

**Materials**

*Student's Book 3, page 4*  
*Cassette 3, Unit 1, Lesson 1,*  
*Workbook 3, page 2*

**Warmer**

- Give children some vocabulary headings from Student's Book 2, for example: *jobs, fruit, parts of the body*. Give them one minute to write down as many words as they can from these groups.

**Activities****1 Listen and repeat.**

- Ask children to spend a short time looking at the picture.
- Show children the pictures of Tara, Todd and Uncle Marvin. Explain that children will be following their adventures.
- Tell children they are going to hear words related to a birthday party.
- Play the cassette. Children listen and repeat each word.
- Play the cassette again. Children listen, repeat and point to each item.

**2 Read and complete. Then listen and check.**

- Draw children's attention to the picture in Activity 1. Read aloud: *It's Tara's birthday. There's a big c\_\_\_ on the table*. Prompt children to point to the table and then write *ake* in the blank for the word *cake*.
- Children complete the sentences on their own.
- Play the cassette. Children circle their mistakes.
- Play the cassette again. Children correct their mistakes. Walk around the classroom and check children's work.

**TAPESCRIPT**

It's Tara's birthday. There's a big cake on the table. There are lots of sweets too. There are ten candles on the cake. Tara has eight birthday cards. She's opening her presents. There's green gift wrap on the table. The cat is playing with a red ribbon. Todd is drinking lemonade.

**UNIT 1 Tara's Birthday****Grammar**

Present progressive:

*She's opening her presents.*

can/can't:

*Can you count the candles? Can he sing?*

*My friend can ride a bike,*

*but my friend can't play the piano.*

**Vocabulary**

Birthday parties and presents; Family members

**Tip!**

Mistakes are an important part of language learning. Wherever possible ask children to correct their written mistakes, but remember – don't over-correct!

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**WORKBOOK PAGE 2 ANSWER KEY**

- 1** 2 present g, 3 candle b, 4 lemonade d,  
5 gift wrap a, 6 cake e, 7 ribbon f

**Materials**

Student's Book 3, page 5

Cassette 3, Unit 1, Lesson 2

Workbook 3, page 3

**Warmer**

- Play charades. Ask children to take turns acting out one of the following words: *running, jumping, swimming, sleeping*. The rest of the class guesses the action, using the present progressive: *He's/She's running, etc.*

**Activities****1 Listen and read the story. Then act it out.**

- Ask children to describe in English what is happening in each frame of the story. Ask: *What is the fish doing in picture 4?* Prompt children to respond: *It's jumping.*
- Play the cassette. Children read and listen to the story.
- Play the cassette again. Pause it after each speech bubble. Ask children to point to the corresponding speech bubble and repeat the words chorally.
- Ask the children to take turns reading the dialogue aloud.

**2 Complete the sentences.**

- Ask children to call out the *-ing* words to practise the pronunciation of the *-ing* sound. This can be done individually or chorally.
- Point to number 1 and say: *Uncle Marvin is carrying an umbrella.* Children point to Uncle Marvin in picture 1 and repeat chorally. Draw attention to the word *carrying* written in the blank, and then to the crossed out word in the box.
- Children complete the rest of the activity on their own.
- Call out the answers or ask children for their answers. Children can correct their work using a different coloured pencil.

**ANSWERS**

2 sitting, 3 wearing, 4 looking, 5 using

**Tip!**

Show children how to keep a neat and easy-to-use notebook. Check children's books from time to time.

**Complete the phrases from the story.**

- Point to the first box and say: *Oh ...* Prompt children to point to the phrase *Oh look!* in the story, and call it out.
- Have children copy the phrase in the English phrases section of their notebooks.
- Do the same for the second box (... *magic*).

**Optional**

Children take turns to come to the front and draw one of the following: *carrying, looking, using, sitting, wearing*. The rest of the class guesses the action: *He's/She's/It's ...*

**WORKBOOK PAGE 3 ANSWER KEY**

- 2 picture B – u, 3 picture B – g, 4 picture A – u, 5 picture A – s, 6 picture B – t, Secret word = August
- 2 What is it? It's a card.  
3 What is it? It's a cake.  
4 What is it? It's a skirt.  
5 What is it? It's a balloon.  
6 What is it? It's a candle.

**Materials***Student's Book 3, page 6**Cassette 3, Unit 1, Lesson 3**Workbook 3, page 4***Warmer**

- Write on the board: *Can you ...?*
- Ask: *Can you touch your toes?* Ask children to touch their toes. Do the same for other questions, such as: *Can you raise your arms? Can you touch your ears? Can you smile? Can you swim? Can you close your eyes?*, etc.

**Activities****1 Listen and sing.**

- Play the cassette. Children listen and sing.
- Ask children to think of actions to go with the song.
- Play the cassette again. As children listen and sing, they can do the actions.

**2 Read the song. Then number the pictures.**

- Ask a child to read the first line aloud: *Can you wrap a present?* Draw attention to the number 1 in the corresponding box. Sample marketing text © Macmillan Publishers LTD
- Do the same for the remaining lines.
- Ask children to number the remaining boxes.

**ANSWERS**

2 c, 3 a, 4 d, 5 g, 6 b, 7 f

**3 Complete the sentences.**

- Point to number 1 and ask: *Can he swim?* Children respond: *yes*, and repeat after you: *He can swim.* Ask: *Can he dive?* Children respond: *no*, and repeat after you: *but he can't dive.*
- Children complete the rest of the activity on their own.
- Have children take turns asking each other: *Can you ...?* and answering: *yes* or *no*, then making sentences.

**ANSWERS**

2 She can ride a bike but she can't ride a horse.  
 3 He can sing but he can't dance.  
 4 She can play the guitar, but she can't play the violin.

**4 Talk about you.**

- Ask two children to come to the front of the class and practise the dialogue on the student page: *I can play the guitar. I can swim.*
- In pairs, children talk about what they can do.

**Optional**

Play a memory game. Brainstorm some verbs on the board, for example: *run, jump, play the guitar ...* Have children close their books and listen. One at a time, ask them to come to the front of the class and say: *I can ...* At your desk, write down each child's name and sentence. Then children try to remember and write what each child said: *(Child's name) can ...* The child with the most correct answers wins!

**WORKBOOK PAGE 4 ANSWER KEY**

- 2** 2 She can skate but she can't ski.  
 3 She can play the piano but she can't sing.  
 4 He can run but he can't climb.  
 5 They can draw but they can't write.  
 6 He can count but he can't read.

## Materials

Student's Book 3, page 7

Cassette 3, Unit 1, Lesson 4

Workbook 3, page 5

Sheets of paper for children to draw on

## Warmer

- On the board, review family names: *mum, dad, sister, brother, grandma* and *grandpa*.
- Introduce other family names: *uncle, aunty, cousin*. Draw Tara's family tree on the board. Include Tara and Todd with their parents and grandparents. Then include Uncle Marvin. Explain that he is Tara's mum's brother.
- Draw a picture of a wife for Uncle Marvin. Explain that she is Tara's aunty. Then draw two children for Uncle Marvin. Explain that they are Tara's cousins. Point to each picture and have children call out who the person is to Tara (*Tara's brother, Tara's mum, Tara's uncle, etc.*). Check children understand by using children's own language.

## Activities

### 1 Look and complete. Then listen and check.

- Point to Sara in the picture. One at a time, call out the family names: *brother, mum, dad, grandma* and *grandpa*. Have children point to each person in the picture.
- Children complete the sentences on their own.
- Play the cassette. Children listen and check their answers.

#### TAPESCRIPT

Hello! My name's Sara. I'm nine years old and I live in Mexico City. My mum is from the United States of America. She has fair hair and blue eyes. My brothers' names are Ben and Sam. Ben has blonde hair and Sam has brown hair. My dad has brown hair and brown eyes. My sister's name is Sheri. She's a baby. Can you see my grandma and grandpa?

### 2 Read. Then complete Sara's family tree.

- Children read and complete the family tree on their own.

- Say: *Sara's uncle*. Have children point to the correct picture and respond: *Uncle John*. Do the same for the other relatives.
- Remind children they can find some of the answers in Activity 1.

#### ANSWERS

grandpa, grandma, grandpa, grandma, uncle, mum, dad, aunty, brother, brother, sister, me, cousin, cousin

### 3 Draw your family tree.

- Ask children to draw their family trees on the sheets of paper. They can use Sara's family tree as a model and include their grandparents at the top; their parents, aunts and uncles in the middle; and themselves and their cousins at the bottom. They can include names and pictures.
- Say: *your brother*. Children point to the correct name and/or picture in their family trees if they have a brother. Walk around the classroom and check their work. Do the same for *sister, dad, mum, grandpa, grandma, aunty, uncle* and *cousin*.
- Display the children's family trees in the classroom.

## Optional

Divide the class into pairs. Ask children to discuss each other's family trees. They can then point to each person and identify each other's relatives: *This is (child's name)'s brother/sister/mum, etc.*

## Materials

Student's Book 3, page 8  
Cassette 3, Unit 1, Lesson 5  
Workbook 3, page 6

## Warmer

- Ask children: *Can you tie your shoes? Can you drive a car? Can you swim? Can you write your name? Can you eat eight beefburgers?*
- For each question, children respond *yes* or *no*.

## Activities

### 1 Listen and choose.

- Show children the pictures of Ned and Stan. Explain that the mice are there to help children with their grammar.
- Ask children to look at the pictures and guess if Stan can do these things – *yes* or *no*?
- Play the cassette. Children listen and choose.
- Call out the answers. Ask children whether their guesses were correct.

### ANSWERS

1 yes, 2 no, 3 yes, 4 no

### 2 Write about Stan.

- Ask children to take out their notebooks and write sentences about Stan.
- Encourage them to write: *Stan can ... but Stan can't ...* Children write two sentences.
- Ask a child to read aloud one of his or her answers. The rest of the class points to the correct pictures. Do the same for the remaining answer.

### 3 Ask and answer. Then complete the chart.

- Read the dialogue between Ned and Stan.
- Point to the first picture in the chart, and ask: *Is he playing the piano?* Children answer: *yes*.
- Children complete the rest of the chart on their own.

### 4 Now write about your friend.

- Children make sentences about what their friend is doing.

## Optional

Ask questions about children's families, for example: *Can your uncle play the piano? Can your grandma swim?*, etc. Children answer: *Yes, he/she can* or *No, he/she can't*.

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## Grammar

can/can't

Page T-112

### ANSWERS

Stan can play the guitar, but he can't sing.  
Stan can whistle with his fingers, but he can't close his eyes and stand on one leg.

### WORKBOOK PAGE 6 ANSWER KEY

- 1 2 picture 6, 3 picture 5, 4 picture 1, 5 picture 3, 6 picture 2  
2 2 Can, 3 Can, 4 Can, 5 Can, 6 Can



## Materials

Student's Book 3, page 9

Workbook 3, page 7

Sheets of paper for children to draw on

## Warmer

- Review months of the year. Ask each child: *When's your birthday?*
- Children respond: *It's 15th September*, etc. If you have a fairly small class, have them stand in order from January through December. Let children sort out the order themselves, but you may need to help.

## Activities

### 1 Read and answer.

- Children read the invitations silently and answer the questions on their own.
- Read the invitations aloud and call out the answers so they can correct their work.
- They can correct their mistakes using a different coloured pencil and exchange books with a partner to correct each other's work.

### ANSWERS

2 at her house, 3 on 5th November, 4 in the park

### 2 You're planning a party. Answer the questions.

- Tell children they are going to plan a party to celebrate something, for example: a birthday, a feast, etc.
- Children answer the questions about their parties.
- Ask two children to come to the front of the class and take turns asking and answering about their parties. Ask other pairs of children to practise asking and answering.

### 3 Make an invitation for your party.

- Children use their answers from Activity 2 to write their invitations on sheets of paper.
- Encourage children to decorate their invitations. Display their work in the classroom.

## Tip!

If children are doing work to be displayed, encourage them to do a rough version first. That way you can help children to produce more careful work.

## Optional

Ask children to further plan their party. Ask them what food, music, games and decorations they would like to have. Children share their ideas with the class.

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### WORKBOOK PAGE 7 ANSWER KEY

- 1 2 At the beach, 3 At four o'clock, 4 On 12th October

## Materials

Student's Book 3, page 10

Workbook 3, page 8

Magazine pictures of people or animals

## Warmer

- Bring to class some magazine pictures of people or animals.
- Point to one of the pictures and ask: *What are they doing?* Have children respond: *They're ...*
- Divide the class into pairs. Have each come up to the front of the class in turn, to ask and answer about one of the pictures.

## Activities

### 1 Write.

- Point to each picture on the student page and have children call out its name. You could also ask children for the spelling, but make sure they don't write anything down.
- Children complete the activity on their own.
- Call out the answers and have children check their own work.

### ANSWERS

2 cake, 3 balloon, 5 present, 6 candle, 7 ribbon

### 2 Write *I can ... but I can't ...*

- Children complete the activity on their own.
- Ask: *Who can swim?* Children who can swim raise their hands. Do the same for the remaining sentences. Go around the room and check children have written the answers correctly.

### 3 Complete the conversation.

- Point to *Oh look!* Children call out the sentence. Do the same for *It's magic.* Explain to children that they wrote these sentences in the English phrases section of their notebooks in Lesson 2.
- Children use the phrases to complete the conversation on their own.
- Check children have written the phrases in the correct place.
- Divide the class into pairs. Each pair acts out

the conversation.

- Say: *Well done!*

### ANSWERS

'It's magic.'

'Oh look!'

## Optional

Divide the class into pairs. Children write their own dialogues using sentences from this unit. Give each pair a chance to perform their dialogue in front of the class.

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### WORKBOOK PAGE 8 ANSWER KEY

- 1** 2 I can sing. 3 ✓, 4 ✓, 6 ✓, 7 ✓  
5 She can swim. 8 They are playing.
- 2** 2 swim – Can you swim?  
3 see – Can you see a cat?  
4 like – Do you like cake?  
5 live – Do you live in Mexico?

**Materials***Student's Book 3, page 11**Cassette 3, Unit 1, Lesson 8**Workbook 3, page 9**Sheets of paper (Optional)***Warmer**

- Ask children to draw a picture of two or more people doing one of the following: *running, swimming, smiling, touching their toes, raising their arms, sitting down.*
- One at a time, children come to the front of the class and share their pictures. Ask: *What are they doing?* The rest of the class calls out: *They're running, etc.*
- Ask each child to write a sentence on his or her picture. Display the pictures and sentences in the classroom.

**Activities****1 Listen and read the story.**

- Explain that the Blips are a group of friends who are very small and live in a school. Children are going to read their adventures.
- Ask children to describe each picture. Help children by asking questions such as: *Whose birthday is it? What is she doing? What's special about these children?*
- Play the cassette. Children listen and read the story.
- Encourage children to follow the text with their fingers.
- Ask four children to come to the front of the class. Give each child a role: the narrator, Jenny, Brad or Tom. They then act out the story in front of the class.

**Tip!**

At the end of the lesson or the start of the next, ask children what they remember from the story with their books closed. This helps children to think in English without using the written word or pictures for support.

**2 Number the events of the story.**

- Read the four sentences with the children. Ask them to find where they occur in the story.
- Ask children which comes first, and point to the example answer.
- Children complete the rest of the answers.

**ANSWERS**

1 b, 2 d, 3 a, 4 c

**Optional**

Give children some paper and ask them to draw their favorite Blips character. Display the pictures around the classroom.

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**WORKBOOK PAGE 9 ANSWER KEY**

- 2** 2 take, 3 make, 4 snake, 5 cake, 6 rope  
**3** 2 false, 3 false, 4 false

**WORKBOOK PAGES 10 & 11 ANSWER KEY: THE CHALLENGE**

- 1** 2 a She's singing.  
3 c He's carrying an umbrella.  
4 b She's wearing jeans.  
5 d He's playing the guitar.  
6 b She's eating sweets.
- 2** Can you count in English?
- 3** 2 i, 3 s, 4 h, 5 y, 6 a, 7 o, 8 l  
Secret word – holidays
- 4** 2 She isn't running.  
3 They aren't counting.  
4 He isn't playing the guitar.  
5 She isn't playing the piano.  
6 They aren't swimming.  
7 He isn't writing.  
8 She isn't painting.