



Family life

Lesson 1: Words

Learning objective

Students will be able to talk about helping at home, using the new vocabulary.

Language

Housework: *clean my room, clear the table, cook the dinner, Hoover the floor, load the dishwasher, wash the car, wash the dishes, water the plants*

Functional language: *I have to ...*

Starting the lesson (optional)

- Ask students to think about the different things they do at home. They discuss their ideas with a partner.
- Ask some of the students to share the ideas with the class.

Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask **What are we learning about today?** Invite suggestions from around the class.
- Ask the class the unit question **How do we spend time with our family?** and explain the meaning. Explain that they'll be thinking about this question throughout the unit.
- Write the learning objective for this first lesson on the board: *Let's talk about helping at home.* Check understanding and translate into students' own language if necessary.
- Ask different students around the class **Do you help at home? When / How often do you help?**

iPack page 72

1 Look, share, learn.

- Use the iPack to show the picture or ask students to look at the picture in their Class Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English. Ask them to think about types of transport, rooms in a house and objects in a house.

ANSWERS

Students can see a bike, a car, a plane, a kitchen, a living room, a bedroom, a dining room, a bed, a vase, a table, a mirror, a picture, a robot, a poster and some books.

- Tell students that they are now going to learn eight new phrases. If you are using the iPack, present the new language using the vocabulary presentation video.

Class Book pages 72–73

2 Listen, point and repeat. 143

- Ask students to look at the picture on page 72. Play the recording for students to listen and point to the children doing the different chores.
- Play the recording again for students to repeat the phrases.

Optional activity

Use the *Vocabulary* poster to review the words. Then play a game of *What's missing?* (see *Ideas bank* page 172) using the flashcards.

3 Listen and say. 144

- Tell students that they are going hear the sound of people doing different types of housework from exercise 2. Play the recording, pausing after each sound for students to say the correct phrase.
- Play the recording a second time for students to listen and say the phrases again.

Audio transcript

The sound of someone loading a dishwasher.

The sound of someone hoovering the floor.

The sound of someone washing a car.

The sound of someone cooking dinner.

The sound of someone watering the plants.

The sound of someone cleaning their bedroom.

The sound of someone washing the dishes.

The sound of someone clearing the table.

ANSWERS

1 load the dishwasher 2 Hoover the floor

3 wash the car 4 cook dinner 5 water the plants

6 clean my room 7 wash the dishes 8 clear the table

4 Play the Mime game.

- Ask students to read the conversation. Explain that they must mime a chore from exercise 2 for their partners to guess. Their partner can ask questions, as in the conversation.
- Students take turns to mime and guess the phrases.

5 Look and choose for each room.

- Ask students to look at the pictures. Choose a student to name each of the places.
- Do number 1 as an example. Elicit the correct answer *wash the dishes*. Check students understand they have to choose the right answer from two options each time.
- Ask students to look at the rest of the places and tell their partner the housework that we do there.

ANSWERS

1 wash 2 load 3 clear 4 water 5 wash 6 cook
7 Hoover 8 clean

6 How do you help at home? Give yourself a point for each thing you do.

- Ask students to read through the list and tell their partner the chores that they do at home. If a student does a chore that is not included in the list and it can be described in English using known language, e.g. *clean the bath* or *wash my clothes*, allow them to add it to their list and gain bonus points.

ANSWERS

Students' own answers.

KEY COMPETENCES: **Citizenship**

Thinking about how they help at home focuses students' attention on how to be responsible citizens.

Giving themselves points for every way they participate encourages them to engage actively.

GLOBAL SKILLS: **Emotional self-regulation and well-being**

Having specific chores to do at home helps children develop a sense of responsibility and builds self-discipline. Discussing the topic of helping at home will encourage students to become more involved in helping with the housework.

You may also wish to assign jobs or roles for different students to do in the classroom. The students doing the jobs can be changed every week so that everyone has a turn.

7 Listen and repeat. 145 **Then ask and answer.**

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Ask students to work in pairs. They take turns to ask and answer about how they help at home.
- Go around the class as students talk, helping and correcting where necessary.
- Discuss the activity with the class. Choose two or three students to report back on themselves and their partners. Then ask students to think about what other chores they could help with. Invite suggestions from different students.

Team Task! 1

- This task practises vocabulary and grammar that students will use for the Learning situation at the end of this unit. Working in groups, students ask and answer about helping at home to complete the survey table and record the results in the bar chart. Groups can then present their charts to the class.

Activity Book pages 70–71**1** **Listen and number.** 029

- Students listen and number the pictures of chores.

Audio transcript

- 1 **Girl** I wash the car.
- 2 **Boy** I Hoover the floor.
- 3 **Girl** I clean my room.
- 4 **Boy** I water the plants.
- 5 **Girl** I load the dishwasher.
- 6 **Boy** I cook the dinner.
- 7 **Boy** I clear the table.
- 8 **Girl** I wash the dishes.

ANSWERS

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

2 **Look, read and complete.**

- Students look at the pictures and complete the text in the speech bubbles.

ANSWERS

1 table 2 dishes 3 room 4 floor 5 car 6 plants
7 dishwasher 8 cook

3 **Read and complete.**

- Students look at the list and complete Paul's text.

ANSWERS

1 clear the table 2 water the plants 3 wash the dishes
4 Hoover the floor 5 cook the dinner 6 wash the car
7 load the dishwasher 8 clean my room

4 **How do you help at home? Write four things you have to do every week.**

- Students think about how they help at home and write four jobs they do every week in the list.

ANSWERS

Students' own answers.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and assess their learning for the lesson.

Lesson 2: Grammar**Learning objective**

Students will be able to talk about how they helped at home last week.

Language

Grammar: Past simple regular verbs (affirmative), Past simple regular verbs (negative)

Starting the lesson (optional)

- Say the name of a room in the house or an outside area, e.g. *living room*. Choose a student to say which chore you can do there (*hoover the floor*). Repeat with other places.
- If you wish, ask the children to play the game in pairs.

Lead-in

- Put the flashcards from Lesson 1 on your desk. Invite a student to come to the front of the class and put the chores that he / she does on the board. He / She tells the class about them, e.g. *I clean my room every week. I wash the car on Saturday.*
- Repeat with other students until all of the flashcards are on the board.
- Ask *What are we learning about today?* Invite ideas from different students.
- Ask students to look at page 74 of the Class Book. Write the learning objective on the board: *Let's talk about how we helped at home last week.*

iPack page 74**1** **Listen and follow.** 146 **Then act.**

- Focus on the pictures in the cartoon story. Choose students to identify the characters and say what they can see.
- Play the video and then the recording for students to listen and follow the story.
- Choose students and ask *When did May clean the car? When did she cook the dinner? Did she wash the dishes this morning? What did she design?*
- Play the recording a second time for students to follow again.

- Divide the class into pairs. In their groups, the students choose who is going to play May and who is going to play Dad.
- Students act out the story in their pairs. Walk around the class as they practise and help with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

Class Book pages 74–75

2 Look, listen and learn. 🎧 147 How do we make the past of regular verbs?

- Play the recording for students to listen and follow the sentences.
- Ask *How do the verbs end?* Draw attention to the *-ed* endings in pink.
- Read the explanation in the *Look!* box to the class.
- Play the recording for students to listen and follow again.
- Ask students to read the verbs and tell their partner the past simple forms by adding *-ed* to the end.

ANSWERS

add *-ed*

3 Listen. 🎧 148 Who watered the plants?

- Ask students to look at the pictures. Ask a different student to identify the chore represented by each one.
- Tell students that they are going to hear the different people in a family talking about the housework they did last week. They must listen and point to the chores each person did.
- Play the recording, pausing if necessary, for students to point to the pictures.
- Play the recording again for students to choose, or check, their answer to the question. Establish that all of the family watered the plants.

Audio transcript

Danny In our family, everyone helps at home. Let's find out what we did last week! OK, Mum. What were your jobs?

Mum OK, well, I hoovered the floors. I washed the car and I washed the dishes. Oh! And I watered the plants last Tuesday.

Danny Thanks, Mum. Alright. Dad?

Dad Let's see ... I cleared the table and I cooked the dinner. And I watered the plants last Wednesday!

Danny Hmm. OK. Bella?

Bella I helped Mum wash the car ... Oh! And last Thursday I watered the plants!

Danny Right. So finally ... me. I'm Danny. I cleared the table. And I helped Dad cook the dinner. And I watered the plants yesterday ... Oh dear! We all watered the plants!

ANSWER

They all did / everybody

Optional activity

Explain that the *-ed* endings of past simple regular verbs can make one of three sounds: /d/, /t/ or /ɪd/. Play the recording from exercise 3 again, pausing after each of the phrases. Say the verbs for students to repeat, focusing on the sound of the ending. Then say the whole phrase for students to repeat.

4 How did you help at home last week? Talk with your partner.

- Focus on the text in the speech bubble and read it aloud for the class.
- Ask students to work in pairs. They take turns to tell each other about what they did last week.
- Go around the class as students talk, helping and correcting pronunciation where necessary.

KEY COMPETENCES: 🧩 Personal, Social, and Learning to Learn

Students consolidate their learning of the vocabulary and grammar of the unit in a personal way. Sharing their own personal response promotes learning from their peers.

5 Look, listen and learn. 🎧 149 How do we make the past negative?

- Play the recording for students to listen and follow.
- Ask students to look at the affirmative and negative forms. Draw attention to the differences: with the positive, we add *-ed* to the end of the verb. With the negative, we use *didn't* in front of the verb, but we don't add *-ed* to the end.
- Ask students to work in pairs. They take turns to read the sentences in the grammar box.
- Ask *How do we make the past negative?* Choose a student to answer.

ANSWER

add *didn't*; verb is in bare infinitive form (we don't add *-ed*)

6 Look and choose a or b.

- Ask students to look at the pictures. Ask questions and choose different students to answer, e.g. *What did Dad do last Friday? What did Bella do? What did Mum do last Saturday? What did Danny do?*
- Ask students to work in pairs. They take turns to read a sentence and say *a* or *b* to match the picture.

ANSWERS

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

Mixed ability

Confident students, who finish quickly, can make their own negative sentences for their partner to say *a* or *b*.

7 Work with your partner. What did you do and what didn't you do today?

- Ask students to read the speech bubbles and complete the second sentence using the past simple negative. They then tell their partner full sentences, using the past simple positive and negative forms of the activities in the list.
- Walk around the class as students talk, helping where necessary.

ANSWERS

I designed a robot.
I didn't hoover the floor.
I played video games.
I didn't clean my room.
I watched TV.
I didn't wash the car.

CONTINUOUS ASSESSMENT: Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to go to the *Grammar check* section on page 120 of their Activity Books and complete exercises 1 and 2. See page 156 of this book for the *Grammar check* answers.

Team Task! 2

- In small groups, students discuss the jobs they do at home. They individually complete the worksheet to write a list of jobs and design a robot to help them at home. Then they talk about their robots in their groups.

Activity Book pages 72–73

1 ★ What did they do on Saturday afternoon?

Listen and write the names. 🎧 030

- Students listen and write the name of the person who did each chore.

Audio transcript

- 1 She cleared the table.
- 2 He washed the dishes.
- 3 They washed the car.
- 4 He hoovered the floor.
- 5 She watered the plants.
- 6 She cleaned her room.

ANSWERS

- 1 Grandma 2 Dad 3 Grandpa and Lucy 4 Jack
5 Mum 6 Zoe

2 ★★ What did they do on Sunday afternoon?

Look, read and complete.

- Students look at the picture to see what the people did on Sunday afternoon. They complete the sentences with the past simple form of the verbs in the box.

ANSWERS

- 1 played 2 baked 3 watched 4 painted
5 listened 6 played

3 ★★ Look, read and complete.

- Students look at the picture and complete the sentences about what the people did.

ANSWERS

- 1 didn't play 2 washed 3 didn't climb 4 didn't play
5 watched 6 didn't watch 7 didn't cook 8 didn't clean

4 ★★ What did you do last weekend? Complete for you.

- Students complete the sentences about themselves.

ANSWERS

Students' own answers:

- 1 cleaned / didn't clean 2 baked / didn't bake
3 played / didn't play 4 washed / didn't wash
5 watched / didn't watch 6 listened / didn't listen
7 walked / didn't walk

5 ★★★ Write sentences about things you did or didn't do at school yesterday.

- Students read the phrases in the box. They use them to make two positive and two negative past simple sentences about things they did and didn't do.

ANSWERS

Students' own answers.

(danced / didn't dance, kicked / didn't kick a ball, listened / didn't listen to music, painted / didn't paint a picture, played / didn't play outside, talked / didn't talk to my teacher, washed / didn't wash my hands, watched / didn't watch TV)

Mixed ability

For less confident students, model your own ideas about your last weekend. Give students a range of positive and negative sentences to help them start.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and assess their learning for the lesson.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about how they get ready for a party using *had to*.

Language

Party preparations: *decorate, dress up, invite guests, prepare food, set the table, tidy up*

Grammar: *I had to set the table.*

Starting the lesson (optional)

- Play a game of *Categories* (see *Ideas bank* page 174) with the things to do in the city from Unit 2, free time activities from Unit 5 and the housework from this unit.

Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look on page 76 of their Class Book. Write the learning objective on the board: *Let's get ready for a party.* Explain the word *party* or translate it into students' own language.
- Ask students to work in pairs. They name as many things as they can, in English, that they can do to prepare for a party, e.g. *hoover the floor, clean my room, bake cupcakes.*
- Ask different students to share their ideas. Compile a list on the board.

Class Book pages 76–77

1 Listen, point and repeat. 🎧 150

- Focus attention on the photos on the webpage. Choose students to point to a photo and tell you what they can see, e.g. *I can see a boy. He's making cupcakes.*
- Play the recording for students to listen, point to the pictures and repeat the phrases.
- Play the recording a second time for students to point and say the phrases again.

2 Listen and say. 151

- Tell students that they are going to hear children doing the different activities from exercise 1.
- Play the recording for students to listen to each conversation and find the photo that matches. Pause for students to say the phrase.

Audio transcript

Mum Can you help me put these clean clothes in your bedroom?

Girl Yes! In a minute! I'm cleaning the table.

Dad We need eight plates, please.

Boy OK, Dad. Does the knife go on the left, or the right? I can't remember.

Dad Put it on the right.

Boy OK, thanks.

Girl Here, put this one in the tree.

Mum Wow! The garden looks good! Well done, kids.

Boy Dear Aunt Monica ... Oh, Mum? How do you spell Monica?

Mum M-O-N-I-C-A

Boy Thanks! Dear Aunt Monica, please come to our party ...

Dad Look! Do you like my new shirt?

Boy Yes, I do. You look very nice.

Dad Thank you. So do you.

Girl How many cakes do we need?

Dad Hmm ... about twelve, I think.

Girl OK. We have to make some more.

ANSWERS

1 tidy up 2 set the table 3 decorate 4 invite guests
5 dress up 6 prepare food

3 Listen and follow. 152 Which party is it?

- Ask the class to look at the pictures. Choose different students to identify the party preparation that each one represents. Note that two of them (*go shopping* and *cook the dinner*) were learned in previous units and do not appear in exercise 1.
- Ask students to read the different types of parties on the right. Choose students to ask *Which party do you like best? Why?*
- Tell students that they are going to hear someone talking about how to prepare for a party. They must listen and follow the maze by drawing a line with their finger to connect the pictures as the preparations are mentioned. When they get to the last picture, they look to the right to find out what type of party it is.
- Play the recording, pausing if necessary for students to follow the line to the correct picture.
- Ask *Which party is it?* Choose a student to answer.

Audio transcript

So you want to have a party!

OK! Are you ready?

First, you have to go shopping. Make a shopping list and go to the supermarket!

Alright. Now it's time to tidy up. Put the toys in your room, put the cushions on the sofa. Put the books on the shelf. That's right. Tidy up!

Are your guests hungry? It's time to go to the kitchen. Yes! Next, you have to cook the dinner.

Finally, it's time to dress up. Put on your best clothes! Why don't you wear the sweater that Grandma likes?

Are you ready? Yes, you are! Your party is ready to go!

ANSWER

family party (path = go shopping, tidy up, cook the dinner, dress up)

CONTINUOUS ASSESSMENT: Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary. If further practice is needed, ask students to turn to page 74 of their Activity Books and complete exercises 1 and 2.

4 Take turns to describe a new path through the maze in 3.

- Ask a student to help you model the dialogue for the class.

MEDIATION: Students work in pairs. They take a different path through the maze, taking turns to describe each of the things they have to do to prepare.

This allows them to process the new vocabulary in a personal way, and collaborate with each other to facilitate communication.

5 Look, listen and learn. 153 Who had to dress up?

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs, taking turns to read the sentences.
- Draw attention to the words in pink (*had to*). Focus on the *Look!* box and read it to the class.
- Ask *Who had to dress up?* Choose a student to answer.

ANSWER

Dad had to dress up.

6 Look at the to-do list and make sentences with had to.

- Ask students to look at the to-do list. Ask *Who had to decorate / prepare food / dress up?* Elicit answers from different students.
- Ask students to make sentences using the information from the to-do list.

ANSWERS

Mum had to invite guests.

Layla had to decorate.

Dad had to prepare food.

Sam had to set the table.

Everyone had to dress up. / They all had to dress up.

CONTINUOUS ASSESSMENT: Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to go to the *Grammar check* section on page 120 of their Activity Books and complete exercise 3. See page 156 of this book for the *Grammar check* answers.

7 Listen and follow. Then sing. 154–155

- Ask students to look at the song. Remind students of how the coloured words are substituted to make the second verse.

- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Task! 3

- This task practises vocabulary and grammar that students will use for the Learning situation at the end of this unit. Students use the party planner guide, taking turns to ask and answer the questions with a partner.

KEY COMPETENCES: Citizenship

Planning a party encourages students to think about what makes other people happy. Asking and answering questions helps them to listen to others and show respect for other people's ideas. Learning how to collaborate with their classmates will help them to participate successfully in other social groups outside school.

Activity Book pages 74–75

1 ★ Read and number.

- Students read the list and number the people in the picture.

ANSWERS

clockwise from top left: 1 (Mum / prepare food) 4 (Dad / decorate) 5 (Emma, tidy up) 2 (Grandpa, invite guests) 6 (Grandma / dress up) 3 (Jack / set the table)

2 ★ Complete the steps in the party planner.

- Students look at the pictures in the party planner and complete the steps.

ANSWERS

1 invite guests 2 tidy up 3 decorate 4 prepare food
5 set the table 6 dress up

3 ★★ Read and complete the text with *had to* and the verbs.

- Students read the text and complete each gap with *had to* and a suitable verb from the box.

ANSWERS

1 had to invite 2 had to tidy 3 had to decorate
4 had to prepare 5 had to set 6 had to dress

4 ★★ What did they have to do after the party? Listen and write the letters. 031 Then write.

- Students listen and match the names with the pictures, then complete the sentences about what the people had to do.

Audio transcript

Girl Thank you for the party. Can we help to tidy up?

Woman Yes, please. Sarah, can you clear the table, please? And Ali, you can load the dishwasher. Maisie, please can you tidy up the garden? And Tom, can you Hoover the floor? Thank you!

ANSWERS

1 b Sarah had to clear the table. 2 c Ali had to load the dishwasher. 3 a Maisie had to tidy up the garden.
4 d Tom had to Hoover the floor.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and assess their learning for the lesson.

Lesson 4: Story

Learning objective

Students will be able to read and understand a story about helping out.

Language

Vocabulary and grammar from Lessons 1–3

Starting the lesson (optional)

- Sing the song from the end of the previous lesson with the class.
- Play a game of *Sing the next line* (see *Ideas bank* page 173).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to imagine they have to help prepare for a party. Ask ***What do you have to do?*** Elicit the vocabulary from the previous lesson and encourage as many suggestions as possible in addition to the phrases from the previous lesson, e.g. *make a shopping list, go shopping, Hoover the floor, cook the dinner, bake cupcakes*.
- Ask students ***What do you think today's story is about?*** Choose two or three students to make suggestions.
- Write the learning objective on the board: *Let's read a story about helping out.*

iPack pages 78–79

1 Look at the pictures. What are the animals doing? Tell your partner.

- Ask students to look at the story. Read the title of the story to the class. Use the pictures in the story to teach or elicit the meaning of the word *farmyard*. Ask ***Which animals live in the farmyard?*** (*a horse, goats, chickens, a donkey, a cat, ducks*)
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the animals are doing, e.g. *The ducks are swimming.*

MEDIATION: In this exercise, students use their own words to interpret the pictures, working in pairs.

If possible, students can add information about how they think the animals are feeling.

ANSWERS

preparing for a party, having a party, cleaning up after a party

2 Listen and read. 0156 Who worked hard? ▶

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask the question ***Who worked hard?*** Invite two or three students to make suggestions.

- Play the video or the recording for students to follow the story. Choose a different student to answer the question *Who worked hard?*
- Play the video or recording a second time for students to follow again. If you wish, play the story a final time for students to enjoy.

ANSWER

Donkey

Class Book page 79

3 Read again and point to the jobs in order.

- Ask students to read the story again. They point to the jobs in the order in which they feature in the story.

ANSWERS

c tidy up e decorate a go shopping d prepare food
b dress up

Mixed ability

Ask less confident students to work in pairs. They find and tell their partner the phrases in the story, then use them to help point to the pictures in order.

Let students who finish quickly use their answers from exercise 3 with sequencing words to talk about the order of events in the story, e.g. *First, the donkey had to tidy up. Then he had to decorate the farmyard and go shopping.*

4 Who said it? Choose.

- Ask students to work in pairs. They read the pieces of speech to each other and choose the animals that said them. They reread the story as necessary.

ANSWERS

1 Horse 2 Donkey 3 the ducks 4 Cat
5 the goats 6 Horse

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question. Establish that the donkey is upset because none of the other animals helped to prepare for the party. He is also sad because the party isn't any fun without guests.
- Look at the second question and choose a student to answer (*The animals helped to tidy up*).
- Ask students what lesson they think the animals have learned. Draw attention to the horse's words at the end of the story: *It's better when we all help out.*

ANSWERS

Students' own answers.

KEY COMPETENCES: Personal, Social, and Learning to Learn

Talking about how the animals feel through a story context develops students' ability to be empathetic and understand others. Focusing on the importance of collaborating and helping each other develops a useful life skill that they will be able to use both inside and outside of the classroom.

GLOBAL SKILLS: Communication and collaboration

The story reminds students of the importance of sharing work and rewards. The animals learn that it isn't fair to let just one of them do all the work and the donkey learns that a party is only fun when it is shared. Discuss with the class why it is important to share work and what happens if one person does all the work. Encourage them to speak in English as much as possible, but allow them to use their own language if necessary.

Optional activity

Ask students to work in pairs or small groups. They think about how the other animals could have helped the donkey with the party preparations. They tell each other a list of jobs for the different animals to do, e.g. *ducks: tidy up, cat: decorate ...*

5 Act out the story.

- Divide the class into groups of eight, with one student for each of the following parts: the narrator, the donkey, the horse, the cat, the ducks (x2) and the goats (x2). As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part. Smaller groups are also possible if there is only one duck and one goat.
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

6 Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

Team Task! 4

- In pairs, students look at the pictures and read the sentences. They use the words in the box to complete the story and read it together.

Activity Book pages 76–77

1 ★ Read and complete.

- Students complete the story summary, using the past tense verbs from the box.

ANSWERS

1 wanted 2 had 3 didn't 4 couldn't 5 was
6 were 7 helped

2 ★★ Listen and number. 032

- Students listen to the recording and number the three pictures.

Audio transcript

- 1 Donkey prepared the food. The horse and the cat didn't help.
- 2 Donkey tidied up. The ducks didn't help.
- 3 Donkey decorated. The cat didn't help.

ANSWERS

a 2 b 3 c 1

3 ★★★ Look and write.

- Students look at the list for Cat's Farmyard Party and write sentences about who had to do each task to prepare for the party.

ANSWERS

- The horse had to tidy up.
- The goats had to go shopping.
- The ducks had to prepare (the) food.
- The cat had to decorate (the farmyard).
- The donkey had to set the table.

Mixed ability

Ask less confident students to complete the exercise in pairs, then join with another pair and compare answers. More confident students can write extra sentences about other possible farmyard animals and other party preparation activities, e.g. *The dog had to invite guests. The rabbits had to dress up.*

4 ★★★ Do you help out? Read and circle. Then count, tick ✓ and read.

- Students read and circle the sentences which are true for them for last week. Then they count how many chores they circled in list A, tick the box for the correct number, and read the comment for their score.

ANSWERS

Students' own answers.

5 Complete, draw and colour.

- Students complete the sentence and the emoji. They then rate the story by colouring the stars.

ANSWERS

Students' own answers.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and assess their learning for the lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about family festivals in the USA and Japan.

Language

Family members: *daughter, grandparents, parents, son*

Starting the lesson (optional)

- Ask students to think about their families. Ask *Who is in your family? What do they look like? What do they like doing?* In pairs, they take turns to talk about their family, e.g. *I've got one brother. He's 16. He likes sport. He plays football twice a week.*
- Ask some of the students to report back to the class.

Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (*the USA and Japan*). If there is a map in the classroom, ask students to find the two countries on it.

- Write the learning objective on the board: *Let's learn about family festivals in the USA and Japan.*

Class Book page 80

1 Listen, point and repeat. 157

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

2 Listen and say the number. 158

- Focus on the photo of Henry. Ask *Where is Henry from? (the USA)*
- Tell students that they are going to hear Henry describing a festival that he celebrated with his family last year. He will talk about the different people in the photos.
- Explain to students that they must listen carefully to the recording. Every time Henry says one of the words for a family member, they must say the number of the photo.
- Play the recording, pausing each time that Henry says one of the words for students to say the number.
- After checking the answers with the class, ask *Which festival did Henry celebrate with his family? (Thanksgiving)*. Ask different students to tell you what they know about Thanksgiving. Share the culture note about Thanksgiving.

Audio transcript

Hi! I'm Henry. In the USA, families get together for a festival called Thanksgiving. Here are some photos of my family from last Thanksgiving.

This is my mom and my dad. My parents invited all the family to our house. We love Thanksgiving.

That's Dylan. Dylan is Uncle Joe's son. He's five.

And there's Vicky. Vicky is Uncle Joe's daughter.

Can you see Grandpa and Grandma? Last Thanksgiving, my grandparents cooked the dinner. It was delicious! Thanksgiving at our house is noisy and fun.

ANSWERS

1 (parents), 3 (son), 4 (daughter), 2 (grandparents)

CULTURE NOTE: Thanksgiving

Thanksgiving is an American festival to celebrate the harvest of the previous year. It probably dates back to the early 17th century, when a group of English settlers shared food with the native Wampanoag people.

For Americans, Thanksgiving is a time to be with family. It is celebrated with a meal of turkey, potatoes, cranberries and pumpkin pie.

3 Listen and choose. 159

- Say students are going to hear Henry saying more about Thanksgiving.
- Ask students to read the sentences in their Class Books.
- Play the recording, pausing for students to choose the correct words in each sentence. If appropriate, have students write the answers in their notebooks.
- Play the recording again for students to follow and check.
- After each sentence, one student says the correct answer.

Audio transcript

Thanksgiving in our family is always a big holiday. We have a big family. My grandparents come to our house, and I have lots of aunts, uncles and cousins! Everyone helps out! First, we invite our guests. My sister does that. She likes to make cards for everyone.

Before the holiday, we have to go shopping. Grandpa and Grandma do the shopping at the big supermarket.

They bring the food to our house, because Mom and Dad cook the dinner. Last year, Grandpa and Grandma cooked the dinner, but usually my parents cook.

But we help them! My cousins and I all help to prepare the food! Then we eat a huge meal. After the meal, the children clear the table, and everyone helps wash the dishes. Thanksgiving is lots of fun.

ANSWERS

- 1 Henry's sister 2 grandparents 3 parents 4 cousins
5 wash the dishes

iPack page 80

4 What sport do people watch on TV?

- Play the video for students to watch and find out which sport people watch on TV during Thanksgiving.

Video transcript

See page 169.

ANSWER

American football

Optional activity

Ask students to work in pairs. They take turns to tell each other about the things people do during Thanksgiving, e.g. *People visit their families. They have a huge meal. They watch TV. They decorate the house.*

Class Book pages 80–81

5 Listen and follow. 160 Then talk about family festivals in your country.

- Play the conversation for students to listen and follow.
- In pairs, students ask and answer about a festival that they celebrate.
- Walk around as students talk, helping where necessary.
- Ask some pairs to act out their conversation for the class.

KEY COMPETENCES: Cultural Awareness and Expression

Finding out about different cultures broadens students' understanding of the world. It encourages them to think about their own culture and allows them to personalize.

6 Talk about the photos. Which family members can you see?

- Focus on the photo of Yukiko. Ask *Which country is Yukiko from? (Japan)*
- Ask students to look at the rest of the photos. In pairs, they take turns to say the family members they can see.
- Elicit suggestions from different students around the class.

ANSWERS

daughter / granddaughter, mother, grandpa

7 Listen and read. 161 How is Grandparents' Day the same as Thanksgiving?

- Play the recording for students to follow Yukiko's text.
- Ask students to discuss the question *How is Grandparents' Day the same as Thanksgiving?* in pairs.
- Choose two or three students to share their answers.

ANSWERS

They're both about saying thank you.

CULTURE NOTE: Grandparents' Day

The tradition of Grandparents' Day in Japan began in 1947, when the small town of Haka-Cho held a festival to honour the older people in the community. The idea quickly became popular and in 1966, it became a national holiday. Many other countries around the world also have a special day for grandparents, e.g. the USA, Australia, Brazil, Spain.

Activity Book pages 78–79

1 Read, look and write.

- Students read the sentences and look at the picture to see which family member is being described in each one. They write the words from the box next to the sentences.

ANSWERS

- 1 grandparents 2 daughter 3 parents 4 son

2 Read and write T (true) or F (false).

- Students read Amy's magazine article and mark the sentences as true or false, rereading the article as necessary.

ANSWERS

- 1 F 2 T 3 T 4 F

3 Write the sentences in the past.

- Students read the sentences and rewrite them in the past simple.

ANSWERS

- 1 I decorated the living room.
2 My parents prepared lots of food.
3 My grandparents danced at the party.
4 We all tidied up after the party.

4 Make notes about a family festival in your country.

- Students think about a family festival that people celebrate in their country and complete the notes.

Mixed ability

For less confident students, suggest some ideas of family festivals. Elicit ways of celebrating and what might have happened last year.

5 Write a magazine article about a family festival in your country. Use your notes in 4 and Amy's article to help you.

- Refer students back to Amy's article in exercise 2. Read it aloud as students follow it in their Activity Books. Establish that this is what a good magazine article about a family festival looks like.

- Ask students to look at the notes they made in exercise 4. They use this information and Amy's text to write their magazine article.

ANSWERS

Students' own answers.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and assess their learning for the lesson.

Learning situation

Learning objective

Students will make a family festivals poster to share their traditions.

Language

Grammar and vocabulary from the unit

Materials

Learning situation template for Unit 7 (one for each small group), a large piece of coloured paper, several A4 pieces of plain paper, scissors, glue, pens and pencils

Lead-in

- Tell students to look at the photos of the children presenting a poster at the bottom right of Class Book page 81. Ask the class what they think they're going to make.
- Ask students to find the Learning situation description on the page: *Make a family festivals poster to share your traditions.*
- Confirm with students, in their own language, that they will be thinking about the unit opener question *How do we spend time with our family?* by making a family celebrations poster.
- Ask different students for suggestions of celebrations they could write about.

SUSTAINABLE DEVELOPMENT GOALS: This unit's Learning situation reflects SDG Goal 12: Responsible consumption and production. By discussing how they celebrate with their families, students have the opportunity to think about how they can be responsible consumers when planning a festival, for example avoiding food waste and not using single-use, disposable decorations, plates or cups.

iPack page 81

1 Who had a garden party last year?

- Read the question with the class.
- Play the video for students.
- Ask students to discuss the question in pairs. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answer.

Video transcript

See page 170.

ANSWER

Leon

Class Book page 81

2 Listen, read and do. 162

- Play the recording for students to follow the pictures and instructions in their Class Books.
- Students work in groups of three or four. Hand out the templates, paper, and large pieces of card, and make sure students have pens, pencils, scissors and glue.
- Students follow the instructions to make their poster. Using the template as a planning tool, they make a list of family festivals, then choose one and make notes about it, using the question prompts for guidance. They copy their descriptions onto separate pieces of paper and draw pictures or find photos to illustrate what they have written, focusing first on three things they do to get ready for the festival and then writing about three ways they celebrate. They then write what they can remember about last year's celebration. Finally, they assemble their poster by sticking the pictures and descriptions onto a large piece of card and add a title with the name of the festival.
- Walk around the class as students work, helping where necessary.

GLOBAL SKILLS: Intercultural competence and citizenship

Festivals can be an important element of people's cultural identity. This task allows students to gain an awareness that their classmates might celebrate different festivals at home. Within their groups, they will need to be respectful of this and find a compromise by choosing a festival that they are all familiar with in order to complete the task.

3 Listen and follow. 163 Tell the class about your poster.

- Play the recording for students to listen and follow.
- Ask different groups to present their poster to the class.

CONTINUOUS ASSESSMENT: Ask students to reflect on their work in the Learning situation. What did they do well? What could they improve on?