










NEW TIGER

TEACHER'S
BOOK



NEW TIGER 6 TEACHER'S BOOK

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Recipes and food

Objectives and key competences

- Name and describe types of food
- Listen and do a vocabulary quiz
- Say what food there is and isn't in a cupboard
- Understand and practise grammar
- Learn the grammar tables for Unit 3
- Listen and use everyday language
- Watch the videos
- Read a food blog
- Read about products that come from trees
- Listen and read a recipe
- Use the Pupil's App on Navio
- Predict what happens in the story
- Practise pronunciation: homophones
- Review, assess and plan your own learning
- Understand and think about values
- Talk about the importance of trees and name trees in English
- Express an opinion about a recipe
- Play the games
- Do a role play (how to give instructions in the kitchen)
- Plan, prepare, write and present your project
- Listen, read and understand the story
- Read about traditional Jamaican food and eating out in Kingston
- Do a culture quiz about Jamaica
- Listen and find out about traditional breakfast in the UK

Active language

Core vocabulary: food

beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar chocolate, ingredients, instructions, lime, oven, serving suggestions, tablespoon, teaspoon, 50g, 100g, add, blend, mix, pour bag of ..., bottle of ..., box of ..., packet of ...

Story vocabulary

destroy, force five hurricane, lucky to be alive, tent

Cross-curricular vocabulary: generous trees

chewing gum, cork, medicines, natural rubber, oxygen, paper, wood

Structures

Is there any (+ uncountable noun)? There's some ...

Is there a (+ countable noun)? There is a ...

Are there any (+ countable nouns)?

Yes, there is/are. No, there isn't/aren't.

First of all, ... Then, ... Next, ... Last of all, ...

Recycled language

Have you got any ... ? Yes, I have. I've got (some) ...

You need (some) ...

It comes from ... They come from ...

Regular verbs: baked, cooked, saved, served banana, cake, cereal, chicken, eggs, fruit juice, lemon, milk, oranges, salad, strawberries, water breakfast, lunch in the cupboard/fridge

bees, cows, grass, grow, vitamin C

delicious, flavour, table I think ... I want to ...

Everyday chit-chat

cream cheese, crisps, slice of bread, slices of apple

First, ... Then, ... Next, ... Last of all, ... You cut ...

You put ...

Receptive language

dessert, grated, greased baking tin, flavouring, How about ... ?, photosynthesis

Pronunciation

Homophones: their / there / they're

Culture and Cross-curricular

Jamaica: Eating out in Kingston

Jamaica: Culture quiz

The UK: The traditional British breakfast

Culture video: How to give instructions in the kitchen

Cross-curricular video: How trees help us

Natural Science: Generous Trees

Values and attitudes

- Interest in different types of food
- Pleasure in reading a food blog
- Interest in talking about how to prepare food
- Awareness that recipe instructions need to be clear and sequenced
- Enjoyment in a survival story
- Awareness that it's good to try new types of food
- Pleasure in learning about Jamaican and UK culture
- Recognition of the value of trees
- Enjoyment in planning, preparing, writing and presenting your project
- Willingness to review, assess and plan your own learning



Lesson 1

Objectives and key competences

- to name and describe different types of food
- to listen and do a vocabulary quiz
- to use the Pupil's App on Navio
- to talk about foods produced in Jamaica and in your country

Active language

beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar,

Does your country produce ... ?

Yes, I think so./I'm not really sure./No, I don't think so.
It comes from ... They come from ...
bees, cows, flavour, grass, grow, vitamin C, grow
the alphabet

Materials

Teacher's App on Navio, Flashcards and/or Tap and Teach flashcards: beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar, Class CD

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Greet the pupils.
- Explain the aims of Unit 3.
- Explain the aims of the lesson.

Vocabulary presentation

- Present the vocabulary with the Unit 3 flashcards and word cards.

Activity 1

- Listen and say.
► CD 2 Track 6 p245

Activity 2

- Listen and find out. Which foods does Jamaica produce?
► CD 2 Track 7 p245
- Now ask and talk about your country.

3 Recipes and food

In this unit:

- I name and describe different types of food.
- I listen to and read a survival story. The hurricane and the coconut tree.
- I ask and answer questions about food.
- I find out about Jamaican and UK culture.
- I act out giving instructions in the kitchen in a role play.
- I read about products from trees, and write and present a project.

Lesson 1

1 Listen and say. 2:54

Tiger Tracks SLN

Hi there, I'm Florence from Jamaica. We have lots of kinds of food in my country. Which of these foods does Jamaica produce? Does your country produce the same foods?

coconuts, salt, coffee, spices, beans, citrus fruits, rice, honey, sugar, olives

2 Listen and find out. Which foods does Jamaica produce? Now ask and talk about your country. 2:57

Does your country produce coffee?
Yes, I think so. / I'm not really sure. / No, I don't think so.

3 Listen and do the vocabulary quiz. 2:58

They're orange, yellow and green. They've got lots of vitamin C.

INTERNET TRACKS

Find a map of Jamaica. What is the name of the capital city? Where is it?

Activity 3

- Listen and do the vocabulary quiz.
► CD 2 Track 8 p245

Internet Tracks

- Find a map of Jamaica. What is the name of the capital city? Where is it?
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for Lesson 1

Pupil's Book

- Foods ► CD 2 Track 6 p245
- Foods Jamaica produces ► CD 2 Track 7 p245
- Vocabulary quiz ► CD 2 Track 8 p245

Activity Book

Activity Book

Activity 1

- Write the words in alphabetical order. Match.

Activity 2

- Write questions. Answer Yes, it does, I think so, I'm not sure, I don't think so or No, it doesn't. Ask and say.

Activity 3

- Complete the crossword.

Essential Activity Book

Essential Activity Book

Activity 1

- Read and match.

Activity 2

- Complete the questions and answer for you. Write Yes, it does, No, it doesn't or I'm not sure.

Activity 3

- Complete the crossword.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Explain the aims of Unit 3.

- Draw the pupils' attention to the top of Pupil's Book page 24. Say **In this unit ...** and read the aims. Check understanding.

Explain the aims of the lesson.

- Say **Today we're going to find out about different foods. We're going to ask and answer questions about food that your country produces, and we're also going to do a vocabulary quiz.**

Vocabulary presentation

Present the vocabulary.

- (Books closed.) The pupils name different types of food they know.
- Introduce the new foods by sticking the flashcards on the board. The pupils repeat the words once or twice.
- Hold up the word cards in turn. The pupils read the words. They then match the word cards and flashcards on the board.
- **Note:** You can present the vocabulary with the Tap and Teach presentation from the Teacher's App on Navio.

Pupil's Book Activity 1

Listen and say.

► CD 2 Track 6 p245

- The pupils look at the photo of Florence and the map.
- Ask **Where's Florence from?**
- Play the CD. The pupils listen and repeat the new words.
- Check understanding of 'produce'.
- The pupils predict which foods Jamaica produces. (Don't tell them the answer yet.)

Pupil's Book Activity 2

Listen and find out. Which foods does Jamaica produce? Now ask and talk about your country.

► CD 2 Track 7 p245

- Play the CD once or twice.
- The pupils say which foods Jamaica produces.
- In pairs, the pupils ask and answer questions about all the foods. *Does your country produce coffee? / Yes, I think so./I'm not really sure./No, I don't think so.*

Answer: Jamaica produces coconuts, salt, coffee, spices, beans, citrus fruits, rice, honey and sugar.

Pupil's Book Activity 3

Listen and do the vocabulary quiz.

► CD 2 Track 8 p245

- Divide the class into two teams.
- Draw attention to the recycle logo. Explain that the pupils will be hearing familiar words, as well as practising new vocabulary.
- If necessary, briefly revise the vocabulary that's included in the quiz.
- Play the CD. Use the pause button. Members of each team name the foods. Keep score on the board.
- Extend the quiz by holding up the flashcards. The pupils say and spell the words.
- The team with most points at the end of the quiz wins.

Answer: (See answers in audioscript.)

Internet Tracks

Find a map of Jamaica. What is the name of the capital city? Where is it?

- Read the instructions as a class.
- With a teacher, the pupils find a map of Jamaica on the internet, and locate and name the capital city.

Answer: Kingston. It is on the south coast.

Activity Book

Activity 1: Write the words in alphabetical order. Match.

Answers: 1 beans 2 citrus fruits 3 coconuts 4 coffee 5 honey 6 olives 7 rice 8 salt 9 spices 10 sugar

Activity 2: Write questions. Answer *Yes, it does, I think so, I'm not sure, I don't think so or No, it doesn't.* Ask and say.

Answers: 1 Does your country produce sugar? 2 Does your country produce coffee? 3 Does your country produce citrus fruits? 4 Does your country produce olives? 5 Does your country produce salt? 6 Does your country produce rice? (Answers will depend on the pupils' country.)

Activity 3: Complete the crossword.

Answers: 1 honey 2 sugar 3 rice 4 coconuts 5 olives 6 salt 7 coffee

Essential Activity Book

Activity 1: Read and match.

Answers: 1h 2b 3c 4e 5g 6d 7i 8j 9a 10f

Activity 2: Complete the questions and answer for you. Write *Yes, it does, No, it doesn't or I'm not sure.*

Answers: 1 Does your country produce sugar? 2 Does your country produce coffee? 3 Does your country produce citrus fruits? 4 Does your country produce olives? 5 Does your country produce salt? 6 Does your country produce rice? (Answers will depend on the pupils' country.)

Activity 3: Complete the crossword.

Answers: 1 honey 2 sugar 3 rice 4 coconuts 5 olives 6 salt 7 coffee

Ending the lesson

Review the lesson and say goodbye.

- Ask **How many new foods have you learnt to say today? Does Jamaica produce all these foods?**
- The pupils tidy up, put their books away and say goodbye.



Lesson 2

Objectives and key competences

- to read a food blog
- to answer the questions
- to play *Read and change*
- to say what you think of a recipe

Active language

beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar
chocolate, ingredients, instructions, lime, oven,

serving suggestions

tablespoon, teaspoon, 50g, 100g

First of all, ... Then, ... Next, ... Last of all, ...
add, blend, mix, pour

Materials

Teacher's App on Navio, Flashcards and/or Tap and Teach flashcards: beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar Class CD, an English dictionary

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Greet the pupils.
- Review the Unit 3 flashcards.
- Explain the aims of the lesson.

Activity 4

- Listen and read.
► CD 2 Track 9 p246

Activity 5

- Answer the questions.

Activity 6

- Bridge to ESO: Play *Read and change*.

Activity 7

- Talk about it! Think and say.

Internet Tracks

- Find out the names of three more countries in the Caribbean.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for Lesson 2

Pupil's Book

'Jamaican coconuts' ► CD 2 Track 9 p246

Activity Book

Activity 6 ► CD 2 Track 10 p246

Activity Book

Activity Book

Activity 4

- Correct the sentences. (See Pupil's Book page 25.)

Activity 5

- Complete. Number the paragraphs in order. (See Pupil's Book page 25.)

Activity 6

- Talk about it! Listen and write. Answer the question for you.
► CD 2 Track 10 p246

Essential Activity Book

Essential Activity Book

Activity 4

- Read and write *True* or *False*. (See Pupil's Book page 25.)

Activity 5

- Read and number the paragraphs in order. (See Pupil's Book page 25.)

Activity 6

- Listen and write. Answer the question for you.
► CD 2 Track 10 p246

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review the Unit 3 flashcards.

- Give the Unit 3 flashcards to individual pupils, without the other pupils seeing the pictures.
- The pupils take turns to mime or define the food on their flashcards, for example *It comes from bees. It's sweet. I put it on bread or toast.* The rest of the class guesses the food. *It's honey.* Hold up the corresponding word cards.

Explain the aims of the lesson.

- Say **Today we're going to read a food blog and answer questions about it. We're also going to play a game and give our opinions.**

Pupil's Book Activity 4

Listen and read.

► CD 2 Track 9 p246

- Read Florence's post and the title of the food blog. Elicit the meaning of 'recipes'.
- Play the CD. The pupils listen and read.
- Clarify the meaning of vocabulary such as 'ingredients', 'flour' and 'lime', as necessary.
- Read the *Reading Tip*. Ask if the words 'teaspoon' and 'grated' are important in this text. Look them up in a dictionary.
- Draw attention to the thinking skills: Explaining and sequencing. Point out that the recipe explains how to make a coconut cake by sequencing the instructions logically and clearly: *First of all, ... Then, ... Next, ... and Last of all, ...*
- Play the CD again, pausing from time to time to ask the Pupils for the next word.

Pupil's Book Activity 5

Answer the questions.

- The pupils take turns to read and answer the questions.

Answers: 1 Jamaica has got a warm, tropical climate. 2 The three ingredients from Jamaica are coconut, chocolate and lime. 3 You need only ¼ teaspoon of salt. 4 You bake the cake for 30 to 35 minutes. 5 Lemonade is good with the cake.

Pupil's Book Activity 6

Bridge to ESO: Play Read and change.

- Read the first part of the food blog to the pupils. Change some of the words. The pupils identify the words you change, as in the speech bubbles.
- The pupils play the game in pairs, taking turns to read the text sentence by sentence.

Pupil's Book Activity 7

Talk about it! Think and say.

- Read the model sentence. Ask **Do you agree?**
- The pupils take turns to give their opinions. *I think Jamaican Coconut Cake looks (delicious). I want to (try it).*

Internet Tracks

Find out the names of three more countries in the Caribbean.

- Read the instructions as a class.
- The pupils research with a teacher on the internet the names of three more countries in the Caribbean.

Possible answers: Barbados, Trinidad and Tobago, St Lucia

Activity Book

Activity 4: Correct the sentences. (See Pupil's Book page 25.)

Answers: 1 Jamaica has got a warm, tropical climate. 2 There are many coconut farms in Jamaica. 3 Jamaican Coconut Cake is very easy/simple to make. 4 You need ¼ teaspoon of salt and three eggs. 5 You need the juice of a lime and 100g of brown sugar. 6 You need to bake the cake for 30 to 35 minutes.

Activity 5: Complete. Number the paragraphs in order. (See Pupil's Book page 25.)

Answers: 1 First of all, put the butter, sugar and honey ... 2 Then, add the eggs one at a time ... 3 Next, pour the mixture into a greased baking tin. 4 Last of all, put it in the oven ...

Activity 6: Talk about it! Listen and write. Answer the question for you.

► CD 2 Track 10 p246

Answers: (See answers in audioscript.)

Essential Activity Book

Activity 4: Read and write *True* or *False*. (See Pupil's Book page 25.)

Answers: 1 True 2 False 3 True 4 False 5 False 6 True

Activity 5: Read and number the paragraphs in order. (See Pupil's Book page 25.)

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

Activity 6: Listen and write. Answer the question for you.

► CD 2 Track 10 p246

Answers: (See answers in audioscript.)

Ending the lesson

Review the lesson and say goodbye.

- Ask **What have you learnt today? How do you make Jamaican Coconut Cake?**
- The pupils tidy up, put their books away and say goodbye.



Lesson 3

Objectives and key competences

- to learn everyday phrases used in the story
- to use the Pupil's App on Navio
- to predict what happens in the story
- to give a personal response and think about values
- to listen to and read the story
- to answer questions about the story

Active language

destroy, force five hurricane, lucky to be alive, survival tent
Is there any ... ?
There's some ...
Are there any ... There are ...

Materials

Teacher's App on Navio, Class CD

At a Glance Lesson Plan

Starting the lesson

- Greet the pupils.
- Review Jamaican Coconut Cake.
- Explain the aims of the lesson.

Pre-story activities

- Predict what happens in the story.
 - Listen to the story (books closed).
- CD 2 Track 11 p246

Activity 8

- Listen to and read the story.
- CD 2 Track 11 p246

Activity 9

- Read and say *True* or *False*. Correct the false sentences.

Pupil's Book

Lesson 3

Listen to and read the story.

• How strong is the hurricane?
• How old is the coconut tree?

The hurricane and the coconut tree

1 Zach and his mother are on holiday in Jamaica. They are visiting their friends Alice and Jake.

Look, Mum! There are coconuts in the tree.

And there's milk inside each coconut.

Try some! It's delicious.

One day in Jamaica, there's an important message on the radio.

Hurricane Gilbert is moving towards the island of Jamaica. It is a force five hurricane.

Zach, let me tell you a story about the tree.

Everybody on the island prepares for the hurricane. They protect their houses and their animals. They put extra food and drink in their cupboards.

Are there any bottles of water? Is there any bread?

Yes, don't worry. There are five bottles of water and there's some bread. We've got everything we need.

Later, the sky is very cloudy. The wind is very strong. The hurricane is near.

I don't believe it! Look! There's a girl with a tent under the coconut tree.

Do you know ... ?

We give hurricanes names. Hurricane Gilbert devastated Jamaica in 1988. It destroyed towns, farms and the countryside. Sadly, it also killed 200 people.

Ask and say.

- 1 Do you like the story? Why? / Why not?
- 2 What's your favourite part of the story?
- 3 Do you think it was a good idea to plant a tree to say thank you to Jake and Alice?
- 4 Do you want to visit Jamaica?

Everyday phrases

Learn and use!

- Try some. It's delicious!
- The wind is very strong.
- I don't believe it!
- Please, come inside with us.

Tiger Tracks Values

Think about it! Is it important to prepare for the weather? Why? How do you prepare for the weather in your country?

Do you know ... ? fact

- Read the information.

Activity 10

- Talk about it! Ask and say.

Everyday phrases

- Learn and use!
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for Lesson 3

Pupil's Book

- The hurricane and the coconut tree
- CD 2 Track 11 p246

Activity Book

Activity Book

Activity 7

- Read the story and answer the questions. (See Pupil's Book page 26.)

Activity 8

- Who says what? Complete the sentences. Number the pictures.

Activity 9

- Read and circle. Write a review of the story. Tell your family about the story.

Essential Activity Book

Essential Activity Book

Activity 7

- Read the story and match. (See Pupil's Book page 26.)

Activity 8

- Who says what? Number the pictures.

Activity 9

- Read and circle. Tell your family about the story.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to read the story from this lesson.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review Jamaican Coconut Cake.

- Ask **What type of climate has Jamaica got? What are the ingredients of Jamaican Coconut Cake?**

Explain the aims of the lesson.

- Say **Today we're going to listen to, read and discuss a survival story about a hurricane in Jamaica.**

Pre-story activities

Predict what happens in the story.

- Read Florence's post and the title of the story. Check comprehension of 'hurricane' and 'a survival story'.
- The pupils look at the first picture and name everything they can see.
- Ask the pupils to predict what happens in the story (in English or L1).

Listen to the story (books closed).

► CD 2 Track 11 p246

- Say **Let's listen and find out if you're right.**
- Read the focus questions to the pupils: *How strong is the hurricane? How old is the coconut tree?*
- Play the CD. The pupils listen to the story.
- Check the answers to the questions. (*It's a force five hurricane. The coconut tree is more than 25 years old.*) Were the pupils' predictions right?

Pupil's Book Activity 8

Listen to and read the story.

► CD 2 Track 11 p246

- Play the CD. The pupils listen to and read the story. Pause to check understanding or clarify meaning, as necessary.
- The pupils take turns to read the story, with or without the CD.

Do you know ... ? fact

- Read and discuss the information with the pupils. Check comprehension.

Pupil's Book Activity 9

Read and say **True or False**. Correct the false sentences.

- The pupils read the sentences and say whether they are true or false. They correct the false sentences.

Answers: 1 False. Zach and his mum are on holiday in Jamaica. 2 True. 3 False. Alice and Jake see a girl with a tent under the coconut tree. 4 False. The girl in the story is Zach's mother. 5 False. Alice and Jake saved Zach's mum's life. 6 False. The coconut tree is more than 25 years old.

Pupil's Book Tiger Tracks Values

- Say **Think about it! Is it important to prepare for the weather? Why?** Listen to the pupils' answers (in English or L1). Establish that it is important, for comfort and sometimes for safety. We prepare for the weather in simple ways, like choosing what to wear, and also in more complex ways, like choosing where to go on holiday or deciding when to start a journey.
- Ask the pupils how they prepare for the weather in their country, prompting them with questions such as **What kinds of weather do you have in your country? Do you think about the weather when choosing your clothes, or when going on a journey?** If you have a confident class, ask them to discuss the question further (in L1).

Pupil's Book Activity 10

Talk about it! Ask and say.

- Read the questions. The pupils say their opinions and give reasons.

Everyday phrases

Learn and use!

- Read the phrases. The pupils find them in the story.
- Elicit or give examples of when to use the phrases every day.
- Encourage the pupils to use the phrases whenever appropriate from now on.

Activity Book

Activity 7: Read the story and answer the questions. (See Pupil's Book page 26.)

Answers: 1 He can see some coconuts. 2 It's called Hurricane Gilbert. 3 There are five bottles of water in the house. 4 She's under the coconut tree. 5 The hurricane is near. 6 The tree falls on the tent. 7 She feels very lucky to be alive. 8 It's more than 25 years old. 9 He wants to try some coconut milk.

Activity 8: Who says what? Complete the sentences. Number the pictures.

Answers: 1 'Let me tell you a story ...' 2 'There's a girl with a tent ...' 3 '... 25 years ago.' 4 '... island of Jamaica.' 5 '... come inside with us.' 6 '... saved my life.' 3, 2, 1, 6, 4, 5

Activity 9:



Read and circle. Write a review of the story. Tell your family about the story.

Answers: 1 a survival story 2 Jamaica 3 a force-five 4 home 5 a coconut tree 6 son (**Possible review**) The story is a survival story. It takes place in Jamaica. One day there is a hurricane. During the hurricane, Alice and Jake invite a girl into their home. After the hurricane, the girl plants a coconut tree. 25 years later, she returns with her son. (Pupils' own opinions will follow.)

Essential Activity Book

Activity 7: Read the story and match. (See Pupil's Book page 26.)

Answers: Pic.1b Pic.2e Pic.3a Pic.4c Pic.5i Pic.6d Pic.7f Pic.8h Pic.9g

Activity 8: Who says what? Number the pictures.

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

Activity 9:



Read and circle. Tell your family about the story.

Answers: 1 a survival story 2 Jamaica 3 a force-five 4 home 5 a coconut tree 6 son

Ending the lesson

Review the lesson and say goodbye.

- Say **Can you tell me ten important words from the story?**
- The pupils tidy up, put their books away and say goodbye.



Lesson 4

Objectives and key competences

- to read a dialogue about food
- to listen and learn the grammar tables
- to act out the dialogue
- to use the Pupil's App on Navio
- to be a 'grammar detective'

Active language

Is there any (flour)?
There is some (flour).
There isn't any (sugar).
There is a (bottle of water). There isn't (a bottle of milk).
There are (five bottles of milk).
There aren't any (bottles of water).

Materials

Teacher's App on Navio, Class CD

Class Audio for Lesson 4

Pupil's Book

- *The hurricane and the coconut tree*
 ▶ **CD 2 Track 11 p246**
- Predict what they want to make.
 ▶ **CD 2 Track 12 p246**
- Grammar tables ▶ **CD 2 Track 13 p246**

Activity Book

Activity Book

Activity 10

- Write the sentences. Circle *True* or *False*.

Activity 11

- Read and write *some*, *a* or *any*. Be a grammar detective!

Activity 12

- Look. Correct the sentences.

Essential Activity Book

Essential Activity Book

Activity 10

- Read and write *True* or *False*.

Activity 11

- Read and circle. Be a grammar detective!

Activity 12

- Read and tick the correct sentences.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review the grammar from this lesson.

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Greet the pupils.
- Review *The hurricane and the coconut tree* story.
 ▶ **CD 2 Track 11 p246**
- Explain the aims of the lesson.

Activity 11

- Listen and read.
 ▶ **CD 2 Track 12 p246**
- Predict what they want to make.

Activity 12

- Act out the dialogue.

Activity 13

- Listen, repeat and learn.
 ▶ **CD 2 Track 13 p246**

Activity 14

- Be a grammar detective! Look at page 27 in the Activity Book.

GRAMMAR TRACKS
 Lesson 4

11 Listen and read. Predict what they want to make.

Father: Is there any flour in the cupboard?
 Boy: Yes, there is. There are two packets of flour. And there are three boxes of sugar.
 Father: Is there any milk in the fridge?
 Girl: Yes, there is. There are four bottles of milk. And there's some butter, too.
 Father: Are there any eggs?
 Boy: Yes, there are.
 Girl: There are three, four, five eggs.
 Father: OK. We've got all the ingredients we need. Let's make ...

12 Act out the dialogue.

13 Listen, repeat and learn.

Countable nouns

There is	an egg.	There isn't	a bottle of milk.
There are	some eggs.	There aren't	any bottles of milk.

Uncountable nouns

Is there	an apple?	Yes, there is.	there isn't.
Are there	any apples?	Yes, there are.	there aren't.

14 Be a grammar detective! Look at page 27 in the Activity Book.

- Can you count flour?
- Can you count packets of flour?
- Do we use *There is ...* or *There are ...* with uncountable nouns?
- Can you find five examples of these structures in the story?
 There is(n't) + uncountable noun
 There are(n't) + countable noun

FAST TRACK GRAMMAR
 Write a list of uncountable nouns that are in your school.

Fast Track Grammar

- Write a list of uncountable nouns that are in your school.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson and say goodbye.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review *The hurricane and the coconut tree story*.

- Ask **Can you remember the title of the survival story? Was the hurricane strong? How strong was it? How old was the coconut tree?**
- Play the CD. The pupils listen and follow in their books. Pause before key words; for example, in Frame 1, *Zach and his mother are on ... (holiday) in ... (Jamaica)*. The pupils supply the words that follow.

► CD 2 Track 11 p246

Explain the aims of the lesson.

- Say **Today we're going to read a dialogue and predict what the characters want to make. We're then going to act out the dialogue. We're also going to learn about countable and uncountable nouns and be grammar detectives, too!**

Pupil's Book Activity 11

Listen and read. Predict what they want to make.

► CD 2 Track 12 p246

- Play the CD. The pupils listen and read.
- Ask the pupils what ingredients the girl, boy and their father have got. (*Two packets of flour, three boxes of sugar, four bottles of milk, some butter and five eggs.*)
- The pupils predict what they are going to make.
- Draw attention to the words that are used to talk about how much there is of each ingredient.

Answer: Pancakes.

Pupil's Book Activity 12

Act out the dialogue.

- The pupils read and act out the dialogue from Activity 11 in pairs.
- (Optional) The pupils substitute the ingredients with new ones.

Pupil's Book Activity 13

Listen, repeat and learn.

► CD 2 Track 13 p246

- Play the CD. The pupils listen and repeat the sentences in the grammar tables.
- The pupils learn the grammar tables and use them for reference and revision. They can copy the grammar tables into their notebooks.
- **Note:** You can present and extend the grammar tables using the Teacher's App on Navio.

Pupil's Book Activity 14

Be a grammar detective! Look at page 27 in the Activity Book.

- Read the 'grammar detective' questions. The pupils answer in English or L1. The pupils can look at Activity Book page 27, Activity 11, for a summary of the answers.
- The pupils read the story again on Pupil's Book pages 26 and 27 and find five examples of the structures *There is(n't)* + uncountable nouns and *There are(n't)* + countable nouns. (In frame 1: *there are coconuts ... And there's milk*. In frame 3: *There are five bottles of water and there's some bread*. In frame 7: *there aren't many trees*.)

Fast Track Grammar

Write a list of uncountable nouns that are in your school.

- Ask the pupils to write in their notebooks a list of uncountable nouns that are in the school.

Possible answers: paper, paint, plasticine, modelling clay, water

Activity Book

Activity 10: Write the sentences. Circle *True* or *False*.

Answers: 1 There are eight eggs. True. 2 There are four packets of sugar. False. 3 There are four bottles of milk. True. 4 There's some butter. True.

Activity 11: Read and write *some*, *a* or *any*. Be a grammar detective!

Answers: Uncountable nouns: Is there any flour? Is there any milk? There is some flour. There isn't any milk.

Countable nouns, singular Is there a packet of flour? Is there a bottle of milk? There is a packet of flour. There isn't a bottle of milk.

Countable nouns, plural Are there any packets of flour? Are there any bottles of milk? There are two packets of flour. There aren't any bottles of milk.

Activity 12: Look. Correct the sentences.

Answers: 1 There is some milk. 2 There are six eggs. 3 There's a/one packet of flour. 4 There isn't any butter. 5 There's a/one bowl of sugar.

Essential Activity Book

Activity 10: Read and write *True* or *False*.

Answers: 1 True 2 True 3 False 4 False

Activity 11: Read and circle. Be a grammar detective!

Answers: 1 any 2 some 3 any 4 a 5 a 6 a 7 any 8 are 9 any

Activity 12: Read and tick the correct sentences.

Answers: 1 There is some milk. 2 There are six eggs. 3 There isn't any yoghurt.

Ending the lesson

Review the lesson and say goodbye.

- Ask **When do we use 'any'? When do we use 'some'? When do we use 'a'?**
- The pupils tidy up, put their books away and say goodbye.



Lesson 5

Objectives and key competences

- to ask and answer questions about what food is in a cupboard
- to practise pronunciation: homophones
 - to listen to information and say if it's true or false
- to play *Which cupboard?*

Active language

butter, eggs, honey, lemons, milk, oranges, rice, salt, sugar
a bag/bottle/box/packet of ...

Is/Are there any ... ?
There's some ...
There isn't any ...
Have you got any ... in your fridge?
No, I haven't./Yes, I have.
I've got some ...

Materials

Teacher's App on Navio, Class CD

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Greet the pupils.
- Review pancake ingredients.
- Explain the aims of the lesson.

Activity 15

- Sound track: Listen and read. What do you notice about the words in green?
- *CD 2 Track 14 p246*
- Listen and repeat.

Activity 16

- Listen and say *True or False*.
- *CD 2 Track 15 p246*
- Correct the false sentences.

Activity 17

- Play *Which cupboard?*

Lesson 5

15 Listen and read. What do you notice about the words in green? Listen and repeat.

16 Listen and say *True or False*. Correct the false sentences.

17 Play *Which cupboard?*

18 Write a list of five foods in your fridge. Ask and answer questions.

FAST TRACK GRAMMAR

Write a dialogue like the one in Activity 17 using different foods.

Key learning outcomes: understand questions and answers about what food is in the cupboard; ask and answer questions using countable and uncountable nouns.

Fast Track Grammar

- Write a dialogue like the one in Activity 17 using different foods.
- Go to the Activity Book. See Activity Book activities to the right.

Activity 18

- Write a list of five foods in your fridge.
- Ask and answer questions.

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for Lesson 5

Pupil's Book

- Sound track ► *CD 2 Track 14 p246*
- True or false? ► *CD 2 Track 15 p246*

Activity Book

- Activity 13 ► *CD 2 Track 14 p246*

Activity Book

Activity Book

Activity 13

- Sound track: Remember and write *there, they're* or *their*. Listen and repeat.
- *CD 2 Track 14 p246*

Activity 14

- Look. Find and circle the differences. Write five sentences.

Activity 15

- Draw a cupboard with your favourite foods. Write about your cupboard. Tell your family.

Essential Activity Book

Essential Activity Book

Activity 13

- Sound track: Remember and circle. Listen and repeat.
- *CD 2 Track 14 p246*

Activity 14

- Read and write *a* or *b*.

Activity 15

- Draw your favourite foods in the cupboard. Write about your cupboard. Tell your family.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review pancake ingredients.

- Ask **What ingredients do I need to make pancakes? Do I need any beans/coffee/butter/salt?**

Explain the aims of the lesson.

- Say **Today we're going to compare words that sound the same but are spelt differently. We're also going to listen and say whether sentences are true or false and play a game. We're then going to say what foods are in our fridges.**

Pupil's Book Activity 15

Sound track: Listen and read. What do you notice about the words in green? Listen and repeat.

► **CD 2 Track 14 p246**

- The pupils say what they can see in the picture.
- Ask **What do you notice about the words in green?**
- Play the CD. The pupils read the speech bubbles and listen for any differences or similarities in the pronunciation of the highlighted words. (*There is no difference. They are all pronounced /ðeə/*).
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils read the exchange in pairs. They change roles and read the exchange again.

Pupil's Book Activity 16

Listen and say **True** or **False**. Correct the false sentences.

► **CD 2 Track 15 p246**

- The pupils look at the four cupboards and name the foods.
- Play the CD. The pupils listen and say if the statements are true or false. They correct the false statements.

Answers: (See answers in audioscript.)

Pupil's Book Activity 17

Play **Which cupboard?**

- Pupil A 'looks in' one of the cupboards from Activity 16. Pupil B asks questions to identify the cupboard. For example, *Is there any orange juice?* / *No, there isn't. But there are two oranges.* / *Are there any eggs?* / *Yes, there are. There are five eggs.* / *Are you looking in cupboard 2?* / *Yes, I am!*
- Play the game with the whole class.
- The pupils play the game in pairs.

Pupil's Book Activity 18

Write a list of five foods in your fridge. Ask and answer questions.

- The pupils write a list of five foods in their fridge.
- In pairs, the pupils take turns to ask and answer questions to find out what's in their partner's fridge. *Have you got any (milk) in your fridge?* / *No, I haven't. Have you got any (cheese) in your fridge?* *Yes, I have. I've got some (cheese).*
- The first partner to find out all five foods is the winner.

Fast Track Grammar

Write a dialogue like the one in Activity 17 using different foods.

- Ask the pupils to write a dialogue in their notebooks similar to the exchange in Activity 17, but including different foods.

Possible answers: Is there any (yoghurt)? / No, there isn't. But there is some (apple juice). / Are there any (tomatoes)? / Yes, there are. There are (seven tomatoes).

Activity Book

Activity 13: Sound track: Remember and write **there**, **they're** or **their**. Listen and repeat.

► **CD 2 Track 14 p246**

Answers: There, their, They're, their, they're, their

Activity 14: Look. Find and circle the differences. Write five sentences.

Suggested answers: In cupboard 2 there's one packet of flour, but in cupboard 1 there are two packets of flour. In cupboard 2 there's some honey, but in cupboard 1 there isn't any honey. In cupboard 1 there's some milk, but in cupboard 2 there isn't any milk. In cupboard 1 there's some butter, but in cupboard 2 there isn't any butter. In cupboard 1 there's a packet of sugar, but in cupboard 2 there's a bowl of sugar. In cupboard 2 there are some eggs, but in cupboard 1 there aren't any eggs.

Activity 15:



Draw a cupboard with your favourite foods. Write about your cupboard. Tell your family.

Essential Activity Book

Activity 13: Sound track: Remember and circle. Listen and repeat.

► **CD 2 Track 14 p246**

Answers: 1 There 2 their 3 They're 4 their 5 They're 6 their

Activity 14: Read and write **a** or **b**.

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

Activity 15:



Draw your favourite foods in the cupboard. Write about your cupboard. Tell your family.

Ending the lesson

Review the lesson and say goodbye.

- Ask **Which three words did we practise in sound track? What question can you ask to find out what's in a cupboard?**
- The pupils tidy up, put their books away and say goodbye.



Lesson 6

Objectives and key competences

- to read about traditional foods and eating out in Kingston
- to do a culture quiz about Jamaica
- to listen and find out about food from other countries

Active language

beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar
Indian, Italian, Japanese, Mexican, Spanish
bananas, chilli con carne, curry, lemonade, pasta, pizza, sushi, tapas
There are ...

Materials

Teacher's App on Navio, Flashcards and/or Tap and Teach flashcards: *beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar*
 Class CD

At a Glance Lesson Plan

Starting the lesson

- Greet the pupils.
- Review the Unit 3 flashcards.
- Explain the aims of the lesson.

Activity 19

- Listen, read and answer.
 ► **CD 2 Track 16 p247**

Activity 20

- Read and guess.
- Listen and say the answers.
 ► **CD 2 Track 17 p247**
- Go to the Activity Book. See Activity Book activities to the right.

Pupil's Book

Lesson 6
 Listen, read and answer. 2:14

Eating out in Kingston, Jamaica
 In Kingston, the capital of Jamaica, there are many different types of restaurants and cafes. They cook food from lots of different countries around the world. There are Spanish tapas bars where you can try tapas and paella. There are Italian pizzerias where you can try different types of pasta and pizza. There are Japanese restaurants where you can try sushi. Or how about a curry at an Indian restaurant? Or a chilli con carne at a Mexican restaurant? They're all delicious. But if you're on holiday in Jamaica, why not try a traditional Jamaican dish? Jamaican cooking includes lots of the ingredients that the island produces. It is often fruity and spicy.

Jamaican rice with red beans
 This very popular dish is made with rice, coconut milk, onions, spices and red beans. It's delicious. Jamaicans often have it with chicken for lunch on Sunday.

Baked Jamaican bananas
 In Jamaica you can eat red bananas! They are smaller and sweeter than yellow bananas. You can bake them with butter, sugar, lime juice and spices. People eat them hot with ice cream. Mmm. Delicious.

Lemonade
 This cool, refreshing drink is very popular all year in Jamaica. It's made with lemons, limes, water, brown sugar and spices. A glass of lemonade with ice really is the taste of Jamaica!

1 Which countries' food can you eat in Kingston?
 2 What do Jamaicans often eat with chicken on Sunday?
 3 What do people eat with baked bananas?
 4 Which ingredients are in Jamaican lemonade?

Culture quiz time: Jamaica
 Read and guess. Listen and say the answers. 2:17

Where's the island of Jamaica? a) in the Mediterranean Sea
 b) in the Pacific Ocean c) in the Caribbean Sea
 What's the capital of Jamaica? a) Kingston b) Queenston c) Princeton
 What's the official language of Jamaica? a) French b) English c) Spanish
 What type of music comes from Jamaica? a) jazz b) reggae c) pop
 What foods does Jamaica produce? a) bananas, sugar and spices b) olives, pumpkins and tea c) milk, cheese and yoghurt
 In which sport does Jamaica have a lot of world champions? a) swimming b) football c) athletics

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for Lesson 6

Pupil's Book

- 'Eating out in Kingston' ► **CD 2 Track 16 p247**
- Culture quiz time: Jamaica ► **CD 2 Track 17 p247**

Activity Book

- Activity 17 ► **CD 2 Track 18 p247**

Activity Book

Activity Book

Activity 16

- Write correct sentences about Kingston. (See Pupil's Book page 30.)

Activity 17

- Listen and number. Write the countries. Complete the sentence.
 ► **CD 2 Track 18 p247**

Essential Activity Book

Essential Activity Book

Activity 16

- Read and match. (See Pupil's Book page 30.)

Activity 17

- Listen and write the countries. Complete the sentence for you.
 ► **CD 2 Track 18 p247**

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review the Unit 3 flashcards.

- Hold up five of the Unit 3 flashcards without the pupils seeing the pictures. Ask **What have I got in my cupboard? Can you guess?** The pupils ask you questions. *Have you got any (salt)? Yes, I have. I've got some (salt).*

Explain the aims of the lesson.

- Say **Today we're going to listen, read and answer questions about the different international foods you can eat in Kingston. We're also going to do a culture quiz about Jamaica.**

Pupil's Book Activity 19

Listen, read and answer.

► CD 2 Track 16 p247

- Read Florence's post. Elicit or remind the pupils of the meaning of 'try dishes'.
- Ask **What do you think I can eat in Jamaica?** Listen to the pupils' suggestions.
- Play the CD. The pupils listen and read.
- Ask pupils to read and answer questions 1-4.
- Ask more questions about the text, such as **What types of restaurant and café are there in Kingston? Can you name a traditional Jamaican dish? Can you name some dishes from other countries around the world?** The pupils answer orally. Explain new vocabulary, as necessary.
- Ask **What types of restaurant and café are there where you live? What traditional dishes are popular in your country?** The pupils talk about the restaurants, cafés and traditional dishes where they live and compare them to Kingston.

Answers: 1 Spanish, Italian, Japanese, Indian, Mexican 2 Jamaican rice with red beans 3 ice cream 4 lemons, limes, water, brown sugar and spices

Pupil's Book Activity 20

Read and guess. Listen and say the answers.

► CD 2 Track 17 p247

- Read Florence's post.
- Read the quiz questions. The pupils guess the answers.
- (Optional) The pupils write the numbers 1 to 6 in their notebooks. They write a), b) or c) to make a note of their guesses.
- Play the CD. Use the pause button for the pupils to say their answers before they hear them.
- The pupils compare the answers with their guesses and say which facts they think are particularly interesting or surprising.

Answers: (See answers in audioscript.)

Activity Book

Activity 16: Write correct sentences about Kingston. (See Pupil's Book page 30.)

Answers: 1 There are Spanish bars where you can try tapas and paella. 2 There are Mexican restaurants where you can try chilli con carne. 3 There are Japanese restaurants where you can try sushi. 4 There are Indian restaurants where you can try curry. 5 There are Jamaican restaurants where you can try baked bananas. (Answers 2-5 in any order.)

Activity 17: Listen and number. Write the countries. Complete the sentence.

► CD 2 Track 18 p247

Answers: 1 Irish stew, Ireland 2 cheese on toast, Wales 3 trifle, England 4 pancakes and maple syrup, Canada (Pupil's own sentences.)

Essential Activity Book

Activity 16: Read and match. (See Pupil's Book page 30.)

Answers: 1c 2b 3a 4d

Activity 17: Listen and write the countries. Complete the sentence for you.

► CD 2 Track 18 p247

Answers: 1 Ireland 2 Wales 3 England 4 Canada

Ending the lesson

Review the lesson and say goodbye.

- Ask **What do you know about Jamaican culture? What types of food can you eat in Kingston?**
- The pupils tidy up, put their books away and say goodbye.



Lesson 7

Objectives and key competences

- to listen and repeat a dialogue showing how to give instructions in the kitchen
- to watch a video
- to use the Pupil's App on Navio
- to do a role play
- to listen and find out about traditional breakfast in the UK

Active language

baked beans, banana, cereal, eggs, mushrooms, sausages, toast, tomatoes
coffee, orange juice, tea
have breakfast/brunch/lunch
a slice of bread, cream cheese, crisps, slices of apple, sandwich
First, ... Then, ... / Next, ... Last of all, ...
You cut You put ...
delicious

Materials

Teacher's App on Navio, Class CD, Culture video: How to give instructions in the kitchen

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Greet the pupils.
- Review Jamaican culture.
- Explain the aims of the lesson.

Activity 21

- Listen and read. Say *True* or *False*.
- **CD 2 Track 19 p247**

Activity 22

- Everyday chit-chat: Listen and repeat.
- **CD 2 Track 20 p247**

Activity 23

- Watch the video.
- What is in Ed's favourite sandwich?

Activity 24

- Everyday chit-chat: Listen and read the script.
- **CD 2 Track 21 p247**
- Repeat.

Lesson 7

21 Listen and read. Say True or False.

- 1 A traditional cooked breakfast includes eggs, sausages, tomatoes, mushrooms, baked beans, toast and a large cup of tea or coffee.
- 2 In the past, it was the breakfast of farmers and workmen who needed lots of energy.
- 3 Nowadays, most people have lemon juice, cereal and toast for breakfast.
- 4 People never have a traditional British breakfast at the weekend.
- 5 'Brunch' is a combination of the words 'breakfast' and 'lunch'.

Everyday Chit-Chat How to give instructions in the kitchen

- 1 slice of bread
- 2 cream cheese
- 3 slices of apple
- 4 crisps

23 Watch the video. What is in Ed's favourite sandwich?

24 Listen and read the script. Repeat.

Ed: This is my favourite type of sandwich.
 Carrie: What's in it?
 Ed: Cream cheese, apple and crisps.
 Carrie: That's unusual! How do you make it?
 Ed: It's really easy. First, you put some cream cheese on a slice of bread. Then you put some slices of apple on the cheese.
 Carrie: Then what?
 Ed: Then you put some crisps on top of the apple.
 Carrie: OK. That isn't difficult. What next?
 Ed: Next, you put some more apple on top of the crisps. Last of all, you put another slice of bread on top of the apple and you press it down. Then you cut the sandwich in half and eat it.
 Carrie: Mmmm! I don't believe it! It's delicious!

25 Think of a recipe. Do a role play.

Activity 25

- Think of a recipe. Do a role play.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson

- Review the lesson and say goodbye.

Class Audio and Video for Lesson 7

Pupil's Book

- The traditional British breakfast
► **CD 2 Track 19 p247**
- Everyday chit-chat: How to give instructions in the kitchen – vocabulary ► **CD 2 Track 20 p247**
- Everyday chit-chat: How to give instructions in the kitchen – dialogue ► **CD 2 Track 21 p247**
- Culture video: How to give instructions in the kitchen ► **p247**

Activity Book

Activity Book

Activity 18

- Everyday chit-chat: Read and complete the dialogue in your own words. Act out.

Essential Activity Book

Essential Activity Book

Activity 18

- Everyday chit-chat: Read and complete the dialogue. Act out.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review Jamaican culture.

- Ask the pupils questions about Jamaican culture, such as **What's the capital of Jamaica? What types of food can you eat in Kingston? What type of music comes from Jamaica?**

Explain the aims of the lesson.

- Say **Today we're going to learn some facts about the traditional cooked breakfast in the UK. We're also going to listen to and repeat a dialogue showing how to give instructions in the kitchen and then do a role play.**

Pupil's Book Activity 21

Listen and read. Say **True** or **False**.

► CD 2 Track 19 p247

- Read Ed's post.
- Read the sentences. Explain vocabulary, as necessary.
- The pupils predict if the sentences are true or false.
- Play the CD. The pupils listen carefully. Use the pause button after each statement for the pupils to say whether the sentences in the pupil's Book are true or false.

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

Pupil's Book Activity 22

Everyday chit-chat: Listen and repeat.

► CD 2 Track 20 p247

- Play the CD. The pupils listen, look at the pictures and repeat the words.

Pupil's Book Activity 23



Watch the video. What is in Ed's favourite sandwich?

- **Note:** The video is available to view in the Teacher's App on Navio.
- The pupils watch the video (*How to give instructions in the kitchen*) and answer the question.

Answers: (See answer in script.)

Pupil's Book Activity 24

Everyday chit-chat: Listen and read the script. Repeat.

► CD 2 Track 21 p247

- Play the CD. The pupils listen and follow the dialogue in their books.
- Ask questions to check comprehension. **What are they eating? What's in the sandwich? Is it easy to make?**
- Divide the class into two groups (Ed, Carrie).
- Play the CD again, pausing for the pupils to repeat their lines in their groups.
- The groups change roles and repeat.

Pupil's Book Activity 25

Think of a recipe. Do a role play.

- The pupils practise the dialogue from Activity 24 with a partner.
- In pairs, the pupils take turns to come to the front of the class and act out a role play based on the dialogue.

Activity Book

Activity 18: Everyday chit-chat: Read and complete the dialogue in your own words. Act out.

Possible answers: 1 honey/tomato ketchup 2 bread 3 cheese/chocolate 4 jam 5 crisps 6 cheese

Essential Activity Book

Activity 18: Everyday chit-chat: Read and complete the dialogue. Act out.

Answers: 1 easy 2 bread 3 tomato 4 delicious

Ending the lesson

Review the lesson and say goodbye.

- Ask **What is a traditional cooked breakfast in the UK? Can you explain how to make a sandwich? Do you know how to give instructions in the kitchen?**
- The pupils tidy up, put their books away and say goodbye.



Lesson 8

Objectives and key competences

- to name trees in English
- to listen and read 'Generous Trees'
- to answer questions on the text
- to watch a video about how trees help us
- to play *Search and find*
- to talk about the importance of trees to you

Active language

bark, carbon dioxide, chewing gum, coffee, cork, grow, leaves, medicines, natural rubber, oxygen, paper, wood ... come(s) from trees

Materials

Teacher's App on Navio, Class CD, Cross-curricular video: How trees help us

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Greet the pupils.
- Review how to give instructions in the kitchen.
- Explain the aims of the lesson.

Activity 26

- Watch the video presentation.
- Name four things that come from trees.

Activity 27

- Listen and read.
- ▶ **CD 2 Track 22 p247**
- Then answer the questions.

Activity 28

- Play *Search and find*.

Activity 29

- Think and say.

How trees help us

Lesson 8

26 Watch the video presentation. Name four things that come from trees.

27 Listen and read. Then answer the questions.

Generous trees

Trees give us so many things. They give us fruit, chocolate and even tea to eat and coffee to drink. They give us wood to make houses and furniture. And did you know that natural rubber comes from a tree too? Here are some more things that come from trees.

Oxygen
There is one thing that all trees give us. You can't see it, but it's all around us. It's in the air. It's oxygen. In a process called photosynthesis, trees absorb carbon dioxide and turn it into oxygen.

Medicines
Many types of medicine come from trees. Aspirin, for example. Aspirin is a natural product that comes from the bark of willow trees. In the 18th century, people used willow bark to make a type of tea. The tea helped people who were in pain. Nowadays, aspirin is made in laboratories.

Cork
Have you got a cork noticeboard at school? Where does the cork come from? It comes from the bark of a special type of oak tree. The tree grows in Spain, Portugal and France. People take the bark off the trees. This process does not harm the tree. The bark grows back every 7 to 10 years.

Paper
The main ingredient of paper is wood fibre. Factories mix wood fibre with water and chemicals to make paper. But factories can also make new paper from old magazines and newspapers. It's important to recycle paper because it saves trees.

Chewing gum
Natural chewing gum is made from a thick liquid that comes from the sapodilla tree. People cut the tree and collect the liquid in buckets. To make natural chewing gum, they add flavouring and sugar to the liquid.

THINKING SKILLS
Deciding and justifying

1 Write a list of ten things which come from trees.
2 In your opinion, which three things on your list are the most important? Why?

28 Play *Search and find*.
Find in the text:
• two things you can read
• three parts of a tree
• two types of gas
• three countries
• five things you can eat
• two things you can drink

29 Think and say.
How many trees can you name in English?
What kinds of trees are near where you live?

My words to remember
medicines cork oxygen
chewing gum paper natural rubber

My words to remember

- Make sentences using the words.

Ending the lesson

- Review the lesson and say goodbye.

Class Audio and Video for Lesson 8

Pupil's Book

- ▶ 'Generous Trees' ▶ **CD 2 Track 22 p247**
- ▶ Cross-curricular video: How trees help us p247

Activity Book

- ▶ Activity 21 ▶ **CD 2 Track 23 p248**

Activity Book

Activity Book

Activity 19

- Find, circle and write ten things that come from trees.

Activity 20

- Read the questions. Write the answers. (See Pupil's Book page 32.) Ask and say.

Activity 21

- Who says what? Listen and number.
▶ **CD 2 Track 23 p248**

Activity 22

- Write four sentences about you and trees. Tell your family.

Essential Activity Book

Essential Activity Book

Activity 19

- Find and circle ten things that come from trees.

Activity 20

- Read and match. (See Pupil's Book page 32.)

Activity 21

- Listen and circle the answers.
▶ **CD 2 Track 23 p248**

Activity 22

- Read and tick. Tell your family.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review how to give instructions in the kitchen.

- The pupils read or act out the everyday chit-chat dialogue from Lesson 7.

Explain the aims of the lesson.

- Say **Today we're going to watch a video about how trees help us, and listen to and read a website about the things trees give us. We're also going to write a list, say which things are most important, and play a game. We're then going to name trees in English.**

Pupil's Book Activity 26



Watch the video presentation. Name four things that come from trees.

- **Note:** The video is available to view in the Teacher's App on Navio.
- The pupils watch the video and name four things that come from trees.

Answers: coffee, cork, chewing gum, medicine, food, wood, rubber

Pupil's Book Activity 27

Listen and read. Then answer the questions.

► **CD 2 Track 22 p247**

- Read the title of the website. Elicit or explain the meaning of 'products'.
- The pupils predict which products may be in the text.
- Play the CD. The pupils listen and read.
- Ask the pupils if their predictions were right. Ask **Did you learn anything new from the text?**
- The pupils write a list of ten things which come from trees in their notebooks.
- Ask **In your opinion, which three things on your list are the most important? Why?** Draw attention to the thinking skills: Deciding and justifying. Explain that these questions do not have a right or wrong answer.

Possible answers: 1 fruit, coconuts, chocolate, wood, natural rubber, cork, willow bark, chewing gum, paper, oxygen, spices, nuts. 2 Pupils' own answers, but oxygen should probably be the most important thing that trees give us because we all need oxygen to live.

Pupil's Book Activity 28

Play Search and find.

- Read the list of things to find in the text. Set a very clear time limit, perhaps three or four minutes.
- The pupils search the text and find the words.

Answers: 2 things you read: magazines, newspapers. 3 parts of a tree: bark, liquid, wood fibres. 2 types of gas: oxygen, carbon dioxide. 3 countries: Spain, Portugal, France. 5 things you can eat: fruit, chocolate, coconuts, sugar, chewing gum. 2 things you can drink: tea, coffee.

Pupil's Book Activity 29

Think and say.

- Read the questions. The pupils name all the trees they can in English. Point out that a lot of fruits can be used with the word 'tree' to make a type of tree (eg apple tree).

My words to remember

- Read the words to remember as a class.
- The pupils make sentences using the words.

Suggested answers: Many medicines come from trees. Cork comes from the bark of a tree that grows in Spain, France and Portugal. All trees give us oxygen. Natural chewing gum is made from a liquid that comes from the sapodilla tree. Factories can make paper from old newspapers. Natural rubber also comes from trees.

Activity Book

Activity 19: Find, circle and write ten things that come from trees.

Answers:

E	C	O	R	K	R	G	M
C	H	O	H	O	U	O	E
W	O	I	F	D	B	X	D
O	C	C	N	F	B	Y	I
O	O	B	O	M	E	G	C
D	L	F	L	N	R	E	I
P	A	P	E	R	U	N	N
A	T	F	R	U	I	T	E
K	E	C	J	N	U	T	S

chocolate, coconuts, cork, fruit, medicines, nuts, oxygen, paper, rubber, wood

Activity 20: Read the questions. Write the answers. (See Pupil's Book page 32.) Ask and say.

Answers: 1 A special type of oak tree. 2 The willow tree. 3 The sapodilla tree. 4 Wood fibres. 5 Carbon dioxide.

Activity 21: Who says what? Listen and number.

► **CD 2 Track 23 p248**

Answers: (See answers in audioscript.)

Activity 22:



Write four sentences about you and trees. Tell your family.

Essential Activity Book

Activity 19: Find and circle ten things that come from trees.

Answers: See answers for Activity Book Activity 19.

Activity 20: Read and match. (See Pupil's Book page 32.)

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

Activity 21: Listen and circle the answers.

► **CD 2 Track 23 p248**

Answers: See answers in audioscript.

Activity 22:



Read and tick. Tell your family.

Ending the lesson

Review the lesson and say goodbye.

- Ask **Why are trees special? What things do they give us?**
- The pupils tidy up, put their books away and say goodbye.



Project: A recipe

Objectives and key competences

- to present your project
- to listen and read an example project
- to plan your project
- to prepare and write your project

Active language

cooking time, introduction, ingredients, instructions, preparation time, serving suggestions
apples, brown sugar, butter, cinnamon, ice cream, sultanas
 Imperatives: *bake, chop, cook, cut, make, mix, put, serve with, wash*
Don't [+ imperative]
First of all, ... Then, ... Next, ... Last of all, ...

Materials

Teacher's App on Navio, Class CD

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Greet the pupils.
- Review the things that come from trees.
- Explain the aims of the project.

Activity 30

- Look at the dish. What ingredients do you think it has?

Activity 31

- Listen, read and answer.
► **CD 2 Track 24 p248**

Activity 32

- Plan your project.
- Go to the Activity Book. See Activity Book activities to the right.

Project: A recipe

30 Look at the dish. What ingredients do you think it has?

31 Listen, read and answer.

Baked apples with ice cream

Ingredients

- 4 apples
- 2 tablespoons of sultanas
- 1 teaspoon of cinnamon
- 4 teaspoons of butter
- 2 teaspoons of brown sugar

Prep time
15 minutes

Cooking time
25 minutes

Instructions

- First of all, put the sultanas, the brown sugar and the cinnamon in a bowl and mix them together.
- Then wash the apples. Cut out the centre of each apple (be very careful. Don't cut yourself. Ask someone to help you).
- Next, put the apples in a dish. Put the sultanas, cinnamon and sugar mixture into each apple. And put a teaspoon of butter on top.
- Last of all, put the dish into the oven. Bake the apples at 200° for 20 to 25 minutes.

Serving suggestion

Serve your baked apples in a bowl or on a plate, with ice cream.

By Ed

32 Plan your project.

1 Think about your favourite dish. 2 Find out what ingredients you need. 3 Find out how to make the dish. 4 Write your recipe. 5 Show your project with your class.

Go to Activity Book page 32. Do the Unit 3 Review and self-assessment. Complete your Progress Journal for Unit 3.

Key learning outcome: plan a recipe and report and present it to your class

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for the Project

Pupil's Book

► A recipe ► **CD 2 Track 24 p248**

Activity Book

► Activity 23 ► **CD 2 Track 25 p248**

Activity Book

Activity Book

Activity 23

- Get ready for your project. Read Ed's project. Write the headings. Listen and check. (See Pupil's Book page 33.)
► **CD 2 Track 25 p248**

Activity 24

- Prepare your project. Choose and research your recipe. Make notes.

Activity 25

- Write and present your project. Write your recipe. Present your project.

Essential Activity Book

Essential Activity Book

Activity 23

- Get ready for your project. Read Ed's project and circle. Listen and check. (See Pupil's Book page 33.)
► **CD 2 Track 25 p248**

Activity 24

- Prepare your project. Choose and research your recipe. Make notes.

Activity 25

- Write your project in your notebook. Write your recipe. Present your project.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review the things that come from trees.

- Ask questions, such as **Can you remember the things that come from trees? Are trees important? Why?**

Explain the aims of the project.

- Say **Today we're going to read and answer questions about an example project. We're then going to plan, prepare, write and present our own recipes.**

Pupil's Book Activity 30

Look at the dish. What ingredients do you think it has?

- Draw the pupils' attention to the question and the photo.
- Ask the pupils **What do you think the food in the photo is? What ingredients do you think it has?**
- Read Ed's post.
- Check answers.
- Ask pupils **Does it look delicious?**

Answers: apples, sultanas, cinnamon, butter, brown sugar

Pupil's Book Activity 31

Listen, read and answer.

► **CD 2 Track 24 p248**

- Draw the pupils' attention to the photos and the recipe.
- Play the CD. The pupils listen and follow the recipe.
- Ask the questions and check answers.
- Ask further questions, such as **Do you agree with Ed that this dessert is easy to make?**

Answers: 1 He washes the apples and cuts out the centre of the apple.
2 sultanas, cinnamon, sugar, butter 3 200° 4 ice cream

Pupil's Book Activity 32

Plan your project.

- Draw attention to the thinking skills: Explaining and sequencing. Point out that in this project, the pupils will write a recipe in which they have to sequence their instructions carefully.
- Read the five stages of the project plan in the flowchart.
- The pupils think about a recipe they would like to write. They think about the format in which they would like to present their project. Alternatively, you may wish to determine this (varying the format in different units).

Activity Book

Activity 23: Get ready for your project. Read Ed's project. Write the headings. Listen and check. (See Pupil's Book page 33.)

► **CD 2 Track 25 p248**

Answers: Introduction, Ingredients, Preparation time, Cooking time, Instructions, Serving suggestions

Activity 24: Prepare your project. Choose and research your recipe. Make notes.

Activity 25: Write and present your project. Write your recipe. Present your project.

Essential Activity Book

Activity 23: Get ready for your project. Read Ed's project and circle. Listen and check. (See Pupil's Book page 33.)

► **CD 2 Track 25 p248**

Answers: easy, apples, tablespoons, 25, dish, sugar, butter, ice cream

Activity 24: Prepare your project. Choose and research your recipe. Make notes.

Activity 25: Write your project in your notebook. Write your recipe. Present your project.

Ending the lesson

Review the lesson and say goodbye.

- Invite different pupils to tell you their recipe. Prompt them with questions such as **What is your recipe? What ingredients do you need? How long is the cooking time?**
- The pupils tidy up, put their books away and say goodbye.



Unit review and self-assessment

Objectives and key competences

- to review vocabulary, grammar, culture and cross-curricular material in the unit
- to self-assess your work in Unit 3
- to complete the Progress Journal for Unit 3

Active language

beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar
butter, eggs, flour, lemons, orange juice, oranges
chewing gum, chocolate, coffee, cork, fruit, medicines,

nuts, oxygen, paper, rubber, wood
Is there any (+ uncountable noun)?
Is there a (+ countable noun)?
Are there any (+ countable nouns)?
Yes, there is/are. No, there isn't/aren't.

Materials

Teacher's App on Navio, Flashcards and/or Tap and Teach flashcards: beans, citrus fruits, coconuts, coffee, honey, olives, rice, salt, spices, sugar
Class CD

At a Glance Lesson Plan

Starting the lesson

- Greet the pupils.
- Review the Unit 3 flashcards.
- Explain the aims of the lesson.

Activity Book

Activity Book

Activity 26

- Listen and number. Write the names of the foods.
► CD 2 Track 26 p248

Activity 27

- Write some, a or any. Listen and check.
► CD 2 Track 27 p248

- Act out.

Activity 28

- Complete the questions with is or are.
- Look and write the answers.

Activity 29

- Read and write the answers. (See Pupil's Book page 30.)

Activity 30

- Look and write the words. (See Pupil's Book page 32.)

Assess your work in Unit 3.

- Look and circle.
- Complete your Progress Journal for Unit 3.

Essential Activity Book

Activity 26

- Listen and number. Write the names of the foods.
► CD 2 Track 26 p248

Activity 27

- Read and circle. Listen and check.
► CD 2 Track 27 p248

- Act out.

Activity 28

- Read and complete the sentences.

Activity 29

- Read and circle the answers. (See Pupil's Book page 30.)

Activity 30

- Read and write. (See Pupil's Book page 32.)

Assess your work in Unit 3.

- Look and circle.
- Complete your Progress Journal for Unit 3.

Ending the lesson

- Review the lesson and the unit and say goodbye.

Class Audio for the Review

Activity Book

- Activity 26 ► CD 2 Track 26 p248
- Activity 27 ► CD 2 Track 27 p248

Progress Journal

Progress Journal Unit 3

- Download the progress journal for Unit 3.
- The pupils complete the activities and reflect on their progress.

Essential Activity Book

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this unit.

Detailed Lesson Plan

Starting the lesson

Greet the pupils.

- Welcome the pupils to the lesson. Ask familiar questions, such as **What's the date? What's the weather like?**

Review the Unit 3 flashcards.

- Give the Unit 3 flashcards to pairs of pupils. Ask two pupils to hold up their flashcards and to say two sentences about their foods, for example *I don't like honey. Honey is sweet.* Hold up the corresponding word cards.

Explain the aims of the lesson.

- Say **Today we're going to do the Unit 3 Review and self-assessment. We're also going to complete our Progress Journals for Unit 3.**

Activity Book

Activity 26: Listen and number. Write the names of the foods.

► **CD 2 Track 26 p248**

Answers: 1 sugar 2 citrus fruits 3 coffee 4 salt 5 coconuts 6 beans
7 honey 8 spices 9 rice 10 olives

Activity 27: Write *some*, *a* or *any*. Listen to check.

🔊 **Act out.**

► **CD 2 Track 27 p248**

Answers: (See answers in audioscript.)

Activity 28: Complete the questions with *is* or *are*. Look and write the answers.

Answers: 1 Is there any water in the fridge? No, there isn't. 2 Are there any lemons? Yes, there are. 3 Are there any eggs? Yes, there are. 4 Is there any butter? Yes, there is. 5 Is there a coconut? No, there isn't. 6 Are there three oranges? No, there aren't. 7 Is there any orange juice? Yes, there is.

Activity 29: Read and write the answers. (See Pupil's Book page 30.)

Answers: 1 In the Caribbean Sea 2 Kingston 3 English 4 Reggae
5 Bananas, sugar and spices 6 athletics

Activity 30: Look and write the words. (See Pupil's Book page 32.)

Answers: fruit, nuts, chocolate, coffee, wood, rubber, cork, medicines, chewing gum, paper, oxygen

Assess your work in Unit 3.

Look and circle.

Complete your Progress Journal for Unit 3.

Hand out the Progress Journals. The pupils complete pages 12-15, either during the lesson or for homework.

Essential Activity Book

Activity 26: Listen and number. Write the names of the foods.

► **CD 2 Track 26 p248**

Answers: 1 sugar 2 citrus fruits 3 coffee 4 salt 5 coconuts 6 beans
7 honey 8 spices 9 rice 10 olives

Activity 27: Read and circle. Listen and check.

🔊 **Act out.**

► **CD 2 Track 27 p248**

Answers: (See answers in audioscript.)

Activity 28: Read and complete the sentences.

Answers: 1 No, there isn't. 2 Yes, there are. 3 Yes, there is. 4 No, there isn't. 5 Yes, there are. 6 Yes, there is.

Activity 29: Read and circle the answers. (See Pupil's Book page 30.)

Answers: 1 In the Caribbean Sea 2 Kingston 3 English 4 Reggae
5 Bananas, sugar and spices 6 athletics

Activity 30: Read and write. (See Pupil's Book page 32.)

Answers: 1 chocolate 2 coffee 3 wood 4 cork 5 medicines 6 oxygen

Assess your work in Unit 3.

Look and circle.

Complete your Progress Journal for Unit 3.

Ending the lesson

Review the lesson and the unit and say goodbye.

- Ask **What have you learnt in Unit 3? What have you enjoyed? What has helped you learn? How do you plan to remember what you've learnt?**
- The pupils tidy up, put their books away and say goodbye.

Activity Book pages 24–33

[illegible]

Essential Activity Book pages 24–33

[illegible]

GRAMMAR TRACKS

LESSON 8

Write the sentences. Circle the verb.

1. *Agnes lives here.* (live) *She lives in a big house.* (live) *She lives there.* (live)

2. *How does it taste?* (taste) *It tastes good.* (taste) *It tastes like a peach.* (taste)

3. *What color is it?* (be) *It is green.* (be) *It is yellow.* (be)

4. *What is it?* (be) *It is a dog.* (be) *It is a cat.* (be)

5. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

6. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

7. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

8. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

9. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

10. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

11. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

12. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

13. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

14. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

15. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

16. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

17. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

18. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

19. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

20. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

21. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

22. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

23. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

24. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

25. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

26. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

27. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

28. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

29. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

30. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

31. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

32. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

33. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

34. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

35. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

36. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

37. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

38. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

39. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

40. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

41. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

42. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

43. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

44. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

45. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

46. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

47. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

48. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

49. *Read and write notes.* (be) *It is a dog.* (be) *It is a cat.* (be)

50. *Read and write notes.* (be) *It is a dog.* (be) *It is*

Lesson 5

1. Remember our safety theme, *Recognize our signs and signals*. 

2. Lines, flat and cover the differences. Write five sentences.

3. Write a paragraph about a place, but not a place you can visit or see.

4. Draw a paragraph with your favorite book. Write about your segment. Tell your teacher.  

Topic: _____ Sentence: _____

Topic and: _____ Sentence: _____

Catherine





Lesson 4

1 Write *complete sentences* about Kingston. (Use *Page 3* and *page 16*.)

Where does Catherine live?	What does she like to do?
How old is she?	What does she like to eat?
What are her hobbies?	What does she like to buy?
What are her dreams?	

2 Write and number. Write the countries. Complete the sentences.

My favorite food is _____.


			
_____	_____	_____	_____

A good meal is very important to _____.

Lesson 5

1 **Describe** **Diagrams**

2 Read and complete the dialogues in your own words. Write on **30**.

Friend: Hi, how are you? How do you like it?	
Friend: I like it very much. I like to eat it.	
Friend: What is it?	
Friend: It is a good food for health.	

[illegible]

GRAMMAR TRACKS

LESSON 6

Read and write True or False.

- There are eight eggs.
- There is one packet of sugar.
- There are three packets of jam.
- There is one packet of cereal.

Read and write True or False. Is a grammar specialist?

Grammar is the study of how words are connected in a text, such as lists, etc. It is the study of the way words are connected in a text. It is the study of the way words are connected in a text.

Grammar specialist

Grammar specialist

Grammar specialist

Grammar specialist

Grammar specialist

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Lesson 3

1 Read and write. Listen and repeat.

a Read and write. There are six animals in the zoo. Write the names of the animals in the box.

b Draw a picture of each of the animals. Write the names of the animals in the box.





2 Draw and write as in 1.



3 There are six animals in the zoo.

4 There are six eggs.

5 There are six eggs.

6 There are six eggs.

7 There are six eggs.

8 There are six eggs.

9 There are six eggs.

10 There are six eggs.

4 Draw your favourite animal in the enclosure. Write about your favourite. Tell your friends.

5 Draw your favourite animal in the enclosure. Write about your favourite. Tell your friends.

6 Draw your favourite animal in the enclosure. Write about your favourite. Tell your friends.

Culture

Lesson 6

1 Read and match. (Use Pupil's Book page 8.)

1. Some people think that people from different countries are very different.

2. There are differences between people who live in the same city.

3. People like to know about other people's lives.

4. People like to know about other people's lives.

5. People like to know about other people's lives.

6. People like to know about other people's lives.

7. People like to know about other people's lives.

8. People like to know about other people's lives.

9. People like to know about other people's lives.

10. People like to know about other people's lives.

2 Listen and write the countries. Complete the sentences for you.

1. People from France like to eat baguettes.

2. People from Japan like to eat sushi.

3. People from Italy like to eat pasta.

4. People from Spain like to eat tapas.

5. People from India like to eat curry.

6. People from China like to eat dumplings.

7. People from Mexico like to eat tacos.

8. People from Brazil like to eat feijoada.

9. People from Argentina like to eat asado.

10. People from Colombia like to eat arepas.

11. People from Venezuela like to eat pabito.

12. People from Ecuador like to eat ceviche.

13. People from Peru like to eat ceviche.

14. People from Chile like to eat carapacho.

15. People from Uruguay like to eat asado.

16. People from Paraguay like to eat asado.

17. People from Bolivia like to eat asado.

18. People from Ecuador like to eat ceviche.

19. People from Peru like to eat ceviche.

20. People from Chile like to eat carapacho.

21. People from Uruguay like to eat asado.

22. People from Paraguay like to eat asado.

23. People from Bolivia like to eat asado.

24. People from Ecuador like to eat ceviche.

25. People from Peru like to eat ceviche.

26. People from Chile like to eat carapacho.

27. People from Uruguay like to eat asado.

28. People from Paraguay like to eat asado.

29. People from Bolivia like to eat asado.

30. People from Ecuador like to eat ceviche.

31. People from Peru like to eat ceviche.

32. People from Chile like to eat carapacho.

33. People from Uruguay like to eat asado.

34. People from Paraguay like to eat asado.

35. People from Bolivia like to eat asado.

36. People from Ecuador like to eat ceviche.

37. People from Peru like to eat ceviche.

38. People from Chile like to eat carapacho.

39. People from Uruguay like to eat asado.

40. People from Paraguay like to eat asado.

41. People from Bolivia like to eat asado.

42. People from Ecuador like to eat ceviche.

43. People from Peru like to eat ceviche.

44. People from Chile like to eat carapacho.

45. People from Uruguay like to eat asado.

46. People from Paraguay like to eat asado.

47. People from Bolivia like to eat asado.

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127. People from Peru like to eat ceviche.

128. People from Chile like to eat carapacho.

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130. People from Paraguay like to eat asado.

131. People from Bolivia like to eat asado.

1



NEW YORK
CITY

NEW YORK CITY

Lesson 8

Read and write each thing that comes from France.

Read and write. (Use *Point's* book page 10.)

- What does a croissant look like?
- Where does a croissant come from?
- Where does baguette come from?
- Where does macaron come from?
- Where do you find macarons?

- The croissant is like...
- A croissant looks like...
- Cake and butter.
- Macarons are like...
- Macarons.

Listen and circle the answers.



Boy:



Girl:

- What does a croissant look like?
- Where does a croissant come from?
- Where does baguette come from?
- Where do you find macarons?
- Where do you find macarons?

- Round. Like a donut.
- France.
- Italy.
- At the bakery.
- At the bakery.

Read and write.

Fill your notebook.

What does a croissant look like?

Where does a croissant come from?

Where does baguette come from?

Where do you find macarons?

Where do you find macarons?

The croissant is like...

A croissant looks like...

Cake and butter.

Macarons are like...

Macarons.

Page _____

Project A recipe

Goal Write a project. Write the headings, list and check, then Proof & finish page 121-122

Checklist

- Write the headings
- Write the list
- Write the check
- Write the proof
- Write the finish

Read up with an essay

Read up with an essay on the topic of your choice. Write the headings, list and check, then Proof & finish page 121-122

Checklist

- Write the headings
- Write the list
- Write the check
- Write the proof
- Write the finish

Choose and research your recipe. Write notes.

Checklist

- Write the headings
- Write the list
- Write the check
- Write the proof
- Write the finish

Write up your recipe. Present your project.

Checklist

- Write the headings
- Write the list
- Write the check
- Write the proof
- Write the finish

Goal Write a project. Write the headings, list and check, then Proof & finish page 121-122

Checklist

- Write the headings
- Write the list
- Write the check
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Read up with an essay

Read up with an essay on the topic of your choice. Write the headings, list and check, then Proof & finish page 121-122

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Checklist

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Write up your recipe. Present your project.

Checklist

- Write the headings
- Write the list
- Write the check
- Write the proof
- Write the finish

[illegible]

1 Complete the questions with *is* or *are*. Look and write the answers.

1 Is there a lake in the city?
 2 Are there any mountains?
 3 Is there a river?
 4 Are there any trees?
 5 Are there any houses?
 6 Are there any mountains?
 7 Are there any people?



2 Read and write the answers. (See Page 3 book page 10)

1 Is there a lake in the city?
 2 Are there any mountains?
 3 Is there a river?
 4 Are there any trees?
 5 Are there any houses?
 6 Are there any mountains?
 7 Are there any people?

3 Read and write the answers. (See Page 3 book page 10)

1 Is there a lake in the city?
 2 Are there any mountains?
 3 Is there a river?
 4 Are there any trees?
 5 Are there any houses?
 6 Are there any mountains?
 7 Are there any people?

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