

Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: My family	p28	Revision: family words, adjectives, numbers 1–100 Core: months of the year	Simple present with be and have <i>I'm seven. We have two cousins.</i> Simple past with be <i>It was sunny.</i> <i>The children were happy.</i> Comparatives <i>The red car is bigger than the blue car.</i>
1 They're from Australia!	p32	Countries Core: <i>South Korea, Vietnam, Mexico, Spain, Thailand, Australia, the U.S.A., Brazil</i> Seasons / Home Core: <i>spring, summer, fall, winter, garden, season</i>	Simple present <i>Where are you from?</i> <i>I'm from Mexico.</i> <i>Where is he from?</i> <i>He's from Brazil.</i>
Fluency Time! 1	p38	Playing games <i>Whose turn is it? It's my turn. I'm the winner. Congratulations.</i>	
2 My weekend	p40	Hobbies Core: <i>read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball, play the guitar, shop, cook, paint, play the piano, visit family</i>	like + verb + ing <i>I like reading.</i> <i>I don't like fishing.</i> <i>Does he like playing chess?</i> <i>Yes, he does. / No, he doesn't.</i>
Geography Time!	p46	Continents	
3 My things	p48	My things / phrasal verbs Core: <i>computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off</i> Collections Core: <i>stickers, posters, comics, postcards, pins, shells</i>	your / our / their <i>That's their CD player.</i> Can for permission / requests <i>Can I use your computer?</i> <i>Yes, you can. / No, you can't.</i> <i>Can you turn off the DVD player, please?</i>
Review 1	p54	Revision of vocabulary and structures from Units 1–3	
4 We're having fun at the beach!	p56	Water sports Core: <i>swim, sail, dive, surf, kayak, windsurf, snorkel, waterski</i> Adjectives to describe places Core: <i>polluted, clean, dangerous, safe, beautiful, ugly</i>	Present progressive: affirmative and negative <i>I'm swimming.</i> <i>We're sailing.</i> <i>She isn't snorkeling.</i> <i>They aren't waterskiing.</i>
Fluency Time! 2	p62	Things in common <i>I love ... I don't. I prefer ... So do I. Neither do I.</i>	
5 A funny monkey!	p64	Zoo animals Core: <i>penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile</i> Adjectives to describe emotions and things Core: <i>angry, scared, free, sorry, funny, kind</i>	Present progressive: questions and short answers <i>Is the crocodile eating the sandwich?</i> <i>Yes, it is. / No, it isn't.</i> <i>Are they eating?</i> <i>Yes, they are. / No, they aren't.</i>
Science Time!	p70	Animals	
6 Jim's day	p72	Daily routine Core: <i>have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school</i> Time words Core: <i>first, then, next, finally, every day, on the weekend</i>	Simple present: affirmative, negative, and questions <i>I have breakfast at eight o'clock.</i> <i>He doesn't get up early.</i> <i>Do they live in a big house?</i> <i>Yes, they do. / No, they don't.</i> <i>What time does he start work?</i>
Review 2	p78	Revision of vocabulary and structures from Units 1–6	

Learning Outcomes

Students can easily use tablets to help them search for vocabulary, translation, and pronunciation, as well as images, audio, and video. However, to ensure that the tablets are used effectively as a learning tool, teachers need to think about the following points:

- How will using the tablet help fulfil our learning outcomes?
- How will students be using the tablet?
- What is my role when the tablets are being used?

Fundamentally, tablets are just another useful tool to assist in language learning. Different learning outcomes will lead to varying amounts of tablet use. Just as with print textbooks, students need time to work together to complete exercises and activities, to check their work, and to discuss ideas and work on projects. Spoken production should still be an important part of the lesson.

Classroom management

An eBook based lesson must be a controlled, well-planned lesson. Before starting, think about whether you want your students to work in groups or individually.

Independent work

- If each student has a set of headphones, they can work independently without disturbing others.
- Ask students to turn their devices face down until you tell them to start working in the eBooks. Tell students that they should complete interactive activities only when you give the go-ahead.
- Only upon your instruction should students press the “check answers” button.

Group / paired work

- Put students into groups with one device per group. Students can take turns to answer a question within interactive activities.
- Groups can compete against each other for points.

Whole class work

- Designate one student to play audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

Online Practice

For teachers

American Family and Friends 2nd Edition Online Practice is available using the access code in the Teacher's Book Plus. It allows teachers to:

- Create online classes for the course using the “Manage Classes” feature.
- Assign work directly linked to the Student Book.
- Set practice activities dedicated to the course vocabulary, grammar, and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

For students

Online Practice is available to students using the access card in their Workbook (with Online Practice). Students will be able to:

- Complete specific language-focussed activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the “class” set up by the teacher.
- Send emails and take part in English discussions as their level increases.

Online Play

Online Play is a place for students to access the audio and video animations, downloadable activities, and to explore language further through fun vocabulary games and activities.

Audio

Students need to listen to English again and again in order to improve their receptive skills. Online Play offers a place where students can access the songs, chants, and target language at home.

Stories

Watching the unit stories come to life provides consolidation of the target language from the first two lessons of each unit.

Downloadable activities

There are a number of fun craft and downloadable activities for students to complete at home. These can be done in conjunction with parents but are also simple enough for students to work with by themselves.

Language games

Children need to have fun with language. These games encourage children to work with target language at their own pace and without being graded. Many games have more than one level, providing support for less confident students and challenge and extension for more confident students.

Lesson Two Grammar

Lesson 2 teaches and practices the grammar points presented in the story. The children also practice the language by acting out the story.

The children listen to the story again and now produce the language by repeating and then acting out the story.

The children study the grammar structure that was presented in the story.

The children can then work on the Grammar Time material at the back of the Workbook.

The children practice reading the grammar structure.

The children practice writing the grammar structure.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

We **always** go to the sports center.
I **sometimes** go to the library.
She **never** goes to the shopping mall.

My birthday is **in** May.
He plays soccer **on** Fridays.
We get up **at** eight o'clock.

3 Read and circle. ✓ = always ✓ = sometimes ✗ = never

1 Billy **never / always** rides his bike to school. ✓
2 They **never / sometimes** watch TV. ✗
3 Tom **sometimes / always** takes photos. ✓
4 Mom **sometimes / never** listens to music. ✓

4 Write. **on in at**

1 Emma's birthday is **in** March.
2 I **always** have lunch **at** one o'clock.
3 Dad **never** works **on** Saturdays.
4 We **sometimes** go to the beach **in** August.
5 You **never** watch TV **on** Mondays.
6 The children **always** go to bed **at** nine o'clock.

We always go to the playground on Saturdays. in / on / at Unit 2 57

Acting out the stories and teaching the grammar

Story

- Ask children what they can remember about the story from the previous lesson.
- Play the recording. Pause after each line for the children to repeat.
- Divide the class into groups, with each child having a different role in the story.
- As a class, decide on actions for the story. Allow the children to make suggestions and demonstrate the actions.
- Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

Grammar

- Teach the grammar through example rather than explanation.
- Read the grammar examples in the speech bubbles in the grammar box. Ask the class what is happening. Then ask some children to act out the frame.
- Then read the other sentences in the grammar box. The class repeats chorally. Write them on the board. Reinforce

meaning with actions. (If there is a tip box, read it to the class and write some examples on the board.)

- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.

Workbook

The children practice recognizing and writing the new grammar points from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.

Grammar Time

1 Look at each sentence. Circle some sentences on the grid.

1 She **never** / **sometimes** / **always** goes to the movie theater on Thursdays.
2 She **never** / **sometimes** / **always** goes to the movie theater on Tuesdays.
3 She **never** / **sometimes** / **always** goes to the shopping mall on Tuesdays.
4 She **never** / **sometimes** / **always** goes to the shopping mall on Thursdays.
5 She **never** / **sometimes** / **always** goes to the sports center on Thursdays.
6 She **never** / **sometimes** / **always** goes to the sports center on Tuesdays.

2 Complete the sentences about Jane with on, at or in.

1 She always gets up **at** eight o'clock.
2 She never goes to school **on** Tuesdays.
3 She sometimes visits her country **in** July.
4 She sometimes goes to bed **at** nine o'clock.
5 She always takes a shower **in** the morning.
6 She never watches a movie **on** Mondays.



Online Practice allows children to practice the grammar structures in different contexts.

4 Match the questions with the answers.

- 1 Is Tom good at surfing? ☐ a Yes, she is. She can play the piano.
 2 Are you good at basketball? ☐ b Yes, they are.
 3 Is Maria good at music? ☐ c No, I'm terrible at throwing.
 4 Are you good at art? ☐ d Yes, he is. He's good at diving, too.
 5 Are your friends good at chess? ☐ e No, she isn't.
 6 Is Pat good at snorkeling? ☐ f Yes, I'm quite good at painting.

5 Complete the text.

gets brushes plays walks catches has

Billy gets up at seven o'clock on Mondays. He ¹ has a shower and then he ² gets dressed. He has breakfast with his family. He always ³ brushes his teeth after breakfast. He never ⁴ plays the bus to school. He always ⁵ walks to school with his brother. After school, he ⁶ catches with his friends in the park. Billy loves the park!



6 Read and complete the words.

aw or oy oi



A cat doesn't have hands or feet. It has four p_ aw s.



Flowers and trees grow in s_ oi l.



The farmer has a big f_ oi k.



"What a big y_ oi nt!"
 "Yes, I'm very tired."



My favorite t_ oy is my new train.



There is _ oi l in this bottle.



Review 2 55

Differentiation

Below level:

- For Exercise 4, write the questions and answers on the board. Elicit the answers from students in the class. Practice the dialogue by reading the questions and answers aloud, chorally as a class.
- For Exercise 5, do two or three of the gaps as a class, eliciting the answers from the more confident students before having children complete the rest of the exercise individually.
- Focus on the different spelling of the same sounds before beginning Exercise 6. Review the sounds and spelling of *aw*, *oi*, *oy*, *or*. Drill the sounds one by one.

At level:

- For Exercise 4 have children work in pairs to practice asking and answering the questions. Focus on intonation and expression.
- Put students into pairs when they have completed Exercise 5 and ask them to say the text again, making it true for themselves. They need to think about when they get up, how they go to school, and what they do after school.

Above level:

- After Exercise 4 divide the class into two. Tell one half that they will ask the questions and one half that they will say the answers.
- Tell all the children to stand up. They are going to walk around the classroom and talk to each other.
- The children asking the questions can take their Student Book and read the questions, in any order they like to different children from the other group. But all the questions have to be about the person they are talking to (not about Maria or Tom). For example, *Are you good at surfing?* The students answering the questions do not have their book.
- Tell the children answering the questions to answer them personally, not using the answers from the book, but real answers.
- Then swap the halves around and do the activity again.
- For Exercise 6, ask children to think of one more word for each vowel combination. They can look through the Student Book to help them find the correct words.
- Elicit the words and write the words on the board.
- Check the words with the class.

ANSWERS

1. aw 2. oi 3. or 4. aw 5. oy 6. oi

Further practice

Workbook pages 54 & 55

Writing portfolio worksheet 2, Teacher's Resource Center

Progress test 2, Teacher's Resource Center

Skills test 2, Teacher's Resource Center

Online Practice • Review 2

Review Lesson SB page 55

4 Match the questions with the answers.

- Do number one with the class. Ask why the example answer is correct. Ask *Is Tom a boy? Which word in the answer tells us it is about Tom? (he)*
- Have children work individually to complete the exercise.
- Have children compare their answers in pairs by taking turns to ask each other the question and then give the answer.
- Check the answers with the whole class.

ANSWERS

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

5 Complete the text.

- Review the meaning and pronunciation of the words in the box. Drill the words with the class.
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

ANSWERS

1. has 2. gets 3. brushes 4. catches
5. walks 6. plays

6 Read and complete the words.

- Ask children to look at the pictures. Elicit the words for the main things in the pictures (*cat, garden, farmer, girl, boy, pan*).
- Have children complete the exercise.
- Check answers with the class.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

countable noun	uncountable noun
one melon	some bread
two melons	
three melons	some melons

I / You / He / She / It / We / They

I'd like a melon.
We'd like some noodles.
Would you like some cereal?
Yes, please. No, thanks.

I'd like = I would like

3 Choose a, an or some. Write the words in the correct boxes.

Countable	Uncountable
an apple	some salad

4 Write. a an some

1 Edward would like _____ sandwich.

2 The children would like _____ pastries.

3 "Would your friends like _____ drinks?"

4 She would like _____ apple.

Unit 8 65

Lesson Two SB page 65

Grammar

Lesson objectives

- To identify countable and uncountable nouns
- To understand *would + like* in affirmative sentences and questions
- To act out a story
- To use *a / an* and *some* with countable and uncountable nouns

Language

Core: *some melons / bread, I'd like a melon. We'd like some noodles. Would you like some cereal? Yes, please. / No, thanks.*

Extra: *apple, salad, biscuit, egg, fries, milkshake, rice, pastries*

Materials

CD 77; Food flashcards 116–123

Warmer

- Write these letters and spaces on the board: *n* _____, *b* _____, *o* _____, *c* _____, *m* _____. Children say the food words (*noodles, bread*, etc.).
- Then discuss what happened in the story from Lesson 1.

1 Listen to the story again and repeat. Act.

- Tell children turn to the story on page 64. Play the recording. Pause for children to repeat.
- Divide the class into groups of three to play the parts of Amy, Max, and Mom.
- As a class, decide on the actions for the story.

- Play the recording a second time. Children mime the actions as they listen and say their character's lines.
- Children practice acting out the story in groups.

2 Look and say.

- Put a countable noun flashcard in the fill-in-the-blank sentence and say, e.g. *I'd like (two melons), please*. Children mime giving you two melons. Repeat with the other countable flashcards, giving a number each time.
- Hold up an uncountable flashcard. Say *I'd like some (cereal)*.
- Mime pouring out some cereal. Explain that we can't count things like cereal, rice, or water, so we say *some*.
- Turn to page 65. Read the sentences in the *Let's learn!* chart, pausing for children to repeat. Copy the chart onto the board.
- Hold up the flashcards. Ask if you can count the things or not. Complete the chart with the other words.
- Write *Would you like a...?* on the board. Fill the blank with countable noun flashcards to elicit new sentences.
- Repeat with *Would you like some...?* and uncountable nouns.

3 Choose a, an, or some. Write the words in the correct boxes.

- Draw two circles on the board. Write *a / an* above one circle and *some* above the other. Say *I have an onion* and *I have some bread*, and put these flashcards in each circle.
- Repeat with the other flashcards.
- Look at the example. Children complete the exercise.

ANSWERS

Countable: an apple, a cookie, an egg, a milkshake, a melon, an orange; **Uncountable:** some salad, some bread, some fries, some rice, some water, some noodles

4 Write.

- Look at the example, then let children do the exercise. Check children remember the word *pastries* from Level 2.

Differentiation

Below level:

- Put the Food flashcards on the chalk rail in random order. Point to each and elicit *a, an, or some*. Make the countable nouns plural and elicit *some* from children. Then look at the example in Exercise 4. Ask why the answer is *a* (one sandwich; countable noun). Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, play *A long sentence* (see page 8), e.g. *I have an apple and some cookies.*

ANSWERS

1. a 2. some 3. some 4. an

NOTE: Now go to Workbook page 133 for children to practice the grammar structure before doing Workbook page 65.

Further practice

Grammar Time, Workbook page 133

Workbook page 65

Lesson Four Phonics

1 Listen, point, and repeat.

nd

hand

nd

pond

nt

plant

nt

tent

mp

lamp

mp

camp

2 Listen and chant.

We put up the tent.
At the big, big camp.
We hear the wind.
We light the lamp.
We sit by the pond.
We look at the plants.
We're happy together,
just me and my aunt.

3 Read the chant again. Circle the words with nd, nt, and mp.

4 Circle the end letters nd, nt, or mp below.

1

nd nt mp

2

nd nt mp

3

nd nt mp

4

nd nt mp

5

nd nt mp

6

nd nt mp

nd, nt, and mp endings Unit 9 75

Lesson Four SB page 75

Phonics

Learning outcomes

To pronounce the sounds /nd/, /nt/, and /mp/ and associate them with the letters *nd*, *nt*, and *mp* in word endings

To identify these consonant clusters in a chant

Language

Core: *hand, pond, plant, tent, lamp, camp*

Extra: *put up, wind (n), light (v), just*

Materials

CD 90–91; Phonics cards 20–21 (field, belt); Phonics cards 22–24 (pond, tent, lamp)

Warmer

- Hold up the phonics cards for *pond*, *tent*, and *lamp*. Say the words. Children repeat several times.
- Divide the class into three groups and assign each group one of the words. Tell children to stand and say the word when you hold up their card.
- Silently hold up the cards at random. Children stand and say their words.

1 Listen, point, and repeat. 90

- Ask children to look at the words and pictures in their books. Tell them they are going to hear a recording of the different sounds and words.

- Play the first part. Children listen and point to the pictures.
- Play the second part. Children repeat chorally.
- Play the whole recording (more than once if necessary). Children point and repeat again.

2 Listen and chant. 91

- Ask children to look at the picture and say the words from Exercise 1 (*pond, lamp, tent, camp, plant*).
- Play the chant. Children listen.
- Play it again, pausing for children to repeat.
- Play it once more. Children join in and follow along.

3 Read the chant again. Circle the words with *nd*, *nt*, and *mp*.

- Write the letters *nd*, *nt*, and *mp* in different places on the board.
- Focus on the word *tent* in the chant and ask children to point to the correct letters on the board.
- Ask children to find and circle the other words with *nd*, *nt*, and *mp*.
- Check answers by asking children to say the words.

ANSWERS

tent, camp, wind, lamp, pond, plants, aunt

4 Circle the end letters *nd*, *nt*, or *mp* below.

- Ask children to look at the first picture. Ask *What's this? (a plant) What letters does it have?*
- Children complete the exercise individually, then check answers together.

Differentiation

Below level:

- Write the phonics words on the board with blanks for the last two letters. Ask children to write *nd*, *nt*, or *mp* in the blanks. Say the words. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, make a chart with three columns on the board. Label them *nd*, *nt*, and *mp*. Give students 3–5 minutes to fill it with more words they know. Make it a game by putting students into teams. Give one point for each correct word. The team with the most points wins.

ANSWERS

1. nt 2. nd 3. nd 4. nt 5. mp 6. mp

Further practice

Workbook page 75

Online Practice • Unit 9 • Phonics

Project

1 Listen and complete the sentences with the words in the box. 118

plane train car bike bus

1 Becky goes to school by _____.

2 She goes home from school by _____.

3 She goes to her grandparents' house by _____.

4 She goes on vacation by _____.

5 She goes to the park by _____.

2 Project. Do a transportation survey. Then make a chart.

Work in groups. Ask and answer with your friends to complete the survey.

Make a transportation chart. Find or draw pictures of the types of transportation you use. Glue them onto the chart. Write about your group.

3 Present your project.

1 What's the most popular type of transportation in your group?

2 How many students in your group travel by bus every day?

3 Do any of the students in your group travel by plane?

The most popular type of transportation in my group is the car.

Project: a transportation chart

Project

SB page 95

Learning outcomes

To listen and complete sentences

To do a transportation survey, then make a chart

Language

The most popular type of transportation in my group is the car.

Materials

CD 115; CLIL Time! 4 flashcards 178–183; card or paper; colored pens or pencils; scissors; glue

Warmer

- Stick five of the flashcards on the board. Ask children to say which flashcard is missing. Repeat with other flashcards.

1 Listen and complete the sentences with the words in the box. 115

- Explain that you are going to play a recording of a boy and a girl talking about transportation. Children need to complete the sentences with the words in the box.
- Play the recording once through. Play again, pausing after each exchange so that children have time to think about their answers.
- Invite children to read out the completed sentences to the class.

ANSWERS

1. bus 2. car 3. train 4. plane 5. bike

2 Project. Do a transportation survey. Then make a chart.

Creativity

- Explain that children are going to do a transportation survey, then make a chart to show the results of the survey.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups of four or five. Hand out sheets of paper (one for each child). Model the survey grid on the board for children to copy. Tell children to write ways of traveling in the first column and phrases to show frequency in the first row of the chart. Children then ask and answer questions in their groups to complete their surveys.
- Hand out large sheets of paper or card (one for each group). Model the chart on the board for children to copy.
- The children cut out pictures of types of transportation and glue them on their chart to show how often the children in their group use each type of transportation.
- Have children write sentences about their group, e.g. how many people in their group use cars, and how often the people in their group travel by train.

Differentiation

Below level:

- Ask children to suggest types of transportation (e.g. bus, train, bike, plane, car). Write their suggestions on the board as phrases, e.g. catch a bus, travel by train / car, fly in a plane, ride a bike.
- Ask questions to children around the class using the phrases on the board, e.g. How often do you (catch a bus)? Elicit answers, e.g. once a year, every day, once a week. Write these phrases on the board. Tell children to use the phrases on the board to complete their survey charts.

At level:

- Children complete the activity.

Above level:

- Encourage children to include other types of transportation in their survey, e.g. taxi, trolley, ferry. They can draw pictures of these types of transportation and include extra sentences about them.

3 Present your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed chart, or using the example in the Student Book. Read out the text and point to the types of transportation you mention.
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 95

Online Practice • Social Studies Time!

Lesson Six

Listening

1 Listen and circle. 153

Harry's vacation

Monday	Tuesday	Wednesday	Thursday	Friday
visit the zoo	help my dad	watch TV	watch TV	ride my bike
play soccer	ride my bike	help my dad	visit the zoo	play soccer

Speaking

2 Ask and answer about you.

ride my bike	watch TV	visit family	do my homework
help my mom	play soccer	listen to music	play with my friend
read a book	go to the park	write an email	have a music lesson

What are you going to do on Monday?
What are you going to do on Tuesday?

I'm going to watch TV.
I'm going to do my homework.

Writing preparation

We use these phrases to **start** and **end** an email or letter.

Start	End
Dear ...	Write soon.
Hi ...	See you soon.
How are you?	Bye for now.
Thanks for your email.	Take care.
	Best wishes.

Check that your email or letter has clear paragraphs and correct punctuation before you send it.

3 Write **S** for comments at the **Start** or **E** for comments at the **End**.

- Write soon.
- Dear Amy.
- Thanks for your email.
- How are you?
- Hi Ben,
- Take care.

Complete the writing task on page 125 of the Workbook.

Listening, speaking, writing Unit 15 125

Lesson Six SB page 125

Skills Time!

Lesson objectives

Listening: understand a conversation about a boy's vacation plans and listen for specific information

Speaking: ask and answer questions about your plans for next week

Writing: recognize phrases to start and end emails or letters; write an email (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *Dear...*, *Hi...*, *How are you?*, *Thanks for...*, *Write soon.*, *See you soon.*, *Bye for now.*, *Take care.*, *Love...*

Materials

CD 153; paper and colored pencils (optional)

Warmer

- With closed books, hold up your copy of the book to show children the email from Lesson 5. Ask *Where is Bruno on vacation?* Elicit *He's in Barcelona.*
- Ask *What is he going to do on vacation?* Elicit as much as children remember, e.g. *He's going to visit an aquarium / eat seafood / visit a castle / swim in the ocean.*
- Children open their books to page 125 and look at the pictures in Exercise 1.
- Ask *What is the boy going to do?* and encourage predictions. Don't correct children's predictions.

1 Listen and circle. 153

- Tell children they are going to hear a recording of Harry talking about his vacation plans. Ask *What's Harry going to do on Monday?* (*visit the zoo*).
- Play the whole recording. Children find the correct activities in the chart.
- Play the recording again, pausing for children to circle.
- Play the recording again. Children check their answers.

ANSWERS

Monday visit the zoo **Tuesday** ride my bike
Wednesday help my dad **Thursday** watch TV
Friday play football

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to ask and answer questions about their plans for next week.
- Tell children to choose activities from the box when they answer.
- Check understanding, then let children work in pairs. Choose some pairs to ask and answer for the class.

3 Write **S** for comments at the **Start** or **E** for comments at the **End**.

- Read the information in the Writing box with children, pausing after each phrase for children to repeat it.
- Look at the example and check understanding, then let children do the exercise individually.

Differentiation

Below level:

- Put two columns on the board, labeled *Start* and *End*. Children close their books. Read the phrases in random order. Ask children to tell you which column to put each word, or ask children to write the words themselves.

At level:

- Children complete the activity.

Above level:

- After children finish, put children into pairs or groups. Ask them to think of other ways to start and end letters or emails. If time permits, they can make a poster with their ideas and share it with the class.

ANSWERS

1. E 2. S 3. S 4. S 5. S 6. E

Further practice

Workbook pages 125 (children write an email)

Writing skills worksheet, Units 13–15, Teacher's Resource Center

Unit 15 test, Teacher's Resource Center

Online Practice • Unit 15 • Listening, Speaking, and Writing