



# What can we do in different seasons?

## Lesson 1

### The Big Question

#### Lesson Objectives

Introduce the Big Question for the unit.

Activate knowledge about the seasons and elicit answers to the Big Question.

Review language for seasons.

Present and practise pronunciation of /ɒ/, /əʊ/ and /ɔː/.

#### Language

Review: *can* for opportunity

#### Warm up

Play *Draw and guess* from the Ideas bank on page 150. Use words related to the seasons e.g. *autumn, summer, spring, sun, wind, leaves, rain, snow, apples, strawberries.*

#### Class Book pages 8–9

##### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *What's the season? How do you know? What colours do we see in autumn?* Encourage students to use their imagination, e.g. *Who do you think is picking the apples? What are they using them for?*

#### ANSWERS

- Apples, leaves, grass, a boy picking strawberries, a girl sledging, snow, a butterfly, a Native American.
- Students' own answers
- She eats ice cream with apple pie.

##### 2 Watch the video. ▶ What doesn't Ellie do?

#### Video transcript

See page 155.

#### ANSWER

- She doesn't pick leaves from the ground.

##### 3 Think about the Big Question and answer.

#### Critical Thinking

##### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Critical Thinking

- Students discuss the answers they have written on the poster and say which answers they like best, and why.
- Ask students what activities they can think of that they typically do during the different seasons, and what activities they think they are going to find out about in this unit. Encourage students to think of questions they want to learn the answers to. Students can write their questions on the poster, or they can make a list of questions and put it on the wall next to the Big Question poster.

#### SUGGESTED ANSWERS

Play in the leaves and fly a kite in autumn.

Make a snowman and have a snowball fight in winter.

Go swimming and visit the beach in summer.

Go for walks in the countryside to see the new flowers and baby animals, and grow flowers and plants, in spring.

#### TIP More Big Answers

Ask students to find out how their family and friends would answer the Big Question and bring their answers to the next lesson.

##### 5 Look at the Talking Point. Then ask and answer with your partner. Collaboration

##### 6 Watch the video again. ▶ Complete the activities in the Activity Book.

- Play the video again on the iPack for students to complete the activities in the Activity Book.

#### Activity Book page 6

##### 1 REMEMBER THE VIDEO Write Yes or No.

#### ANSWERS

- Yes
- Yes
- No
- Yes

##### 2 Listen to Charlie talking about a community garden. Does he like it? Listen again and tick ✓ True or False. ▶ 011

#### Audio transcript

My name is Charlie. I go to the same school as Ellie. I don't have a garden like Ellie's because we live in a flat. But I go to the community garden with my mum. In summer, we go there almost every day.

I really love the community garden, and it only takes five minutes to walk there from home. Everybody gets a small piece of land and you can grow anything you like on it. The other gardeners are really friendly, and everybody shares the fruit and vegetables they grow. You can learn a lot from other gardeners, too.

We always have something from the community garden in our kitchen cupboards. Today, we picked carrots, leeks and potatoes. My dad is going to make my favourite dish: leek and potato soup! Yum!

#### ANSWERS

Yes, he does like it. 2 True 3 True 4 False

##### 3 Listen to the rule. Then listen to the words and complete the table. ▶ 012

#### Audio transcript

The letter *o* can be pronounced in different ways. It can be a short *o* sound, like this: *dog*. It can be a long *o* sound, like this: *phone*. It can be a different long 'o' sound, like this: *short*.  
snow outdoors socks long horse home

#### ANSWERS

- socks
- long
- home
- outdoors
- horse

4 Listen to the letter o in the words. 013 Circle the words with a different sound.

**ANSWERS**

2 slow 3 joke 4 more

## Lesson 2 Vocabulary

### Lesson Objectives

Present and practise new vocabulary for outdoor summer activities.

Read and understand a blog about outdoor summer activities.

Talk about your summer holidays.

Develop reading and writing skills.

### Language

New: outdoor vocabulary: *play mini golf, go hiking, pick strawberries, go mountain biking, have a barbecue, go horse riding, learn to windsurf, do a treasure hunt, grow a sunflower, go to an outdoor cinema*

Review: *I went to an outdoor cinema. I did a treasure hunt.*

### Warm up

Play *Chain story* from the Ideas bank on page 150. Use the starter sentence *In summer, I go to the beach.*

### Class Book page 10

1 What fun things can people do outside in summer? Copy the table and write two more things for each heading. **Critical Thinking**

#### TIP Mixed-ability Teaching

- Support lower-level students by dividing them into three groups and asking each group to work together to think of five things for just one column of the table. Then re-form the groups so that at least one student in each group has a list of things for each of the columns. Ask these group members to share their ideas and complete their own table.
- Stretch higher-level students by asking them to think of more things for each column.

#### SUGGESTED ANSWERS

Sports: go swimming, play badminton, play tennis, rollerblade, etc.

Hobbies: pick flowers, go birdwatching

Other activities: go camping, swim in the sea

2 Listen and read about Nancy's summer activities. 014 Find the five words in bold in the pictures. Do you do any of the activities which Nancy does?

#### ANSWERS

1 have a barbecue 2 pick strawberries  
3 go hiking 4 play mini golf 5 go mountain biking

3 Listen to Nancy's grandmother. 015 Copy the words and number them in the order you hear them.

### Audio transcript

Hello. I'm Nancy's grandmother. Nancy spends a lot of time with us in summer. We always find nice things to do. Last summer, we went to an outdoor cinema. That was fun! Sometimes, Nancy goes horse riding on the farm nearby, too.

Nancy has got lots of friends here in our village. All the children did a treasure hunt one year. They had lots of fun! We've got a garden, so Nancy helps sometimes. Every year, we like to grow a sunflower – but they never get very big. I don't know why!

This year, we're going to the beach so that Nancy can learn to windsurf. She doesn't know ... it's a surprise. I hope she loves it!

#### ANSWERS

1 go to an outdoor cinema 2 go horse riding 3 do a treasure hunt 4 grow a sunflower 5 learn to windsurf

4 Listen and repeat. 016 Point to the pictures.

### Audio transcript

play mini golf pick strawberries go hiking  
go to an outdoor cinema grow a sunflower  
go mountain biking go horse riding learn to windsurf  
have a barbecue do a treasure hunt

5 Listen and repeat the dialogue. 017

- Invite pairs of students to model the dialogue for the class.

6 Make true and false statements about your summer holidays. **Communication**

- Demonstrate the activity. Say one true and one false sentence about your summer holidays, and students use the phrases in the speech bubbles to say if they think the sentences are true or false.
- Put students in pairs to complete the activity.

### Activity Book page 7

1 Complete the sentences.

#### ANSWERS

2 outdoor cinema 3 treasure hunt 4 horse riding  
5 mini golf 6 mountain biking

2 Complete the sentences using the words in the boxes.

#### ANSWERS

2 go hiking 3 grow a sunflower 4 pick / strawberries

3 Look and write. **Critical Thinking**

#### ANSWERS

2 I played mini golf. 3 I had a barbecue.  
4 I went to an outdoor cinema. 5 I went horse riding.  
6 I did a treasure hunt.

## Lesson 3 Grammar

### Lesson Objectives

- Read and understand an online chat.
- Present and practise *Wh-* questions with *did*.
- Develop listening, speaking, reading and writing skills.
- Develop critical-thinking and communication skills.

### Language

- New: *Wh-* questions with *did*: **Where** did you / he / she go?  
**Who** did you / he / she go with? **What** did you / he / she see?  
**What** did you / he / she do?
- Review: past simple affirmative sentences and irregular past simple verbs

### Warm up

Play the *Memory game* from the Ideas bank on page 151 to revise the vocabulary for outdoor summer activities.

## Class Book page 11

### 1 Listen and read. 018

- Ask the students to find the emojis in the text and say what they think each emoji represents.
- When the students have listened to and read the text, ask them to say whether Nancy enjoyed her summer holidays.

### 2 Read again and say the missing words.

#### ANSWERS

1 lake 2 amazing 3 friend 4 horse 5 deer

### 3 Read the table. Which *Wh-* questions with *did* in the table are in Nancy and Tomas's chat?

#### Critical Thinking

#### TIP Mixed-ability Teaching

- Support lower-level students by displaying on screen the grammar table via the iPack and highlighting or pointing out the questions as they are spoken in the recording.
- Stretch higher-level students by asking them to ask and answer the questions about their summer holidays.

#### ANSWERS

Where did you go?  
Who did you go with?  
What did you do?  
What did you see?

### 4 Choose the correct word and say the sentence.

#### ANSWERS

1 Who 2 What 3 went 4 went 5 played

### 5 Ask your partner about his / her summer holidays. Communication

## Activity Book page 8

### 1 Listen and number the pictures in order. 019

### Audio transcript

- A: Hi, Sam. Did you have a good weekend?  
B: Hi, Emily. Yes, I did, thanks. I had a great day out on Saturday.  
A: Where did you go?  
B: I went to the mountains.  
A: Really? You're lucky! My mum and dad never take me to the mountains.  
B: I didn't go with my mum and dad.  
A: Oh! Who did you go with?  
B: I went with my friend Dex and his family.  
A: Cool! What did you do there?  
B: We went hiking. We walked for three hours.  
A: Wow, Sam! That's a long time! What did you see?  
B: We saw a lot of interesting wildlife. At the end of the hike, we saw a deer in the woods.  
A: Did you buy anything?  
B: No, I didn't buy anything. There weren't any shops!  
A: Ha ha! Fantastic! I did something interesting at the weekend, too.  
B: Really? What did you do, Emily?

#### ANSWERS

(from left to right) 3, 4, 1, 2

### 2 Write the words in order to make questions about Sam. Then write the answers.

#### KEY COMPETENCES Learn to learn

By getting students to think about the word order of the questions, they are reinforcing their understanding of the question words and learning to manipulate the grammar themselves.

#### ANSWERS

- Where did he go? He went to the mountains.
- What did he do? He went hiking.
- What did he see? He saw a deer.
- What did he buy? He didn't buy anything.

### 3 Read the answers about Emily. Then write the questions. Critical Thinking

#### ANSWERS

- Who did she go with?
- What did she do?
- What did she see?
- What did she buy?

### 4 Change the questions in activity 3 into *you* questions. Then ask and answer about last summer with your partner. Communication

## Grammar Reference Activity Book page 111

### Read and circle.

#### ANSWERS

- went 2 What / played 3 Where / went
- Who / went

## Lesson 4

### Vocabulary and story

#### Lesson Objectives

Present and practise winter activities vocabulary.  
Develop listening, speaking and reading skills.  
Check and consolidate understanding of the *Winter Wonderland* story.

#### Language

New: winter activities: *go skiing, go sledging, make a snowman, do crafts, make soup, make a bird feeder*  
New (passive): *will / won't*

#### Warm up

Play *Minute race* from the Ideas bank on page 150. Use the topic of *winter* and accept words students associate with the winter season, e.g. *Christmas, scarf, snow*, etc.

#### Class Book pages 12–13

##### 1 What activities can you do in winter? Make a list.

**Critical Thinking**

- Ask students to work in pairs and say what activities they can do in winter.

##### 2 Listen, repeat and point. 020

**ANSWERS**

do crafts 4 make a feeder 6 go skiing 1  
make soup 5 go sledging 2 make a snowman 3

##### 3 Listen and say the winter activities. 021

#### Audio transcript

When you do this activity, you sit down on something and slide across the snow.

When you do this activity, you use paper, card, glue and lots of other materials.

When you do this activity, you can use onions, carrots, potatoes and other vegetables.

When you do this activity, you help birds which are hungry in the winter.

When you do this activity, you stand up on something and slide across the snow.

When you do this activity, you make a big body and a smaller head. You probably get cold hands!

**ANSWERS**

go sledging do crafts make soup  
make a bird feeder go skiing make a snowman

##### 4 **BEFORE YOU READ** This is a story about a chase. How can people travel in the snow?

##### 5 Listen, read and check. 022

**SUGGESTED ANSWERS**

skiing, sledging

##### 6 **AFTER YOU READ** Watch the story. Complete the activities.

- Students watch the story video, then turn to page 9 in their Activity Books to complete the activities.

**TIP** Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. If you like, you can ask students to look through Activities 1 and 3 in the Activity Book before watching the story video so that they know what to look out for.

#### Activity Book page 9

##### 1 **REMEMBER THE STORY** Ask and answer questions about the power ups. **Critical Thinking**

**SUGGESTED ANSWERS**

Was the night vision power up useful? Yes, it was because it helped them see better.

How many power ups are there? There are three power ups.

Did they use another power up? No, they didn't.

##### 2 Look and write. Use words in the boxes.

**Critical Thinking**

**ANSWERS**

2 go skiing 3 make a bird feeder 4 do crafts  
5 go sledging 6 make soup

##### 3 Read the story again and match.

**ANSWERS**

2 e 3 a 4 f 5 b 6 d

##### 4 Which three winter activities from activity 2 are the most popular? Have a class vote. **Collaboration**

**KEY COMPETENCES** Social and civic competence

In this activity, students carry out a class vote. This encourages students to collaborate and respect the opinions of others.

# Lesson 5

## Grammar

### Lesson Objectives

- Remember the *Winter Wonderland* story.
- Present and practise *will / won't*.
- Practise winter activities vocabulary.
- Develop communication and collaboration skills.

### Language

New: *will / won't*. *I / He / She / We'll go sledding. I / He / She / We won't make a snowman. I think I'll go skiing. I don't think we'll win.*

Review vocabulary: winter activities

### Warm up

Play *Slow reveal* from the Ideas bank on page 150. Use the winter activities flashcards.

### Class Book page 14

#### 1 REMEMBER THE STORY Match the parts of the sentences.

- Ask students to say what they can remember about the *Winter Wonderland* story from Lesson 4. Ask them what the criminal did and how Oli and Nancy caught him.

#### ANSWERS

1 c 2 a 3 b 4 e 5 d

#### 2 Read the table. Say something you *will do* and something you *won't do* this winter.

##### TIP Mixed-ability Teaching

- Support lower-level students by playing *Repeat if it's true!* Say a sentence using the components of the grammar table and encourage students to repeat the sentence if it's true for them also, or stay quiet if it isn't true for them. If they choose to stay quiet, they should put their fingers on their lips, so you can see they are making a choice and not just remaining passive. In this way, students need to understand the meaning of the sentence, and they have more supported practice of saying sentences following your model.
- Stretch higher-level students by playing the same game described above, but asking students to take on your role and be the teacher.

#### 3 Make sentences.

- Explain that students should use *will* if there is a tick and *won't* if there is a cross.

#### ANSWERS

- 2 We won't have a barbecue on Saturday.
- 3 She'll make a snowman after school today.
- 4 I won't do crafts tomorrow evening.

#### 4 Talk to your class about their ideas for next weekend. Write down their answers. Collaboration

- Tell students to mingle and talk to other students about their plans for the weekend and to make notes.

#### KEY COMPETENCES Social and civic competence

Students learn to actively listen to their classmates during this activity, which is an important communication and social skill. During feedback, ask students to write down three interesting things they hear and then share their ideas with the class.

#### 5 What did you discover in activity 4? Talk to your partner. Communication

#### Activity Book page 10

#### 1 Listen and tick ✓. 023

##### Audio transcript

- 1  
A: Mum, there's a craft competition at school. I need to make something for animals in the winter.  
B: That sounds interesting! What will you make?  
A: I think I'll make a bird feeder.
- 2  
B: There's a shoebox in the cupboard. Do you want to use it?  
A: No, that won't work. The bird feeder needs to go outside and it will get wet.  
B: Hmm ... Dad has got an old box. It's made of wood.  
A: Great. I'll use that!
- 3  
B: Do you need paint, too?  
A: Yes, please. I think I'll paint my bird feeder green and then decorate it. That will look nice in the garden.  
B: That sounds lovely!
- 4  
B: Will you start your bird feeder tonight?  
A: No. I won't have time tonight. I've got a lot of homework. I'll make it on Saturday morning. Will you help me?  
B: Yes, of course. I'll enjoy it!

#### ANSWERS

2 b 3 b 4 b

#### 2 Write the opposite of the sentences.

#### ANSWERS

- 2 I'll make a snowman.
- 3 She won't make a cake.
- 4 I think we'll finish.

#### 3 Look at the chart and tick ✓ or cross X the activities. Then write about your plans.

#### ANSWERS

- 1 pick strawberries 2 have a picnic / make a snowman
- 3 fly a kite / have a barbecue

#### KEY COMPETENCES Learn to learn

Tell students that we use *will* here for a future plan that is decided at the moment of speaking and that is not a long-term future plan.

#### 4 Look at today's weather. Circle. Then write about what you'll do after school. Critical Thinking

- Ask students what the weather is like today and ask a few of them what they'll do after school.

Read and complete with 'll or won't.

**ANSWERS**

2 won't 3 'll 4 won't 5 won't 6 'll 7 'll 8 'll

## Lesson 6

### Cross-curricular

**Lesson Objectives**

- Learn about life cycles.
- Present and practise words connected to life cycles.
- Learn how to compare the life cycles of two animals.
- Develop critical-thinking and creative skills.

**Language**

New: life cycles vocabulary: *eggs, caterpillars, chrysalis, butterfly, metamorphosis, life cycle, nymphs*

**Warm up**

Review the *Winter Wonderland* story by playing *What's next?* from the Ideas bank on page 151.

**Class Book** page 15

**1 Look at the pictures in activity 2. Which is the correct order of the stages?** Critical Thinking

**ANSWER**

c

**KEY COMPETENCES** Cultural awareness and expression

Ask students in which season we see more butterflies, and if they have ever seen a chrysalis or a caterpillar.

**2 Listen and read.** 024

- Before reading, ask students to look at the text and find the pink words. Ask students to explain these words to the class if they know the meanings. If not, students can use their dictionaries to look them up.

**3 Read and answer.**

**ANSWERS**

- 1 On a leaf / leaves.
- 2 Leaves and flowers.
- 3 No. They grow very fast.
- 4 The caterpillar starts changing shape.
- 5 Metamorphosis.
- 6 They move their wings and fly away to look for food.

**4 What other animals have different stages and forms in their life cycle?** Critical Thinking

- Students discuss the question in pairs, then join with another pair to compare answers.

**5 Learn how to compare the life cycles of two animals.**

- Students open their Activity Books at page 11 and complete the activities.

**1 Listen and write the numbers (1–5).** 025

**Audio transcript**

- 1 A new caterpillar hatches from one of the tiny eggs.
- 2 The new butterfly can't fly immediately, but it soon starts moving its wings.
- 3 The female butterfly lays lots of tiny eggs.
- 4 The caterpillar eats leaves and flowers, and it grows quickly.
- 5 Inside the chrysalis, the caterpillar starts changing from a caterpillar into a butterfly.

**ANSWERS**

(from left to right) 2, 5, 1, 3, 4

**2 Look and read. Then number the sentences.**

**Listen and check.** Critical Thinking 026

**ANSWERS**

a 3 c 2

**3 Read the sentences and write B (butterfly) or D (dragonfly).**

**ANSWERS**

2 D 3 D 4 B 5 B 6 D

**TIP Curriculum link**

If students are learning about animals in their own language in science at school, encourage them to tell their teacher what they learned about metamorphosis, and the stages of life of a dragonfly and butterfly.

**4 Make a poster about the life cycle of a butterfly or a dragonfly. Find or draw pictures and write sentences to describe each stage.** Creativity

- Lower-level students can work in groups to make their poster. Higher-level students can work individually. Invite students to present their posters to the class.

## Lesson 7

### Literacy: a poem

#### Lesson Objectives

Develop literary skills and familiarize students with poetic devices.

Find out about Native American culture.

Raise awareness of the value of expressing feelings and ideas through poems.

Talk about poetry.

#### Language

Review: past simple for narrative; seasons

#### Warm up

Play *Quiz* from the Ideas bank on page 151. Use the texts about butterflies and dragonflies from Lesson 6 for the questions.

#### Class Book page 16

**1 BEFORE YOU READ** Look at the pictures. What are the two poems about?

#### KEY COMPETENCES Cultural awareness and expression

Explain that Native North Americans are the indigenous people who lived in North America before the Europeans arrived in the 15th century.

**2 Look at the titles of the two poems, and the pictures. What is the weather like?** Critical Thinking

**TIP** Write their ideas on the board, but don't tell the students if their ideas are right or wrong at this point. After they have listened and read the text, ask students to come and tick or cross the ideas.

**3 Listen and read.** 027 Were you right?

#### ANSWER

It's cold and snowing.

#### KEY COMPETENCES Learn to learn

Using the pictures and the title of the poems generates interest in the text and encourages students to predict what the text is about. This is a valuable learning tool for students when they are asked to read new texts.

**OUR VALUES!** Focus students on the Our Values! feature. Then ask them why they think poems are a good way to show ideas and feelings. Conduct a classroom discussion and encourage students to think about the importance of being able to express yourself without judgement and having to follow strict writing rules. Talk about whether a poem can be right or wrong, what poems can be about and if writing them helps people find their own voice. Explore the idea that poetry is about the imagination and which senses poetry draws on.

**4 AFTER YOU READ** Complete the activities.

- Students complete the activities on page 12 of the Activity Book.

#### Activity Book page 12

**1 Read the poems on Class Book page 16 again and answer the questions with your ideas.**

#### Critical Thinking

- Make sure the students know that people can interpret poems differently; some of their answers may be different from other students and this is fine.

#### SUGGESTED ANSWERS

- cold, winter, snow
- Snow falling.
- Students' own answers
- Students' own answers
- Life was cold, but they were happy.
- A fox.

**2 Which ideas can you find in the poems? Tick ✓.**

#### ANSWERS

Night falls on the prairie: 2

Winter landscape: 2

**3 Read and listen.** 028 Write the number of the picture next to the line of the poem it matches.

#### ANSWERS

2 d 3 a 4 c

**4 Talk about poetry. Ask and answer. Use the prompts.** Critical Thinking

- Students ask and answer the questions in pairs, then join another pair and ask and answer questions about poetry.

## Lesson 8

### Culture: The Navajo Mountain Chant festival

#### Lesson Objectives

Raise awareness of the Navajo Mountain Chant festival.

Compare a traditional Native American festival and a festival in the students' own country.

Review and practise describing similarities and differences using *and* and *but*.

#### Language

Review: present simple third person singular; activities

#### Warm up

Check how much students can remember about the poems in the previous lesson. Make statements about the poems and have students say *True* or *False*.

- 'A million white feathers' is snow. (True)
- The people sing songs. (False)
- The people sit by a fire. (True)
- A bird is looking for food in Winter landscape. (False)

## Activity Book page 13

### 1 Listen and answer. 029

- Tell the class that they are going to listen to a conversation about a traditional Native American festival.
- Ask students what they know about Native Americans (*Where do they live? What language do the people speak?, etc.*).
- Then play the recording for students to choose the three things Tadi talks about.

### Audio transcript

**Interviewer:** Where are you from, Tadi?

**Tadi:** I'm Navajo and I live in Arizona.

**Interviewer:** The Navajo are a Native North American tribe – is that right?

**Tadi:** Yes, it is. We're a very old culture. I love our culture, especially the festivals.

**Interviewer:** What's your favourite festival?

**Tadi:** It's the Navajo Mountain Chant. It's a very old festival. It's a nine-day festival.

**Interviewer:** Nine days! That's a lot! When is it?

**Tadi:** It's in spring – at the end of March.

**Interviewer:** Why is the festival in March?

**Tadi:** Because it's the time of year when the bad weather stops and we can start new things. We celebrate the end of winter and the start of spring.

**Interviewer:** What do people do at the festival?

**Tadi:** The festival always starts by making a sand painting.

**Interviewer:** A sand painting? What's that?

**Tadi:** A group of men use coloured sand to make a big picture. The sand is red, blue, yellow and white.

**Interviewer:** What else happens in the festival?

**Tadi:** People dance around a fire. They paint their bodies white and they carry branches of trees.

**Interviewer:** Do they sing, too?

**Tadi:** Yes, they do. There's a traditional song. It's called 'The night chant'.

**Interviewer:** Who goes to the festival?

**Tadi:** The Navajo people go, of course, and there are a lot of visitors, too. We have a great time together.

### ANSWERS

dancing, singing

### 2 Listen again and complete the notes. 030

### ANSWERS

2 Arizona 3 end of March 4 nine days  
5 sand / body painting 6 singing 7 dancing  
8 the Navajo people and a lot of tourists

### 3 Think about a traditional festival in your country. Complete the information. Critical Thinking

- Before students begin this activity, you might like to get them started by giving them some ideas of your own. You could show students some photographs, leaflets or website images of a festival you have been to in their country. It doesn't matter if the festival is a very small one; it could be something local or organized by the school.

### TIP Mixed-ability Teaching

Group students to do this task, so there is a mixture of higher-level and lower-level students in each group. This promotes peer collaboration.

### 4 Make a list of similarities and differences between the Navajo Mountain Chant festival and the festival in your country. Critical Thinking

### 5 Talk about the similarities and differences you found in activity 4. Use *and* and *but*. Communication

### KEY COMPETENCES Social and civic competence

Thinking about what we have in common with people from different places and with different cultures helps us to relate to them and appreciate them. Encourage students to discuss the list of differences they have found between their own traditional festival and the Navajo Mountain Chant festival, and to tell you which things they found out about the Navajo Mountain Chant festival that they like the sound of.

## Lesson 9 Writing: a poem

### Lesson Objectives

Recognize features of a haiku.

Learn about and practise writing a haiku.

Practise a specific writing subskill: using keywords.

### Language

New: features of a haiku: *line, syllables, keywords*

### Warm up

Divide the class into two teams. Tell the class you will say an answer and the first team to say the correct question wins a point. Ask a student from each team to come to the front. Say an answer, for example, *I went to Italy.* and ask *What's the question? (Where did you go?)*. The fastest player to respond wins a point for the team. Repeat with different team members and answers.

### Class Book page 17

### 1 Read the four haikus which Fatima has written. Which season is each one about?

### ANSWERS

Haiku 1: autumn Haiku 2: spring Haiku 3: winter  
Haiku 4: summer

### 2 Read the haikus again and answer the questions.

### ANSWERS

- 1 The other leaves.
- 2 The writer is outside.
- 3 The sound snow makes when it falls.
- 4 At the beach.



### 3 Match the features and the colours in the haikus.

#### ANSWERS

- 1 A line with five syllables – green
- 2 A line with seven syllables – purple
- 3 A second line with five syllables – red
- 4 Keywords about nature – blue

### 4 Read the Big Write tip.

- Students turn to the Big Write tip on page 14 of the Activity Book.

## Activity Book page 14

### 1 Read and complete the Big Write tip. Use the words in the box.

#### ANSWERS

- 2 seven 3 five 4 nature 5 keywords

### 2 Look and write the correct keywords for the scenes.

#### ANSWERS

- 1b flowers 1c lambs  
2a snow 2b ice 2c snowman  
3a sun 3b ice cream 3c beach

### 3 Think about something in nature. Plan a haiku about it.

- Students can discuss their ideas in pairs or groups.

### 4 Write your haiku. Then draw the picture your haiku describes.

**Creativity**

#### KEY COMPETENCES Cultural awareness and expression

Writing poetry and drawing a picture to show what it describes encourages creativity and expression. Display students' haikus around the classroom and ask each student to report back on their favourite.

### Community Task **Collaboration**

- Organize students into groups to do the activity. Then do it again as a class.

**DIGITAL COLLABORATIVE LEARNING** A sense of audience increases students' motivation to write. You can choose to extend the writing activity in this lesson to a Community Task, bringing all students' pieces of writing together to create a class project for a wider audience. See the Digital Collaborative Learning section in the Introduction.

## Lesson 10 The Big Question Review

### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Self-evaluate progress.

### Language

Review vocabulary: outdoor summer activities, winter activities

Review grammar: *Wh-* questions with *did, will / won't*

### Warm up

Play the *Review* game on the iPack or choose one of the flashcard games from the Ideas bank on pages 150–151 to revise the language from Unit 1 with the class.

## Class Book page 17

### 1 Listen and answer. 031 Which food do they mention in the song?

#### Audio transcript

In summer, we'll have a barbecue.

I'll make some sardines for you.

We'll go to an outdoor cinema.

We'll try to grow a sunflower.

*But spring's my favourite season!*

*Don't ask me for a reason.*

*All the birds in the sky will sing*

*My favourite season is spring.*

Autumn's windy by the sea.

We'll learn to windsurf, you and me.

We'll go hiking round the coast.

We'll stop at a café for tea and toast.

*Chorus*

And then, in winter, when it snows,

We'll make a snowman with a carrot nose.

We'll go sledging, we'll have some fun,

But we won't have a picnic 'cause there's no sun!

*Chorus x 2*

#### ANSWERS

sardines, tea, toast, carrots

### 2 Watch and answer the questions on the video.

#### Video transcript

See page 155.

#### ANSWERS

See Video transcript.

### 3 Look at the Big Question poster. How do your answers compare with the unit answers?

#### Critical Thinking

- Students compare their own answers on the poster with the example answers in the unit, and choose which of the example answers they most agree with.
- If students have written questions on their poster, they can now see which ones they can answer.

#### 4 Complete the activities and do the self-evaluation.

- Students turn to page 15 of the Activity Book to complete the review activities and self-evaluation.

### Activity Book pages 15–16

#### 1 Listen and complete the song. 🎧 032

##### ANSWERS

2 sunflower 3 windsurf 4 hiking 5 snowman  
6 go sledging

#### 2 Read the answers. Then write the questions.

##### ANSWERS

2 Who did you go with? 3 What did you see?  
4 What did you do? 5 Where did you stay?  
6 What did you buy?

#### 3 Look and complete the sentences. Use the correct form of the words.

##### ANSWERS

2 I don't think she'll fall. 3 I think he'll eat soup.  
4 I don't think they'll build a snowman. 5 I don't think he'll catch the bus. 6 I think he'll go sledging.

#### 4 Play the Snakes and Ladders game.

- Divide students into pairs to play the game. Ensure each pair has a dice and a counter for each player.
- The students roll the dice and move their counters, completing the challenge in the square that they land on. Remind students to go up a ladder or down a snake. The first player to reach 'Finish' is the winner.

#### 5 Read and tick ✓ or cross X.

##### KEY COMPETENCES Learn to learn

Remind students of the importance of reflecting on their own progress. Encourage them to think about what they would like to improve on in the next unit. Discuss ways of improving in certain areas. Also encourage them to take pride in things they have done well.

**TIP** Take time to analyse students' responses to activity 5. Either take in their Activity Books to view their answers in this section, or ask them to copy and complete activity 5 onto a piece of paper and hand it in to you. They could put this into a 'Self-evaluation box' on your desk at the end of the lesson. You can then check whether the students' evaluation of themselves is the same as your evaluation of their work and level, and, as a result of this, make time to talk to individual students about their work or provide more practice.

#### 6 Complete the sentences.

##### Unit 1 Test

Students are now ready to complete the unit test. See Oxford Premium.