

# Holidays

## Unit Overview

### The children will:

- Find out about celebrations, customs, and traditions around the world.
- Learn vocabulary about Halloween and other festivals.
- Read and understand a text about Chinese New Year.
- Talk about their own holidays and celebrations.
- Learn a song about Thanksgiving.
- Review tenses to talk about the present, past, and future.
- Practice adverbs of frequency.
- Create a decorated poem.
- Use pictures and the title to predict the content of a poem.
- Learn to recognize, pronounce, and spell words with *consonant + l* combinations.

### Key Vocabulary

- Holidays and traditions:** candle, Chinese New Year, Christmas, dragon, Halloween, lantern, New Year, pine tree, pumpkin, Thanksgiving, turkey
- Halloween costumes:** beard, broom, costume, eye patch, fairy, fake teeth, hat, parrot, pirate, vampire, wand, wings, witch
- Animals of the Chinese Horoscope:** dog, dragon, horse, monkey, ox, pig, rabbit, rat, rooster, sheep, snake, tiger
- Adverbs of frequency:** always, usually, often, sometimes, rarely, never
- Incidental language:** carnival, cemetery, fireworks, funny, ghost, legend, magical, parade, prince, princess, scary, treats
- Phonics:** airplane, black, blanket, blow, blue, clap, clock, cloud, clue, flag, float, flower, glass, place, planet, plate, play, plum, sleep
- Reviewed topics:** clothes, leisure activities, time expressions

## Festivals and celebrations

### Phonics

- *Consonant + l* combinations, e.g. *bl* as in *blue*

### Punctuation

- The use of apostrophes in contractions
- The rules on capitalization

### Grammar

- Simple present, simple past, future with *going to*
- Adverbs of frequency
- Progressive tenses
- Verb + infinitive

### Spelling

- Simple past verbs, particularly irregular verbs
- Use spelling dictations and other spelling games throughout the unit to reinforce key vocabulary.

## Competency Focus

The children will be:



- choosing a favorite celebration and analyzing why they like it (Lesson 1)
- categorizing accessories for a Halloween costume (Lesson 2)



- using study strategies to prepare a talk about holidays (Lesson 10)



- analyzing how and why a poem affects them on an emotional level (Lesson 8)



- working together with peers to agree on decisions, work sharing, and sharing of ideas (Lesson 3)
- listening attentively to peers as they describe a personal celebration (Lesson 6)



- reflecting on aspects of their own traditions and customs and designing a holiday calendar for their country (Lesson 10)

### Values

The children explore traditions and customs practiced in their own country and compare them with those in other countries. Use opportunities in the lessons to encourage the children's sense of national identity and knowledge of their own culture while also promoting intercultural understanding.

### Teacher Technology Pack DVD-ROM

Use the **Interactive Books** on the DVD-ROM to teach any SB/LAB lesson on an interactive whiteboard or with a data projector/computer. The digital tools make lesson presentation easier for you and more engaging for the children.

The DVD-ROM also contains the **Discovery Zone** and **Talking Point** – additional interactive features to extend your lessons. Resources in this unit:

- **Discovery Zone:** Poster  
*New Year Around the World*  
Use this photo-rich poster with interactivities and audio to learn more about New Year celebrations around the world.
- **Talking Point** (Lesson 10)  
Listen to real children talking about their experiences of their holidays. Use this feature as a model for children to talk about their lives in class.

## CLIL Social Studies – Chinese New Year

- The children learn about China, Chinese New Year, and the Chinese zodiac. They explore the idea that their zodiac animal reflects their personality.

*Concept check:*

- The capital city of China is Beijing. China's flag is red with a large yellow star and four smaller stars surrounding it.
- The official language is Mandarin.
- The population of China is more than 1.3 billion.
- The Chinese New Year celebration lasts fifteen days. The Chinese make their lanterns on the fifteenth day.

*Other CLIL area explored:* Language Arts (write a poem)

### Study Skills

Focus on these study skills to encourage the children to improve the way they study:

- Listen carefully to their teacher
- Use pictures to understand words and sentences
- Write new words in their notebooks

### Student Website

To help your students consolidate classroom learning, we have created an online **Homework Zone** in the **Student Website**. Activities are scored automatically for you in the **Gradebook** so you can review how well different learners are doing throughout the school year and offer more support accordingly.

The Unit 1 Homework Zone offers:

- Lesson 2 – Play: Grammar Game
- Lesson 6 – Play: Vocabulary Game
- Lesson 8 – Read: Interactive Reading Activity
- Lesson 10 – Listen: Interactive Listening Activity


### Teacher Website

The beginning of a school year is a key moment for teachers to identify learner abilities and areas of opportunity. Check out the **Transition Pack** in the **Assessment Section** of the **Brainwave Teacher Website** for:

- a diagnostic test to measure the expected starting level for the new grade
- assessment rubrics for writing and speaking
- an assessment record sheet of learner abilities

# 1 Holidays

## Lesson Objectives

- Talk about festivals and celebrations around the world.
- Sing a song about Thanksgiving.
-  Choose a favorite celebration and say why they like it.

## Warm Up: Unit Objectives

- Generate interest in the topic. Ask questions about different festivals and celebrations, e.g. *What do you do for New Year? When is Christmas? What is your favorite festival?* Encourage the children to suggest key vocabulary on the theme and write it on the board.

## A Which celebrations do you have in your country?

- Say the name of an item in one of the photos, e.g. *a colorful dragon*. The children identify the appropriate festival.
- Ask children to say which celebrations they have in their country.

## B [Track 2, p134] Listen and say the name of the celebration.

- Play the CD, pausing after each section for the children to identify the celebration.

## Answers

1 Christmas 2 Chinese New Year 3 Halloween 4 New Year 5 Thanksgiving

## C [Track 3] Listen and sing the chorus.

- Read the chorus together.
- Play the CD twice. The children listen and join in.
- Ask the children to name typical Thanksgiving food (e.g. *turkey, pumpkin pie*).

## Listmania

- Small groups: the children list all the vacations and celebrations they know in two minutes. They then exchange ideas with another group.
- Children from each group feed back to the whole class. Write a combined list on the board.

## LAB A p4

### A Match the words to the pictures. Discuss which celebrations they would belong to.

- Pairs: the children write the letter of the correct picture by each word.

- They then decide which celebration each of the objects belong to, using the words supplied.
- Elicit answers.
- Pairs: the children cover the words in their book and say what each picture is.

## Answers

1 b – Chinese New Year 2 c – Christmas 3 a – Halloween 4 e – Chinese New Year 5 f – Thanksgiving 6 d – Christmas

## B [Track 4] Listen and read.

- Play the CD twice. (1) The children listen and read. (2) They join in.

## C Answer the question and complete the new verse.

- Elicit ideas from the class about special foods for celebrations. Write any difficult words on the board.
- Pairs: the children choose something they like to eat on special occasions and complete their own verse.

## D Sing your verse to your friends!

- Pairs: give the children time to practice, then invite pairs to sing their verse to the class.



## Thinking Point


### Think about your favorite celebration. Why is it your favorite?

- Make a mind map on the board of all the celebrations the children like. Ask them to decide the most important reason they like celebrating (e.g. *food, costumes*) and write their ideas on the board.
- The children each choose a celebration and write two or three reasons why they like it in their notebooks.
- Small groups: the children discuss their favorite aspect of the celebration and why they like it. Take a class vote to find out the most popular reasons.

## Round Up

- The children choose a celebration and design a mini-poster in their notebook, decorating the poster with pictures of things they associate with the celebration and labeling them.
- Ask children to present their poster to the class.

## Lesson Objectives

- Learn vocabulary to talk about Halloween.
- Review past, present, and future tenses.
-  Identify Halloween dress-up costumes from the accessories.

## Warm Up

- Small groups: the children take turns drawing part of the costume they wore last Halloween. The group guess (e.g. *You were a pirate!*).

## A Guess the answers. Then read and check.

- The children cover the text and look at the questions. Elicit any ideas they have about the answers.
- The children read the text and see if their answers are correct.
- Read the text to the children, asking them to compare it with Halloween (or the festival most closely resembling Halloween) in their own country. Then discuss any differences with the class.

## Answers

1 October 31 2 orange and black 3 "Trick or treat!"

B  [Track 5, p134] Listen to Janie's diary. What is her Halloween costume?

- The children look at the photo of Janie writing about Halloween in her diary. Ask them to guess what costume she's going to wear.
- Play the CD. The children raise their hand as soon as they know what the costume is. Elicit the answer.

## Answer

Janie is going to be a witch.

## LAB A p5

## Grammar on the Brain

**Accuracy Focus:** This reviews the tenses the children studied in Level 2. Focus on subject-verb agreement.


- Prompt with sentences using the simple present, simple past, or future using *going to* (e.g. *Sam was ...*, *We don't buy ...*) to elicit suitable endings.
- Write key verbs on the board. Continue the activity with one child prompting and another finishing the sentence.
- Review the use of apostrophes in contractions, asking children to identify examples in the Grammar on the Brain box.

## A Solve the puzzle and write the sentences.

- Do the first sentence as an example with the class. The children look for the words that are written in the same style as *The party*. Write them on the board. The children order the words to make a sentence.
- Pairs: the children find and write the other four sentences. Elicit the time (past, present, or future) for each one.

## Answers

1 *The party is going to be fun.* (future) 2 *Luis and Dana weren't in class yesterday.* (past) 3 *We are nine years old.* (present) 4 *I wasn't a pirate last year.* (past) 5 *My best friends aren't going to go to the party.* (future)

C  Look and answer. What do you need to make these costumes?

- Say the name of each costume accessory. The children identify it by pointing. Then say the names again and ask the children to repeat them.
- Point to the fake teeth and elicit from the children which costume they are for (*vampire*). Finally, point to and say the example sentence.
- The children categorize the different accessories according to the four costumes in their notebooks.
- Pairs: the children take turns making sentences about what accessories are needed for each costume.
- Small groups: the children close their books. They take turns describing accessories and include one extra item that is not needed, e.g. *You need fake teeth and a broom for a vampire costume*. The children guess which is the unnecessary accessory (*broom*).

## Round Up

- Write on the board *Do you like Halloween? Why? Why not? What were you last year? What are you going to be this year?* Elicit a few sample answers. The children then mingle, asking and answering the questions.





## Lesson Objectives

- Review the simple past (affirmative and negative).
- Practice progressive tenses.
- 🗣️ Work in pairs to describe costumes.

## Warm Up

- Elicit details of Janie's diary (see Track 5, p134). Ask questions to prompt.

## LAB A p6

## Grammar on the Brain

**Accuracy Focus:** Focus on the different form of the base verb in the affirmative and negative, e.g. *wore/didn't wear*.

- Say sentences using a variety of tenses, e.g. *We were eating lunch. I will see the movie tomorrow.* The children make them negative, e.g. *We weren't eating lunch.*

## A Read. Then write the verbs in the correct column in your notebook.

- Elicit the two costumes (*cowboy* and *Batman*).
- The children underline the verbs in the text. They then copy and complete the chart in their notebook.
- They close their books. Say simple past verbs, particularly irregular verbs, for the children to spell.

## Answers

*Present: love, live, aren't, has; Past: was, gave, wore, didn't have; Future: going to be, going to wear, going to make*

## B Write four things that are happening now in your notebook.

- Ask questions about what is happening now, e.g. *What's Jon doing?*, to elicit *He's looking for his pencil.*, etc.
- The children write four similar sentences, either in the LAB or their notebooks.

## C Write two things that were happening last night in your notebook.

- Elicit what the children/their families were doing at 6 o'clock last night, e.g. *I was watching TV. My sister was doing her homework.*
- The children write two sentences in their notebooks.

## A 🎧 [Track 6, p134] Listen to Janie talking about her Halloween disaster. Answer the questions.

- Read the questions. Play the CD. Use a "Question and Answer Chain" (see p13) to go through all the questions.

## Answers

*1 (She got up) early. 2 (She put on) her black dress, her black cape, and the witch's hat. 3 (Her mom) painted her face green. 4 Her mom took her to school by/in the car.*

## B 🎧 [Track 6, p134] Listen again and answer the questions.

- The children read the questions. Play the CD again.
- Elicit answers.

## Answers

*1 They stopped and looked at her. 2 (She felt) embarrassed. 3 (She wanted to) go home.*

## C 🎧 [Track 7, p134] Guess what happened next. Then listen to the end of the story.

- The children guess the ending of the story. Write ideas on the board.
- Play the CD. Elicit the answer.

## D 🗣️ Work in pairs. Design a costume and tell your friend.

- Pairs: the children work together to choose a costume they would like to design.
- They decide how they will divide up the work of drawing the costume, coloring and writing sentences about it. Write a model sentence on the board, e.g. *This year I'm going to be a pirate. I'm going to wear a black hat ...*
- Each pair presents their costume to other classmates. Encourage the children to listen to each other carefully and choose their three favorite costumes in the class.

## Think some more ...

- Pairs: the children discuss the clothes and costumes for the different festivals/celebrations they wrote about in the Thinking Point in Lesson 1.


## Round Up

- The children write their own diary entry for a day: what happened to them, their thoughts/feelings, and their future plans.
- Children read extracts to the class. The class says whether the tenses used are accurate.

## Selections Connection

*Thanksgiving Holiday, p14*  
Genre: non-fiction

## Lesson Objectives

- Find out about the Chinese New Year.
- Learn about the Chinese calendar.
-  Compare holiday traditions in different countries.

**Materials for you:** a world map

## Warm Up

- Show the children a world map. Ask them to find China.
- Write on the board *What is the capital city of China? What does the Chinese flag look like? Which languages do people in China speak? How many people live in China?* Elicit what the children know. (See Unit Overview CLIL section for answers.)
- Elicit any other information the children know about China.

## A Read and answer.

- Discuss New Year with the class. Ask the children what they eat and what they do to celebrate.
- Write the date of New Year on the board and explain that the New Year in other countries may not be celebrated at the same time. Ask the children if they know when the Chinese New Year begins. Don't confirm the answer.
- Elicit who the photo shows (*Buddha*). Explain that Buddhism is the main religion in China and that a legend about Buddha is very important for the Chinese New Year.
- The children read the text. Pairs: the children work together to answer the questions. Elicit answers.

## B Read and number the pictures.

- Elicit what the children can see in each picture. They then read the sentences and write each sentence number by the correct picture.
- Elicit answers.
- Pairs: the children cover the text and take turns describing what is in each picture.

## Answers

lantern – 3, girl in red – 1, fireworks – 2, dragon parade – 4



## Me in My World

- The children compare how they celebrate New Year with the Chinese New Year celebrations. Draw the following table on the board:

	month	clothes	decorations	activities
China				
My country				

- Invite children to recall how this tradition is practiced in China, and to share their ideas about how they celebrate New Year, to complete the table. Ask them to talk about similarities and differences.
- Children say which aspects of New Year celebrations in their family, and in Chinese New Year, they find the most interesting.

## LAB A p7

### A Match the name of each animal to its picture.

- Remind the children why the animals pictured are used for the names of the calendar years.
- Say the name of each animal to elicit the letter of the corresponding picture.
- The children write the correct picture letter in the box by each word.

### Answers

1 b 2 c 3 d 4 f 5 a 6 h 7 i 8 e 9 j 10 g 11 k 12 l

### B Find the year you were born and the animal.

- The children find the animal that corresponds to their year of birth.
- Elicit who has which animal by a show of hands.

### C Circle words that describe your animal. Are you like your animal?

- Elicit the meaning of the adjectives, explaining words the children are unsure of.
- Choose an animal from the list and elicit adjectives to describe that animal. Then focus on the animals that correspond to the children's year of birth. The class agree on two or three adjectives that describe those animals and circle them.
- Ask the children to say if they are like their animal. Encourage them to go beyond the adjectives in the list.

### Culture Connection

- Ask the children if they know people from other countries. List the countries on the board. The children ask those people about celebrations in their country and report back to the class.

## Round Up

- Pairs: the children close their books and write a list of all the animals that came to Buddha's meeting.

**Lesson Objectives**

- Write a decorated poem.
- Explore rhyming words in poems.

**Materials for you:** shaker (optional) **For each child:** see *You need* list in the SB

**Warm Up**

- Explain that decorated poems are often written to celebrate the Chinese New Year. Elicit that poems often contain rhyming words.
- Write the word *red* on the board. The children suggest words that rhyme, e.g. *bed, head, said*. Point out that rhyming words can be spelled differently.
- Write on the board in random order *hat, moon, white, soon, bat, night*. Ask the children to match each pair of rhyming words by drawing a line between them.
- Erase the words. Say each one for the children to spell.

**LAB A** p8**A Write rhyming words in each lantern.**

- Elicit the words in the lanterns to check pronunciation.
- Elicit a word from those supplied that rhymes with *light* (*night/bright*).
- Pairs: the children take turns reading out the words in the lanterns and finding a rhyming word. They write the words in the lanterns, then check answers with another pair.
- Elicit answers.

**Answers**

*light: night, bright; mice: nice, rice; strong: long, song; hooray: say, day; soon: moon, balloon*

**B Read and match.**

- Read the first line of the first couplet. Pairs: the children decide which is the second line. A pair answer and identify the rhyming words.
- Read the whole couplet, clapping the rhythm. Repeat. The class clap the rhythm or click their fingers in time. You could use a musical instrument, e.g. a shaker or a ruler, to beat the rhythm.
- Repeat with the other couplets.

**Answers**

1<sup>st</sup>: c 2<sup>nd</sup>: b 3<sup>rd</sup>: a

**C Write some ideas for your own poem.**

- The children brainstorm things they like. Write their suggestions on the board.
- They now focus on rhyming words: say, e.g. *night*, and elicit suggestions, e.g. *light, white, bright*.
- The children write notes on what they like and at least two pairs of rhyming words.

**A Read.**

- The children read the text to each other in pairs.
- Check comprehension by eliciting what Chinese people associate with *red* (*fire*).

**B Write a decorated poem.**

- Guide the children through the stages of writing their own poem. Make sure they have access to all the materials they need.
- The children write the first line of their poem, using the notes they wrote in LAB C, e.g. *red kites in the air*.
- The children write their second line, again using their notes. Remind them that the last word needs to rhyme with the last word of the first line.
- The children read the two lines together to see if the rhythm works well.
- Point out the decorated poem in the picture in the SB. Give out colored paper for children to copy out their poem and decorate it. Display the finished poems around the class.

**Round Up**

- The children tell a friend what they liked most or found most interesting about the Chinese New Year, explaining why.

## Lesson Objectives

- Practice adverbs of frequency.
- Practice vocabulary about holidays and celebrations.
- Find out more about celebrations in different countries.
- 🗣️ Discuss with a friend what happens on New Year's.

**Materials for each group:** a die

## Preparation

Prepare three large labels: *always*, *sometimes*, *never*

**For each group:** prepare a set of frequency cards (*always*, *sometimes*, *never*, *usually*, *often*, *rarely*)

- The children complete the sentences using the information in the chart. Point out that not all the adverbs supplied need to be used.
- Elicit answers. Point out that *often* and *usually* can be interchangeable.

## Answers

2 Tina *often/usually* rides a bike. 3 Mike *rarely* plays basketball. 4 Sara *sometimes* flies a kite. 5 Mark *never* rides a bike. 6 Sara *sometimes* plays basketball.

## Warm Up

- Pin up the *always*, *sometimes*, *never* labels you made in different parts of the room. Ask questions, e.g. *How often do you have cereal for breakfast?* The children move to the label that best describes how often they do each activity.
- A child in each group makes a sentence about the activity using the adverb, e.g. *I never have cereal for breakfast.*

## LAB A p9

## Grammar on the Brain

**Accuracy Focus:** Make sure the children use the correct word order.

- Draw a labeled timeline on the board, with *always* and *never* at each end and *sometimes* in the middle. Write the new adverbs *often*, *usually*, and *rarely* separately on the board.
- Children write the new adverbs in the correct place on the timeline. The class agree or disagree.
- Play a game. A child makes a statement, e.g. *I drink milk for breakfast.* The next child adds an adverb, e.g. *I usually drink milk for breakfast.* Repeat around the class. Challenge them to extend sentences to include days of the week, e.g. *I usually drink milk for breakfast on Saturday.*

## A Make sentences about what the children do in the park.

- Give the children time to study the information in the chart. Say true/false sentences about each child pictured, e.g. *Mark always plays basketball. Sara sometimes flies a kite.* The children call out *True!* or *False!*, as appropriate.

## A Play a holiday game.

- Pre-teach any necessary vocabulary (e.g. *carols*, *parade*).
- Read the instructions and check the children understand what they have to do. Demonstrate with one group.
- Small groups: the children play for about 15 minutes. Encourage them to listen to each other's answers and say whether they are correct or not. Monitor and help as they play.

## B 🗣️ Tell a friend ...

- The children write three things they always do, and three things they never do, on New Year's.
- Pairs: the children compare and contrast their examples to find out if they celebrate New Year's in the same way. They then report back to the class on the similarities and differences, e.g. *I always watch the fireworks. Paul never watches the fireworks.*

## Think some more ...

- The children imagine they are organizing a class celebration for New Year's.
- Write on the board *What are you going to do? What are you going to eat? What are you going to wear?*
- Pairs: the children discuss their plans, then feed back their ideas to the class.


## Round Up

- Groups of six: give each group a set of frequency cards. Each child takes a card and memorizes the adverb on it, then sets it aside.
- Each child says the adverb on their card. The group make a frequency timeline, from most frequent (*always*) to least frequent (*never*). If space is limited, take turns calling each group to the front.





## Lesson Objectives


- Talk about Halloween celebrations.
- Recognize and practice using verb + infinitive.
-  Give and respond to party invitations.

## Warm Up

- Draw three pumpkin shapes on the board. Write *ghost, monster, witch* underneath. Children draw appropriate features on the pumpkins – eyes, nose, teeth, etc.
- Elicit what the children know about making a lantern with a pumpkin. Introduce *carve, seeds, cut off, candle, etc.*, as necessary, writing the words on the board.

A  [Track 8, p134] Listen to Janie. Say what she drew.

- Elicit sentences about the picture, e.g. *There are two children. They're looking at a pumpkin*
- Play the CD. Elicit the answer (*a ghost*).

B  [Track 8, p134] Listen and write the verbs in the blanks.

- Play the CD twice more. The children complete the text using the verbs supplied.
- Elicit what the verbs have in common (*they are all followed by to.*)

## Answers

*agreed, started, need, wanted, wanted, agreed, decided, had, had, liked*



## Small Talk

- Review the activities and different types of party as a class. Encourage the children to notice that for each party there is a typical activity.
- Practice the dialogue: divide the class into two groups and drill the questions and answers in chorus. Follow up by doing a class substitution drill with the words from the box.
- Pairs: the children build their own conversations. Encourage them to mention different celebrations and activities from the unit. They should also try to substitute as many details of the conversation as they can, including different ways to respond to the invitations.

## Grammar on the Brain

**Accuracy Focus:** Make sure the children don't use modals with *to*, e.g. *I can to swim*.

- Write up verbs one at a time. Use a mixture of verbs which are followed by *to* (omitting the word *to*) and verbs which aren't. Elicit whether each verb is followed by *to*. Then elicit a sentence using the verb.

## Complete the sentences.

- The children read the text and identify the Halloween costume (*princess*).
- Do the activity orally. Remind the children to use *to* to link the verbs.
- Pairs: the children complete the sentences with the correct verb forms.
- Read out the complete text. The children check their answers.

## Answers

*wanted to be, didn't want to buy, agreed to make, needed to leave, started to get, decided to help*

## Write Now!

- 1 The children circle the capital letters.
- 2 Review which features require capitalization (first letter in a sentence, days of the week, months, people's names, names of holidays). List them on the board. The children then decide whether the statements on capitalization are true or false, circling T or F.

## Answers

*a T b T c F d F e T f T g T*




## All About Me

- Write *My Family's Holiday Traditions* on the board. The children choose a holiday and write and illustrate three sentences about it in their notebook, e.g. *We always decorate a tree. My grandma usually gives me a present.*
- Children show their drawings and read their sentences to the class.

## Round Up

- Pairs: the children write a list of the verbs followed by *to*. Ask children to read verbs from their list. Make a consolidated list on the board.

## Lesson Objectives

- Use title and pictures to predict content.
- Think of a different ending for a poem.
-  Express how the poem makes them feel.

## Reading Skills: Guess new words from titles and pictures

Remind the children that titles and pictures can help them predict the theme of a text. This will give them a context in which to work out new words. Explain that using strategies like this will make them better and more confident readers.

## Think about how a text makes you feel

Putting themselves in the position of a character in a text will also help the children contextualize new language.

## Warm Up

- Write *alone, true, key* on the board. The children think of a word that rhymes with each one, writing it underneath.
- Small groups: the children add three more rhyming words to each list.

## A Look at the picture. What can you say about the girl?

- The children cover the text and look at the picture. Elicit details about the girl, e.g. *The girl is in bed. She looks scared. She's holding a book., etc.*
- Elicit ideas for sound effects to go with the picture.

## B Now read the title. What do you think the poem is about?

- Write *Halloween Fright Night* on the board (explain *fright* if necessary). The children predict what the poem is about based on the title, e.g. *a girl who is frightened on Halloween night.*
- Elicit frightening things on Halloween/at night, e.g. *ghosts, monsters, bats.* Make a list on the board.


C  [Track 9] Listen and read the poem.

- Play the CD twice. (1) The children listen and read along silently. (2) They mime the actions, e.g. reading, knocking on the door. Ask if their predictions for the poem were correct.
- Check that the children get the joke in the poet's name.

## D Think of a different ending.

- Read the last part of the poem to the class again, but stop before the last line.

- Pairs: the children think up an alternative ending. Tell them not to worry about the rhyme but to concentrate on ideas.
- Write suggestions from different pairs on the board. The class choose the best ending, giving their reasons.

E  How does the poem make you feel?

- Play the poem again, and ask children to write down their feelings as they listen. Do they feel afraid like the girl? Why?
- The children tell you their feelings. Write the adjectives on the board, e.g. *scared, frightened.* Explain that *scared* describes how you feel, and *scary* describes something that makes you feel scared. The children think of other times when they felt scared. What made them feel this way?

## LAB A p11

## A Correct the sentences.

- Read the first sentence to the class and elicit the correct version.
- Pairs: the children correct the other three sentences.
- Elicit answers.

## Answers

*It's a ghost. I'm very sure. Go away, or I'm going to yell. Me. I'm here to see you. I hide in the closet under the clothes.*

## B Find the words that rhyme in the SB.

- Pairs: the children look through the poem in the SB again and find the rhyming words. They check another pair's answers.
- Elicit answers.

## Answers

*2 read – need 3 scary – hairy 4 door – sure 5 true – you 6 inside – hide 7 bell – yell 8 key – me 9 clothes – knows 10 am – Sam*

## C Ask and answer with a friend.

- Choose a child to interview you, asking you the three questions.
- Pairs: the children take turns asking and answering the questions to find out what scares them.
- Make a list of all the scary things and situations on the board. Ask the class to vote on the scariest.

## Round Up

- Groups of four: the children act out the poem – two children narrate and the others act out the parts of Sara and Sam. Invite groups to present their poem.

## Lesson Objectives

- Identify words with *consonant + l* combinations.
- Practice pronunciation and spelling of *consonant + l* combinations, e.g. *bl-*, *fl-*.

**Materials for you:** A ball, old magazines **For each child:** scissors, glue

## Phonics Tip

In a consonant blend, the sounds of the consonants blend together but you can hear each sound clearly. Consonants that commonly blend with *l* are *b, c, f, g, p, s*: e.g. *blue, cloud, fly, glass, play, sleep*.

## Warm Up

- Write on the board *ypal, wfreol, kbcak, epels*.
- Small groups: the children rearrange the letters to make four words, then identify what they all have in common. Elicit answers. Write *consonant + l* on the board.

## Answers

*play, flower, place, black, sleep* – all the words start with a consonant followed by *l*

## A [Track 10] Listen and read.

- Explain that a treasure hunt involves a sequence of clues, leading to a prize. Say that Millie and Jack are about to start a treasure hunt.
- Play the CD. The children listen and read.

## B Look and answer.

- Use a ball to do a "Question and Answer Chain" (see p13). If the answer is incorrect, other children raise their hands and the child throws the ball to one of them. That child answers and the sequence continues.

## Answers

1 on a river/on water 2 a boat 3 nine 4 three 5 on the tree

## C Where is the next clue?

- The children circle the clue. Elicit where it is.

## Answer

In the tree.

D Find and say the words with *consonant + l* combinations.

- The children recall the alphabet and categorize them into vowels and consonants.
- Write *blue* on the board. Explain to the children that it starts with a consonant, in this case *b*, which is followed by *l*, forming the sound *bl*.

- Choose a few children to write a list of *consonant + l* words. The other children raise their hands to suggest words they notice from the text or pictures.

## Answers

*flag, clue, float, sleep, play, flowers, blue, clap, blows*

## E Make a list of similar words in groups.

- Small groups: give the children two minutes to think of more words starting *consonant + l*.
- Elicit answers, asking different children to add them to the list on the board.

## LAB A p12

A Say the words. Write the *consonant + l* combination to complete the word for each picture.

- Pairs: the children review key words from the lesson by taking turns to define and guess.
- The children write the missing letters to complete the words in their book. Elicit answers.

## Answers

1 glass 2 sleep 3 clock 4 blanket 5 planet 6 clap  
7 plum 8 cloud

## B Read and number the pictures.

- Pairs: the children take turns reading the sentences and identifying the correct picture. They write the corresponding number in the box.
- Elicit answers.

## Answers

From left to right, top to bottom: 4, 5, 6, 1, 3, 2

## Phonics Fun!

- Pairs: the children look at the picture and make a tongue twister with the words. They then say it as fast as they can.
- The children make up a tongue twister of their own using *consonant + l* words.

## Answer



*Peter paints planets and airplanes on his plates.*

## Round Up

- Hand out the old magazines, scissors, and glue.
- Write *consonant + l* on the board. The children copy it on a new page in their notebooks. They find pictures with the sounds in the magazines. They paste them in their notebooks, then write the word under each picture. Monitor and help.

# 10 Review

## Lesson Objectives

-  Make a holiday calendar for their country.
-  Review and practice language introduced in the unit.

**Materials for you:** photos or pictures of different celebrations **For each group:** construction paper, page from a wall calendar

## Warm Up

- Each child draws a Halloween costume from the neck upwards. They fold the paper so that only the edge of the neck shows, then pass it to another child. Repeat twice: draw the costume from the neck to the waist, then the legs. The children unfold the paper and describe the crazy Halloween costume on it.

## A In teams, write five questions for a "Holiday Quiz".

- Groups of five: each team writes five questions using holiday facts from the unit.
- Give the teams numbers. They take turns asking each other. Award a small prize to the winners.

## B Answer the questions.

- Do the activity orally.
- Pairs: the children ask and answer the questions and complete the chart.

## C Make a holiday calendar for your country.

- 12 groups: allocate a month to each group. Give them construction paper and a blank page from a wall calendar to copy.
- Each group draw a calendar page for their month. They research their country's holidays and special dates and mark them on the calendar.
- Bind the calendar together and display it for the children to refer to each month.

## LAB A p13

### A Design your own Halloween costume and write a list of the things you need. (4 points)

- Children think of a Halloween costume. They write a list of what they need.
- Elicit ideas. The class guess the costumes.

### B Imagine you are one of these children. Complete the paragraph. (7 points)

- The children identify the clothing items and accessories pictured.

- They write the correct form of the verbs and their own details where required. Elicit answers.

## Sample Answers

*is, (children's own answer), live, (children's own answer), was, (witch/pirate), wore, (black dress/pirate costume), (witch's hat/pirate's hat), am going to be, (ghost/skeleton), am going to wear, (white sheet/skeleton costume), (metal chain/a pair of sunglasses)*

## C [Track 11, p134] Listen and circle the correct verb in each sentence. (3 points)

- Play the CD. The children circle the correct verb for each sentence.
- Elicit answers.

## Answers

*1 wants 2 has 3 decides*

## D Make resolutions for your class next week. (3 points)

- Read the example. Groups: the children decide on three class resolutions and write them in their notebooks.
- Elicit responses. Discuss which resolutions would really benefit the class.

## E Make three resolutions for yourself. (3 points)

- Read the example. The children write three resolutions for themselves in their notebooks.
- Children read out their resolutions. The class say if it is a good resolution for that child.



## Talking Point

### Tell a friend about how you celebrated a holiday.

- The children choose a holiday they remember well (*New Year's Day, Christmas or Halloween*). Allow them time to organise what they want to say and to remember what they have learned about those holidays.
- Pairs: the children ask and answer about their holiday. Monitor their use of new language and praise them for remembering cultural details.

## My Progress Journal

- Ask the children what they remember from the unit. What was fun? What was difficult?
- Talk them through each activity on My Progress Journal pp6–7, giving support as necessary.
- The children fill in their Review scores (from LAB Lesson 10), then start the activities. They can finish them for homework.

## Student Website

Homework Zone: Listen  
Interactive Listening Task  
Talking Point practice



## Teacher Technology Pack DVD-ROM

Talking Point:  
Listen to Joe, Anna, and Lisa talking  
about holidays.