Chapter 6

My Day

Overview

The children will:

- use critical thinking skills to identify daily routines
- ask and answer questions about daily routines.
- read, understand, and act out a story.
- talk about daily routines and the time.
- do a quiz about the use of water.
- make a clock.

Key Vocabulary

Daily routine activities: brush my teeth, comb my hair, eat breakfast, get dressed, get up, go to bed, go to sleep, make my bed, take a shower, wake up, wash my face
Times: (nine) thirty, quarter after (nine), quarter to (nine)

Key Grammar

- What do you do (in the morning)?
- I get up. I brush my teeth. I don't take a shower.
- What time do you go to (bed)?
- I go to (bed) at (nine o'clock).
- Do you wake up early/late?
- Yes, I do. / No, I don't.

Reading Skills

Story: *I'm Late, Late, Late!*
Genre: modern rhyming story

Literacy Development

- predict story content from title and pictures
- focus on words that rhyme
- think about ways to help others

Functional Language

- Can I use the bathroom?
- Yes, sure.
- Thank you.

Phonics

The children practice the pronunciation of *k* sound as in loo*k* and clo*ck*.

CLIL: Math—Water use

The children find out about the importance of water and saving it by doing a quiz.

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Competency Focus

The children will:

use critical thinking skills to identify daily routines. (Lesson 1)	apply new grammar to previously learned vocabulary. (Lesson 2)	work in pairs to act out a dialogue. (Lesson 3)	personalize their response to the story by thinking of their daily routines. (Lesson 4)	do a quiz to find out how much water they use every day. (Lesson 7)
predict the content of a story. (Lesson 3)	ask and answer what time they do daily routines. (Lesson 6)	work in groups to act out the story. (Lesson 8)	evaluate their own progress in the chapter. (Review)	
identify more daily routines and the time. (Lesson 5)				

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Digital Overview

Teacher Presentation

Student eBook and Digital Activity Book

- ASL Vocabulary Video 6.1: Daily routine activities
- ASL Vocabulary Video 6.4: Times
- Music Video 6.2 (6.3): *Hush Little Baby*
- Interactive versions of AB activities
- Intergrated audio and answer key for all activities

Teacher resources for planning, lesson delivery, and homework

Teacher Resource Center

- Class Planner Chapter 6
- Worksheets to print out (including notes and answers):
  - Grammar Worksheet 6A: What do you do …? I get up.
  - Grammar Worksheet 6B: What time do you …? I … at …
  - Phonics Worksheet 6
  - CLIL Graphic Organizer 6
  - Festival Worksheet: Mother's Day
  - Test Chapter 6
- Test Generator
- Speaking Assessment: Cambridge English Young Learners Exams

- Literacy Handbook

Children's resources for consolidation and practice at home

Student eBook

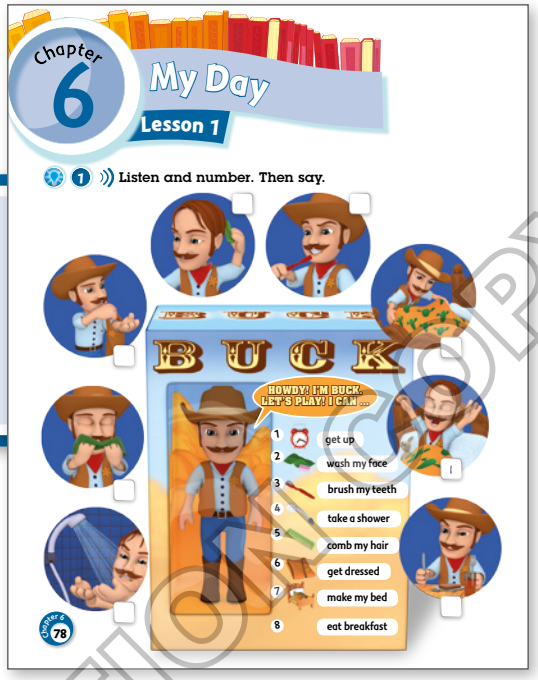
- ASL Vocabulary Video 6.1: Daily routine activities
- ASL Vocabulary Video 6.4: Times
- Music Video 6.2 (6.3): *Hush Little Baby*

The Inks Student's App

Vocabulary games: Daily routine activities and times

Chapter 6 My Day

Lesson 1



Vocabulary

Lesson objective: identify daily routines
Key vocabulary: *brush my teeth, comb my hair, eat breakfast, get dressed, get up, make my bed, take a shower, wash my face*
Materials: Track 6.1

Warmer: Good morning!

Draw a sun on the board and write *Good morning!* Have the children wave and say *Good morning!* Then call on individual children to mime something they do in the morning. Elicit any morning routines they already know.

1 6.1 Listen and number. Then say.

- Have the children look at the picture of Buck. Pre-teach *cowboy*. Have them point to the daily routines they mimed/mentioned in the Warmer.
- Give them time to study the pictures and phrases in the game. Say *Howdy!* and wave. Tell them this means *Hello*. Point to the small pictures and ask *What does Buck do in the morning?* Elicit answers with the phrases. (They might need to use L1.)
- Play Track 6.1 and ask the children to listen and point.
- Then have them match the phrases to the small pictures of Buck, writing the numbers.
- Play Track 6.1 again, pausing for the children to repeat. Ask children to give an answer and check with the class.
- Divide the class into pairs or small groups. Have them take turns miming a morning routine for their friends to guess. Walk around and help with pronunciation.

Audioscript

Howdy! I'm Buck. Let's play! Look what I can do . . .
I can . . .
get up in the morning
wash my face and brush my teeth.
I can take a shower and comb my hair.
I can get dressed.
And make my bed.
And look! I can eat my breakfast.

Answers

bottom left, clockwise: 4, 2, 6, 3, 5, 7, 1, 8

Optional activity: Mime the routines

Invite pairs to mime a morning routine. Have the other children raise their hand if they know the phrase. Wait until all the children know (encourage them to help each other). Then say *1, 2, 3!* and have the children say the phrase.

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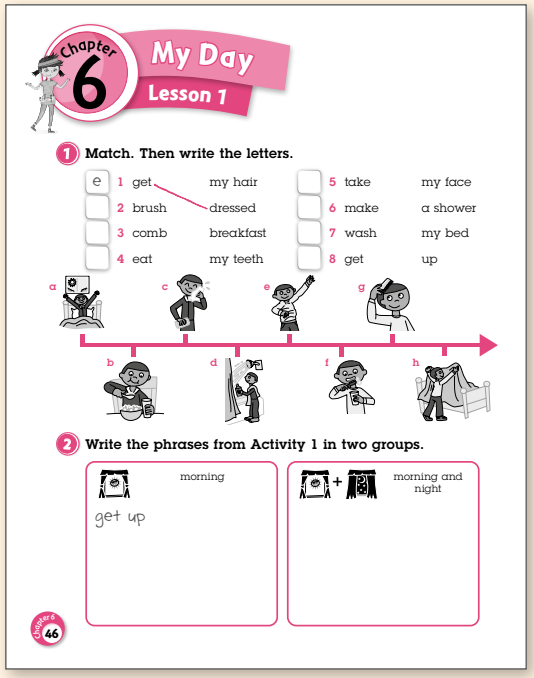


1 Match. Then write the letters.

Have the children match the words to make phrases. Then have them match the routines to the pictures, writing the correct letters. Elicit answers and check with the class.

Answers

e **1** get dressed
f **2** brush my teeth
g **3** comb my hair
b **4** eat breakfast
d **5** take a shower
h **6** make my bed
c **7** wash my face
a **8** get up

2 Write the phrases from Activity 1 in two groups.

Ask the children to write the phrases in the correct group. Elicit answers and check with the class.

Answers (suggested)

morning: get up, get dressed, comb my hair, eat breakfast, make my bed
morning and night: brush my teeth, take a shower, wash my face

Cooler: Clap, clap, clap!

Clap three times, say a phrase from Activity 1, and clap again three times. Call on a child to say a different phrase. Continue calling on children and encourage the children to clap with you. If someone repeats a phrase, start again.

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to identify daily routines by using visual clues and processing the written and spoken forms.

Digital Resources

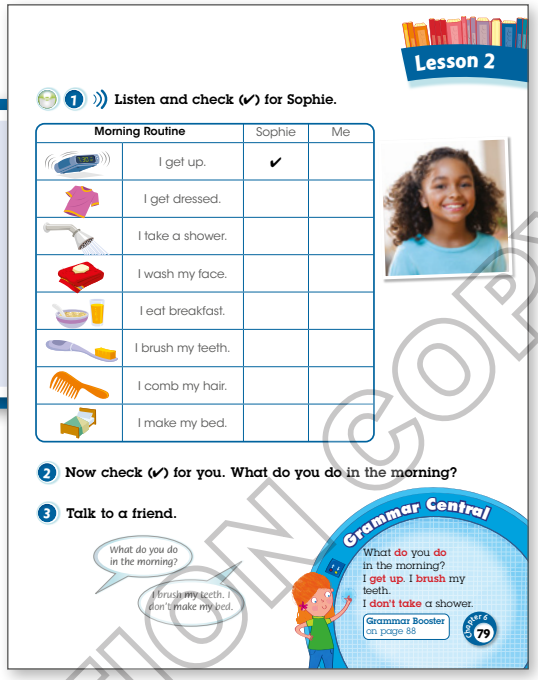
Student eBook • Play ASL Vocabulary Video 6.1 to pre-teach key vocabulary as an alternative to the critical thinking approach.

Digital Activity Book • Use the AB page to give feedback on activities, using the built-in interactive activity or answer key, as appropriate.

TEACHER'S INSPECTION COPY

Grammar

Lesson objectives: ask and answer questions about daily routines
Key grammar: *What do you do (in the morning)?*
I get up. I brush my teeth. I don't take a shower.
Materials: Track 6.2; Grammar Worksheet 6A [TRC printout] (optional); small pieces of paper for mini-flashcards (optional), small ball (Cooler)



Warmer: Draw, say, mime

Draw a routine from Lesson 1 slowly on the board. Ask the children to call out and mime the phrase. Continue with all the routines. Invite individual children to draw on the board for the class to say and mime the routine.

1 6.2 Listen and check (✔) for Sophie.

- Ask the children to open their books and look at the photo. Tell them they are going to listen to Sophie talk about her morning routine. Have them cover the second column and elicit the routines from the pictures.
- Play Track 6.2 and have them listen and check the things Sophie does.
- Play Track 6.2 again, pausing for the children to check answers.

Audioscript

Man: *What do you do in the morning, Sophie?*
Sophie: *I get up. I get dressed. I don't take a shower. I wash my face. I eat breakfast. I brush my teeth. I comb my hair. I don't make my bed.*

Answers

✔ *by:* get up, get dressed, wash my face, eat breakfast, brush my teeth, comb my hair

Grammar Central

What do you do in the morning? . . .

Have the children focus on the patterns of the questions and the positive and negative sentences. Point out that the first *do* is a word that helps us make questions. Then divide your class into pairs and have them take turns asking the question and answering with a sentence as if they were Sophie.

For extra practice, try the **Grammar Booster** section in the Student Book (p. 88).

Answers p. 88

Activity 1: **1** do **2** get **3** take **4** do you do **5** I brush **6** I don't comb

Activity 2: **1** I get up. **2** I don't make my bed. **3** I wash my face. **4** I don't take a shower. **5** I get dressed. **6** What do you do in the morning?

2 Now check (✔) for you. What do you do in the morning?

- Ask the children to think about what they do every morning. Tell them to check the things they do in the Me column of the chart in Activity 1. Monitor and help.

Answers

Children's own answers.

3 Talk to a friend.

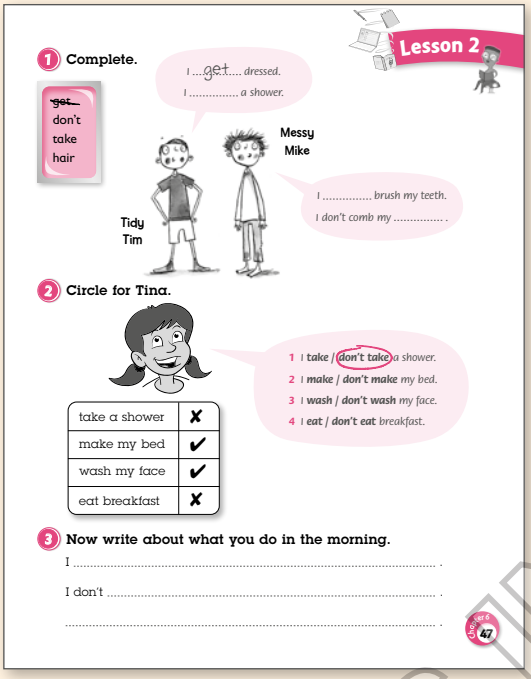
- Demonstrate the task with a child. Ask the question and call on a child to say what they do and do not do in the morning.

TEACHER'S INSPECTION COPY

- Divide the class into pairs. Have them practice asking and talking about their morning routine.

Optional activity: Mini-flashcards

In pairs, the children make mini-flashcards for daily routines. Demonstrate and hold a set of mini-flashcards in specific order. Describe your morning routine according to this. Invite children to order their flashcards on the desk as you talk about your morning routines. Check that routines are in the same order.



1 Complete.

Have the children complete the sentences with the words supplied. Elicit answers and check with the class.

Answers

get, take; don't, hair

2 Circle for Tina.

Ask the children to circle the correct words using the information in the table.

Answers

1 don't take **2** make **3** wash **4** don't eat

3 Now write about what you do in the morning.

Have the children write about their morning routine. Ask children to tell the class about their typical morning.

Answers

Children's own answers.

Cooler: Questions in a circle

Have the children stand in a big circle. Throw a ball to a child and ask *What do you do in the morning?* Have them answer and throw the ball to another child, repeating the question. The next child has to answer with a different morning routine. Continue like this to elicit all the morning routines, then start again.

Competency Focus

Learn

By identifying daily routines in a different context with new grammatical structures, the children demonstrate their understanding of previously acquired vocabulary from Lesson 1.

Digital Resources

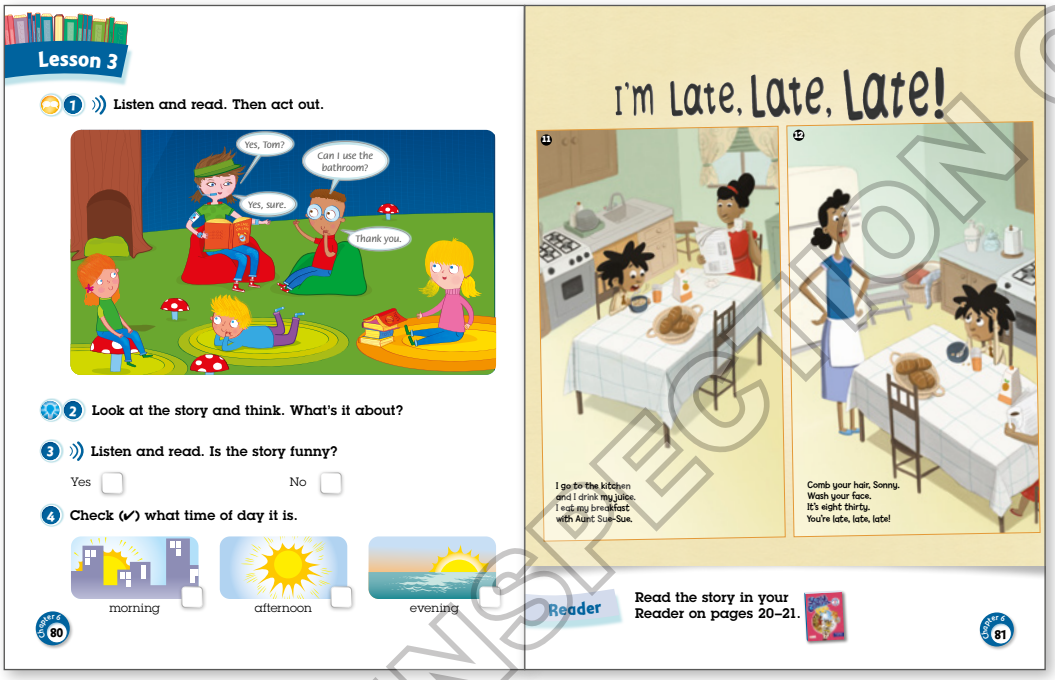
Student eBook • Show the Grammar Central box. Use *Highlighter* to focus on key grammar structures.

Teacher Resource Center • For extra grammar practice, print out Grammar Worksheet 6A.

TEACHERS INSPECTION COPY

Reading: Story Extract

Lesson objectives: ask permission; use the title and pictures to predict story content; read the extract from *I'm Late, Late, Late!* (end)
Functional language: *Can I use the bathroom? Yes, sure. Thank you.*
Secondary language: *afternoon, evening, juice*
Materials: Tracks 6.3 and 6.4



Warmer: Rooms in the house

Review the rooms (*bedroom, kitchen,* etc.). Draw a few objects you can find in each room to help children, e.g. bed, sofa. Call on children to write a room next to the object and ask the class to help with spelling.

Functional language

1 6.3 Listen and read. Then act out.

- Have the children look at the picture and ask *What are they doing?* (*reading a story*)
- Play Track 6.3 and have the children listen and read along. Ask *Which room does Tom want to use?* (*the bathroom*) Play Track 6.3 again, pausing for the children to repeat.
- Choose two children to model the dialogue. "Libby" can use a book as a prop. Then have the children act out the dialogue in pairs.

Before reading

2 Look at the story and think. What's it about?

- Read the title of the story and point to the pictures. Ask *Where are they?* (*kitchen*) Point to the first picture and ask *What's Sonny doing?* (*eating breakfast*) Then point to the next picture and ask *Is he happy?* (*no—worried*)
- Ask *What's the story about?* (*a boy being late for school*)

3 6.4 Listen and read. Is the story funny?

- Play Track 6.4 and have the children listen and read along. They check *yes* or *no*. Ask *Is the story funny?* Invite children to answer and explain why. (They might need to use L1.)
- Play Track 6.4 again, pausing after the first picture and ask *Who is she?* (*Sonny's aunt*) Have them say what Sonny needs to do. (*comb his hair, wash his face*)

Answer

Children's own answer.

TEACHERS INSPECTION COPY

4 Check (✔) what time of day it is.

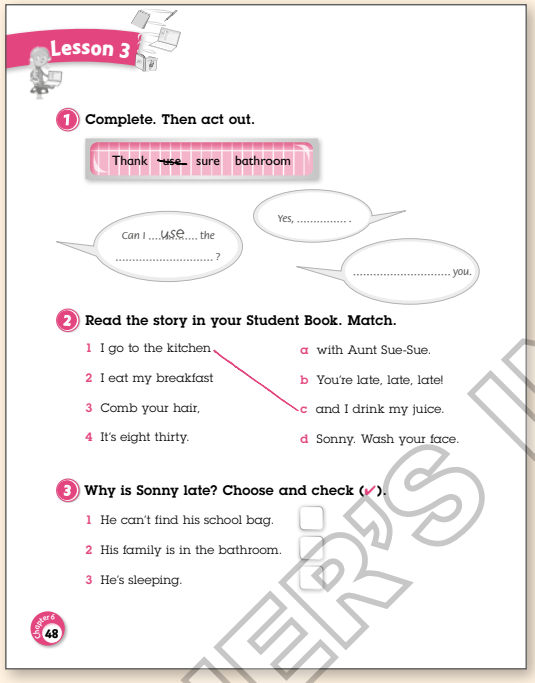
- Explain that morning is when we eat breakfast, afternoon is lunchtime, and evening is when it starts getting dark.
- Ask *What time of day is it in the story?* Elicit the answer.

Answer

morning

Optional activity: Drawing and guessing

Have the children write *morning*, *afternoon*, *evening* on pieces of paper. Then have them draw themselves doing something at that time of day on the other side. They take turns in groups showing their drawings. The first group guesses, e.g. *It's morning.* The second group shows the word and says *No.* or *Yes! I'm* (*sleeping*).


Lesson 3

1 Complete. Then act out.

Thank ~~use~~ sure bathroom

Can I ...use... the ...bathroom...?

Yes, ...

.....you.

2 Read the story in your Student Book. Match.

1 I go to the kitchen
2 I eat my breakfast
3 Comb your hair,
4 It's eight thirty.

a with Aunt Sue-Sue.
b You're late, late, late!
c and I drink my juice.
d Sonny. Wash your face.

3 Why is Sonny late? Choose and check (✔).

1 He can't find his school bag.
2 His family is in the bathroom.
3 He's sleeping.

48

1 Complete. Then act out.

Have the children complete the dialogue and act it out in pairs. Ask pairs to act out for the class.

Answers

use, bathroom; sure; Thank

2 Read the story in your Student Book. Match.

Have the children match the sentences from the story. Check with the class. Ask them who says each sentence.

Answers

1 c **2** a **3** d **4** b

3 Why is Sonny late? Choose and check (✔).

Have the children read and check why they think Sonny is late. Elicit ideas.

Answers

Children's own answers.

Cooler: What happened before?

Explain that the extract is the end of the story. Have the children imagine what happened before. Elicit ideas. (They might need to use L1.)

Competency Focus

Collaborate and Communicate

The children work together, putting into practice new functional language by acting out a realistic dialogue.

Think! Critical Thinking

By looking at the story artwork, the children use prediction skills to help them engage with the story.

Digital Resources

Student eBook • Use *Highlighter* to draw attention to Pictures 11 and 12. Focus on Sonny in each picture. Elicit how he is feeling. Ask the children to predict what happened before this in the story and why Sonny feels like this.

TEACHER'S INSPECTION COPY

Lesson objective: read and understand the modern rhyming story *I'm Late, Late, Late!* in the Reader
Materials: Track 6.5; Reader

TEACHER'S INSPECTION COPY

Warmer: Story characters

Ask the children to remember the characters from the extract (Sonny, his Aunt Sue-Sue, and his mom). Tell them there are three more people in the story. Encourage them to guess who.

Story Summary

Sonny, a young boy, is late for school. He tries to use the bathroom but someone in his family is always in there! He manages to eat breakfast but does not manage to comb his hair or wash his face.

Value: Don't be late.

6.5 While reading

- Have the children look at the pictures in their Reader and identify the rooms.
- Play Track 6.5 and have the children listen and read along. Elicit the new characters in the story: Papa, Jay-Jay, and Gran-Gran.
- Play Track 6.5 again, pausing after pictures 3, 6, and 10 to ask *Who's in the bathroom (now)?*
- Read the story to the children yourself slowly, using different voices for each character and knocking on the table when appropriate. Have the children mime the actions of the characters as you read along.
- Check comprehension of the story by asking *Who's late? (Sonny) Are his dad, brother, or grandma late? (No, they aren't.)* Then have the children consider whether or not it is Sonny's fault. (They might need to use L1.)

After reading: Reflect

- Ask *Did you like the story? Why or why not? Do you feel sorry for Sonny?* Then have them say if they are usually late or on time. Encourage them to think about the importance of being on time. Do they like waiting for other people? (You might need to use L1.)

Optional activity: Knock, knock, knock!

Have the children stand in pairs, back to back. Ask one child to mime knocking, saying *Knock, knock, knock. Who's in there?* (Knock on the table at the same time.) Have the other child walk to face their friend and say *It's me! (Pedro)!*

Story Time

Repetition and chants

Some children may get distracted when they are listening passively. To encourage active participation, choose key phrases (featuring repetition and rhyming) for the children to repeat or supply as you tell the story.

Reading Strategy

Choral Reading

In Choral Reading, the children read aloud as a group or as a whole class. It is a useful strategy particularly for young and less confident readers. It helps develop their fluency, pronunciation, and intonation.

For additional explanation and activities, see the Literacy Handbook on Teacher Resource Center.

Cooler: The "Lesson's Over" chant

Have the class chant *I pack my bag. It's time to go home. I'm late, I'm late. Come on! Come on!,* miming the action of packing a bag. Once the children have memorized the chant, have them chant it at the end of class in other lessons too.

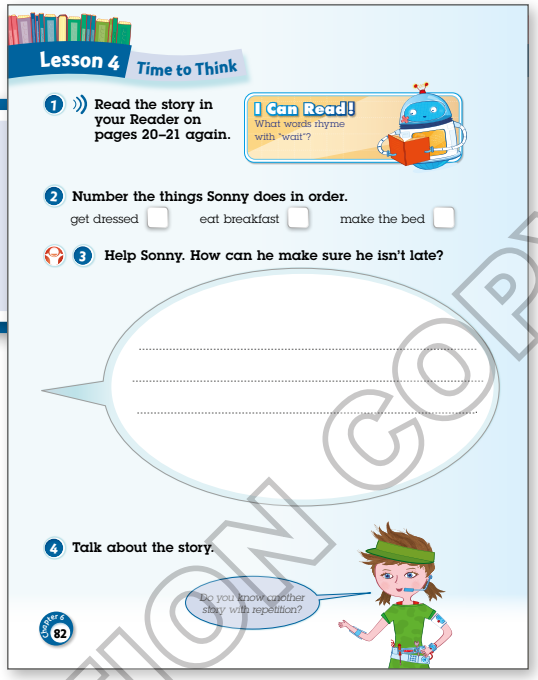
Digital Resources

Reader eBook • For the Warmer, children identify the other characters in the story. Ask them to try to figure out from the Reader pictures what these people all have in common. (*They all use the bathroom and make Sonny late.*)

TEACHER'S INSPECTION COPY

Reading Comprehension and Critical Literacy

Lesson objectives: focus on rhyming words; think about ways to help the main character
Materials: Track 6.5; Reader



Note: Please ensure that your class has read the Reader story before you do this lesson.

Warmer: Order story characters

Elicit the story characters and write them on the board. Have the children work in pairs and say them in order of appearance. Call on children to write a number next to each character. Have them check in their Reader.

1 6.5 Read the story in your Reader.

- Have the children read the story. (Alternatively, play Track 6.5 and have them read along.) Ask *Why is Sonny not happy in the last picture?* (*He's late.*)
- Draw two clocks on the board with different times: quarter to eight and eight thirty. Have the children calculate how much time passes in the story. (*45 minutes*) (You might need to use L1.)

I Can Read!

Ask the question and have the children repeat *wait*. Write *tail, late, nose* on the board and have them identify which word rhymes with *wait*. (*late*) Tell them to find other words in the story that rhyme with *wait*. Call on children to say a word.

Answer

late, eight

2 Number the things Sonny does in order.

- Ask the children to number the routines in order of the story. Have them compare in pairs before checking as a class.

Answers

2, 3, 1

3 Help Sonny. How can he make sure he isn't late?

- Ask *Why is Sonny late?* (*He can't get into the bathroom.*) (They might need to use L1.)
- Then ask *What can he do to be on time?* Brainstorm ideas, e.g. *Wake up at seven thirty. Comb his hair in his bedroom. Wash his face in the kitchen.*
- Write their ideas on the board and help if necessary.

Answer

Children's own answer.

4 Talk about the story.

- Ask the children if they liked the story. Have a class vote, asking them to raise their hands for *yes* or *no*. Encourage them to give reasons why/why not. (They might need to use L1.)
- Have a child read Libby's question. Have children share other stories featuring repetition with the class.

Optional activity: More routines

Have the children look at Activity 2 again. Ask them to copy the routines and add more of them from the story that are missing, e.g. *wash my face, open my curtains.* Have them check the ones they did this morning.

TEACHER'S INSPECTION COPY

1 Complete. Then write letters to show when Sonny does the activities.

Have the children imagine they are Sonny. Tell them to complete the sentences, using the words supplied. Then they match them to the correct times, writing the letters under the clocks. Elicit answers and check with the class.

Answers

a drink **b** pack **c** open **d** eat **e** put on **f** make
1 c f **2** b e **3** a d

2 Match the lines that rhyme.

Ask the children to read the lines and focus on the last words and how they sound. They practice the **I Can Read!** feature by matching the lines, then check in pairs before you check as a class.

Answers

1 c **2** a **3** b

3 Who's your favorite character? Choose and check (✔).

Tell the children to choose their favorite character. Ask children to tell the class who it is and explain why.

Answers

Children's own answers.

Cooler: Do they rhyme?

Write the following words in random order on the board: *May*, *play*, *say*, *they*; *these*, *please*, *cheese*, *peas*; *Sue*, *blue*, *shoe*, *you*. Have the children work in pairs or small groups to make three groups of four rhyming words. Call on children to draw lines to match the words on the board.

Competency Focus

Me: Critical Literacy

The children use critical literacy skills to reflect on the story and give the main character advice.

Digital Resources

Reader eBook • Use *Timer* to give the children one minute to study the Reader story. Then minimize it and ask them to remember the members of Sonny's family in story order. Show the page again. Children confirm the answer by using *Pen* to link the people in order and identify them by name.

Student eBook, Digital Activity Book • TIP You can move the answer key pop-up window to show the answers next to the activity.

TEACHER'S INSPECTION COPY

Vocabulary, Song, and Phonics

Lesson objectives: talk about daily routines and the time; practice the *k* sound with a chant
Key vocabulary: *go to bed, go to sleep, wake up; quarter after* (*nine*), *quarter to* (*nine*), (*nine*) *thirty*
Secondary language: *cry, hush*
Materials: Tracks 6.6 and 6.7

Warmer: Human clock 1

Pre-teach the new vocabulary using mimes/drawings. Say *go to bed, go to sleep*, and *wake up* for the children to mime. Then draw a big clock on the board (without hands). Stand in front of the clock. Invite the class to say times with *a quarter after, a quarter to*, and *thirty*. Place your arms accordingly.

1 6.6 Listen and number. Then sing.

- Point to the pictures as you ask *Is the baby asleep or awake?* Pre-teach *hush* and *tick-tock*.
- Ask them to look at the phrases in red and mime them as a class. Explain the difference between *wake up* and *get up*. Then play Track 6.6 and have them number the phrases, matching them to the pictures.
- Elicit answers and check with the class.
- Play Track 6.6 again and have the class sing along. Teach them gestures (rocking baby in arms). For the times, mark them with your arms in the air—right arm for nine and left arm marking the minutes.

Answers

go to bed 4, quarter to nine 3, go to sleep 6, wake up 1, quarter after nine 5, nine thirty 2

2 Do a class survey. Ask and answer.

- Ask the children to read the question. Elicit other times of day. (*morning, afternoon*)
- Divide the class into pairs to practice asking and answering *What do you do in the evening?*
- Say *Do a class survey with the same question.* Ask them to note down one thing each friend does. Set a time limit.
- Elicit answers from the class and write the actions on the board, e.g. *brush my teeth*, and the number of children for each.

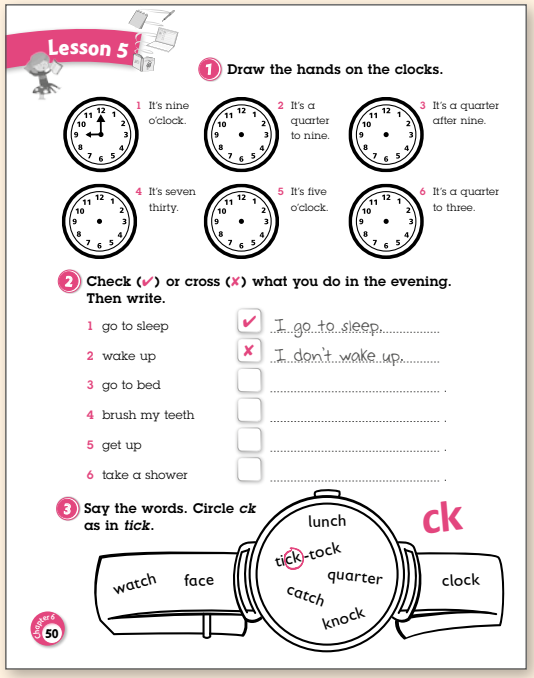
3 6.7 Listen and say the chant.

- Ask *What time is it?* pointing to the picture. (*nine o'clock*)
- Play Track 6.7 and have the children listen to the chant. Then play Track 6.7 again, pausing for them to repeat.
- Focus on the spellings of the sound *k: ck* and *k*.
- Practice the chant with the class. Repeat each phrase and build up the rhythm.

Optional activity: Dictation with times

Have the children draw four clock faces in their notebook. Dictate four times (using *o'clock, thirty, a quarter after*, and *a quarter to*). Ask them to draw and write the times. Have them compare in pairs before you check as a class.

TEACHERS INSPECTION COPY



1 Draw the hands on the clocks.

Ask the children to read the sentences and draw the time on each clock. Check with the class by having children draw the time on the board.

Answers

Clocks with the following times drawn on:
1 9:00 **2** 8:45 **3** 9:15 **4** 7:30 **5** 5:00 **6** 2:45

2 Check (✔) or cross (✘) what you do in the evening. Then write.

Have the children read the activities and put a check or a cross so that it is true for them. Then have them write sentences. Elicit responses.

Answers

1 I go to sleep. **2** I don't wake up. **3** I go to bed. **4** I brush my teeth. **5** I don't get up. **6** I take/don't take a shower.

3 Say the words. Circle *ck* as in *tick*.

Ask the children to circle *ck* in the words. Check answers.

Answers

Circled: **ck** *in* ti**ck**-to**ck**, kno**ck**, clo**ck**

Cooler: Chant the different times

Draw a big clock on the board (without hands). Ask a child to draw a time. Repeat the chant from Activity 3, changing the time to the one that is on the board. Invite more children to choose a different time and repeat the chant.

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to identify the meaning of routine activities and times by processing the written and spoken forms, and matching them to the correct picture.

Digital Resources

Student eBook • Play ASL Vocabulary Video 6.4 to pre-teach key vocabulary. Play it again, pausing to elicit the word when the picture and sign are shown.

- Play Music Video 6.2 (6.3). Encourage the children to dance and sing along. The lyrics appear on screen for support. Pause the video for the children to continue dancing and singing.

Teacher Resource Center • For phonics practice, print out Phonics Worksheet 6.

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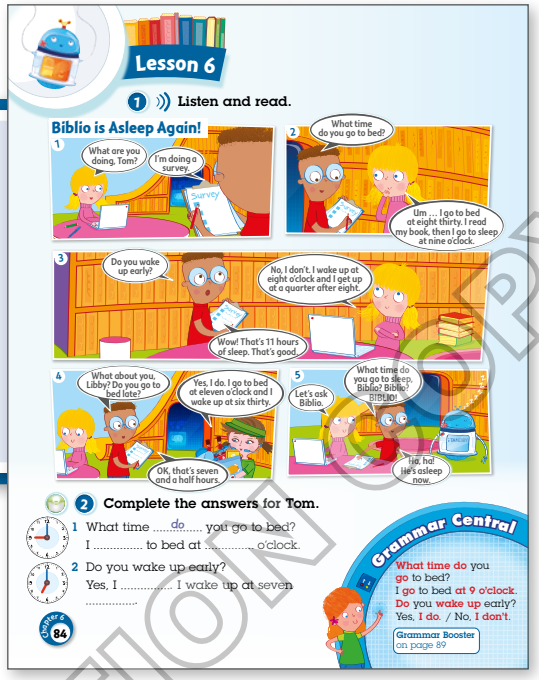
Grammar and Reading

Lesson objectives: ask and answer about what time they do daily routines

Key grammar: *What time do you go to (bed)? I go to (bed) at (nine o'clock). Do you wake up early/late? Yes, I do. / No, I don't.*

Secondary language: *hours of sleep, survey*

Materials: Tracks 6.6 and 6.8; Grammar Worksheet 6B [TRC printout] (optional); strips of paper (optional)



Warmer: Hush, little baby

6.6

Divide the class into pairs; one child is Sonny and the other is the baby. Play the song from Lesson 5 and have "Sonny" sing and the baby cry/go to sleep in each pair. Play the song again and have them change roles.

1 6.8 Listen and read.

- Ask the children to look at the first picture. Call on a child to read the title and mime *to be asleep*. Then have the children look at the other pictures and identify who takes part in the survey. (*Ellie, Libby, and Biblio*)
- Play Track 6.8 and ask them to listen and read along.
- Play Track 6.8 again, pausing for them to repeat.
- Draw the times for Ellie on the board (nine o'clock and eight o'clock) and show them how to count the hours of sleep. (*11 hours*) Do the same for Libby. Point to Biblio and ask *Is he asleep?* (*yes*)

Grammar Central

What time do you go to bed? . . .

Have the children look at the patterns and point out the word order for questions and short answers. Point out that we say *at* before the time. Divide the class into pairs and have them practice the questions and answers.

For extra practice, try the **Grammar Booster** section in the Student Book (p. 89–91).

Answers p. 89

Activity 1: **1** do **2** go **3** don't go **4** take **5** at **6** Do

Activity 2: **1** Yes, I do. **2** I get up at 5 o'clock. **3** No, I don't. **4** Do you eat **5** What time do you **6** Do you go

p. 90

Activity 1: **1** What time **2** I go **3** do you **4** What do **5** I don't go

Activity 2: **1** b **2** c **3** e **4** a **5** d

p. 91

Activity 1: **1** What time do you get up? **2** What are you doing now? **3** Do you make your bed? **4** Are you good at swimming? **5** Do you eat breakfast at 8:30? **6** What time do you go to bed? **7** What do you do in the evening? **8** Do you wake up early?

Activity 2: Children's own answers.

2 Complete the answers for Tom.

- Point to the clocks next to the sentences and elicit the times.

TEACHERS INSPECTION COPY

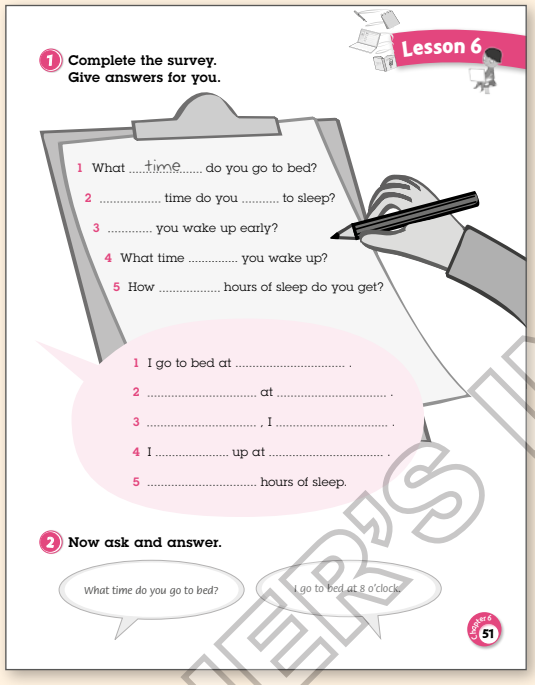
- Ask the class to complete the questions and the sentences about Tom, referring to these clocks.
- Give them time to complete their answers, referring back to Grammar Central. Elicit answers and check with the class.

Answers

1 do, go, nine **2** do, o'clock

Optional activity: Choose a time

Distribute two strips of paper to each child and have them write a different time on each. Collect the strips and distribute them again. Divide the class into pairs and give four strips of paper face down to each pair. Have them take turns saying *Do you wake up/go to bed early/late?* Have them choose a strip of paper and answer with that time.



1 Complete the survey. Give answers for you.

Have the children complete the questions first. Elicit answers and then have them complete the sentences for themselves.

Answers

Questions: **1** time **2** What, go **3** Do **4** do **5** many
Answers: **1** children's own answer **2** I go to sleep, children's own answer **3** Yes/No, do/don't **4** wake, children's own answer **5** I get + children's own answer.

2 Now ask and answer.

In pairs, the children practice asking and answering the questions in Activity 1. Encourage them to answer without reading the sentence on the page.

Cooler: Role-play

In pairs, the children take turns being Tom and Ellie/Libby and do a role-play. Encourage them to use a pen and pretend to take notes. If there is time, have the children act out a role-play between Tom and Biblio too. Have each pair calculate Biblio's hours of sleep and compare in class.

Competency Focus

Learn

The children demonstrate their understanding of the new grammatical patterns by reading the text and completing the activity.

Digital Resources

Digital Activity Book • Have children do the AB interactive digital activities or set them for homework.

Teacher Resource Center • For extra grammar practice, print out Grammar Worksheet 6B.

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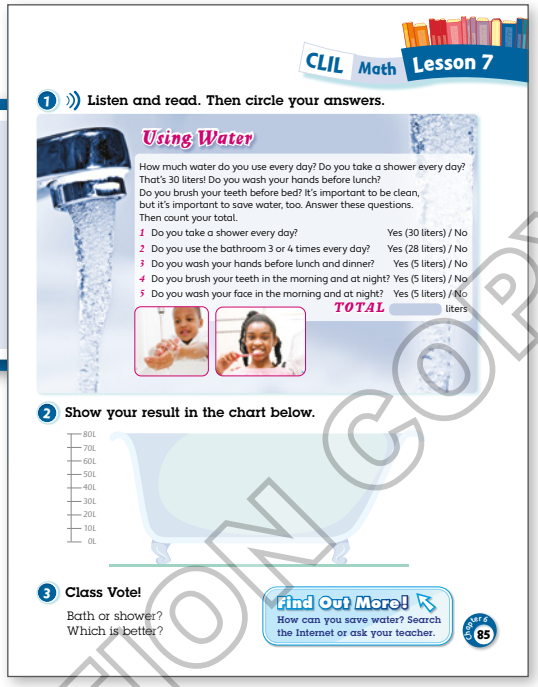
CLIL: Math—Water use

Lesson objective: find out about the importance of water and saving it by doing a quiz

Materials: Track 6.9; CLIL Graphic Organizer 6 [TRC printout] (optional); 1 liter bottle of water, construction paper for poster (optional)


CLIL Math Lesson 7

1 Listen and read. Then circle your answers.

Using Water

How much water do you use every day? Do you take a shower every day? That's 30 liters! Do you wash your hands before lunch? Do you brush your teeth before bed? It's important to be clean, but it's important to save water, too. Answer these questions. Then count your total.

1 Do you take a shower every day? Yes (30 liters) / No
2 Do you use the bathroom 3 or 4 times every day? Yes (28 liters) / No
3 Do you wash your hands before lunch and dinner? Yes (5 liters) / No
4 Do you brush your teeth in the morning and at night? Yes (5 liters) / No
5 Do you wash your face in the morning and at night? Yes (5 liters) / No

TOTAL liters

2 Show your result in the chart below.

80L 70L 60L 50L 40L 30L 20L 10L 0L

3 Class Vote!

Bath or shower?
Which is better?

Find Out More!
How can you save water? Search the Internet or ask your teacher.

Chapter 6 85

Warmer: Missing vowels

Write *W_t_r _s _mp_rt_nt!* on the board and have the children work in small groups to solve. (*Water is important!*) Provide the vowels on the board if necessary. Elicit what the children and their family use water for at home.

1 6.9 Listen and read. Then circle your answers.

- Have the children look at the pictures and ask *What are they doing?* (*washing hands, brushing teeth*)
- Play Track 6.9 and have the children listen and read along.
- Then have the children read questions 1 to 5 again and circle *yes/no* for them.
- When they have circled their answers, ask the questions again and elicit *yes/no* from the class. Show them a 1 liter bottle of water to help them understand the quantity of water for each *yes* answer.
- Ask the children to calculate the total number of liters they use every day. Walk around and help. Elicit answers from the class.

Answers

Children's own answers.

2 Show your results in the chart below.

- Point to the chart and have the children mark their result according to their total in Activity 1. Have them color the bathtub blue up to their mark.
- Ask children to show the class their bathtub and say *I use (45) liters of water a day.* Find out who uses the smallest and biggest amount in the class.

Answers

Children's own answers.

3 Class Vote!

- Organize your class vote. Ask children if they prefer taking a bath or a shower. Then have them think which is better for the environment. Give the children a minute to think. Then write *bath* and *shower* on the board. Have the children raise their hand for each answer. Count the votes and write the totals on the board. Elicit the result of the vote.

Find Out More!

Ask the children if they know of ways to save water, e.g. *turn off the tap while you are washing your face/brushing your teeth.* (They might need to use L1.) Ask the children to find out more ideas. Suggest appropriate resources, e.g. Internet, library books, etc., or provide the information yourself. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

Optional activity: Class Poster—Save water

Create a "Save water" poster with the class. Ask the children to write advice/ideas on the poster, find pictures, or draw to decorate the class poster. Display it in class or in the school.

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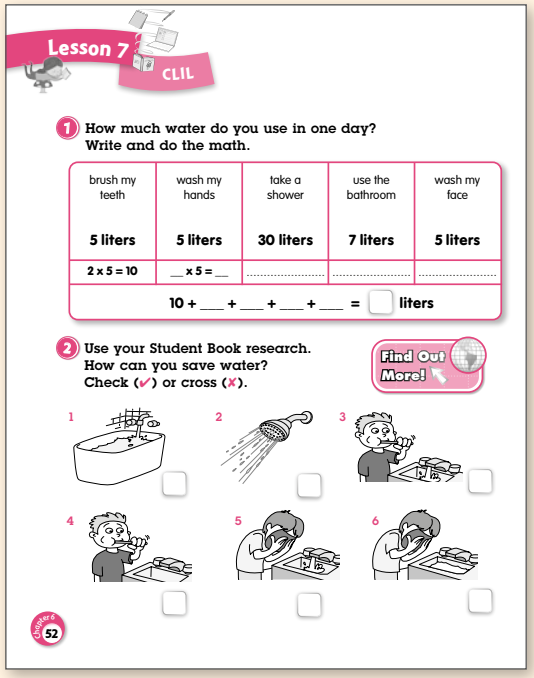
Lesson 7 CLIL

1 How much water do you use in one day? Write and do the math.

brush my teeth	wash my hands	take a shower	use the bathroom	wash my face
5 liters	5 liters	30 liters	7 liters	5 liters
2 x 5 = 10	__ x 5 = __	.....	.....	.....

10 + ___ + ___ + ___ + ___ = ☐ liters

2 Use your Student Book research. How can you save water? Check (✔) or cross (✘).

Find Out More!

1 2 3 4 5 6

52

Competency Focus

Act

The children carry out research to find out ways to save water. This helps them expand their learning and relate it to their world, both inside and outside the classroom.

1 How much water do you use in one day? Write and do the math.

Have the children count how many times they do each activity a day. Then help them do the math if necessary. Tell them to write the liters of water and add up the final amount. Find out who uses the most water in class.

Answers

Children's own answers.

2 Use your Student Book research. How can you save water? Check (✔) or cross (✘).

Ask the children to share ideas on how to save water. Then have them look at the pictures and put a check (if the activity saves water) or a cross (if it does not). Check answers with the class.

Answers

✔ by 2, 4, 6
✘ by 1, 3, 5

Cooler: Play "Whisper It!"

Have the children play the game with actions and routines from the lesson (see Games Bank p. 222).

Digital Resources

Student eBook, Digital Activity Book • TIP Remember—do not be afraid to turn off the screen! Children benefit from variety of pace and focus.

Digital Activity Book • Use *Pen* to create a model answer for AB Activity 1. Write in your amounts and have children do the math.

Teacher Resource Center • Print out CLIL Graphic Organizer 6 for the children to use in collating their Find Out More! research.

CLIL eBook • The children can use the CLIL eBook to expand their knowledge of the lesson topic.

TEACHER'S INSPECTION COPY

Project

Lesson objectives: review language from Chapter 6; complete a craft project—making a clock; act out the story from the Reader
Materials: Reader; black and white construction paper, black marker, felt-tip pens, watercolors, paintbrush, paper fastener; paper plates (Alternative craft activity)

Warmer: Times in the story

Ask the children to look at the story in their Reader and underline the times. (*a quarter to eight—picture 1*, *eight o'clock—picture 5*, etc.) Elicit the times from the class in order.

Prepare

1 Make a clock.

- Have the children look at the completed clocks. Ask *Which do you like best?* Tell them they are going to make their own clock.
- Hold up the materials to show the class. Point to the pictures and explain the stages. (You might need to use L1.)
- Demonstrate how to make a clock, stage by stage.
- Divide the class into pairs or groups if it is necessary to share materials. Give out the materials.
- As the children make their clocks, monitor and give help as necessary. Make sure one hand is clearly longer than the other.

Alternative craft activity

A simpler option would be to give the children paper plates to use for their clocks.

Showcase

2 Tell the story. Use your clocks.

- Choose a child to help you act out the first part of the story (pictures 1–6). Act out Dad and Jay-Jay, and the child can be Sonny. Hold the child's clock and invite them to show the time.
- Divide the class into pairs to act out the story. Have them take turns being Sonny and the other characters. Give them time to practice using their Reader. Monitor and give help during rehearsal time.
- Ask pairs to perform their story using their clocks.

Optional activity: What time is it?

Divide the class into small groups. Have a child in each group show a time on their clock (secretly). Their group asks *What time is it?* and they answer, then show their clock for the group to confirm.

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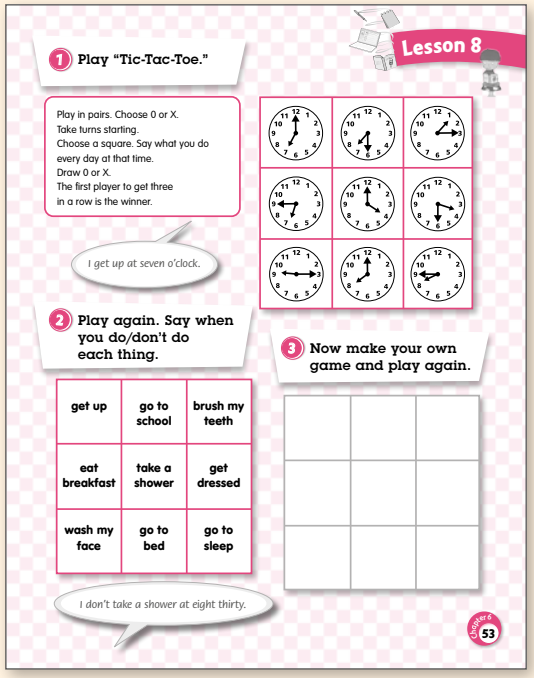


1 Play "Tic-Tac-Toe."

Read the instructions with the class. Demonstrate the game on the board with a child. Then have the children play in pairs.

2 Play again. Say when you do/don't do each thing.

Have the children play the game with a different friend and the new prompts. Make sure they use the affirmative and negative form of the verbs. Have them draw 0 or X.

3 Now make your own game and play again.

Tell the children to complete the Tic-Tac-Toe grid with their own ideas, e.g. times and/or verbs. In different pairs, have them play each other's game making correct sentences with the words/phrases/times in the grid.

Cooler: Clock gallery

Have the children place their clocks on their desks face up. Have them walk around the desks in pairs. Tell them to look at the clocks and ask and answer with their friend, e.g. *What time is it?* (e.g. *It's seven o'clock.*)

Competency Focus

Collaborate and Communicate

By acting out the story, the children consolidate their understanding in a fun and engaging way. They also demonstrate their ability to work with friends and use interpersonal skills.

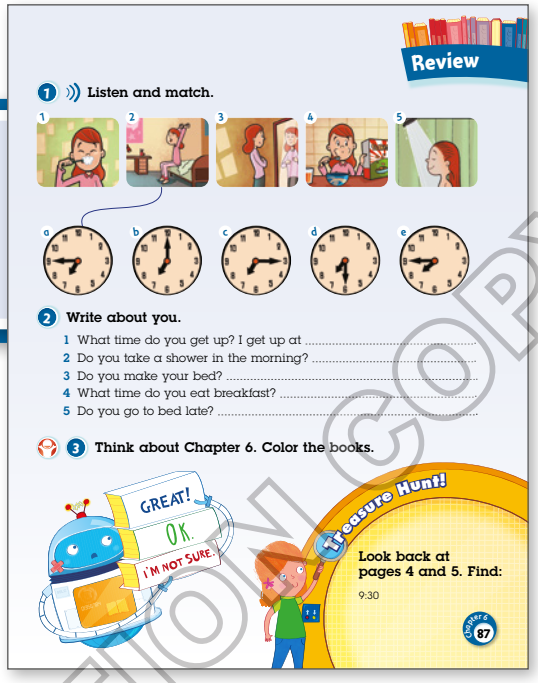
Digital Resources

Student eBook • Show the Prepare photos, stage by stage, as you talk the class through the activity process.

TEACHER'S INSPECTION COPY

Language Review

Lesson objective: review language from Chapter 6
Materials: Tracks 6.10, AB 6.1, AB 6.2 and AB 6.3; clocks from Lesson 8 (optional)



Warmer: Human clock 2

Draw a big clock on the board (without hands). This time, invite children to stand and mark the time with their arms. The class says what time it is.

1 6.10 Listen and match.

- Ask the children to look at the pictures. Elicit what the girl is doing in each one. Then point to the clocks and elicit the times.
- Play Track 6.10 and have the children match the pictures and clocks. Play Track 6.10 again for them to check their answers before checking with the class.

Audioscript

Man: *What time do you get up?*
Girl: *I get up at a quarter to seven. I take a shower at seven o'clock. I eat breakfast at a quarter past seven. Then at seven thirty, I brush my teeth. I get dressed at a quarter to eight and I go to school.*

Answers

1 d 2 a 3 e 4 c 5 b

2 Write about you.

- Have children read the questions one by one, eliciting model answers from different children.
- Give them time to write their own answers. Walk around and encourage them to write full sentences.
- Divide the class into pairs and have them ask and answer.

Answers

Children's own answers.

3 Think about Chapter 6. Color the books.

- Have the children look back at Chapter 6. Elicit their favorite parts. The children then color the book which represents how they feel about their own progress (self-evaluation).

Treasure Hunt!

Ask the children to look at Student Book pp. 4–5 and find a clock showing 9:30. Have the children raise their hand when they find it.

Cooler: Is it the same for you?

Invite a child to read one of their answers from Activity 2. Have the children stand up if they answered the same thing. Repeat with different children prompting.

Competency Focus

Me: Self-evaluation

The children reflect on the chapter and express their opinions about their own progress. This encourages them to evaluate and make decisions about how they learn and what they need to revisit.

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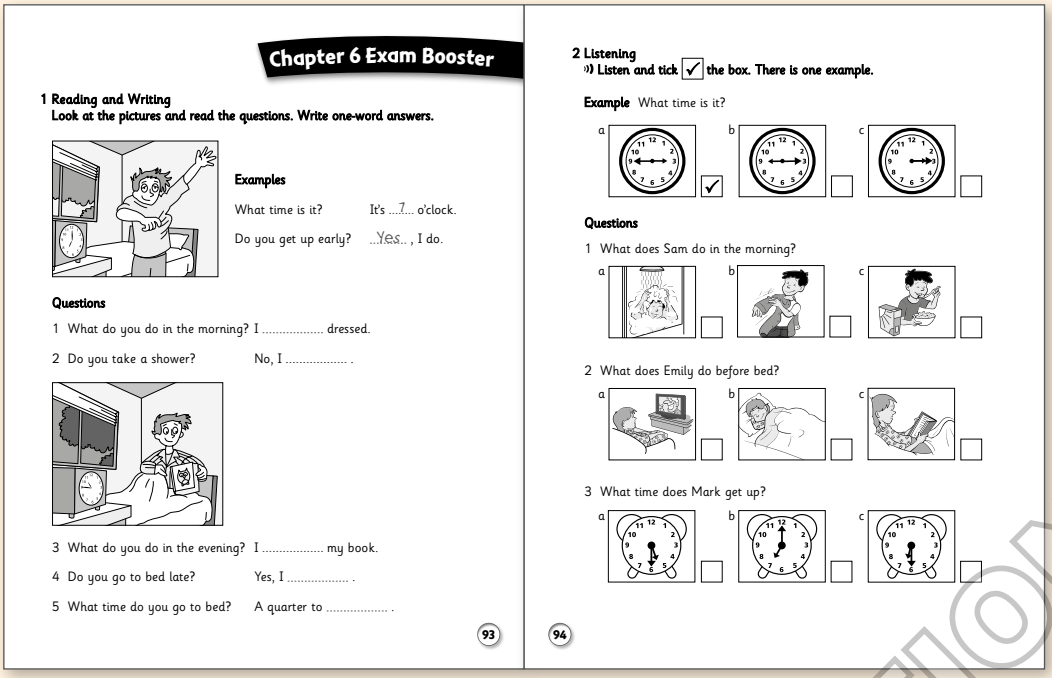


Chapter 6 Exam Booster

1 Reading and Writing
Look at the pictures and read the questions. Write one-word answers.

Examples

What time is it? It's ...7... o'clock.

Do you get up early? ...Yes... , I do.

Questions

1 What do you do in the morning? I ..... dressed.

2 Do you take a shower? No, I ..... .

3 What do you do in the evening? I ..... my book.

4 Do you go to bed late? Yes, I ..... .

5 What time do you go to bed? A quarter to ..... .

93

2 Listening
Listen and tick ✓ the box. There is one example.

Example What time is it?

a ✓ b c

Questions

1 What does Sam do in the morning?

a b c

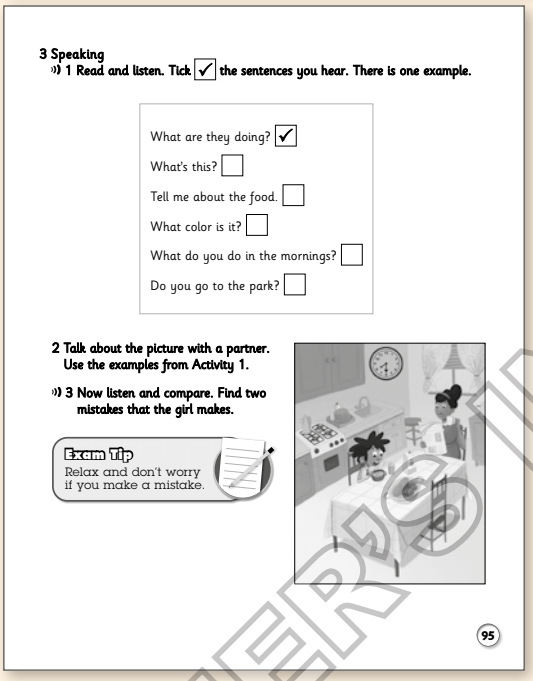
2 What does Emily do before bed?

a b c

3 What time does Mark get up?

a b c

94



3 Speaking
1 Read and listen. Tick ✓ the sentences you hear. There is one example.

What are they doing? ✓
What's this? ☐
Tell me about the food. ☐
What color is it? ☐
What do you do in the mornings? ☐
Do you go to the park? ☐

2 Talk about the picture with a partner. Use the examples from Activity 1.

3 Now listen and compare. Find two mistakes that the girl makes.

Exam Tip
Relax and don't worry if you make a mistake.

95

1 Reading and Writing. Look at the pictures and read the questions. Write one-word answers.

Children look at the pictures and complete the answers.

Answers

1 get 2 don't 3 read 4 do 5 eleven

2 AB 6.1 Listening. Listen and tick (✔) the box. There is one example.

Children listen and tick the correct pictures. Play Track AB 6.1 twice, then elicit answers.

Answers (Audioscript on p. 223)

1 b 2 c 3 a

3.1 AB 6.2 Speaking. Read and listen. Tick (✔) the sentences you hear. There is one example.

Children listen and tick the correct pictures. Play Track AB 6.2 twice, then elicit answers.

Answers (Audioscript on p. 223)

What are they doing?; Tell me about the food.; What do you do in the mornings?

3.2 Speaking. Talk about the picture with a partner. Use the examples from Activity 1.

Have the children talk about the picture.

3.3 AB 6.3 Speaking. Now listen and compare. Find two mistakes that the girl makes.

Ask the children to listen and compare their answers. **(Audioscript on p. 223)**

Digital Resources

Teacher Resource Center • Print out Test Chapter 6 to use at the end of this lesson.

- For the Cambridge English Young Learners exam preparation activities, there are Speaking prompts available for this chapter.
- Print out Festival Worksheet: Mother's Day to expand the children's knowledge of US culture.

Student's App • Encourage the children to play the games on their smartphone/tablet. Ask them to record their scores to compare in the next lesson. (*The Inks* Apps are free and available on the App Store and Google Play.)

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