

Lesson 1

Vocabulary

Pupil's Book pages 22–23

2 At home together

Aunt Daisy's here!
Come on, finish your chores.

22 Unit 2 Identify and use new words: chores and free time
WB: page 18

Lesson 1 Vocabulary

- 1.14 Listen, point and say.
- 1.15 Listen and play the game. Say the word *before* or *after*.

make the bed	read a comic	wash up	watch a film	tidy up
play chess	dust	clean	sweep the floor	play computer games
- Write the new words in your notebook.

Chores	Free time activities
make the bed	read a comic
- Look at the picture. Ask and answer.

What's Dad doing? He's dusting.
- 1.16 Sing the song. **Be a star!**

Charlie's song

I love being with my family.
It's so fun being all together.
I love being with my family,
With my sisters and my brother.

My sister makes the beds.
My brother sweeps the floor.
My mum washes up.
My dad dusts the doors.

Chorus

And what about me?
What do I do?
I tidy up my toys
And my comics, too.

Chorus

How many chores are there in the song?

Unit 2 Sing a song
WB: page 18

Learning objectives: Identify and use new words: chores and free time; Sing a song

Vocabulary: clean, dust, make the bed, play chess, play computer games, read a comic, sweep the floor, tidy up, wash up, watch a film

Resources: (PK) - Unit 2, Lesson 1, Flashcards; (TRC) - Downloadable flashcards, Vocabulary 1 worksheet; (PPK) - Vocabulary activities, review Unit 2 song, Flashcards; (PRC) - Review audio tracks 1.14–1.16

Materials: Class Audio CD1

Warm-up: Mime game

- Write *sing, play football, eat, read, write, sleep, study* on the board.
- Mime eating. Say *Look! I'm ...* and wait for the children to guess (*eating*).
- Have each child do a mime for the class to guess.

1 1.14 Listen, point and say.

- The children look at page 22. Ask *Where are the children?* (*Flo and Ella are in their bedrooms, Charlie is in the living room, Luke is in the kitchen.*) *Who is at the door?* (*Aunt Daisy*) *Are Mum and Dad there?* (*yes*)
- The children look at page 23. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 1.15 Listen and play the game. Say the word *before* or *after*.

- Play the first example on the audio and show the children that it follows the order on the page.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio. Remind the children to use *before* and *after*.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: make the bed

Child: Before read a comic!

Teacher: watch a film

Child: Before tidy up, after wash up!

Teacher: Now you. 1 play chess 2 sweep the floor
3 play computer games 4 read a comic
5 dust

Answers: 1 Before dust, after tidy up. 2 Before play computer games, after clean. 3 After sweep the floor. 4 Before wash up, after make the bed. 5 Before clean, after play chess.

Teaching star!

Game

- Include child-led activities with flashcards to help focus children's attention.
- Ask ten children to stand in a line. Hand each child a flashcard. Play the game from Activity 2. Call out a chore / free time activity (e.g. *read a comic*). The child with the flashcard holds it up. The child in front says *before* (*wash up*). The child behind says *after* (*make the bed*).

3 Write the new words in your notebook.

- Have the children look at the family on page 22.
- Explain that *chores* are *jobs at home* and *free time* is for *fun*.
- Have the children copy the table into their notebooks and complete it alone.
- Copy the table onto the board. Have the children raise their hands and suggest answers.

Answers: Chores: make the bed, wash up, tidy up, dust, clean, sweep the floor

Free time activities: read a comic, watch a film, play chess, play computer games

4 Look at the picture. Ask and answer.

- Have the children look at what each character is doing in the picture on page 22.
- Ask *What's Dad doing?* and say *He's dusting*. Have the children repeat.
- Ask questions for all the characters and have the class answer. (*Flo: She's making the bed, Ella: She's cleaning, Luke: He's sweeping the floor, Charlie: He's tidying up, Mum: She's washing up*.)
- The children do the activity in pairs. Have some pairs of children ask questions across the class.

5 Sing the song. Be a star!

- Ask the children to close their books. Play the audio. Ask *How many chores are there?*

- Play the audio again and stop after each line for the children to repeat (singing).
- Demonstrate a mime for *sweeps the floor* and a mime for *dusts the doors*.
- Play the audio again. The children sing and mime.

Answer: Five chores (make the bed, sweep the floor, wash up, dust, tidy up)

Cooler: Mime game

- Repeat the warm-up, but this time have the children mime chores or free time activities.

Workbook page 18

2 At home together

Lesson 1 Vocabulary

1 What are they doing? Write sentences with the words from the box.

clean dust watch TV sweep the floor tidy up wash up



1 Ella is dusting.



2 _____



3 _____



4 _____



5 _____



6 _____

2 Match to name chores and free time activities.

1 make	a a comic
2 play	b TV
3 read	c chess
4 watch	d the bed

3 What chores and free time activities do you do?

Chores	Free time activities

18 Unit 2

1 What are they doing? Write sentences with the words from the box.

Answers: 1 Ella is dusting. 2 Charlie is tidying up. 3 Dad is washing up. 4 Luke is cleaning shoes. 5 Flo is sweeping the floor. 6 Mum is watching TV.

2 Match to name chores and free time activities.

Answers: 1 d 2 c 3 a 4 b

3 What chores and free time activities do you do?

Answers: Children's own answers.

Lesson 2 Reading

- Read the sentences. **Circle** the correct answer.
A blog ...
1 is in a book. 2 is on a website. 3 is on the television.
- Look at the photos and the titles. Answer the questions.
1 Who is the blog about? _____
2 What do they write about? _____
- Scan the text. **Underline** the chores and **circle** the free time activities.
- 1.17 Read the text. How is your family similar to this family?

24 Unit 2 Read a blog
WB, page 19

HOME POSTS PHOTOS CONTACT US

Our new home 26th February

This is our new home. We live in a flat on the top floor of a tall building. There are stairs, but we usually go up and down in the lift. There's a garage in the basement and a garden on the roof. Because we live on the top floor, it's very quiet!

Where do you live?

Our favourite day 20th March

We always eat breakfast on Saturday mornings. We usually have orange juice, toast and cereal. Then Dad sweeps the floor, I wash up and the children tidy up their bedrooms.

We hardly ever have lunch at home on Saturdays. We eat in a restaurant or at the park. On Saturday afternoons, Mateo plays football and Gabriela plays tennis. Then, in the evening, we usually watch a film together or play computer games.

We're a happy family!

What do you do on Saturdays? Which chores do you do?

basement cereal lift roof toast top floor

Learning to learn

How do you learn to spell new words? Try this routine.

- Look.
- Say.
- Cover and write.
- Check.

Now practise spelling the new words in the vocabulary box.

Are they easy or difficult to spell?

Unit 2 Identify new words: buildings and breakfast
WB, page 19

25

Learning objectives: Read a blog; Identify new words: buildings and breakfast

Vocabulary: basement, cereal, lift, roof, toast, top floor

Additional vocabulary: flat, garage, stairs

Resources: (PK) - Unit 2, Lesson 2;

(TRC) - Downloadable flashcards; (PPK) - Flashcards;

(PRC) - Review audio tracks 1.16–1.17

Materials: Class Audio CD1; (optional) a piece of plain paper for each child

Warm-up: Sing the song

- Play the song from Lesson 1 (CD1, track 1.16) and have children sing and do mimes to the chores.
- Have the children name free time activities they remember from Lesson 1.

Vocabulary

- Teach *basement*, *lift*, *roof* and *top floor* with a labelled drawing of a tall building on the board. Point to each part of the building, say the word(s) and have the children repeat.
- Teach *toast* and *cereal*. Ask the children in L1 what they like for breakfast. Tell them that you like toast and cereal, write *toast* and *cereal* on the board. Draw pictures of toast and cereal next to the words.
- Say all the new words and have the children repeat. Leave the drawings and words on the board.

Teaching star! ★

Extension

- Drawings on the board are useful for teaching vocabulary. The drawings don't have to be good, in fact if they are not that good the children will probably like them more and remember the new words better!
- Hand each of the children a piece of paper. Each child draws a tall building. Divide the class into pairs. Each pair swaps papers and labels each other's drawings with the words on the board.

1 Read the sentences. Circle the correct answer.

- Refer the children to pages 24–25. Ask *What's a blog?* and discuss as a class.
- Have the children answer the question individually.
- Ask the children to suggest answers.

Answer: 2 – is on a website.

2 Look at the photos and the titles. Answer the questions.

- Ask the children *How many photos / titles are there?* and elicit *three*.
- Have the children look at the photos and titles and answer the questions individually.
- The children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 The García family 2 Their family, their new home and their favourite day

3 Scan the text. Underline the chores and circle the free time activities.

- Remind the children that *scan* means to read quickly. Demonstrate *underline* and *circle*.
- Give the children a minute to do the activity.
- Choose one child at a time to call out a chore or a free time activity in the text.

Answers: Chores: sweep the floor, wash up, tidy up **Free time activities:** doing sport, play football, play tennis, watch a film, play computer games

4 1.17 **Read the text. How is your family similar to this family?**

- Play the audio and have the children listen and follow in their books.
- Allow the children time to re-read the text quietly.
- Discuss how the children's families are similar to this family, using the questions in the blog.

Learning to learn

- Ask the children for their answers to the first question.
- Point out that they can give as many answers as they like.
- Then have the children try out the four steps by spelling the new words in their notebooks. They look at the word, say it, cover it and then try to write it. Then they check if they are correct.
- Discuss which words were easy and which ones were difficult to spell.

Cooler: Can you remember?

- Ask the children to close their books. Give them one minute to look at the words and drawings on the board.
- Erase the words. Have volunteers write the words on the board again. Encourage the other children to call out the spelling.

Workbook page 19

Lesson 2 Reading

1 Label the arrows. Circle the missing part.

2 Draw your house. Label the parts.

Learning to learn

3 Look at the list of new words from this lesson. How will you remember them? Tick (✓) your answers. You can tick more than one column.

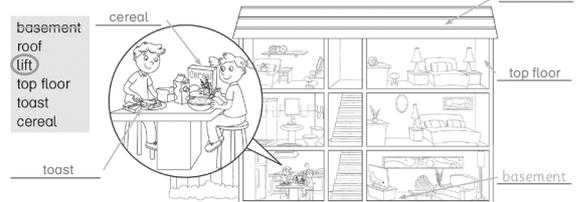
	Look	Say	Write	Draw
basement				
roof				
lift				
top floor				
toast				
cereal				

Unit 2 19

1 Label the arrows. Circle the missing part.

Answers:

1 Label the arrows. Circle the missing part.



2 Draw your house. Label the parts.

Answer: Children's own drawings.

3 Look at the list of new words from this lesson. How will you remember them? Tick (✓) your answers. You can tick more than one column.

Answers: Children's own answers.

2 Who does what? Read and tick (✓).

- Ask the example question *Who washes up?* and have the children answer *Mum*.
- Have the children fill in the table individually, and then compare answers with a partner.
- Ask the children to raise their hands to suggest answers.

Answers: washes up = Mum; tidies up = Gabriela, Mateo; plays football = Mateo; plays tennis = Gabriela; watches a film = Mum, Dad, Gabriela, Mateo

3 Tick (✓) the best reason the García family are happy.

- Ask the children to find in the blog what the García family do together (*sport, being at home, eat breakfast on Saturday, eat in a restaurant or at the park, watch a film, play computer games*).
- Read the two options to the children. Ask them in L1 what makes a family happy.
- Have the children tick their choice and then compare answers with a partner.

Answer: ✓ 1 They do many things together.

4 1.18 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4, say what animals they can see and what they are doing (*goats throwing snowballs*).
- Play the first two lines of the audio and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (*/əʊ/*).
- Play the rest of the audio. The children say the missing words after the pause.

Audioscript

Teacher: Now say the missing words.
Teacher: Two goats in ... coats throwing snowballs.
Children: yellow
Teacher: Two goats in yellow coats throwing ...
Children: snowballs
Teacher: ... goats in yellow coats throwing snowballs.
Children: two
Teacher: Two goats in yellow coats ... snowballs.
Children: throwing

Lesson 3 Reading comprehension

Values
Do you help with the chores at home?

1 Answer the questions with full sentences.

1 Which floor do the García family live on?
They live on the top floor.

2 Where is the garden? _____

3 What do they eat on Saturday mornings? _____

2 Who does what? Read and tick (✓).

	Mum	Dad	Gabriela	Mateo
washes up	✓			
tidies up				
plays football				
plays tennis				
watches a film				

3 Tick (✓) the best reason the García family are happy.

1 They do many things together.

2 They live in a flat.

Sounds and spelling

4 1.18 Listen and say the chant. Look at the spelling.

Two goats in yellow coats throwing snowballs.

5 1.19 Write the missing letters ow or oa. Listen to check.

1 b_o_a_t 3 r_d 5 c_t

2 wind 4 sn 6 yell

26 Unit 2 Reading comprehension: infer feelings Sounds and spelling: ow or oa (/əʊ/)
WB: page 20

Learning objectives: Reading comprehension: infer feelings; Sounds and spelling: *ow* or *oa* (/əʊ/)

Vocabulary: boat, coat, goat, road, snow, snowballs, throwing, window, yellow

Resources: (PK) - Unit 2, Lesson 3; (TRC) - Sounds and spelling worksheet; (PPK) - Sounds and spelling activity; (PRC) - Review audio tracks 1.18–1.19

Materials: Class Audio CD1

Warm-up: Spelling fun!

- Write the new words from the blog in Lesson 2 on the board with all the vowels missing.
- Have the children complete the words as fast as they can. They raise their hands when they finish.
- Have volunteers write the missing letters (*basement, cereal, lift, roof, toast, top floor*).

1 Answer the questions with full sentences.

- Read through the questions and check understanding.
- Have the children read the blog again and answer the questions individually.
- Elicit the answers and write them on the board.

Answers: 1 They live on the top floor. 2 The garden is on the roof. 3 They eat toast and cereal and drink orange juice.

5  1.19 Write the missing letters *ow* or *oa*.
Listen to check.

- Elicit all the words from the children by inserting the sound /əʊ/.
- The children complete the words with *ow* or *oa*. Then they compare with a friend.
- Write the gapped words on the board. Invite volunteers to complete the words. Play the audio for children to check their answers.

Answers: 1 boat 2 window 3 road 4 snow 5 coat
6 yellow

Teaching star! 

Extension

- Encourage the children to manage their learning by making lists of words that sound the same in a *Sounds and spelling* section of their notebooks. Write *ow* and *oa* on the board. Invite volunteers to write the words from their books under each heading and add other words they know (e.g. *toast, soap, slow, know*). Have the children copy the lists into their notebooks.

Values 

- Refer the children to the Values box. Ask one child to read out the question.
- Ask the children if they think it is good to help at home and why.
- Ask individual children to say what chores they do at home. Ask *What chores do you like doing?*

Cooler: Let's check

- Tell the children to turn their Pupil's Books face down. Invite a volunteer to stand at the front and look at Lesson 3.
- The volunteer reads a question from Activities 1 and 2. The other children raise their hands to answer. Volunteers who answer correctly can then ask the class another question from the book.

Workbook page 20

Lesson 3 Reading comprehension

1 Read the blog posts on Pupil's Book pages 24–25. Answer the questions.

1 Does the family live in a house or a flat? They live in a flat.

2 What floor is the flat on? _____

3 Where's the garage? _____

4 Do they use the stairs? _____

5 What do they eat for breakfast? _____

6 When does the family do their chores? _____

2  What do you and your family do on Saturdays? Tick (✓).

	Dad	Mum	Me	My brother / sister
have breakfast	✓	✓	✓	✓
wash up				
tidy the rooms				
play football				
read a comic				
watch a film				

Now complete the sentences.

Saturday is our favourite day. In the morning, we all ¹ have breakfast.
Then, Mum ² _____ and my brother / sister and I ³ _____.
In the afternoon, I ⁴ _____ My Dad likes to ⁵ _____.
My brother / sister ⁶ _____ Mum ⁷ _____.

Sounds and spelling

3 Say aloud. Circle the letters *ow* and *oa*.
Look out of the window!
There's a yellow boat on the road.
It's under the snow!



4 Complete the words. Use *ow* or *oa*.

1 sl_ _ w 2 l_ _ f 3 s_ _ p 4 sh_ _ 5 c_ _ t 6 l_ _

20 Unit 2

1 Read the blog posts on Pupil's Book pages 24–25. Answer the questions.

Answers: 1 They live in a flat. 2 It's on the top floor. 3 The garage is in the basement. 4 No, they don't usually use the stairs. / No, they usually take the lift. 5 They eat toast and cereal and drink orange juice. 6 They do their chores after breakfast on Saturdays.

2  What do you and your family do on Saturdays? Tick (✓). Now complete the sentences.

Answers: Children's own answers.

3 Say aloud. Circle the letters *ow* and *oa*.

Answers: *ow*: window, yellow, snow
oa: boat, road

4 Complete the words. Use *ow* or *oa*.

Answers: 1 slow 2 loaf 3 soap 4 show 5 coat
6 low

Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Adverbs of frequency

He always washes his car.

He never washes his car.

always	✓✓✓✓✓
usually	✓✓✓
sometimes	✓✓
hardly ever	✓
never	x

2 Look and complete the sentences.

	Dust	Wash the car	Clean the kitchen	Make the bed
Gabriela and Mateo	x	✓✓✓	✓	✓✓✓✓✓
Dad	✓✓✓✓	✓	x	✓✓✓

1 The children always make the beds. 4 The children _____ wash the car.
 2 Dad _____ cleans the kitchen. 5 The children _____ clean the kitchen.
 3 Dad _____ dusts.

3 Talk about what you do at the weekend. **Be a star!** ★

I hardly ever have a big breakfast.

I sometimes play computer games.

Unit 2 Adverbs of frequency WB: page 21 27

- Ask the children to look at the orange blocks in the sentence. Tell the children that these words say *how often* you do something. Explain that they are *adverbs of frequency*.
- Ask the children to look at all the adverbs of frequency. Ask them to think about what the ticks and cross mean. Elicit *how often something happens*.
- Explain the meanings of all the adverbs of frequency. Read the adverbs out and have the children repeat.
- Ask the children if the adverb of frequency goes *before* or *after* the verb. Elicit *before the verb*.

- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and remember what *always* means and to work out what *never* means.
- Play the video.
- Ask the children in L1 which car is clean and why. Elicit *The red car because he always washes it*. Ask the children in L1 which car is dirty and why. Elicit *The blue car because he never washes it*.
- Confirm the meaning of *always* and *never*. Tell the children that the words in the orange blocks say *how often* you do something and they are *adverbs of frequency*. Ask the children to watch again and see if they go *before* or *after* the verb.
- Play the video again. The children answer *before the verb*.
- Return to the book and teach all the adverbs of frequency as outlined for Activity 1.

Learning objectives: Adverbs of frequency

Grammar: Adverbs of frequency

Resources: (PK) - Unit 2, Lesson 4, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Materials: Cards with adverbs of frequency words written on them

Warm-up: Go to ow or oa

- Write *ow* on the left side of the board and *oa* on the right side.
- Choose two children to stand up. Call out a word from Lesson 3, Activities 4 and 5 of this unit in the Pupil's Book. Have the children go to the side of the classroom that corresponds to the spelling of the /əʊ/ sound in that word. Repeat with other children and other words.



1 **Look and read.**

- If you don't have access to the class video, have the children look at the cars in Activity 1. Ask *Which car is he washing?* Elicit *the red car*.
- Read the sentence *He always washes his car*. Remind the children what *always* means. Read *He never washes his car*. Explain *never* in L1. Ask the children to point to the dirty car.

2 **Look and complete the sentences.**

- Refer the children to the table and ask them to work out what to do. Elicit that they use the ticks and cross to complete the sentences with the correct adverbs of frequency.
- Have the children do the activity individually and then compare with a friend.
- Ask a different child to read out each sentence.

Answers: 1 always 2 never 3 usually 4 sometimes 5 hardly ever

3 **Talk about what you do at the weekend. Be a star!** ★

- Have two children read out the examples.
- Have the children work in pairs and tell each other what they do at the weekend.
- Have some pairs tell the class what they said.

Teaching star! ★

Pairwork

- If the children are confident about pairwork, choose pairs to perform at the front of the class.
- Brainstorm chores and free time activities as a class and write the children's ideas on the board.
- Ask two children to stand at the front. Have each child choose an adverb of frequency card (see *Materials*). Each child tells the other child something they do and how often using the adverb of frequency they have on their card.
- Repeat with other pairs.

Cooler: Telephone game

- See the Games Bank on pages 14–17 for how to play this game.
- Use a sentence with an adverb of frequency.



Workbook page 21

Lesson 4 Grammar

1 Write words in the correct order to make sentences.

1 makes the bed. Dad sometimes
Dad sometimes makes the bed.

2 usually wash up. I

3 plays never She computer games.

4 clean They hardly ever the kitchen.

5 always They swimming. go

2 Tick (✓) the free time activities you do. Think of one more activity you do and add it to the table.

	Always	Usually	Sometimes	Hardly ever	Never
swim					
play chess					
read a comic					
watch TV					
play computer games					

3 Write four sentences about the free time activities you do.

1 _____

2 _____

3 _____

4 _____

Go to Grammar reference on page 119. Unit 2 21

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 119 while completing these Workbook activities.

1 Write the words in the correct order to make sentences.

Answers: 1 Dad sometimes makes the bed. 2 I usually wash up. 3 She never plays computer games. 4 They hardly ever clean the kitchen. 5 They always go swimming.

2 Tick (✓) the free time activities you do. Think of one more activity you do and add it to the table.

Answers: Children's own answers.

3 Write four sentences about the free time activities you do.

Answers: Children's own answers.

Grammar reference (page 119)

1 Write the best answer for you. Use the words in the box to help you.

Answers: Children's own answers.

	once	twice	three times
a day	watch TV		
a week			
a month			

- Point to the table and say *I watch TV once a day.*
- Ask a volunteer to fill in another box with another activity, e.g. *play football.* Ask *How often do you play football?* Elicit an answer, e.g. *twice a week.*
- Refer the children to page 28. Tell them they will listen to a girl asking a boy how often he does things. Ask the children to listen and count how many questions she asks (*four*).
- Play the audio. Tell the children to listen the first time.
- Play the audio again and have the children repeat.
- Ask some comprehension questions. *How often does he wash his hair?* etc. Elicit answers.

Lesson 5 Language in use

once a month
three times a day
twice a week

1 1.20 Listen and say.



- 1 Can I ask you some questions?
How often do you wash your hair?
- 2 Twice a week.
- 3 How often do you eat bread?
- 4 Three times a day.
- 5 How often do you watch a film?
- 6 Once a month.
- 7 And how often do you play basketball?
- 8 Never!
- 9 Thank you! That's very interesting.

2 Answer the questions.

How often do you ...

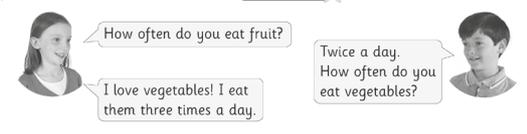
1 eat fruit? _____

2 make your bed? _____

3 go to school? _____

4 do your homework? _____

3 Now make a new dialogue. **Be a star!**



How often do you eat fruit?
I love vegetables! I eat them three times a day.
Twice a day.
How often do you eat vegetables?

28 Unit 2 Use *How often do you ...?* Use new words: frequency expressions
WB: page 22



- If you have access to the class video, pre-teach the vocabulary with a table as outlined at the start of Activity 1.
- Tell the children to count how many questions the girl asks. Play the video and then elicit the answer (*four*).
- Play the video again. Ask comprehension questions afterwards: e.g. *How often does he wash his hair?* Elicit answers.
- Play the video once more and have the children repeat, copying all intonation and body language as closely as possible.
- Divide the class into two, and have them act out the dialogue with each half taking one role. Then change roles.

Learning objectives: Use *How often do you ...?*; Use new words: frequency expressions

Vocabulary: once / twice / three times a day / a week / a month

Resources: (PK) - Unit 2, Lesson 5, Language in use video; (TRC) - Downloadable flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet; (PPK) - Grammar 2 activity, Flashcards; (PRC) - Review audio track 1.20 and Language in use video

Materials: Class Audio CD1; adverbs of frequency cards from Lesson 4

- 2 Answer the questions.
- Have the children write answers for themselves. They then compare answers with a partner.
 - Children ask and answer the questions in pairs.
 - Have some pairs read out their questions and answers.

Warm-up: Match

- Draw the ticks and cross on the board as in the *Graphic Grammar* box on page 27 of the Pupil's Book.
- Hold up the word cards with the adverbs of frequency one at a time. Ask the children to say the word and then say which set of ticks or cross the card matches.
- Ask a different child each time to put the card in the correct place.

Answers: Children's own answers.

Teaching star! 

Game

- Playing games helps less confident children relax.
- Have the children ask questions around the class. Ask a child in the front row *How often do you ...?* The child answers. Then the same child asks the next child *How often do you ...?* who answers and so on. The questions can be silly, e.g. *How often do you fly to school?* and so can the answers, e.g. *Twice a week!*

- 1 1.20 Listen and say.
- If you don't have access to the class video, teach the new vocabulary. Draw a table on the board like this. Explain *once*, *twice* and *three times*.

3 Now make a new dialogue.

Be a star!

- Elicit ideas from the whole class and build a new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example.
- Invite some pairs to perform their new dialogue.

Cooler: Roleplay

- Have volunteer pairs role play the dialogue from Activity 1.
- Have the class vote for the best performance.



Workbook page 22

Lesson 5 Language in use

1 Make questions.

		
---	---	---

1 How often do you eat cake? _____ 2 _____ 3 _____

2 Write questions and answers.

	
<p>1 wash up three times / week</p> <p>How often do you wash up?</p> <p>I wash up three times a week.</p>	<p>3 play computer games once / week</p> <p>_____?</p> <p>_____.</p>
	
<p>2 make your bed once / day</p> <p>_____?</p> <p>_____.</p>	<p>4 play chess never</p> <p>_____?</p> <p>_____.</p>

3 Answer the questions in Activity 2 about you.

1 _____.	3 _____.
2 _____.	4 _____.

22 Unit 2 Go to Grammar reference on page 119

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 119 while completing these Workbook activities.

1 Make questions.

Answers: 1 How often do you eat cake? 2 How often do you watch a film? 3 How often do you play computer games?

2 Write questions and answers.

Answers: 1 How often do you wash up? I wash up three times a week. 2 How often do you make your bed? I make my bed once a day. 3 How often do you play computer games? I play computer games once a week. 4 How often do you play chess? I never play chess.

3 Answer the questions in Activity 2 about you.

Answers: Children's own answers.

Grammar reference (page 119)

2 Find and correct the mistake in each question. Then answer the questions for you.

Answers: 1 How often do you eat sweets? 2 How often do you watch TV? 3 How often do you wash your hands? 4 How often do you play football?
Children's own answers.

Lesson 6 Listening and speaking

1 **Look and say what the robot is doing.**

2 1.21 **Listen and number the pictures.** It's dusting.

a

b

c

d

e

3 **Read the example. Invent a robot and complete the information. Then draw your robot.**

My robot's name is Loli.
It's **purple** and it's got **ten arms**. It always **makes the bed**. It sometimes **watches TV**.

My robot's name is _____
It's _____ and it's got _____
It always _____
It sometimes _____

4 **Present your robot to the class. Be a star!**

My robot's name is Loli. It's purple ...

Unit 2 Listening: sequence events Speaking: give a presentation WB: page 23 **29**

1 **Look and say what the robot is doing.**

- Ask the children to look at the pictures and think about what the robot is doing in each picture.
- Have the children discuss in pairs. Encourage them use the new vocabulary they know from this unit.
- Ask the children to raise their hands to suggest answers.

Answers: a dusting b playing chess c making breakfast d reading a comic e tidying up

2 1.21 **Listen and number the pictures.**

- Tell the children that they will listen to Ella. She will say what the robot does and they must order the pictures.
- Play the first part of the audio and pause after *Blip always makes our breakfast in the morning*. Ask the children to point to the example.
- Play the rest of the audio and have the children number the rest of the pictures.
- Check answers. Ask *What letter is number 1?* and elicit c, etc.

Audioscript

Ella: We've got a robot. It lives in our house. It's name is Blip. It's grey and it's got four eyes. Blip always makes our breakfast in the morning. After that, we go to school and Blip stays at home. It tidies up our books and toys. Then it dusts. After school, it plays with us. We sometimes play computer games, but Blip usually likes reading comics. Before bed, we always play chess. Blip's very good at chess.

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

Learning objectives: Listening: sequence events; Speaking: give a presentation

Language: My robot's name is ... / It's purple. / It's got ten arms. / It always makes the bed. / It sometimes watches TV.

Resources: (PK) - Unit 2, Lesson 6; (PRC) - Review audio track 1.21

Materials: Class Audio CD1; (optional) sheet of paper for each child

Warm-up: Phrase building

- Write these verbs on the board: *make, play, watch, wash, tidy, read, sweep*. Ask the children to make phrases that are chores or free time activities with the verbs.
- Have the children raise their hands to suggest answers. Invite volunteers to write the rest of the phrases on the board.

Answers: make the bed / breakfast, play computer games / football / tennis / chess, watch TV / a film, wash up, tidy up (my bedroom, etc.), read a comic, sweep the floor

Teaching star!

Game

- The children can get restless if they sit down for a long time, so include activities that get them moving.
- Play *Simon says* followed by chores and free time activities the robot does. See the Games Bank (pages 14–17) for how to play *Simon says*. Have volunteers first think up mimes and practise them as a class.

3 **Read the example. Invent a robot and complete the information. Then draw your robot.**

- Have a child read the example presentation.
- Then have the children invent their own robots and complete the information.

- Monitor and help the children while they think and write.
- Children can use a separate piece of paper to copy their text and draw a picture of their robot.

Answer: Children's own answers and drawings.

4 Present your robot to the class.

Be a star! 

- Have the children stand up and read out the information about their robot. Remind them to speak clearly because this is a presentation.

Cooler: Best robot competition

- Hand a slip of paper to each child. Have the children decide which robot they like best and write the name of the child who presented it on a slip of paper. They put the slip in the bag.
- Quickly count up the names and find the winner.
- Have the winner read out their presentation again.

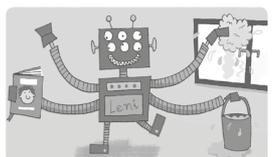
Workbook page 23

Lesson 6 Language builder

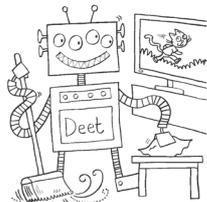
1  Read the text. Choose the right words and write them on the lines. There is one example.

Leni is a robot. It's grey and it's got six eyes.
It works in the house.
In the morning, it ¹ _____ washes up after we have breakfast.
² _____ that, it does other chores around the house.
It dusts the living room, ³ _____ it cleans the windows and the floor. Leni likes to read. It ⁴ _____ reads comics.
⁵ _____ bed, it plays chess with the children. The children love to play chess with Leni because it isn't very good at chess.

Example	got	is	get
1	always	does	doesn't
2	Next	After	Then
3	then	after	before
4	likes	never	usually
5	Then	Before	After



2 Look at the robot and complete the sentences.



- This robot's name is _____.
- It's got _____ and _____.
- It's got _____ and _____.
- It always _____.

CEYL Movers, Reading & Writing, Part 4, Unit 2 23

1 Read the text. Choose the right words and write them on the lines. There is one example.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Movers test.

- If done in class, have the children look at the picture and say what they can see.
- The children read the story and choose words in the table to complete the gaps. They work individually.
- Children complete the sentences.
- Read out the complete story for the children to check their answers.

Answers: 1 always 2 After 3 then 4 usually 5 Before

2 Look at the robot and complete the sentences.

Answers: 1 Deet 2 four eyes, four ears 3 two arms, two legs 4 dusts the furniture, sweeps the floor and watches TV

Lesson 7 Writing

1 Look at the blog on pages 24–25. **Circle** the capital letters and punctuation.

capital letter ABCD full stop . comma , question mark ?

2 **Add punctuation and capital letters to the Petrov family blog.**

We are the petrov family from russia there is grandpa grandma mum dad dmitry and anna we like reading playing computer games watching films and doing sport what does your family like doing

3 **Look at the pictures. Complete the Petrov family blog post.** **Be a star!**

Our favourite day

Our favourite day is Sunday. In the morning,

In the afternoon, _____

30 Unit 2 Write a blog post using capital letters and punctuation
WB: pages 24–25

Answers: Our family There are four people in our family. We are María, Carlos, Gabriela and Mateo. We're from Mexico, but we live in the USA. We love doing sport, but we also like being at home together. How many people are there in your family?

Teaching star!

Pairwork

- If the children enjoy a certain type of activity, let them do it again so that they are motivated in class.
- Have the children work in pairs and circle the punctuation in the rest of the *Our family* blog on page 25.

2 Add punctuation and capital letters to the Petrov family blog.

- First ask the children to find the words that were anagrams in the warm-up.
- Then have the children add punctuation and capital letters to the blog post.
- Have the children write the blog out correctly in their notebooks. Have them work individually on this activity.
- Have volunteers write one sentence at a time on the board. Ask for class agreement and correct as necessary.

Answers: We are the Petrov family from Russia. There is Grandpa, Grandma, Mum, Dad, Dmitry and Anna. We like reading, playing computer games, watching films and doing sport. What does your family like doing?

Learning objectives: Write a blog post using capital letters and punctuation

Resources: (PK) - Unit 2, Lesson 7

Materials: (optional) A piece of lined paper for each child

Warm-up: Anagrams

- Write these anagrams on the board: *imlf, terpomcu semag, strop, gineard* (film, computer games, sport, reading).
- Have the children work in pairs to solve the anagrams. When they finish they raise their hands.
- Invite volunteers to write the words on the board. Ask if the class agrees with the volunteers.



3 Look at the pictures. Complete the Petrov family blog post. **Be a star!**

- Discuss as a class what the children can see in the pictures. Write their ideas on the board.
- Have the children write the Petrov family blog post in their books. They should do this individually. Remind them to use correct punctuation and capital letters. They can then compare their work with a partner.
- Have volunteers read out a sentence each from their blog. Write their ideas on the board to create the blog post.

Suggested answer: Our favourite day is Sunday. In the morning, we do chores at home. Mum makes the beds and Dmitry tidies up the toys. Anna washes up, Dad sweeps the floor and Grandma dusts in the kitchen. In the afternoon we sometimes go to the park. We like riding our bikes together. Grandma and Grandpa like playing chess. What do you do on Sundays?

1 Look at the blog on pages 24–25. Circle the capital letters and punctuation.

- Refer children to the punctuation in the lozenge. Then refer the children to the blog on page 24. Ask them to circle each type of punctuation in the blog.
- Elicit: *capital letters are at the start of sentences, names and countries; commas are in lists and before 'but'; full stops are at the end of sentences; question marks are at the end of questions.*

Cooler: What about you?

- Discuss as a class what the children think about blog posts. Prompt with questions: *Do you like blog posts? Do you read blogs? Do you have a blog? What is an interesting subject for a blog?*



Lesson 7 Writing

Prepare to write

1 Answer the questions.
Our family
How many people are there in your family? _____
Who are they? _____
What do you like to do together? _____

2 Complete with the correct words for your house.

house	flat	stairs	lift	kitchen
dining room	living room	bathroom	bedroom(s)	

We live in a _____.
There _____.
We have a _____.

3 Complete the sentences.
Our favourite day
Our favourite day is _____.
In the morning we _____.
In the afternoon we _____.
In the evening we _____.

Ready to write

4 Write your blog posts about your family.

HOME POSTS PHOTOS CONTACT US

Our Family Blog

Our family
We are the _____ family
from _____. There are _____
_____ people in our family.
We are _____.
We like _____.

Our home
We live in _____.
In our home, we have got _____.

Our favourite day
Our favourite day is _____. On _____ mornings, we _____.
In the afternoons, we _____.
Then, in the evenings, we like to _____.

5 Read and check what you wrote in Activity 4.
Ask yourself:
 Did I use the correct punctuation?
 Did I use the correct spelling?

24 Unit 2 Unit 2 25

Prepare to write

1 Answer the questions.

- The children answer the questions for themselves.
- If done in class, first discuss the questions as a class and have the children tell each other their answers.
- Then have the children write down their answer individually.
- Nominate children to read out their answers.

Answers: Children's own answers.

2 Complete with the correct words for your house.

- The children complete the sentence with the correct words for their own house.
- If done in class, read through the words in the box and check comprehension. Explain in L1 if necessary.
- Have the children complete the activity.

Answers: Children's own answers.

3 Complete the sentences.

- The children complete the sentences with their own ideas.
- If done in class, read through the start of each sentence. Have the children raise their hands to make suggestions. Write some ideas on the board.
- Have the children complete the sentences for themselves.

Answers: Children's own answers.

Ready to write

4 Write your blog posts about your family.

- Have the children write their blog posts individually.

5 Read and check what you wrote in Activity 4.

- The children read their own work and check it. They should check punctuation and spelling.
- The children can check each other's work to help out.

- Ask *How many children are in the class?* The children add up the numbers in the first row to find the answer. (21)
- Have the children read the survey and complete the information.

Answers: 1 21 2 3 3 12 4 11 5 do sport 6 play computer games once a day 7 never read a book

Lesson 8 Think about it! Let's do a survey!

1 Read and complete the survey information.

How often do you ... ?	Once a day	Twice a week	Never
watch TV	13	5	3
do sport	6	12	3
play computer games	10	7	4
read a book	11	8	2

Look at the results of my class survey about free time activities.

Free time activity class survey

- 1 There are 21 pupils in her class.
- 2 ___ pupils never watch TV.
- 3 ___ pupils do sport twice a week.
- 4 ___ pupils read a book once a day.
- 5 Six pupils _____ once a day.
- 6 Ten pupils _____
- 7 Two pupils _____

2 Work in groups. Do a survey about chores. Be a star!

- 1 Copy the table. Choose four chores.
- 2 Ask your friends and complete the table.
- 3 Write about the results of your survey.

How often do you dust?

I never dust.

Unit 2 Decode and sequence information
WB, pages 25–27 31

2 Work in groups. Do a survey about chores. Be a star!

- Divide the class into groups. Give each child a piece of paper for their surveys and have them copy the table from Activity 1 (they only copy the information in the first row).
- Give the children some time to choose three chores.
- The children write their chores in the left column of their table. Monitor and help as necessary.
- They then ask the other children in their group questions so they can complete their surveys.
- The children look at their results. They use the results to write some sentences.
- Ask for volunteers to show the class their surveys and read out their sentences.
- Encourage groups to compare work and ideas.

Teaching star!

Arts and crafts

- If the children like to be creative, encourage them to produce work that can be displayed in the classroom.
- Have the children work in pairs and combine their surveys. Give each pair a piece of card. They create an attractive survey with the results on it. Display the surveys so the class can see each other's work.

Learning objectives: Decode and sequence information

Additional language: do a survey

Resources: (PK) - Unit 2, Lesson 8; (TRC) - (TG) - Unit test

Materials: Paper, pens, pencils, card, coloured pens or pencils

Warm-up: First letters

- Write the first letters only of the chores and free time activities on the board (with space to complete the words): *make the bed, read a comic, wash up, watch a film, tidy up, play chess, dust, clean, sweep the floor, play computer games.*
- Ask the children to try to remember the vocabulary from this unit, and come to the board to complete the words. Help them by miming, if necessary.

1 Read and complete the survey information.

- Read the speech bubble to the children. Teach the words *survey* and *results* by explaining the meaning in L1. Have the children repeat the words.
- Have the children look at the survey. Ask some comprehension questions, e.g. *How many children watch TV once a day?* Elicit answers. (13)

Cooler: Disappearing sentences

- Choose three or four memorable, key sentences from this unit and write them on the board: e.g. *I always wash the car. I never play basketball. How often do you watch TV?*
- Have the children read out the sentences all together.
- Then erase some of the words in each sentence, and have the children remember and say the complete sentences.
- Erase some more words and have the children remember again.
- Finally, erase all the words and have the children remember the sentences from an empty board! This is a challenging but satisfying activity for the children!

Check-up challenge

1 Look at the pictures. Complete the list of chores.

Family chores	
wash up	Nadia
tidy up	
dust the living room	
clean the shoes	
sweep the floors	
make the beds	



Ted



Nadia



Joan



Ken



Mum



Rob

2 Write three chores you *hardly ever* do.

1 _____ 2 _____ 3 _____

3 Circle the odd one out.

- 1 tidy up read a comic clean shoes wash up
 2 play chess watch a film play computer games do homework
 3 then always never sometimes
 4 maths classroom English science

4 Read and choose the best answer. There is one example.

Sometimes Blip's got free time. Look at what it does.



Days of the week	Watch a film	Read a comic	Play chess	Play computer games
Monday		✓	✓	
Tuesday	✓		✓	
Wednesday		✓	✓	
Thursday	✓		✓	✓
Friday		✓	✓	

Flo: How often do you play chess?

- Blip: A I sometimes play chess before bed.
 B I always play chess before bed.
 C I never play chess.

2 Luke: How often do you play computer games?

- Blip: A Every day.
 B Once a day.
 C Once a week.

3 Charlie: How often do you read a comic?

- Blip: A I sometimes read a comic.
 B I hardly ever read a comic.
 C I never read a comic.

1 Ella: How often do you watch a film?

- Blip: A Once a week.
 B Twice a week.
 C Three times a week.

What I can do!

1 Put a tick (✓) or a cross (✗).

- name chores and free time activities say how often I do things
 describe my house make a presentation
 say and spell words with oo and ow use sentence punctuation

2 In this unit,

- 1 I enjoyed _____
 2 _____ was interesting.
 3 _____ was a little difficult.

1 Look at the pictures. Complete the list of chores.

Answers: wash up – Nadia, tidy up – Rob, dust the living room – Joan, clean the shoes – Ken, sweep the floors – Ted, make the beds – Mum

2 Write three chores you *hardly ever* do.

Answers: Children's own answers.

3 Circle the odd one out.

Answers: 1 read a comic 2 do homework 3 then 4 classroom

4 Read and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing in the Cambridge English: Movers test.

- The children read the information and use it to choose the correct answers.
- If done in class, read through all the information to the class.
- Have the children complete the activity individually.

Answers: 1 B 2 C 3 A

Review 1

1 **Read the example. Then choose a school subject. Ask and answer.**

- Is it on Monday?
- Yes, it is.
- Is it before PE?
- Yes, it is.
- It's maths.

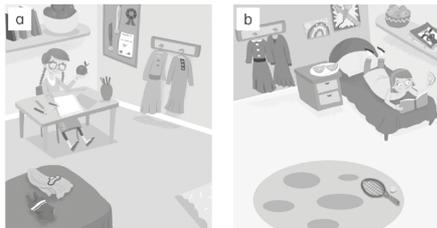


2 **1.22 Listen and write the words in the diagram.**

Mum and Dad both children



3 **Look at the pictures. Then play a guessing game.**



She's doing her homework.

It's Flo.

4 **Complete the sentences.**

- 1 I sweep the floor once a week. I sometimes sweep the floor. (sometimes / always)
- 2 I make my bed once a day. I _____ make my bed. (always / never)
- 3 I clean the car once a year. I _____ clean the car. (usually / hardly ever)
- 4 I don't dust. I _____ dust. (usually / never)
- 5 I tidy up my bedroom twice a week. I _____ tidy up my bedroom. (usually / always)
- 6 I do my homework every day. I _____ do my homework. (always / sometimes)



5 **Complete the words.**

- ee or ea: 1 sh_e_e_p 2 pl__se 3 gr__n 4 __t
 oa or ow: 5 wind__ 6 b__t 7 r__d 8 sn__

6 **Look and read. Choose the correct words and write them on the lines. There is one example.**



You draw and paint in this lesson. _____ art

- 1 When you play with friends at school. _____
- 2 This is a game with black and white pieces. _____
- 3 You can go from the ground floor to the top floor in this. _____



Learning objectives: Review Units 1 and 2; CE:YL Movers, Reading and Writing, Part 1

Resources: (PK) - Unit 2, Review 1; (PRC) - Review audio tracks 1.5, 1.16 and 1.22

Materials: Class Audio CD1; (optional) downloadable flashcards from Units 1 and 2

Teaching star!

Game

- Review vocabulary at the start of a class before children open their books.
- Play the *Missing card* game with the flashcards from Units 1 and 2. See the Games Bank (pages 14–17) for how to play the game.

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the Unit 1 song (Pupil's Book page 9), and Group 2 the Unit 2 song (Pupil's Book page 23). Have them perform to the other group as if they are in a talent show. They can use their books for the lyrics.
- Have Group 1 stand up. Play the audio (CD1, track 1.5) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (CD1, track 1.16).

1 **Read the example. Then choose a school subject. Ask and answer.**

- Write *before* and *after* on the board and revise the meanings with a question about your class. Ask *Is English before / after PE?* Elicit *yes / no*.
- Have two children read out the example to the class. Have pairs of children ask and answer questions using the pictures.
- The children can repeat the activity in pairs.

2 **1.22 Listen and write the words in the diagram.**

- Explain the diagram to the children if necessary: *Mum and Dad's words go in the yellow part, the*

children's words in the blue part, and words for Mum, Dad and the children in the green part. Explain that *both* means Mum, Dad **and** the children do this.

- Tell the children to listen the first time. Play the audio.
- Then play the audio again and pause after each number to give the children time to write.
- Have volunteers write the answers on the board.

Audioscript

- 1 Mum and Dad wash up.
- 2 Mum and Dad and the children make the beds.
- 3 The children tidy up.
- 4 Mum and Dad and the children watch a film.
- 5 Mum and Dad clean.
- 6 The children play computer games.
- 7 Mum and Dad dust.

Answers: Mum and Dad: wash up, clean, dust
Children: tidy up, play computer games
Both: make the beds, watch a film

3 Look at the pictures. Then play a guessing game.

- Write *I play tennis.* and *I'm learning English.* on the board. Ask the children which one is happening *now* and elicit *I'm learning English.*
- Have two children read out the example to the class.
- Then have pairs of children ask and answer questions about the pictures. Prompt by naming objects if necessary (e.g. *dresses, comics, oranges, apples, T-shirt, book, homework, swimming*).
- Correct the use of the present simple or continuous.
- The children can repeat the activity in pairs.

Answers: Picture a – Flo: She's doing her homework. She's eating an apple. She's wearing a pink T-shirt. She reads books. She eats apples. She swims / likes swimming. She wears pink dresses.
Picture b – Ella: She's reading a book. She's eating an orange. She's wearing a yellow T-shirt. She reads comics. She eats oranges. She plays tennis / likes tennis. She wears red dresses.

4 Complete the sentences.

- Write *always* on the board and draw seven ticks next to it.
- Have the children call out the other adverbs of frequency and write them on the board, too. Then have volunteers draw ticks and a cross next to the words. (*usually* - 5 ticks, *sometimes* - 3 ticks, *hardly ever* - 1 tick, *never* - 1 cross).

- Read out the example. Ask *How often is once a week? One time or two?* and elicit *one*.
- Have the children complete the activity individually. Then ask the children to raise their hands to suggest answers.
- Have volunteers read out the correct sentences.

Answers: 1 sometimes **2** always **3** hardly ever
4 never **5** usually **6** always

5 Complete the words.

- Write *ee, ea, oa* and *ow* on the board. Ask the children to raise their hands and suggest words that have these sounds. Write one correct suggestion under each sound.
- Have the children complete the activity individually.
- Ask different children to read out a word. Have volunteers write the answers on the board.

Answers: 1 sheep **2** please **3** green **4** eat **5** window
6 boat **7** road **8** snow

6 Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing in the Cambridge English: Movers test.

- Explain the activity to the children. They read the sentences and find the correct picture each sentence describes. They then write the word next to the sentence.
- Have the children complete the activity individually.
- Choose different children to read out a sentence and suggest an answer. Write the answers on the board.

Answers: 1 break time **2** chess **3** lift

Cooler: Well done!

- Tell the children *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

