

Unit 1 Overview

Unit objectives: learn about pets; talk about holiday destinations

Vocabulary: *balcony, ferret, machine, world, street, building, leave, holiday, feed, have a party, send an email/a postcard, water*

Grammar: *Which ...? Why ...? Because ...*

Reading: letters about pets

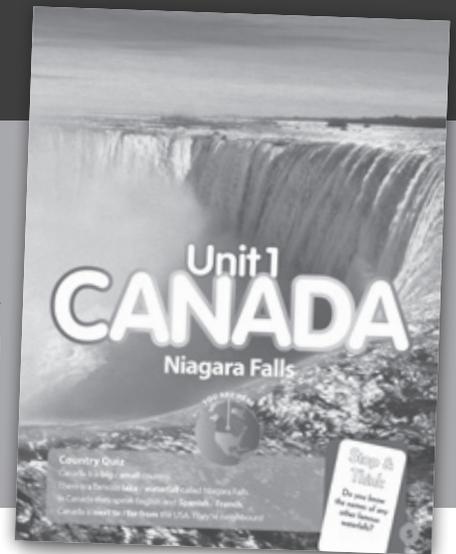
Writing: a descriptive letter about a pet

Cross-curricular focus: Geography – Geographical features

Country focus: Canada

Overview materials: map/globe of the world; realia and pictures of Canada

Short lesson option: b & c



Culture Connection

- The picture shows the Horseshoe Falls (Niagara Falls on the Canadian side). The falls are 53 metres high and produce a lot of mist.
- Canada is the second largest country in the world by size. The official languages are English and French.
- Vancouver is a beautiful city in the west of Canada. It is on the coast but near mountains.

a Warmer

Ask the children to look at p.4 of their book to meet the characters for this level (Lou and Mia). Read out the speech bubbles and ask the children if they like discovering and learning new things. Ask *Do you like exploring? Have you travelled to another country? What country/ies do you want to visit?* Write their suggestions on the board. Then have the children look through their book at the opening page of each unit. Tell them these are the countries they will 'visit' during their English lessons using *Macmillan Next Move 5*.

Have the children look at the You Are Here map on the unit opener picture. Ask *What country is this? (Canada)*. Use the realia or pictures and find out what the children already know about Canada.

b Picture activity

Ask the children what they can see (*Niagara Falls*). Ask *Has anyone been to Niagara Falls?* Have them describe what they can see in the picture.

c Visual literacy

This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Have the children imagine

they are at Niagara Falls. Ask *What can you hear? Is the sound of the water loud or soft? Is the water moving quickly or slowly? Can you see any other people? What is it like at the bottom of the Falls?*

d Country Quiz

Ask the children to read the sentences and circle the correct words. Check answers orally.

Answers: big; waterfall; French; next to

e Stop & Think

Choose a child to read the Stop & Think question. In pairs, the children name other waterfalls, e.g. Iguazú Falls (border of Brazil/Argentina), Victoria Falls (Zimbabwe/Zambia, and Angel Falls (Venezuela).

f Wrap up

Ask the children to think of/or look up a city in Canada. Then have them line up in alphabetical order. To do this they will have to mingle and ask questions, e.g. *What's your city? Vancouver.*

Picture activities for Unit 1

Lesson 2, after Activity 2

In pairs, the children write some *Which* questions about Canada, e.g. *Which waterfall is in Canada?* Then have them ask and answer the questions with another pair.

Lesson 3, after Activity 2

Have the children make a list of animals that live in or near water, e.g. *fish, dolphins, seals, crocodiles*. Write a new list on the board with all the animals.

Lesson 6, after Activity 1

In pairs, the children ask and answer questions with *why* and *because* about the picture, e.g. *Why do you like Canada? Because it's cold!*

Learning objective: ask for and give personal information

New vocabulary: *balcony, ferret, machine, world, street, building, leave*

Warmer

Go round the class indicating particular children. Each time the child stands up and says, *Hi, my name's* (name) and adds one fact about himself/herself, e.g. *I have three sisters.*

1 **CD 1, Track 2** Ask the children to describe the picture. Play the CD for the children to listen and read. Ask *What pet does Mia have?* and encourage the children to find the answer in the letter (*ferret*). Play the CD again with pauses for the children to repeat sentences. Elicit the answer to the question *Where is Lou going?* (*Canada*).

2 Have the children call out the highlighted words from Lou's email. Ask the children to read the example and find *leave* in Lou's email. In pairs, the children read the other definitions and match them with one of the highlighted words in the email. Remind children that a noun is a 'thing' word not an 'action' word. Invite a child to write a word on the board and another child to read its definition.

Answers: leave, street, balcony, machine, world, building, ferret

Competency development: Learn

In this activity, the children develop **autonomous learning** as they figure out the meaning of new words. To develop the competency, encourage the children to **reflect on how** they find the meaning of words they don't know. Encourage them to use a variety of resources, such as dictionaries/dictionary apps as this will promote independent learning.

Activity extender

Write words from the email on the board and practise their pronunciation chorally and individually. For example, the children can practise saying *building, apartment, machine, garage, neighbour* and *countries*.

Unit 1 Lesson 1 Vocabulary

1 Listen and read. Where is Lou going?

2 Find and write.

3 Ask a friend.

- Can you give three examples of buildings?
- Who's your neighbour?
- Do you have a balcony or a garden?
- What's the biggest animal in the world?
- Is a dog bigger than a ferret?
- What's the name of your street?
- What time do you leave home in the morning?

Blended Teaching Tip

Use the Interactive Pupil's Book page to do open class feedback for Activity 2. Invite children to the board to write their answers using the pen or text tool. Ask the class for feedback and check answers using the answer reveal.

3 Ask children to read a question aloud. Read the first one again and elicit answers from the children. In pairs, the children ask and answer the questions. Remind them to use the new words.

Answers: Children's own answers.

Competency development: Collaborate and Communicate

In this activity, the children talk to a friend to **practise effective communication**, as they ask general knowledge questions to find out about each other. To develop the competency, have them **prompt each other** to use the new words where appropriate.

Wrap up

Ask the children to imagine they are Lou and they have a flying machine. Where would they go and who would they take with them?

Learning objective: ask questions to get specific information

New grammar: *Which ...?*

Vocabulary review: *building, ferret, machine, world*

Warmer

Ask the children to look out of the window and tell you what they can see. (If there is nothing to see, ask them to use their imagination!) Write a list on the board, e.g. *trees, cars*.



1 CD 1, Track 3 Ask the children to describe the picture. Play the CD for the children to listen and read. Ask *Do Lou and Mia talk about any animals?* Encourage children to answer *Yes*. Ask *Which animals?* (*eagles, beavers, bears*). Have the children underline *which* in the story and count how many times it is used (*four times*).



Discover Grammar

a) Point out the grammar box as a useful summary of the structure. Ask the children to look at Activity 1 again and underline a question with *which*. Then have them circle the answer to the question. Ask them to work in pairs to share the question and answer they underlined and circled. Choose a child to write their example on the board.

b) Ask the children *When do we use which?* Have them check the correct answer.

Answers: **a)** any questions beginning with *Which*, answers to these questions **b)** To ask for one or more from a group of things



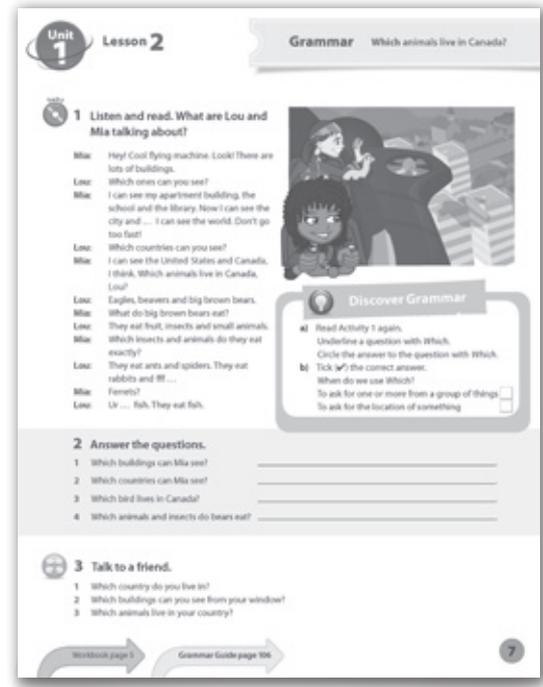
Competency development:

Think

In this activity, the children reflect on the language and **notice rules and patterns**. To develop the competency, encourage the children to find their own examples of the language and **reach their own conclusion**. Then discuss their conclusions.

Activity extender

Explain that *which* is a *Wh-* question word. Elicit other *Wh-* questions, e.g. *who, what, where, why, when*. Then, ask them to think of *which* questions about things in the classroom.



2

Have the children read the questions and write their answers. Tell them they can refer back to the dialogue in Activity 1 to find the answers. Ask them to write full sentences.

Answers: **1** She can see her apartment building, the school and the library. **2** She can see the United States and Canada. **3** Eagles live in Canada. **4** They eat ants, spiders, rabbits and fish.



You can now go back to the unit opener (*Teacher's Book Pack p.21, Pupil's Book p.5*) and do the additional picture activity for this lesson.

3

In pairs, the children ask and answer the questions. Invite pairs to demonstrate for the class.

Answers: Children's own answers.



Competency development:

Collaborate and Communicate

In this activity, the children **work with a friend** as they ask and answer questions on what they have learnt. To develop the competency, have them create more questions of their own.

Wrap up

Ask the children to close their eyes and imagine they are in a flying machine above their town or city. Choose children to tell you what they can 'see'.

Learning objective: read about pets and develop reading skills: skimming, reading for specific information

Vocabulary review: *balcony, building, ferret*

Grammar review: *Which ...?*

Warmer

Go round the class asking different children to tell you an animal. (It can be a pet, a wild animal, a bird, a fish, etc.) Write their ideas on the board. Have a quick class vote to see which are the most popular animals.

- 1** **CD 1, Track 4** Ask the children to look at the text and tell you where they might see this kind of information (*teen magazine, lifestyle section of a newspaper, Internet site for children interested in animals*). Read the questions and then play the audio as the children read along. Have them match the problem to the answer.

Answers: a) second letter b) first letter

- 2** Ask the children to reread the second letter in Activity 1 silently then to check the correct information for the ferrets. Check answers orally.

Answers: funny, beautiful, clean, flat, cat food, water

Competency development: Think

In this activity, the children **process and interpret** information. This competency is developed through the use of **word webs**. Word webs are a great way to activate the brain. They give us a clear visual way of conceptualising words. They help children remember words in relation to other words and images.

← You can now go back to the unit opener (*Teacher's Book Pack p.21, Pupil's Book p.5*) and do the additional picture activity for this lesson.

- 3** Have the children write down a good pet for them. Ask them to explain to their partner which animal they chose and why they chose it. Tell them to consider everything they have learnt about habitat, qualities, food and drink. They have to convince their partner they have made a well-informed choice.

Unit 1 Lesson 3 Reading
Skimming - Reading for specific information

1 Listen and read. Then match the problem to the answer in the magazine.

Funmag
Pet Pal solves your pet problems

You ask
Hi Dear Pet Pal,
I am thinking about getting a ferret for a pet. I live in a flat. What are they like?

Pet Pal answers
When you're choosing a pet, it's important to think about your home. Do you live in a house with a big garden? Do you live in an apartment building with a small balcony and lots of neighbours? Dogs like big gardens. Cats and rabbits like gardens, but they're OK in flats, too. Fish and hamsters are small and quiet. They're great in flats. Which is a good pet for your home? A hamster or a fish? A rabbit, a cat or a big friendly dog?

Hi Dear Pet Pal,
I really want a pet. What pet should I get?

I have a pet ferret. Ferrets are funny, beautiful and very friendly. They aren't dangerous, dirty or noisy. But it is important for small children to be careful with ferrets. They're smaller than dogs and they're happy to live in flats. I think they're more interesting than cats. I play with my ferret in the flat and on the balcony. I even play with it in the park! Ferrets can eat food and they drink water. They don't like fish or milk. I live in a pet house and my neighbours love her, too!

2 Tick (✓) the information about ferrets.

3 Answer.
What is a good pet for you?

Workbook page 1



Competency development: Me

In this activity, the children **interpret information** and think about the consequences of a choice for their own lifestyle. To develop the competency, encourage the children to **reflect on** what to consider when choosing a pet. Discuss how, if they want to be happy with their pet, they must consider their own house, personality and lifestyle. Emphasise the importance of considering all areas carefully before making a big decision like getting a pet.

Lesson extender

Divide the class into small groups. Have them look at the letter again and find as many nouns as possible, e.g. *pet, house*. Make this a fun competition. Write a list on the board; award one point for each correct answer and two points if no one else has the answer.

Wrap up

Ask a child to mime the way cats, rabbits, ferrets and dogs move. The rest of the class has to guess what animal he/she is.

Learning objective: write a descriptive letter about a pet

Vocabulary review: *ferret*

Grammar review: *Which ...?*

Materials: Writing File 1

Warmer

Write *Cats* and *Dogs* as two headings on the board. Go round the class asking children to tell you one difference each between cats and dogs. Write their ideas on the board.

- 1 Tell the children they are going to write a letter to a magazine about their favourite pet. Ask them to decide which pet to write about and write it down. Help with spelling where necessary.
- 2 Direct the children to look at the strategies in the letter. Read each strategy and example aloud. Then ask a volunteer to suggest another example from the first letter in the previous lesson.

Blended Teaching Tip

Display the Interactive Pupil's Book page and have the children do Activity 2. Zoom in on the texts in Lesson 3 and ask a child to come to the front and use the pencil or highlighter tool to highlight the examples as other children volunteer them.

Workbook page 7

Have the children do Workbook p.7 for additional material to support their Pupil's Book writing. Once the Workbook lesson is completed, ask the children to go back to their Pupil's Book for Activities 3 and 4.

Unit 1 Lesson 4 Process Writing
Writing a descriptive letter about a pet

1 Task.
You are going to write a letter to the magazine about your favourite pet.
Which pet are you going to write about? _____

2 Think about content.
Read the strategies and find other examples in the first answer on page 8.

Strategies:
 - Say what you do with your pet
 - Use lots of adjectives
 - Use comparatives
 - Give your feelings
 - Say what they eat and drink

Example text:
 I have a pet ferret. Ferrets are funny, beautiful and very friendly. They aren't dangerous, dirty or noisy. (But it is important for small children to be careful with ferrets.) They're smaller than dogs and they're happy to live in flats. I think they're more interesting than cats. I play with my ferret in the flat and on the balcony. I even play with it in the park! Ferrets eat cat food and they drink water. They don't like fish or milk. I love my pet ferret and my neighbours love her, too.

3 Plan.
 Which adjectives describe your pet? _____
 Which animals are you going to compare it with? _____
 What can you do with your pet? _____
 What food does your pet like? _____
 What do you like about your pet? _____

4 Write.
 Use your notes from Activity 3 to write a letter to the magazine about your favourite pet.
 Use your Writing File worksheet.

Workbook page 7

- 3 Ask the children to work through the planning questions about their chosen pet. If possible, put on some quiet thinking music as they work.
- 4 Distribute Writing File 1 to each child. Tell the children to use the answers they gave in Activity 3 to write a letter. Then, have them exchange their writing with a friend. The friend should check that they understand the letter and give feedback to the writer.



Competency development: Act

In this activity, the children demonstrate their **understanding of our responsibility** towards pets and animals in the community. To develop the competency, discuss caring for pets and the social problem of abandoned animals.

Wrap up

Have the children walk round the classroom and read each other's letters about pets. Mingle with the children and ask them which letter they like the most and why.

Learning objectives: learn new vocabulary; explore the value of being a good neighbour

New vocabulary: holiday, water, feed, have a party, send an email, send a postcard

Warmer

Set the children the challenge of remembering all the new words they learnt in Lesson 1. Award the class two points for each word they remember. If you give them a clue, e.g. the first letter of a word, they win only one point when they guess it.

- 1** **CD 1, Track 5** Ask the children where they might see a note like this (on a fridge as a reminder). Ask the children to look at the note. Ask if they have ever left a note. Play the CD for the children to listen and read. Ask *Who has gone on holiday? (Mum and Dad) Who is at home? (the kids, Grandma and Grandpa) What two jobs do the children have to do? (water the flowers, feed the pets)* Ask the children to think about jobs that need doing in their house when they go away. Ask *Who does those jobs? What happens if those jobs aren't done?*

- 2** Ask a volunteer to read aloud the words in blue from the text in Activity 1. In pairs, the children read the definitions and find the correct word for each one. Check answers orally.

Answers: have a party, feed, water, send an email, send a postcard, holiday

Competency development: Learn

In this activity, the children **put into practice rules and methods** as they work to understand words in context. To develop the competency, give the children **ideas for recording new words** (on index cards, on a page at the back of their notebook or in a small notebook specially for vocabulary). Then discuss reviewing the words (simply looking at the words outside of the classroom is a start). Tell them that becoming a self-directed learner means using their own resources in their own time.

- 3** **CD 1, Track 6** Ask the children to listen to the song and correct the mistakes. Play the CD. Ask the children to follow the words and underline any mistakes. Elicit the mistakes and correct versions. Play the CD again. Encourage the children to sing

Unit 1 Lesson 5 Vocabulary

1 Listen and read. Where might you see a note like this?

Dear kids,
 Mum and Dad are on holiday.
 Water the flowers.
 Feed the pets.
 Be nice to Grandma and Grandpa.
 Don't have a party in our house!
 You can send an email to our
 helper: Beashelper@Bahamas.com
 Love,
 Mum and Dad

2 Find and write.

have a party verb To invite your friends to your house for a special occasion.

_____ verb To give food to the animals.

_____ verb To give the flowers a drink.

_____ verb To write to a friend on the computer.

_____ verb To write and mail a card to a friend in another country.

_____ noun Where there is no work or school.

3 Listen to the song. Correct the mistakes.

Be a Good Neighbour and Be a Good Friend

When you see your neighbours,
 Smile and say "hello."
 Always say "good morning,"
 And "hello" when you go.
 Send them a postcard,
 When you go away.
 Be mean to your neighbours,
 Today and every day,
 Be a good neighbour
 And be a good friend!

When you go to school,
 Ask your neighbours, too.
 You can sing and dance,
 They can clean up with you.
 Go and feed their pets,
 When they go away.
 Talk to their flowers,
 Every sunny day,
 Be a good neighbour
 And be a good friend!

along and do appropriate actions.

Answers: Line 4, And *goodbye* when you go; Line 7, Be *nice* to your neighbours; Line 11, When you *have a party*; Line 14, They can *sing* with you; Line 17, *Water* their flowers

Lesson extender

Ask the children to think about the value in the song (be a good neighbour). Ask if it is nice to have neighbours and why. Ask children if they talk to their neighbours. Ask what neighbours can do to help us and what we can do to help them.

Blended Teaching Tip

Display the Interactive Pupil's Book page and zoom in on Activity 3. Play the song, pausing after each verse, and ask the children to help you correct the mistakes. Use the pencil or text tool to make the corrections, then check the answers using the answer reveal.

Wrap up

Sing the song as a class, with the correct words. Don't use the CD; just have the children clap along.

Learning objective: ask about and give reasons

New grammar: *Why ...? Because ...*

Vocabulary review: *send an email/send a postcard*

Materials: postcards (optional)

Warmer

Hand out any postcards you brought for the children to look at. Ask *Do you send postcards? Where from?* Ask the children if they send or receive emails often. Which one (postcard or email) do they like better? Why?

1

CD 1, Track 7 Ask children to describe the picture. Play the CD for the children to listen and read. Ask *What are Lou and Mia talking about? (postcards)* Ask children to close their book, then play the CD again. This time, pause after every question and have the children answer. Ask the children to identify the word Lou and Mia use when they answer (*Because*).



Discover Grammar

Ask the children to underline a question with *Why* and circle an answer with *Because*. Ask *Which word do we use to ask the reason for something?* Have them circle *why* in their book. Ask the children to complete the chart. Point out the grammar box as a useful summary of the grammar. Check answers as a class.

Answers: a) Any question with *Why* and any answer with *Because* b) *Why* c) *Why, Because*



Competency development:

Think

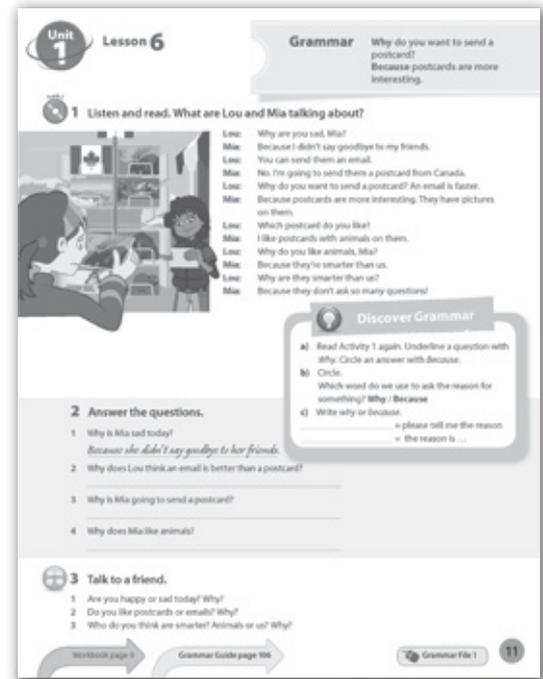
In this activity, the children develop **critical thinking** by analysing language use. To develop the competency, have the children explain their answers.

Activity extender

Say a reason from the dialogue and have the children say the question. Then have the children do this in pairs.



You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.



2

Ask the children to answer the questions. Tell them to refer back to Activity 1. Ask volunteers to write the answers on the board.

Answers: 1 Because she didn't say goodbye to her friends. 2 Because emails are faster. 3 Because postcards are more interesting. 4 Because they're smarter than us.

3

In pairs, the children ask and answer the questions. Go around checking their pronunciation and intonation. Encourage the pairs to think of more *Why ...?* questions to ask each other.

Answers: Children's own answers.



Competency development:

Collaborate and Communicate

In this activity, the children **share information** with a friend orally. To develop the competency, have the children report back to the group about what their partner said.

Lesson extender

In pairs, the children act out the dialogue. Encourage them to refer to the book and try to remember the questions. Have them swap roles and repeat the dialogue.

Wrap up

Write some jumbled *Why ...?* questions on the board, e.g. *happy/you/Why/today/are?* Ask children to unscramble the words and call out the question (*Why are you happy today?*), then to answer it using *because*.

Learning objectives: read about Vancouver; make a map of their own country's geographical features

Vocabulary review: *building, postcard*

Materials: map of children's own country

Warmer

Ask the children to think of activities they can do when they go on holiday. Invite children to write their ideas on the board.

- 1** Ask *Where is Vancouver? (next to the ocean/in Canada/in North America) What can you do in the city? (go shopping or visit the buildings/museums)*. Have the children skim the text and find the answers. In pairs, the children complete the table with information from the text. Check the answers on the board.

Answers: **town or city:** Vancouver; **geography:** ocean, beaches, island, mountains; **sports and activities:** skiing, walking, horse riding, diving, swimming, shopping, visit the buildings; **interesting buildings:** museums, Aquarium, Science World

Think Twice

- 1 Ask the children to circle the correct answer. Then, ask them what other sources besides the written text they could use to reach the same conclusion (visual clues and own prior knowledge).
- 2 Ask the question. You can make this activity into a game by having the children write their answers on a piece of paper. Collect the papers. Read one out and have the children guess who wrote it. Have a volunteer read out the next one, and so on.

Answers: 1 True 2 Children's own answers.

Stop and reflect

Reflect back on the unit to review what the children have learnt about Canada. Pause for ten seconds to give them time to think. Ask questions, e.g. *Is Canada a small country? What is the famous waterfall in Canada called? What languages do people speak in Canada? Can you think of any things that are the same about Canada and your country?*

Unit 1 Lesson 7

Let's visit ... CANADA

1 Read and complete.

Canada Kids' guide to Vancouver Why come to Vancouver?

Vancouver is a big city next to the ocean in North America. There are some beautiful beaches and there's an island, too. The great Rocky Mountains are behind the city.

There are lots of things to do. You can go skiing, walking or horse riding in the mountains. You can go fishing and swimming in the ocean or you can go shopping or visit the buildings in the city.

There are lots of interesting buildings and museums in the city. See fish, whales, frogs and turtles at the Aquarium and learn about dinosaurs at Science World.

Don't forget to send a postcard home!

town or city	geography	sports and activities	interesting buildings
Vancouver	ocean	skiing	museums

Think Twice

- 1 Read and circle. You can play lots of sports in Vancouver? True / False
- 2 What do you want to do in Vancouver?

TRAVEL TESTER

Which animals live in the ocean around Vancouver?

Lesson extender

Cross-curricular focus: Geography

Ask the children which are the most important geographical features in their country, e.g. lake, mountain, and have them find these on a map. Distribute drawing paper and have each child choose and draw one. Ask them to show their drawing to the class and say what it is. Display children's work around the classroom.



Travel Tester

Ask the children the question. Give them three options and ask them to stand up when you mention the option they chose: *dolphins, whales, sharks*.

Answer: Whales



Competency development:

Act

In this activity, the children develop their **consciousness of belonging to the world** and the importance of **respecting** nature and its diversity. To develop the competency, discuss whales and their migratory patterns (from the Arctic to Baja California past Vancouver Island and west coast USA).

Wrap up

As a class, talk about what different activities there are to do in different parts of their country.

Ask the children to bring in maps, posters and books about their town or city for the next lesson.

Learning objective: create and present a Kids' Guide to a town or city in their country

Vocabulary review: *building*

Materials: maps/posters/books/Internet information/pictures of things to do in the children's town/city

Warmer

Ask different children to tell you one good thing and one bad thing about where they live, e.g. *I like (town/city) because there are beautiful islands.*

Blended Teaching Tip

Do the project as a class before giving the children time to do it in small groups. Display the Interactive Pupil's Book page and zoom in on the three tables. Ask three children to come to the board and check the relevant boxes in each table using the pencil tool. Ask children for any extra information they can provide, such as place names or what you can see/do there.

- Put the children into groups of three. Read the planning requirements and give the children time to complete their plan. Have them look at the three coloured boxes on the page and tick the relevant information for their town/city. Help them think of other information that's relevant.



Competency development: Collaborate and Communicate

In this activity, the children work as **part of a team** to do a project. They use their creative skills, as well as planning, speaking, writing and drawing. They practise and use language and vocabulary seen in the unit. To develop the competency, encourage **equal participation**: give the children five tokens each and tell them to put a token in the middle each time they make a contribution to the group. They will be physically reminded to maintain equal participation.

- Ask the children to think about the features of their town or city. Read the framework and resolve any doubts. Ask the children to use the model to create a Kids' Guide to their town based on their notes from Activity 1 and referring to the model in Lesson 7 as necessary. Make the information/pictures you/the children brought in available.
- Have the children give a presentation using their Kids' Guide. Encourage them to use visuals to make their presentation more interesting. Encourage the class to respond positively.

Lesson extender

Have the children use the Internet to find out opening times for a place they found interesting in one of the presentations.

Wrap up

Play the 'Telephone game' around the class. The child who starts has to think of a sentence using words from Activity 1. They whisper it to the next child, and so on, with the sentence being passed to six children in total. The last child says the sentence as they heard it. Then ask the first child to repeat what they said to compare. Repeat, each time using six different children.

Learning objective: review grammar and vocabulary from Unit 1

Vocabulary review: *buildings*

Grammar review: *Which ...? Why ...? Because ...*

Warmer

Write the new words introduced in the unit on the board (*balcony, ferret, machine, world, street, leave, holiday, feed, have a party, send an email/a postcard, water*). In pairs, the children choose three of the words and write a single sentence featuring them. Ask pairs to read their sentence to the class.

- 1** Ask the children to read the text and circle *True* or *False*. Tell them these questions are like the ones in the test so it's good practice of the test format. Give them a time limit. Check answers orally. Have the children write their score in the box.

Answers: 1 False 2 False 3 False 4 True 5 False

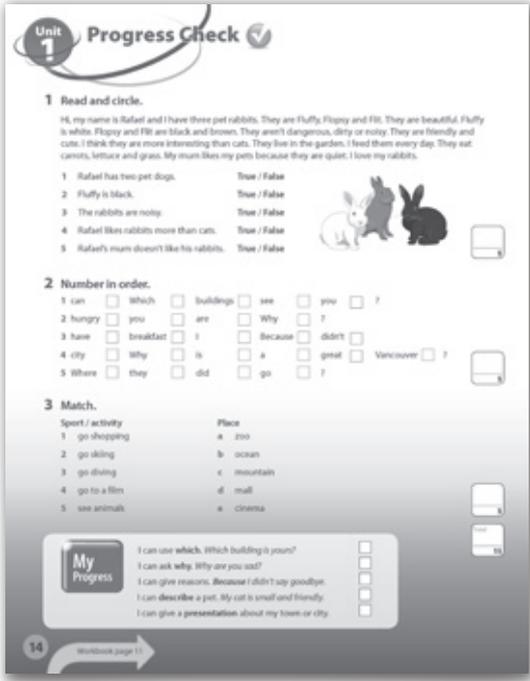
- 2** Give the children a time limit to look at the words and number them in order to make a sentence. Ask the children to check their own work as you elicit the answers. Have them write their score in the box.

Answers:

- 1 Which buildings can you see? (3, 1, 2, 5, 4)
2 Why are you hungry? (4, 3, 2, 1)
3 Because I didn't have breakfast. (4, 5, 2, 1, 3)
4 Why is Vancouver a great city? (6, 1, 2, 4, 5, 3)
5 Where did they go? (1, 3, 2, 4)

- 3** Read the words aloud and give the children a time limit to match the activity to the place. Ask the children to check their own work as you elicit the answers. Have them write their score in the box. Then have them write in their total score.

Answers: 1 d 2 c 3 b 4 e 5 a



1 Read and circle.

Hi, my name is Rafal and I have three pet rabbits. They are fluffy, floppy and fat. They are beautiful. Fluffy is white. Floppy and Fat are black and brown. They aren't dangerous, dirty or noisy. They are friendly and cute. I think they are more interesting than cats. They live in the garden. I feed them every day. They eat carrots, lettuce and grass. My mum likes my pets because they are quiet. I love my rabbits.

1 Rafal has two pet dogs. True / False
2 Fluffy is black. True / False
3 The rabbits are noisy. True / False
4 Rafal likes rabbits more than cats. True / False
5 Rafal's mum doesn't like his rabbits. True / False

2 Number in order.

1 can which buildings are you ?
2 hungry you are why ?
3 have breakfast I because didn't
4 city why is a great Vancouver ?
5 where they did go ?

3 Match.

Sport / activity	Place
1 go shopping	a zoo
2 go skiing	b ocean
3 go diving	c mountain
4 go to a film	d mall
5 see animals	e cinema

My Progress

I can use **which**. Which building is yours?
I can ask **why**. Why are you sad?
I can give reasons. Because I didn't say goodbye.
I can describe a pet. My cat is small and friendly.
I can give a presentation about my town or city.

Blended Teaching Tip

Have the children do the Progress Check activities in their book. Check answers as a class on the Interactive Pupil's Book page. Invite children to come up to the board to write their answers using the pen or text tool, then use the answer reveal to check answers one by one.

My Progress

Congratulate the children on completing Unit 1. Have them look through Unit 1 to check what they found easy and what they found difficult in the unit. Ask the children to work in groups of three to read and discuss the *I can* statements and do each task. Then have them work individually to tick the boxes.

Wrap up

In pairs, the children ask each other if they are tired/hungry/happy/sad today. Have them ask why and explain their answers using *because*.