining room/kitchen. There is/I can see an armchair, a chair/computer/cupboard/sofa/table/wall/window.

Picture 3: The girl is in the bathroom. There is/I can see a mirror/wall.

Picture 4: The woman and the girl are in the garden. There are/I can see flowers.

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to talk about their own homes. Tell them to use the words from A.
- Students discuss in pairs before discussing as a class. Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards. When students are ready, ask individual students to tell the class about their home. Continue until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Top Tip

Bring in pictures of different teen bedrooms and have students discuss them. They should say which they like the best and the least, and why.

- Read out the unit summary and explain any unknown vocabulary. Ask students what they are looking forward to doing in this unit.

Lesson 1 (SB pages 48-49)

Reading: dialogue, answering questions with yes or no

Vocabulary: things in a bedroom: *bedside table, blanket, carpet, cupboard, curtains, cushion, fan, pillow*

Grammar: *Let's*, imperative, object pronouns

Listening: ticking things on a list

Speaking: talking about your bedroom

READING

A

- Ask students to look at the pictures and find any of the items from A on page 47 (*bedroom, bed, door, floor, mat, wall, window, desk, chair*).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the dialogue. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the dialogue and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

carefully: in a way that doesn't cause problems or make mistakes

help: make it easier for someone to do something

by doing something for them

mess: a dirty or untidy state

minute: a period of time equal to 60 seconds

paint: a coloured liquid that you put on a surface to change its colour or that you use to make a picture (noun); to put paint onto something to change its colour (verb)

paintbrush: a brush used to apply paint

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the dialogue, in detail this time, and then write 'yes' if the statement is true or 'no' if the statement is not true, according to the dialogue.
- Ask students to read the statements and explain anything they don't understand.
- Tell students to underline the parts of the dialogue that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 no (Jack: *Vicky's at Grandma's house this weekend.*)
- 2 no (... *for her birthday on Monday.*)
- 3 yes (Mum: *Here are some paintbrushes and the paint, Jack.*)
- 4 no (Jack: *Hi Fred, it's Jack.*)
- 5 yes (Vicky: ... *It's amazing! Mum: Yes, Jack. It is amazing!*)
- 6 no (Jack: ... *no, I can't. But Fred can!*)

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students if they have heard of Banksy. If possible, find an appropriate example of Banksy's work online and show it to your students. They will probably recognise the style. Tell them Banksy is the most famous street artist in the world, but his identity remains unknown, even after more than 20 years on the graffiti scene. Ask them what they think of Banksy's graffiti and how it compares to graffiti they have seen in their neighbourhood or city.

VOCABULARY

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the picture to find the items and then write the letter of each item next to the correct word.
- Ask students to read the words in the task and explain anything they don't understand.
- Check pronunciation by saying each of the words in the task to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1b 2d 3e 4a 5h 6c 7g 8f

Extra Task (for early finishers)

See photocopiable material on page 124.

GRAMMAR

See Unit 3 Lesson 1 in the Grammar Book for further explanation, example sentences and tasks.

Let's

- Read through the grammar theory for *Let's* with the class.
- Ask students to look back at the dialogue in Reading and to find and underline an example of *Let's* (*Let's do it together.*). Elicit that Jack's mum is making a suggestion.

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have a choice of two verbs for each sentence and that they need to choose the correct one to make a suggestion using *Let's*.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 Let's put
- 2 Let's paint
- 3 Let's go
- 4 Let's help

Imperative

- Read through the grammar theory for the imperative with the class.
- Ask students to look back at the dialogue in Reading and to find and underline examples of the imperative (*OK, but **don't make** a mess, **Put** them on the floor, please, Now, **give** me the cushion and the curtains, Please **paint** carefully, Jack!*).

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the box and the sentences and explain anything they don't understand.
- Elicit that they need to use both the imperative and the negative imperative. Refer them to the grammar theory for help if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 Don't make
- 2 Put
- 3 Help
- 4 Don't drop

Extension activity

Ask students to work with a partner and tell each other to do (or not do) different things using the imperative (eg *Close your book, Open your bag, etc*). Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Object pronouns

- Read through the grammar theory for object pronouns with the class.
- Ask students to look back at the dialogue in Reading and to find and underline the object pronouns (*Let's do **it** together, I can do **it**, Put them **on** the floor, please, Now, give **me** the cushion and the curtains, Can you help **me**?*).

C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogues and explain anything they don't understand.
- Elicit that they need to circle the correct object pronouns. Point out that by reading the preceding information in each item, they will be able to determine which object pronoun is required. Refer them to the grammar theory for help if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 her
- 2 him
- 3 me, them

Extra Task (for early finishers)

See photocopiable material on page 124.

LISTENING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must listen and tick the things the speakers buy. Tell them that every item on the list will be mentioned, but they must only tick those that the speakers decide to buy. Tell them they will hear the items in the same order as they appear on the list.
- Ask students to read the words and explain anything they don't understand.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

Students should tick these items: 1, 7, 8, 10

See the recording script with justification underlined on page 155.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do.
- Read the speech bubble out as an example, or ask a student to do so. Point out that they can use *I have* and *There is/are* to talk about the things in their bedrooms.
- Students work in pairs to talk about their bedrooms. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about their bedrooms. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Extension activity

Ask students to tell the class about their partner's bedroom. Remind them to use *has* and the possessive adjectives *his/her*.

Lesson 2 (SB pages 50-51)

Reading: story, circling the correct words

Values: helping at home

Vocabulary: housework-related verb collocations: *clean your room, do the dishes/the housework/the shopping, make a mess/your bed, tidy your room, wash the dishes*; adjectives: *busy, lazy, noisy, polite, quick, quiet, rude, slow*

Grammar: adverbs of manner

Speaking: talking about housework

Writing: writing sentences about housework

READING

A

- Ask students to look at the main picture and tell you what they see (*a bedroom; it's a mess; it's not tidy*). Ask them if their room is tidy or if it's a mess. Tell students they may use L1.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the story. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the story to look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

angry: annoyed, having strong feelings about something that you dislike or think is unfair
excited: very happy and enthusiastic about something good that is going to happen
present: something that you give to someone, usually to celebrate a birthday or a special day
video game: a game in which players use electronic controls to move images on a screen

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the story, in detail this time, and then circle the correct words in the sentences, based on the information in the story.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to underline the parts of the story that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 lazy (*John and Jim are lazy brothers.*)
- 2 Sometimes (*Sometimes their parents are angry.*)
- 3 mum (*One day, their mum ... 'John, Jim, look! I have a present for you!'*)
- 4 can't ('... Tidy your room and then you can play it ...')
- 5 John ('... I have a good idea!' says John.)
- 6 under the bed (*... Mum sees a game under the bed.*)

VALUES

- Read out the text in the box and explain anything students don't understand.
- Ask students to discuss the question in pairs. They may use L1. Monitor and help with vocabulary, but do

not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

- Ask individual students to tell the class why they think it's important to help at home.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students if they think it's a good idea to tidy their classrooms and clean their school every day. Ask them why it would be important to do this. Elicit that it makes them more responsible and better organised. Elicit also that it shows they care for and respect their school environment.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Remind them that certain words and phrases go with certain verbs.
- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the collocations to the students and asking them to repeat after you. Correct where necessary.

Answers

Students should tick the following:

- 1 clean: your room
- 2 do: the dishes, the housework, the shopping
- 3 make: a mess, your bed
- 4 tidy: your room
- 5 wash: the dishes

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the box and explain anything they don't understand. Explain that the words in the box are adjectives.
- Check pronunciation by saying each of the adjectives in the box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the dialogues and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 rude
- 2 polite
- 3 busy
- 4 quick
- 5 noisy, quiet
- 6 lazy, slow

Extension activity

If time permits, ask students to work with a partner and to tell them which of the things in the table in A they do at home.

Extra Task (for early finishers)

See photocopiable material on page 125.

GRAMMAR

See Unit 3 Lesson 2 in the Grammar Book for further explanation, example sentences and tasks.

Adverbs of Manner

- Read through the grammar theory with the class.
- Ask students to look back at the story in Reading and to find and underline the adverbs of manner (*slowly, quickly*).
- Tell students that most adverbs can be formed by adding *-ly* to the adjective form, but some very common adverbs are irregular (*eg good, hard*).
- Draw students' attention to the *Be careful!* note. Read out the two examples and write them on the board. Underline the main verbs (*asks, does*), and circle the object (*the housework*). Then write *Helen does badly the housework*. Tell students the last sentence is wrong because we cannot put the adverb of manner (*badly*) before the object (*the housework*).

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Tell them that the words in brackets are adjectives. Refer them to the grammar theory to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 quickly
- 2 slowly
- 3 well
- 4 badly
- 5 politely
- 6 carefully

Extension activity

Students work with a partner and tell them about things they do *quickly, slowly, well, badly, politely* and *carefully*. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class what they do using the adverbs of manner. Deal with any language mistakes and pronunciation problems that come up.

Extra Task (for early finishers)

See photocopiable material on page 125.

SPEAKING

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask them to look at the table and explain that they need to complete the table for themselves and two of their family members, and to write *mother, father, parents, sister(s), brother(s)*, etc after *My* in the last two columns.
- Students work individually to complete the task. They then compare their answers in pairs before discussing as a class.

Answers

Students' own answers

B

- Ask students to read the instructions and check that they understand what they have to do.
- Read the speech bubble out as an example, or ask a student to do so. Point out the third person singular verb (*washes*) that the girl uses to talk about her mum.
- Students work in pairs to tell each other what they and their family do at home. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class what they and their family do at home, and continue around the class until each student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

WRITING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write sentences about the things they and their family do at home.
- Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers

Students' own answers. Students can write the answers to the Speaking task, or write other sentences about the things they and their family do. For example, *I always clean my room. My brother often makes a mess. My dad sometimes does the shopping at the weekend.*

Lesson 3 (SB pages 52-53)

Reading:

Vocabulary:

article, answering questions
parts of a house: *balcony, basement, first floor, ground floor, roof, stairs*; home-related verb collocations: *come home, go downstairs, go out, go shopping, go upstairs, take the lift*
comparative forms
numbering places in the correct order
-er
talking about a picture or a video of your house

Grammar:

Listening:

Pronunciation:

Speaking:

READING

Background information

The house in Nakameguro was designed by a Japanese architectural firm. They came up with the unconventional slide design after the parents expressed a desire to create a house that would give their three children lifelong memories of their childhood.

A

- Ask students to read the title of the article (*An amazing house!*) then look at the pictures and tell you in what way the house is amazing. They may use L1.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the article. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the article and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

because: used to show the reason for something happening or being in a certain way
centre: the middle of a space or area
perhaps: used to say that you are not certain about something, or that something may/may not be true
slide: a structure that children play on by climbing up steps (noun) and sliding (verb) down a slope on the other side

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the article, in detail this time, and then answer the questions, based on the information in the article. Make it clear that they must write their answers in complete sentences.
- Ask students to read the questions and explain anything they don't understand.
- Tell students to underline the parts of the article that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 It's in Nakameguro, Japan. (*In a house in Nakameguro, Japan ... There's a slide inside the house.*)
- 2 They usually go down the slide. (*... the children don't often walk downstairs.*)
- 3 Yes, they can. (*They can slide down from the second floor to the first floor and then to the ground floor!*)
- 4 Because the slide is quicker and more fun than the stairs. (*It's quicker than the stairs and it's more fun.*)
- 5 Because there is a slide and a room with coloured balls. (*There is a slide inside the house; The fun doesn't stop there; There is also a room in the house full of coloured balls.*)

Extension activity

Ask students to work in pairs and to discuss some unusual things they could have in their own homes. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Have a class discussion about unusual features in homes.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask them if they would like to live in a house that is completely underground, and have them say why or why not. Ask them if they would like to have a house with a swimming pool, and have them say why or why not.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to look at the picture to find the items and then write the letter of each item next to the correct word.
- Ask students to read the words and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1c 2e 3b 4d 5a 6f

B

- Ask students to read the instructions and check that they understand what they have to do. Remind students that there are stickers in their book that they will use to complete the task.
- Ask students to read the verb collocations and explain anything they don't understand.
- Check pronunciation by saying each of the verb collocations to the students and asking them to repeat after you. Correct where necessary.
- Refer students to the back of their Student's Book, where they will find the stickers.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers



Extra Task (for early finishers)

See photocopiable material on page 125.

GRAMMAR

See Unit 3 Lesson 3 in the Grammar Book for further explanation, example sentences and tasks.

Comparative forms

- Read through the grammar theory with the class. Tell them to pay particular attention to the spelling changes required to a word before -er is added to

form the comparative. Tell them also to be careful with common irregular adjectives and adverbs.

- Ask students to look back at the article in Reading and to find and underline examples of comparative forms. Remind them that *than* is often used to make a comparison, and sometimes *more* is too (... *the slide is better than the stairs ...*, *It's quicker than the stairs and it's more fun*, *It's slower than climbing the stairs ...*, *This house is better than a playground*.).

- Ask students to work with a partner. They ask and answer questions about homes using *better than* and *worse than*, for example, *Is a big house better than a small house?* *Is a slide better than stairs?* *Is a dirty room worse than a clean room?* etc. Write some items for comparison on the board as prompts to help your students (*big/small house, slide/stairs, dirty/clean room, etc*).

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to read the sentences carefully to decide if they need an adjective or an adverb in the gap. Refer them to the grammar theory to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1	quicker	4	more difficult
2	more slowly	5	more carefully
3	better	6	worse

Extension activity

Ask students to write a few of their own sentences using the comparative form. Tell them to compare the boy's tidy room on page 46 with their own, and the room on page 50 with their own. Monitor and help with vocabulary and grammar if necessary. Make sure you check every student's work. When students are ready, ask them to read out their sentences.

Extra Task (for early finishers)

See photocopiable material on page 126.

LISTENING

- Ask students to read the instructions and check that they understand what they have to do. Explain to them that they will listen to a boy describing his home and that he will mention all the places in the task. Tell them they must number the places in the order in which he talks about them.
- Ask students to read the words and explain anything they don't understand.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

ground floor	1	bedrooms	5
balcony	6	basement	3
hall	2	first floor	4

See the recording script with justification underlined on pages 155-156.

JUST SAY IT!

A

- Ask students to read the instructions and check that they understand what they have to do.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students discuss their answer in pairs before checking as a class. Once answers have been checked, play the recording again and have students listen and repeat.

Answers

no

B

- Ask students to read the instructions and check that they understand what they have to do.
- Have students say the words to a partner. Play the recording for students to check their pronunciation. Play the recording again and have students listen and repeat.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do. Have them decide if they will draw a picture or make a video to bring to the next lesson.
- Read the speech bubble out as an example, or ask a student to do so. Point out the use of *This is* and *There's*.
- In the next lesson, students work in pairs to talk to each other about their drawings/videos of their houses. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about their drawing/video of their house, and continue around the class until each student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Top Tip

Involving students more closely in the lesson is a good idea. Ask them to bring in their own materials for discussion. For example, in this unit, they could bring pictures of homes they like which they have found on the Internet or in magazines and discuss them with the class.

Lesson 4 (SB pages 54-55)

- Reading:** adverts, ticking the correct information to complete a table
- Vocabulary:** appliances: *cooker, dishwasher, fridge, shower, vacuum cleaner, washing machine*; words related to where we live: *address, city, countryside, field, flat, garden, grass, hill, house, mountain, neighbour, river, road, sea, shelf, square, street, town, view, village, wardrobe*
- Grammar:** superlative forms
- Speaking:** talking about a picture
- Writing:** writing sentences about the picture in Speaking

READING

Background information

City Flat in the White Tree: Named L'Arbre Blanc in French, this block of flats is located on the banks of the River Lez in Montpellier, France. The architects are French and Japanese.

Live with the fish: This underwater home is called H2OME and is built on land and then transported to the underwater location to be installed. Prices range from \$4-\$12 million dollars, without installation!

Take your house with you: This tiny house is called the Moon Dragon house. The home is approximately 4m high, 2.74m long and 7.31m wide. It can be pulled with a pickup truck, and costs approximately \$100,000.

A

- Ask students to read the title of the text and to look at the pictures of the houses. Ask them what they think could be amazing about them.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the three adverts. Ask students to tell you what an advert is. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the adverts to look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

above: at a higher level than something, or directly over it

even: used to show that you are saying something that is surprising

get wet: become covered with water

look like: have a particular appearance

need: must have something because it is necessary

storybook: a book with stories for children

wheel: a round object that turns round and round to make a car, bicycle or other vehicle move

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the adverts, in detail this time, and answer each question by ticking the correct home.
- Ask students to read the questions and explain anything they don't understand.
- Tell students to underline the parts of the adverts that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 Storybook House (White Tree: ... *there's a lift*; House in the sea: ... *and a lift* ...)
- 2 White Tree (*There are 120 flats ... The biggest flats have three balconies!*)
- 3 House in the sea (... *fish are your neighbours!*)
- 4 House in the sea (*You can watch the fish swimming around you ... they even swim above you!*)
- 5 Storybook House (*It's very small* ...)

Extension activity

Students work in pairs. Tell them to come up with an idea for a house that looks like something from nature. It can be a plant, an animal or a geographical feature. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. When students are ready, ask them to tell the class about their ideas.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask them if they find this surprising. Ask them if they know of other places in the world where people live in caves (in Cappadocia in Turkey) or even underground (Coober Pedy in Australia). You may like to source some pictures of these places to show your students, and have a discussion about living in a cave or underground.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to read the sentences and match them to the words.
- Ask students to read the sentences and the words, and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1b 2a 3d 4c 5f 6e

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that in each set of three words there is one word that is not connected in meaning to the other two, and that they must circle this word.
- Ask students to read the words and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class. Ask students to explain why the words do not go with the others in the set, in L1 if necessary.

Answers

- 1 address (*your address is the name of the place where you live*; a **shelf** and a **wardrobe** are both places where you can keep things in a house)
- 2 countryside (*the countryside is the area outside cities and towns with fields and trees*; a **city** and a **town** are both places where lots of people live and work)
- 3 view (*a view is what you see from a place*; a **garden** and a **field** are both places where flowers and plants grow)
- 4 square (*a square is an open area in a town or city, usually with four sides*; cars drive on both a **street** and a **road**)
- 5 neighbour (*a neighbour is a person who lives near you*; a **house** and a **flat** are both places where you live)
- 6 grass (*grass is a kind of plant*; a **mountain** and a **hill** are both areas of land that are higher than the land around them)
- 7 village (*a village is a very small town*; the **sea** and a **river** are both bodies of water)

Extension activity

Ask students to write sentences using some of the odd words out from B. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their sentences.

Extra Task (for early finishers)

See photocopyable material on page 126.

GRAMMAR

See Unit 3 Lesson 4 in the Grammar Book for further explanation, example sentences and tasks.

Superlative forms

- Read through the grammar theory with the class. Remind them that we use the comparative form to compare two people, animals or things, and we use the superlative form to compare one person, animal or thing with many other people, animals or things. Tell them to pay particular attention to the spelling changes required to a word before *-est* is added to form the superlative. Tell them also to be careful with common irregular adjectives and adverbs.
- Ask students to look back at the adverts in Reading and to find and underline examples of superlative forms. Remind them that *the* is usually part of the superlative, and sometimes *most* is too (*The biggest flats have three balconies! ... the best view is from the top ...*).
- Ask students to work with a partner. They point to a house in the adverts in Reading and say something about it using the superlative. For example, *The White Tree is the tallest. The Storybook house is the smallest. The House in the sea is the most amazing.* Write these prompts on the board to help your students (*big, small, cool, boring, unusual, funny, good, beautiful*).
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.

- Tell them the word in bold is the one they need to use in the superlative form to complete each sentence. Tell them to look at the words in bold carefully to decide if they are adjectives or adverbs. Refer them to the grammar theory to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 the most beautiful
- 2 the most noisily
- 3 the quietest
- 4 the best
- 5 the worst
- 6 the best

Extra Task (for early finishers)

See photocopiable material on page 127.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must tell their partner what there is in the picture.
- Read the speech bubble out as an example, or ask a student to do so. Point out the use of *I can see* and *There is/are*, and encourage them to use these structures.
- Students work in pairs to talk about the picture. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to talk about the picture. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers, but encourage them to use vocabulary from this lesson in particular.

Example sentences:

There are (lots of) fields.
There are shops and houses.
There are hills behind the town.
There is a road behind the town.
There is grass in the fields.
There is a tree on the hill.

WRITING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write sentences about the picture in the Speaking task.
- Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers

Students' own answers. Students can write the answers to the Speaking task, or write other sentences about the picture. For example, *There's a beautiful town. The houses and shops are grey. The fields are green and brown.*

Skills Building (SB pages 56-57)

- Grammar:** comparative & superlative forms
Listening: thinking about the kind of information needed before listening to write words and numbers in gaps
Speaking: talking about problems and making suggestions
Writing: starting and finishing notes with the correct phrases; writing a note to a friend making suggestions

GRAMMAR

See Unit 3 Lesson 5 in the Grammar Book for further explanation, example sentences and tasks.

Comparative and Superlative forms

- Read through the grammar theory with the class. Remind them that they have already seen the comparative and the superlative forms on pages 53 and 55 of their Student's Book. Ask them for example sentences using the comparative and the superlative forms. Write these on the board and underline the structures.
- Ask students to read the instructions and check that they understand what they have to do. Explain that in each sentence the word in bold is wrong and that they should read the sentence carefully to decide if it requires a comparative or superlative form, and an adjective or an adverb.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------|----------|
| 1 better | 4 better |
| 2 most | 5 worst |
| 3 quietest | 6 easily |

Extension activity

Students work with a partner and use the comparative and the superlative forms to talk about the amazing homes in the adverts on page 54. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Extra Task (for early finishers)

See photocopiable material on page 127.

LISTENING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Stress the importance of reading the words and phrases in the questions carefully before they listen. Tell them it will help them to identify what kind of word or phrase they need to answer the question, for example, a name or a number. Explain that this will help them to identify the relevant information when they listen.

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the questions in B in order to answer the questions in A.
- Ask students to read the information in A and B, and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

a number: 1
a word like red, blue or brown: 3
the name of something: 5
a kind of room: 2 and 4

B

- Ask students to read the instructions and check that they understand what they have to do. Remind them that their answers in A tell them what kind of information goes in the gaps in B.
- Tell students to look at the example. Play the recording until you reach the example answer and then pause the recording. Ask students what kind of home Tony lives in (*a flat*). Tell them if they need to write a number, they may write the number or the word.
- Play the recording for students. Pause after each segment allowing enough time for your students to write their answers. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

1 3/three
2 (the) living room
3 blue
4 (the) kitchen
5 Market

See the recording script with justification underlined on page 156.

SPEAKING

DO IT RIGHT!

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Stress the importance of taking turns to talk and listen when they are having a conversation. Explain that if they don't listen, they won't know how to respond appropriately.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the problems and the phrases in the box for making suggestions, and explain anything they don't understand. Give students an example. Write the following sentence on the board: *The classroom isn't tidy.* Ask students to give you suggestions on how to deal with the problem by using the phrases for making suggestions (*Let's tidy/clean it, Why don't we tidy it? Shall we tidy it? What about tidying it?*). Point out that *What about* requires a gerund.

- Students work in pairs to talk about the problems and make suggestions. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask each pair to state a problem and make a suggestion. Go around the class until every pair has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

WRITING

DO IT RIGHT!

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Ask students how they start and finish a note or a letter in their language. Tell them that in English there are certain words and phrases that are used to do this.
- Stress the importance of using these words and phrases.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and phrases in the box, and explain anything they don't understand. Tell them to write their answers in the table and that they will need to write three answers in each column.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

Starting a note: Dear ..., Hello ..., Hi ...,
Finishing a note: Best wishes, From, Love,

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that Lily's note has been written in reply to Sally's note. Tell them that to complete Lily's note they will need words and phrases from the table in A, as well as phrases for making suggestions from the box in Speaking. Tell them that for some gaps there is more than one possible answer, but that they only need to write one answer.
- Students work individually to complete the task. Students check their answers in pairs before checking as a class.

Answers

1 Hi / Hello / Dear
2 Why don't
3 What about
4 From / Love / Best wishes

C

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to identify Dan's problem.
- Ask students to read Dan's note and explain anything they don't understand.

- Students work individually to complete the task. Students check their answers in pairs before checking as a class.

Answers

His bedroom is always untidy. He wants to know what to do.

D

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write a note, like Lily's note in B, to Dan about his problem and make suggestions. Tell them that the plan will help them with the content of their notes.
- Go through the plan with the students and explain anything they don't understand. Tell them they can use Lily's note in B as their example.
- Remind students to start and finish their note with suitable words and phrases, to make some suggestions and to check their spelling and punctuation when they finish.
- Assign the task for homework.

Answers

Students' own answers

Model answer

Dear Dan,

Why don't you tidy your room? Make your bed and put your things in your cupboard. What about cleaning your room? Clean your carpet with the vacuum cleaner. Don't make a mess!

From,

Tom

Review 3 (SB pages 58-59)

- Remind students that there is a review at the end of each unit. Tell them that Review 3 revises the material they saw in Unit 3.
- Remind students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Review section is not a test.

Vocabulary Revision

Lesson 1: things in a bedroom

- Revise the objects (*bedside table, blanket, carpet, cupboard, curtains, cushion, fan, pillow*) by writing each word on the board. Then read out the following sentences, in L1 if necessary, and ask individual students to tell you what the object is.
You put your things in this. (*cupboard*)
You put your head on this. (*pillow*)
You close these at night. (*curtains*)
You use this when it is cold. (*blanket*)
You use this when it is hot. (*fan*)
You put your things on this. (*bedside table*)
You walk on this. (*carpet*)
You have this on your chair. (*cushion*)

Lesson 2: adjectives

- Revise the adjectives (*busy, lazy, noisy, polite, quick, quiet, rude, slow*). Write them on the board. Choose one at a time and ask individual students to tell you what it means, and to give you a sentence using the adjective.

Lessons 2 & 3: verb collocations

- Revise verb collocations. Write the verbs *clean, come, do, go, make, take, tidy, wash* in a column on the board. Read out the following words and phrases and ask individual students which verb(s) they go with, and have them mimic what they mean: (*make*) a mess/your bed, (*go*) downstairs/upstairs/out/shopping, (*come*) home, (*do*) the dishes/the housework/the shopping, (*take*) the lift, (*clean/tidy*) your room, (*wash*) the dishes.

Lesson 3: parts of a house

- Revise the parts of a house (*balcony, basement, first floor, ground floor, roof, stairs*). Tell students they are going to draw a house. Write the words on the board in this order (*basement, ground floor, first floor, balcony, roof, stairs*). Ask individual students to come to the board and draw the parts of the house, adding to the picture the previous student has drawn.

Lesson 4: appliances

- Revise the words (*cooker, dishwasher, fridge, shower, vacuum cleaner, washing machine*). Write them on the board. Choose words at random and ask individual students to mime using them.

Lesson 4: odd one out

- Revise the words from the odd one out task. Read out the following sets of words and ask students to tell you which one is the odd one out, and why.
grass, shelf, wardrobe (*grass: grass is a kind of plant; a shelf and a wardrobe are both places where you can keep things in a house*)
city, town, view (*view: a view is what you see from a place; a city and a town are both places where lots of people live and work*)
field, village, garden (*village: a village is a very small town; a field and a garden are both places where flowers and plants grow*)
neighbour, road, street (*neighbour: a neighbour is a person who lives near you; cars drive on both a road and a street*)
address, flat, house (*address: your address is the name of the place where you live; a flat and a house are both places where you live*)
hill, square, mountain (*square: a square is an open area in a town or city, usually with four sides; a hill and a mountain are both areas of land that are higher than the land around them*)
countryside, river, sea (*countryside: the countryside is the area outside cities and towns with fields and trees; a river and the sea are both bodies of water*)

Grammar Revision

Lesson 1: Let's, imperative & object pronouns

- Ask students to make suggestions using *Let's*. Go around the class until every student has had a turn.
- Write these verbs on the board (*go, wash, come, make, tidy, clean, do*) and ask individual students to choose one and use it as the positive or negative imperative in a sentence. Tell them not to forget to say *please*.
- Write the object pronouns on the board in random order. Say the subject pronouns one at a time and have individual students give the correct object pronoun.

Lesson 2: adverbs of manner

- Write the following adjectives on the board: *polite, quick, quiet, rude, slow, good, hard, bad* and ask individual students to come to the board and write the adverbs of manner. Ask the class each time if the adverb has been spelt correctly (*politely, quickly, quietly, rudely, slowly, well, hard, badly*).
- Choose an adverb of manner at random and ask individual students to give you a sentence using it.

Lesson 3: comparative forms

- Write the following adjectives on the board: *bad, busy, good, lazy, noisy, polite, quick, quiet, rude, slow* and ask students to write the adverbs in their notebooks (*badly, busily, well, lazily, noisily, politely, quickly, quietly, rudely, slowly*). Now ask students to write the comparative forms next to the adjectives and the adverbs in their notebooks. Then ask individual students to come to the board and write their answers (*bad - worse, badly - worse; busy - busier, busily - more busily; good - better, well - better; lazy - lazier, lazily - more lazily; noisy - noisier, noisily - more noisily; polite - politer/more polite, politely - more politely; quick - quicker, quickly - more quickly; quiet - quieter, quietly - more quietly; rude - ruder, rudely - more rudely; slow - slower, slowly - more slowly*). Do not erase the words on the board as they will be needed for revision of the superlative form.

Lesson 4: superlative forms

- Ask students to write the superlative form of the same adjectives and adverbs in their notebooks, next to the comparative form. Then ask individual students to come to the board and write their answers (*the worst, the best; the laziest, the most lazily; the noisiest, the most noisily; the politest/most polite, the most politely; the quickest, the most quickly; the quietest, the most quietly; the rudest, the most rudely; the slowest, the most slowly*).
- Once the answers have been checked, ask students to give you sentences using the superlative.

Skills Building: comparative and superlative forms

- Draw a set of stick figures on the board: a very tall boy (labelled Tom), a slightly shorter boy (labelled Jim), a shorter boy (labelled Max) and a very short boy (labelled Ben). Ask students to complete the sentences using the comparative and superlative forms of *tall* and *short*.
Tom is _____ boy. (the tallest)
Jim is _____ Tom, but he's _____ Max. (shorter than, taller than)
Jim and Max are _____ Ben. (taller than)
Ben is _____ boy. (the shortest)
- Draw a set of stick figures in a running race: Ann is in the lead and is followed by Nina, then Cathy, then Becky, who is last. Ask students to complete the sentences using the comparative and superlative forms of *quick* and *slow*.
Ann runs _____ of all the girls. (the most quickly)
Cathy runs _____ Nina, but she runs _____ Becky. (more slowly than, more quickly than)
Becky runs _____ of all the girls. (the most slowly)

- Students are now ready to do Review 3.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Answers

Vocabulary

A

Students should tick: 2, 3, 4, 5, 9, 10, 11, 13

B

- 1 rude
- 2 busy
- 3 slow
- 4 noisy
- 5 lazy

C

- | | |
|------------|---------------|
| 1 go | 5 Make, tidy |
| 2 come | 6 do |
| 3 go | 7 wash, clean |
| 4 go, take | |

D

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

Grammar

A

- 1 paint
- 2 Don't
- 3 Let's
- 4 Tidy
- 5 put

B

- | | |
|--------|-------|
| 1 her | 5 me |
| 2 them | 6 him |
| 3 it | 7 you |
| 4 you | 8 us |

C

- | | |
|-------------|------------|
| 1 carefully | 4 slowly |
| 2 badly | 5 well |
| 3 quickly | 6 politely |

D

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

NOW WATCH THIS! ▶

- Ask students to read the question and explain anything they don't understand.
- Play the video. Students work individually to complete the task. Play the video again if necessary. Students check their answers in pairs before checking as a class.

Answers

The twins' rooms are the same, but in different colours.

- Once the answer has been checked, ask students the following questions:
Do you live in a town, a city or a village?
Are the houses in your road different, or do they all look the same?
Which is your favourite room in your home? Why?
Why is your home an important place?

Answers

Students' own answers

Song (SB page 59)

- Tell students that the song in this unit is about housework. Please follow the procedure outlined in the Welcome unit on page 26 of this teacher's book.

Answers

A

- | | |
|----------|-------------|
| 1 Sunday | 4 bedroom |
| 2 room | 5 Housework |
| 3 mess | 6 day |

B

- | | |
|---------------|------|
| 1 on, blanket | 3 me |
| 2 on, carpet | 4 is |

C

- | | |
|--------|---------|
| 1 does | 4 Don't |
| 2 It's | 5 are |
| 3 can | 6 be |

Students are now ready to do Quiz 3 in the Test Book.

CLIL (SB page 60)

Maths

- Draw students' attention to the topic of the CLIL lesson. Ask them if they have studied shapes in their maths lessons. Ask them to name as many shapes as they can in L1.

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that they will read the sentences and label the shapes with the words in the box. Then they will listen and check their answers.
- Ask students to read the words in the box and explain anything they don't understand.
- Read out the words in the box one by one and have students repeat after you.
- Have students read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- Play the recording for students. Pause after each segment to allow enough time for your students to check/change their answers. Play the recording again if necessary. Check answers as a class.

Answers

- 1 diamond
- 2 square
- 3 rectangle
- 4 circle
- 5 triangle
- 6 oval

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must complete the sentences with the words in the box.
- Ask students to read the words in the box and explain anything they don't understand. Explain that the words are shapes and objects.

- Read out the words in the box one by one and have students repeat after you.
- Read out the sentences and explain anything students don't understand. Make sure students understand that each numbered object corresponds to the same numbered sentence.
- Students work individually to complete the task and then check their answers in pairs before checking as a class.

Answers

- 1 cushion, square, circles
- 2 mat, rectangle, diamonds
- 3 clock, triangle, circle
- 4 armchair, circle
- 5 mirror, oval

C

- Ask students to read the instructions and check that they understand what they have to do. Tell them that there may be more than one possible answer for some or all of the objects.
- Students work in pairs to discuss where you can find the objects in B and then check answers as a class.

Answers

Accept any logical answers, such as

- 1 (cushion) living room, bedroom
- 2 (mat) bathroom, bedroom, hall, kitchen, living room, dining room
- 3 (clock) kitchen, living room, bedroom
- 4 (armchair) living room, bedroom
- 5 (mirror) bedroom, bathroom, dining room

D

- Ask students to read the instructions and check that they understand what they have to do. Explain that there may be more than one possible answer for some or all of the objects.
- Read out the items in the table and make sure students remember what they are by telling you in L1.
- Students work in pairs to talk about the shapes of the objects in the table and complete the table.
- Choose individual students from each pair to give their answers. Correct if necessary.

Answers

Accept any logical answers.

- pillow:** rectangle, square
bedside table: rectangle, square, circle, oval (the top)
washing machine: rectangle, square, circle (the door)
blanket: rectangle, square
fan: circle
window: circle, triangle, rectangle, square, diamond, oval

PROJECT

- Ask students to read the instructions and check that they understand what they have to do. Tell them they can take photos or draw pictures of things with different shapes in their homes. Tell them to try and find one example of every shape from the lesson.
- Tell them to decorate their work as it will be displayed on the classroom walls.
- Assign the project for homework.

Culture (SB page 61)

Traditional homes

• Draw students' attention to the topic of the Culture lesson. Explain what traditional means (*based on very old customs*). Ask them to look at the pictures and tell you if they recognise any of the homes. If they do, ask them to tell you the names of the homes in L1.

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to match the texts 1-3 with the photos a-c.
- Draw their attention to the illustration of the snow, wool, sticks, wood and animal skin. Tell students these words are in the texts and that the illustrations will help them to understand their meaning.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary. Explain anything they don't understand.
- Tell students that there will be other words they don't know in the texts, but not to worry about them as they won't prevent comprehension.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1b 2c 3a

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to read the texts again and complete the table with information about each traditional home.
- Ask students to read the questions in the table and explain anything they don't understand.
- Students work individually to complete the task. Tell them to underline the parts of the texts that have the answers. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

	What shape is it?	What do they use to make it?	Is it warm / cool / dry?	Can you move it?
igloo	oval	snow	warm	no
yurt	circle	wood, wool	warm	yes
teepee	triangle	sticks, animal skins	warm, cool, dry	yes

C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students for their answers. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

NOW TAKE IT HOME! 🏠

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to tell their family about one of the traditional homes and where it can be found. Remind them to talk about the shape, what people use to make it, if it is warm, cool or dry, and if it can be moved.

The Amazing Kids (SB pages 62-63)

Episode 3: Dr Dark's house

- Regardless of whether you are using the IWB or the Class Audio, follow these instructions.

- Ask students to look at pages 62 and 63 of their Student's Book and to work in pairs. Tell them to look at each picture and say where the students are (1 - in the street; 2 - in the street/outside Dr Dark's house; 3 - outside Dr Dark's house; 4 - in the hall; 5 - in the bedroom; 6-8 - in the kitchen).
- Ask students to suggest what might be happening.
- Make sure each student has a photocopy of *The Amazing Kids Episode 3 Worksheet* that can be found on page 150.

What do you remember?

- Ask students to work in pairs to do the task to encourage discussion. Tell them the questions are about Episode 2 in Unit 2. Explain anything they don't understand. Check answers as a class.

Answers

- 1 He is the new science teacher.
- 2 They don't have their superpowers.
- 3 He takes photos.
- 4 He's inside a/Dr Dark's black van.

Before the episode

- Ask students to read the instructions and check that they understand what they have to do. Ask students to read the sentences and explain anything they don't understand.
- Ask students to work in pairs to do the task to encourage discussion. Tell them to look very carefully at the pictures in their books to find the answers. Students then check their answers in pairs before checking as a class.

Answers

- 1 no (He's behind the tree.)
- 2 no (She sees an armchair.)
- 3 no (He's in the bedroom.)
- 4 yes
- 5 yes

- Play the whole episode without interruption before students do any more tasks on the worksheet. Ask students to watch or listen to the episode carefully.

During the episode

- Ask students to look at the task so they can work out what information they need to find when they watch or listen to the episode for the second time.
- Play the whole episode without interruption again and ask students to watch it or follow it in their books.
- Give students a few minutes to complete the task and ask them to check their answers with a partner. If necessary, play the episode again and ask students to complete any unanswered items, before checking answers as a class.

Answers

- | | |
|------------|---------------|
| 1 Black | 4 superpowers |
| 2 bedroom | 5 Cat |
| 3 upstairs | |

After the episode

- Assign the roles of Rocky, Dash, Feather, Cat and Dr Dark to different students and ask them to read the story out loud. Time permitting, repeat until all students have had a turn.
- Explain any vocabulary students don't know and correct their pronunciation where necessary.
- Ask students to discuss the questions in pairs, before discussing as a class. Students may need to use L1.

Answers

Students' own answers

نم تحميل هذا الملف من موقع ومننديات صقر الجنوب التعليمية

للمزيد من المواضيع التعليمية

الشاملة لجميع المناهج في الوطن العربي



هذا العمل منقول :. جميع وتنسيق منتديات صقر الجنوب التعليمية