Unit 1  Overview

Unit objectives: learn about pets; talk about holiday destinations
Vocabulary: balcony, ferret, machine, world, street, building, leave, holiday, feed, have a party, send an email/a postcard, water
Grammar: Which …? Why …? Because …
Reading: letters about pets
Writing: a descriptive letter about a pet
Cross-curricular focus: Geography – Geographical features
Country focus: Canada
Overview materials: map/globe of the world; realia and pictures of Canada
Short lesson option: b & c

Culture Connection

- The picture shows the Horseshoe Falls (Niagara Falls on the Canadian side). The falls are 53 metres high and produce a lot of mist.
- Canada is the second largest country in the world by size. The official languages are English and French.
- Vancouver is a beautiful city in the west of Canada. It is on the coast but near mountains.

a  Warmer
Ask the children to look at p.4 of their book to meet the characters for this level (Lou and Mia). Read out the speech bubbles and ask the children if they like discovering and learning new things. Ask Do you like exploring? Have you travelled to another country? What country/ies do you want to visit? Write their suggestions on the board. Then have the children look through their book at the opening page of each unit. Tell them these are the countries they will ‘visit’ during their English lessons using Macmillan Next Move 5.

Have the children look at the You Are Here map on the unit opener picture. Ask What country is this? (Canada). Use the realia or pictures and find out what the children already know about Canada.

b  Picture activity
Ask the children what they can see (Niagara Falls). Ask Has anyone been to Niagara Falls? Have them describe what they can see in the picture.

c  Visual literacy
This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Have the children imagine they are at Niagara Falls. Ask What can you hear? Is the sound of the water loud or soft? Is the water moving quickly or slowly? Can you see any other people? What is it like at the bottom of the Falls?

d  Country Quiz
Ask the children to read the sentences and circle the correct words. Check answers orally.
Answers: big; waterfall; French; next to

e  Stop & Think
Choose a child to read the Stop & Think question. In pairs, the children name other waterfalls, e.g. Iguazú Falls (border of Brazil/Argentina), Victoria Falls (Zimbabwe/Zambia, and Angel Falls (Venezuela).

f  Wrap up
Ask the children to think of/or look up a city in Canada. Then have them line up in alphabetical order. To do this they will have to mingle and ask questions, e.g. What’s your city? Vancouver.

Picture activities for Unit 1

Lesson 2, after Activity 2
In pairs, the children write some Which questions about Canada, e.g. Which waterfall is in Canada? Then have them ask and answer the questions with another pair.

Lesson 3, after Activity 2
Have the children make a list of animals that live in or near water, e.g. fish, dolphins, seals, crocodiles. Write a new list on the board with all the animals.

Lesson 6, after Activity 1
In pairs, the children ask and answer questions with why and because about the picture, e.g. Why do you like Canada? Because it’s cold!
Warmer
Go round the class indicating particular children. Each time the child stands up and says, Hi, my name's (name) and adds one fact about himself/herself, e.g. I have three sisters.

1 CD 1, Track 2 Ask the children to describe the picture. Play the CD for the children to listen and read. Ask What pet does Mia have? and encourage the children to find the answer in the letter (ferret). Play the CD again with pauses for the children to repeat sentences. Elicit the answer to the question Where is Lou going? (Canada).

2 Have the children call out the highlighted words from Lou's email. Ask the children to read the example and find leave in Lou's email. In pairs, the children read the other definitions and match them with one of the highlighted words in the email. Remind children that a noun is a ‘thing’ word not an ‘action’ word. Invite a child to write a word on the board and another child to read its definition.
Answers: leave, street, balcony, machine, world, building, ferret

Competency development: Learn
In this activity, the children develop autonomous learning as they figure out the meaning of new words. To develop the competency, encourage the children to reflect on how they find the meaning of words they don’t know. Encourage them to use a variety of resources, such as dictionaries/dictionary apps as this will promote independent learning.

Activity extender
Write words from the email on the board and practise their pronunciation chorally and individually. For example, the children can practise saying building, apartment, machine, garage, neighbour and countries.

3 Ask children to read a question aloud. Read the first one again and elicit answers from the children. In pairs, the children ask and answer the questions. Remind them to use the new words.
Answers: Children’s own answers.

Competency development: Collaborate and Communicate
In this activity, the children talk to a friend to practise effective communication, as they ask general knowledge questions to find out about each other. To develop the competency, have them prompt each other to use the new words where appropriate.

Wrap up
Ask the children to imagine they are Lou and they have a flying machine. Where would they go and who would they take with them?
Lesson 2

Learning objective: ask questions to get specific information

New grammar: Which …?

Vocabulary review: building, ferret, machine, world

Warmer
Ask the children to look out of the window and tell you what they can see. (If there is nothing to see, ask them to use their imagination!) Write a list on the board, e.g. trees, cars.

CD 1, Track 3 Ask the children to describe the picture. Play the CD for the children to listen and read. Ask Do Lou and Mia talk about any animals? Encourage children to answer Yes. Ask Which animals? (eagles, beavers, bears). Have the children underline which in the story and count how many times it is used (four times).

Discover Grammar

a) Point out the grammar box as a useful summary of the structure. Ask the children to look at Activity 1 again and underline a question with which. Then have them circle the answer to the question. Ask them to work in pairs to share the question and answer they underlined and circled. Choose a child to write their example on the board.

b) Ask the children When do we use which? Have them check the correct answer.

Answers: a) any questions beginning with Which, answers to these questions b) To ask for one or more from a group of things

Competency development: Think

In this activity, the children reflect on the language and notice rules and patterns. To develop the competency, encourage the children to find their own examples of the language and reach their own conclusion. Then discuss their conclusions.

Activity extender

Explain that which is a Wh– question word. Elicit other Wh– questions, e.g. who, what, where, why, when. Then, ask them to think of which questions about things in the classroom.

Have the children read the questions and write their answers. Tell them they can refer back to the dialogue in Activity 1 to find the answers. Ask them to write full sentences.

Answers: 1 She can see her apartment building, the school and the library. 2 She can see the United States and Canada. 3 Eagles live in Canada. 4 They eat ants, spiders, rabbits and fish.

You can now go back to the unit opener (Teacher’s Book Pack p.21, Pupil’s Book p.5) and do the additional picture activity for this lesson.

In pairs, the children ask and answer the questions. Invite pairs to demonstrate for the class.

Answers: Children’s own answers.

Competency development: Collaborate and Communicate

In this activity, the children work with a friend as they ask and answer questions on what they have learnt. To develop the competency, have them create more questions of their own.

Wrap up
Ask the children to close their eyes and imagine they are in a flying machine above their town or city. Choose children to tell you what they can ‘see’.
Unit 1 Lesson 3

Learning objective: read about pets and develop reading skills: skimming, reading for specific information

Vocabulary review: balcony, building, ferret

Grammar review: Which ...?

Warmer

Go round the class asking different children to tell you an animal. (It can be a pet, a wild animal, a bird, a fish, etc.) Write their ideas on the board. Have a quick class vote to see which are the most popular animals.

CD 1, Track 4 Ask the children to look at the text and tell you where they might see this kind of information (teen magazine, lifestyle section of a newspaper, Internet site for children interested in animals). Read the questions and then play the audio as the children read along. Have them match the problem to the answer.

Answers: a) second letter  b) first letter

Ask the children to reread the second letter in Activity 1 silently then to check the correct information for the ferrets. Check answers orally.

Answers: funny, beautiful, clean, flat, cat food, water

Competency development: Think

In this activity, the children process and interpret information. This competency is developed through the use of word webs. Word webs are a great way to activate the brain. They give us a clear visual way of conceptualising words. They help children remember words in relation to other words and images.

You can now go back to the unit opener (Teacher’s Book Pack p.21, Pupil’s Book p.5) and do the additional picture activity for this lesson.

Have the children write down a good pet for them. Ask them to explain to their partner which animal they chose and why they chose it. Tell them to consider everything they have learnt about habitat, qualities, food and drink. They have to convince their partner they have made a well-informed choice.

Competency development: Me

In this activity, the children interpret information and think about the consequences of a choice for their own lifestyle. To develop the competency, encourage the children to reflect on what to consider when choosing a pet. Discuss how, if they want to be happy with their pet, they must consider their own house, personality and lifestyle. Emphasise the importance of considering all areas carefully before making a big decision like getting a pet.

Lesson extender

Divide the class into small groups. Have them look at the letter again and find as many nouns as possible, e.g. pet, house. Make this a fun competition. Write a list on the board; award one point for each correct answer and two points if no one else has the answer.

Wrap up

Ask a child to mime the way cats, rabbits, ferrets and dogs move. The rest of the class has to guess what animal he/she is.
Lesson 4

Learning objective: write a descriptive letter about a pet
Vocabulary review: ferret
Grammar review: Which …?
Materials: Writing File 1

Warmer

Write Cats and Dogs as two headings on the board. Go round the class asking children to tell you one difference each between cats and dogs. Write their ideas on the board.

Tell the children they are going to write a letter to a magazine about their favourite pet. Ask them to decide which pet to write about and write it down. Help with spelling where necessary.

Direct the children to look at the strategies in the letter. Read each strategy and example aloud. Then ask a volunteer to suggest another example from the first letter in the previous lesson.

Blended Teaching Tip

Display the Interactive Pupil’s Book page and have the children do Activity 2. Zoom in on the texts in Lesson 3 and ask a child to come to the front and use the pencil or highlighter tool to highlight the examples as other children volunteer them.

Workbook page 7

Have the children do Workbook p.7 for additional material to support their Pupil’s Book writing. Once the Workbook lesson is completed, ask the children to go back to their Pupil’s Book for Activities 3 and 4.

1. Ask the children to work through the planning questions about their chosen pet. If possible, put on some quiet thinking music as they work.

4. Distribute Writing File 1 to each child. Tell the children to use the answers they gave in Activity 3 to write a letter. Then, have them exchange their writing with a friend. The friend should check that they understand the letter and give feedback to the writer.

Competency development:

Act

In this activity, the children demonstrate their understanding of our responsibility towards pets and animals in the community. To develop the competency, discuss caring for pets and the social problem of abandoned animals.

Wrap up

Have the children walk round the classroom and read each other’s letters about pets. Mingle with the children and ask them which letter they like the most and why.
Learning objectives: learn new vocabulary; explore the value of being a good neighbour

New vocabulary: holiday, water, feed, have a party, send an email, send a postcard

Warmer

Set the children the challenge of remembering all the new words they learnt in Lesson 1. Award the class two points for each word they remember. If you give them a clue, e.g. the first letter of a word, they win only one point when they guess it.

CD 1, Track 5
Ask the children where they might see a note like this (on a fridge as a reminder). Ask the children to look at the note. Ask if they have ever left a note. Play the CD for the children to listen and read. Ask Who has gone on holiday? (Mum and Dad) Who is at home? (the kids, Grandma and Grandpa) What two jobs do the children have to do? (water the flowers, feed the pets) Ask the children to think about jobs that need doing in their house when they go away. Ask Who does those jobs? What happens if those jobs aren’t done?

Ask a volunteer to read aloud the words in blue from the text in Activity 1. In pairs, the children read the definitions and find the correct word for each one. Check answers orally.

Answers: have a party, feed, water, send an email, send a postcard, holiday

Competency development:

Learn

In this activity, the children put into practice rules and methods as they work to understand words in context. To develop the competency, give the children ideas for recording new words (on index cards, on a page at the back of their notebook or in a small notebook specially for vocabulary). Then discuss reviewing the words (simply looking at the words outside of the classroom is a start). Tell them that becoming a self-directed learner means using their own resources in their own time.

CD 1, Track 6
Ask the children to listen to the song and correct the mistakes. Play the CD. Ask the children to follow the words and underline any mistakes. Elicit the mistakes and correct versions. Play the CD again. Encourage the children to sing along and do appropriate actions.

Answers: Line 4, And goodbye when you go; Line 7, Be nice to your neighbours; Line 11, When you have a party; Line 14, They can sing with you; Line 17, Water their flowers

Lesson extender

Ask the children to think about the value in the song (be a good neighbour). Ask if it is nice to have neighbours and why. Ask children if they talk to their neighbours. Ask what neighbours can do to help us and what we can do to help them.

Blended Teaching Tip

Display the Interactive Pupil’s Book page and zoom in on Activity 3. Play the song, pausing after each verse, and ask the children to help you correct the mistakes. Use the pencil or text tool to make the corrections, then check the answers using the answer reveal.

Wrap up

Sing the song as a class, with the correct words. Don’t use the CD; just have the children clap along.
Lesson 6

Learning objective: ask about and give reasons
New grammar: Why …? Because …
Vocabulary review: send an email/send a postcard
Materials: postcards (optional)

Warmer
Hand out any postcards you brought for the children to look at. Ask Do you send postcards? Where from? Ask the children if they send or receive emails often. Which one (postcard or email) do they like better? Why?

CD 1, Track 7 Ask children to describe the picture. Play the CD for the children to listen and read. Ask What are Lou and Mia talking about? (postcards) Ask children to close their book, then play the CD again. This time, pause after every question and have the children answer. Ask the children to identify the word Lou and Mia use when they answer (Because).

Discover Grammar
Ask the children to underline a question with Why and circle an answer with Because. Ask Which word do we use to ask the reason for something? Have them circle why in their book. Ask the children to complete the chart. Point out the grammar box as a useful summary of the grammar. Check answers as a class.

Answers: a) Any question with Why and any answer with Because b) Why c) Why, Because

Competency development: Think
In this activity, the children develop critical thinking by analysing language use. To develop the competency, have the children explain their answers.

Activity extender
Say a reason from the dialogue and have the children say the question. Then have the children do this in pairs.

You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

Answer the questions. Tell them to refer back to Activity 1. Ask volunteers to write the answers on the board.

Answers: 1 Because she didn’t say goodbye to her friends.
2 Because emails are faster.
3 Because postcards are more interesting.
4 Because they’re smarter than us.

In pairs, the children ask and answer the questions. Go around checking their pronunciation and intonation. Encourage the pairs to think of more Why …? questions to ask each other.

Answers: Children’s own answers.

Competency development: Collaborate and Communicate
In this activity, the children share information with a friend orally. To develop the competency, have the children report back to the group about what their partner said.

Lesson extender
In pairs, the children act out the dialogue. Encourage them to refer to the book and try to remember the questions. Have them swap roles and repeat the dialogue.

Wrap up
Write some jumbled Why …? questions on the board, e.g. happy/you/Why/today/are? Ask children to unscramble the words and call out the question (Why are you happy today?), then to answer it using because.
Unit 1 Lesson 7

Learning objectives: read about Vancouver; make a map of their own country's geographical features
Vocabulary review: building, postcard
Materials: map of children's own country

Warmer
Ask the children to think of activities they can do when they go on holiday. Invite children to write their ideas on the board.

1. Ask Where is Vancouver? (next to the ocean/in Canada/in North America) What can you do in the city? (go shopping or visit the buildings/museums). Have the children skim the text and find the answers. In pairs, the children complete the table with information from the text. Check the answers on the board.

Answers: town or city: Vancouver; geography: ocean, beaches, island, mountains; sports and activities: skiing, walking, horse riding, diving, swimming, shopping, visit the buildings; interesting buildings: museums, Aquarium, Science World

Think Twice
1. Ask the children to circle the correct answer. Then, ask them what other sources besides the written text they could use to reach the same conclusion (visual clues and own prior knowledge).

2. Ask the question. You can make this activity into a game by having the children write their answers on a piece of paper. Collect the papers. Read one out and have the children guess who wrote it. Have a volunteer read out the next one, and so on.

Answers: 1 True 2 Children's own answers.

Stop and reflect
Reflect back on the unit to review what the children have learnt about Canada. Pause for ten seconds to give them time to think. Ask questions, e.g. Is Canada a small country? What is the famous waterfall in Canada called? What languages do people speak in Canada? Can you think of any things that are the same about Canada and your country?

Lesson extender
Cross-curricular focus: Geography
Ask the children which are the most important geographical features in their country, e.g. lake, mountain, and have them find these on a map. Distribute drawing paper and have each child choose and draw one. Ask them to show their drawing to the class and say what it is. Display children's work around the classroom.

Travel Tester
Ask the children the question. Give them three options and ask them to stand up when you mention the option they chose: dolphins, whales, sharks.
Answer: Whales

Competency development: Act
In this activity, the children develop their consciousness of belonging to the world and the importance of respecting nature and its diversity. To develop the competency, discuss whales and their migratory patterns (from the Arctic to Baja California past Vancouver Island and west coast USA).

Wrap up
As a class, talk about what different activities there are to do in different parts of their country.

Ask the children to bring in maps, posters and books about their town or city for the next lesson.
Unit 1
Lesson 8

Learning objective: create and present a Kids’ Guide to a town or city in their country

Vocabulary review: building

Materials: maps/posters/books/Internet information/pictures of things to do in the children’s town/city

Warm

Ask different children to tell you one good thing and one bad thing about where they live, e.g., I like (town/city) because there are beautiful islands.

Blended Teaching Tip

Do the project as a class before giving the children time to do it in small groups. Display the Interactive Pupil’s Book page and zoom in on the three tables. Ask three children to come to the board and check the relevant boxes in each table using the pencil tool. Ask children for any extra information they can provide, such as place names or what you can see/do there.

Put the children into groups of three. Read the planning requirements and give the children time to complete their plan. Have them look at the three coloured boxes on the page and tick the relevant information for their town/city. Help them think of other information that’s relevant.

Competency development: Collaborate and Communicate

In this activity, the children work as part of a team to do a project. They use their creative skills, as well as planning, speaking, writing and drawing. They practise and use language and vocabulary seen in the unit. To develop the competency, encourage equal participation: give the children five tokens each and tell them to put a token in the middle each time they make a contribution to the group. They will be physically reminded to maintain equal participation.

Lesson extender

Have the children use the Internet to find out opening times for a place they found interesting in one of the presentations.

Wrap up

Ask the children to think about the features of their town or city. Read the framework and resolve any doubts. Ask the children to use the model to create a Kids’ Guide to their town based on their notes from Activity 1 and referring to the model in Lesson 7 as necessary. Make the information/pictures you/the children brought in available.

Have the children give a presentation using their Kids’ Guide. Encourage them to use visuals to make their presentation more interesting. Encourage the class to respond positively.

2

Have the children use the Internet to find out opening times for a place they found interesting in one of the presentations.

3

Play the ‘Telephone game’ around the class. The child who starts has to think of a sentence using words from Activity 1. They whisper it to the next child, and so on, with the sentence being passed to six children in total. The last child says the sentence as they heard it. Then ask the first child to repeat what they said to compare. Repeat, each time using six different children.
Learning objective: review grammar and vocabulary from Unit 1 
Vocabulary review: buildings 
Grammar review: Which …? Why …? Because …

Warmer
Write the new words introduced in the unit on the board (balcony, ferret, machine, world, street, leave, holiday, feed, have a party, send an email/a postcard, water). In pairs, the children choose three of the words and write a single sentence featuring them. Ask pairs to read their sentence to the class.

1. Ask the children to read the text and circle True or False. Tell them these questions are like the ones in the test so it's good practice of the test format. Give them a time limit. Check answers orally. Have the children write their score in the box. 
   **Answers:** 1 False 2 False 3 False 4 True 5 False

2. Give the children a time limit to look at the words and number them in order to make a sentence. Ask the children to check their own work as you elicit the answers. Have them write their score in the box.
   **Answers:**
   1 Which buildings can you see? (3, 1, 2, 5, 4)
   2 Why are you hungry? (4, 3, 2, 1)
   3 Because I didn’t have breakfast. (4, 5, 2, 1, 3)
   4 Why is Vancouver a great city? (6, 1, 2, 4, 5, 3)
   5 Where did they go? (1, 3, 2, 4)

3. Read the words aloud and give the children a time limit to match the activity to the place. Ask the children to check their own work as you elicit the answers. Have them write their score in the box. Then have them write in their total score.
   **Answers:** 1 d 2 c 3 b 4 e 5 a

My Progress
Congratulate the children on completing Unit 1. Have them look through Unit 1 to check what they found easy and what they found difficult in the unit. Ask the children to work in groups of three to read and discuss the I can statements and do each task. Then have them work individually to tick the boxes.

Wrap up
In pairs, the children ask each other if they are tired/hungry/happy/sad today. Have them ask why and explain their answers using because.