

## Vocabulary and real-world link

**Lesson objectives** name traditional food from around the world; learn about taste buds

**Key language** *bitter, fish and chips, fried chicken, kangaroo steak, kebab, noodles, paella, pizza, salty, sour, sushi, sweet, tortillas, vegetable curry*

**Secondary language** *bumps, pretzels, supertasters, taste buds*

**Materials** Class CD; a CD of a well-known English song, plus lyrics (see Cooler); fruit, e.g. grapes (optional)

## UNIT 10 Experiences



- 1 Listen and number.
- 2 Listen and repeat.
- 3 Listen and answer.

fried chicken	<input type="checkbox"/>	noodles	<input type="checkbox"/>
paella	<input type="checkbox"/>	kangaroo steak	<input type="checkbox"/>
vegetable curry	<input type="checkbox"/>	kebab	<input type="checkbox"/>
tortillas	<input type="checkbox"/>	pizza	<input type="checkbox"/>
sushi	<input type="checkbox"/>	fish and chips	<input type="checkbox"/>

What can we taste?



- 4 Look and match. Then listen and discover.

- |                  |          |
|------------------|----------|
| 1 coffee         | a salty  |
| 2 ice cream      | b sweet  |
| 3 potato chips   | c sour   |
| 4 chocolate cake | d bitter |
| 5 pretzels       |          |
| 6 lemons         |          |



Which other sense also helps your sense of taste?

## Warmer Do a visualization

Have the children close their eyes. Say *Imagine you are in a restaurant that serves food from all around the world. Look around you. What are people eating? What can you smell? What can you hear? What can you see to eat and drink? Open your eyes!* Have the children tell a friend what they saw, heard, and smelled in their imagination. Have some of the friends report to the class what their friend imagined.

## 1 2.27 Presentation of new vocabulary

Have the children talk about the picture. Play the CD. Have the children listen and number the dishes in the order they hear them. Play the CD again to check. Say the dishes in a different order. Have the children say the number.

### Audioscript

**Mom:** Well, you've all brought delicious-looking food. And it's all from different countries. So let's see what we have.

**1st girl:** I brought the pizza. It's Italian. There are tomatoes and cheese on it. I made it! ... And my mom cooked this paella. Paella is one of the favorite dishes in Spain. This paella has rice, shrimp, and other seafood in it.

**1st boy:** This is sushi. It's Japanese food. It's rice and different kinds of fish. I didn't cook it because sushi is raw fish. But it took a long time to make. ... I brought some cooked fish, too! Fish and chips. They eat a lot of fish and chips in the U.K.

**2nd girl:** That one over there is mine. The noodles! They're from China. ... And this is a kangaroo steak. They eat kangaroo meat in Australia.

**2nd boy:** Those are my tortillas. They have meat and sauce in them. Tortillas are Mexican. ... I also brought vegetable curry from India. It has carrots and beans in a sauce. It's delicious – and spicy!

**3rd girl:** And I brought some fried chicken. This is American food. ... And this is a kebab – it's from Turkey. See the pieces of meat with peppers on a stick.

**Mom:** OK! Let's taste the food from all the countries!

### Answers

*fried chicken—9, paella—2, vegetable curry—8, tortillas—7, sushi—3, noodles—5, kangaroo steak—6, kebab—10, pizza—1, fish and chips—4*

## 2 2.28 Spoken production of vocabulary: focus on pronunciation

Play the CD and have the children listen and repeat. Pay particular attention to words with challenging pronunciation. Have children repeat each one individually.

### Audioscript

*fried chicken, paella, vegetable curry, tortillas, sushi, noodles, kangaroo steak, kebab, pizza, fish and chips*

## 3 2.29 Listening and controlled spoken production of vocabulary

Have the children look at the picture again. Point and ask questions about the food. *What's this made of?* Ask the children which food they would like to try. Take a quick class vote.

Play the first item but stop the CD before the example answer. Invite children to answer, then play the CD to confirm. Continue, pausing the CD after each question and confirming the children's answer yourself each time.

**Audioscript**

**Man:** Let's see if you can remember all the foods.  
a What's a favorite food of Turkish people?

**Girl:** Kebab.

**Man:** b What do they like to eat in the U.K.  
c What do they eat a lot of in the U.S.A.?  
d What do the Chinese like to eat?  
e What's a favorite food of the Japanese?  
f What do the Italians like to eat?  
g What do they eat a lot of in Mexico?  
h What do they like to eat in India?  
i What's a favorite food of Australians?  
j What do the Spanish like to eat?

**Answers**

a kebab b fish and chips c fried chicken d noodles e sushi  
f pizza g tortillas h vegetable curry i kangaroo steak j paella

## 4 2.30 Real-world link: learn about taste buds

Have the children look at the photo. Ask *What can we taste?* Introduce the four types of taste—*sweet, bitter, salty, sour*—with examples.

Have the children look at the words on the right and match each one with one or two foods on the left. Play the CD for the children to check their answers. Have the children raise their hand to answer. Ask for class agreement.

**Audioscript**

*We taste things with our taste buds. These are on our tongue – they feel like small bumps. There are four different kinds of taste: salty, sweet, sour, and bitter. Foods like pretzels and potato chips are salty. Chocolate cake and ice cream taste sweet. Lemons are sour. Coffee is bitter – but you can add sugar to make it taste sweet. Girls usually have more taste buds than boys. People with lots of taste buds are called “supertasters”. They can taste things really well.*

**Answers**

a 3, 5 b 2, 4 c 6 d 1

## Optional Mini-extension: Which other sense also helps your sense of taste?

Explain to the children that our sense of taste is only one of five senses that we have. Have the children work in groups of five to discuss our other senses. Write their answers on the board. (*Sight, smell, taste, touch, and hearing.*)

**Answers**

1 sushi 2 curry 3 kebab 4 fried chicken 5 tortillas 6 kangaroo steak 7 paella 8 fish and chips 9 pizza 10 noodles

2 Have the children read the sentences and circle the correct word. Elicit answers by having the children raise their hand. Ask for class agreement.

**Answers**

1 taste buds 2 sour 3 sweet 4 bitter 5 supertasters 6 better

**UNIT 10 Experiences**

**1 Look at the menu and complete.**

1. sushi  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_

**2 Circle the correct words.**

- The small bumps on our tongue are called *taste buds* / *taste bumps*.
- Lemons taste *sweet* / *sour*.
- Chocolate cake tastes *sweet* / *salty*.
- Coffee without sugar tastes *bitter* / *salty*.
- People with lots of taste buds are called *supertongues* / *supertasters*.
- Girls can usually taste things *better* / *worse* than boys.

1 Have the children look at the menu and write the food words. Have the children compare with a friend, then raise their hand and read out their friend's answer.

## Cooler Play “Order the Lyrics”

Write out the lyrics of the well-known English song you have on CD (one set of lyrics for each team). Cut them up line by line. Mix up the lines. Divide the class into teams of four. Give each team a set of lyrics. Play the song and have the children put the lyrics in order. Play the CD as many times as is necessary. The first team to get the correct order wins.



## Grammar and speaking

**Lesson objectives** talk about experiences using the present perfect and *ever*

**Key language** *Have you ever eaten noodles? Yes, I have. No, I haven't. I'm coloring up to ...; graph, key, noodles*

**Secondary language** *blue, Chinese food, mean, orange, salty*

**Materials** Class CD; colored pencils

### Warmer Play "Set the Table"



Tell the children they are going to have fried chicken for dinner and they have to set the table to help their mom out. Stand up and mime setting the table, saying the key words as you do it. For example, mime putting a tablecloth on your desk and say *tablecloth*. Have the children copy everything you do and say. Continue, taking items like plates, knives, forks, glasses, jug of water, salt and pepper, and napkins out, putting them on the table and saying their names. Then say *Perfect! Ready for dinner*.

### Optional Moving Grammar



Use the Moving Grammar presentation on the Teacher's Resource CD.

### 1 Lead-in

Have the children look at the graph and the key. Ask the first question and have the children raise their hand to tell you the answer. Ensure all the children write it down. Have them work individually to answer the next three questions and then compare their answers with a friend. Get feedback by having the children raise their hand and tell you their friend's answer.

#### Answers

1 food survey/which children in the class have eaten/not eaten 2 what each color used on the graph represents 3 noodles 4 pizza

### 2 2.31 Presentation of new language

Have the children look at the graph again. Then play the CD and have them read and listen to answer the question. If necessary, play the CD a second time. Have the children raise their hand to answer and ask for class agreement before confirming.

#### Answer

Stella and Mark

### Lesson 2

1 Look at the graph and the key in the picture and answer.

1 What does the graph show?  
2 What does the key show?

3 What does the yellow section mean?  
4 What does the blue section mean?

2 Listen and read. Which children haven't eaten noodles?

Margo: Have you ever eaten noodles, Andy?  
Andy: Yes, I have. They're delicious!  
Margo: OK! I'm coloring up to one. Now, Stella. What about you? Have you ever eaten them?  
Stella: No, I haven't. I don't like salty things.

Margo: OK. What about you, Mark? Have you ever eaten noodles?  
Mark: I don't think so!  
Margo: Have you ever eaten Chinese food?  
Mark: No, I haven't, so I guess I haven't eaten noodles.  
Margo: Well, I've eaten noodles, so I'm coloring up to two.

3 Ask and answer with a friend about food. Use *cook* and *eat*.

Have you ever cooked Italian food?  
Yes, I have.

**Take Note!**  
Have you ever eaten noodles?  
Yes, I have.  
No, I haven't.

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### Take Note!

Write on the board *Have you ever eaten noodles?* and underline the word *ever*. Ask *Does the word "ever" indicate "in all your life" or "today"?* (*In all your life.*) Ask children *Have you ever eaten sushi?* (*Yes, I have. or No, I haven't.*) Write these two responses on the board. Ask more questions (e.g. *Have you ever ... cooked paella/swept the floor/been to China/driven a bus?*). Have the children underline all the examples of *Have you ever ... ?* in the text.

### 3 Controlled spoken production of language

Have two children read aloud the dialogue. Drill the question with the whole class. Have the children work with a friend to ask and answer using the verbs *cook* or *eat*. Monitor and help as necessary. Have children act out their dialogue for the class.

### Game On!



Write on the board *Have you ever met a famous person? Have you ever sung karaoke? Have you ever won a medal? Have you ever written on a wall? Have you ever eaten octopus?* Divide the class into teams of three. Have each child A take turns asking child B one of the questions, to which they answer *Yes, I have.*, regardless of the truth. Child A can then ask more questions to decide if B is lying or not. Child C can also ask questions. When A has asked enough questions, they say *No more questions.* and write *Truth* or *Lie*. The game then carries on with B asking C a question and so on. When all the questions have been asked, have the children tell the truth and get one point for every correct guess. The child with the most points wins.



## Tolerance—We should accept that people like different things

Say *I love Indian food, soccer, and reading books. My brother hates all those things. Remember, we're all different. Everyone likes different things. Ask Who likes reading? Who likes swimming in the ocean? Who likes fish and chips? Who likes math? Ask children to tell you about their friends. (Maria likes sushi. Juan likes math., etc.)*

**Optional** Use the Values Worksheet on the Teacher's Resource CD.

**Lesson 2**

**1 Complete the conversation.**

Gina: eat / noodles? Have you ever eaten noodles?  
 Mike: ☒ Yes, I have.  
 Gina: eat / Japanese food? \_\_\_\_\_  
 Mike: ☒ No, I haven't.  
 Gina: cook / paella? \_\_\_\_\_  
 Mike: ☒ \_\_\_\_\_  
 Gina: eat / kebabs? \_\_\_\_\_  
 Mike: ☒ \_\_\_\_\_

**2 Read and color the graph.**

**Key**  
 Gray: kebabs  
 Blue: pizza  
 Red: fish and chips  
 Yellow: sushi  
 Green: fried chicken  
 Five people have eaten kebabs.  
 Six people have eaten fried chicken.  
 Four people have eaten pizza.  
 Two people have eaten fish and chips.  
 One person has eaten sushi.

**3 Complete the survey. Then draw a bar graph in your notebook. Tell the class.**

Key		Me	friend 1	friend 2	friend 3
blue	paella				
red	kangaroo steak				
yellow	kebabs				
green	vegetable curry				

In my graph, three people have eaten paella...

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- 1** Have the children look at the conversation and complete it. Have them compare with a friend, then raise their hand and answer in pairs.

### Answers

**1** Have you ever eaten noodles? *Yes, I have.* **2** Have you ever eaten Japanese food? *No, I haven't.* **3** Have you ever cooked paella? *Yes, I have.* **4** Have you ever eaten kebabs? *No, I haven't.*

- 2** Have the children read the key and color the graph, then compare with a friend. Have the class tell you the color of the bars in the chart in order to check answers.

### Answers

**Order:** green, yellow, red, blue, gray

- 3** Divide the class into groups of four to complete a survey in their notebook. Have them ask and answer the questions and draw a graph, like the one in Activity 2. Have groups tell the rest of the class the results of their survey.

## My Grammar (p.109)

- Explain that we can ask people about things they have done in the past by using *Have you ever*?
- Ask the children to read the examples aloud.
- Draw attention to the Be Careful! box. Point out that we use *have* in the answers and not the main verb. Copy the box onto the board and ask and answer questions with the children to check their understanding.
- Have the children do the personalization activity. Check answers as a class.
- Put the children in pairs. They take turns asking and answering *Have you ever ... ?* questions.

### Answers

*Children's own answers.*

## Cooler Play "Sit Down If ..."



Have all the children write in their notebook one type of food that they really like, then close their notebook. Have the children stand up. Ask *Do you like ... ?* questions. If the food you mention matches what they have written, they say *Yes* and sit down. Children who are sitting down can suggest other food items by raising their hand. Continue until all the children are sitting. The last group to sit down are the winners.

## Teacher Time

This Cooler is easy to do with any vocabulary group—it lets the children move and encourages the children to focus and make choices about the language.



## Listening and vocabulary

**Lesson objectives** listen for past participles; listen for specific information

**Key language** *Have you ever ...? Yes, I have. No, I haven't. climbed a mountain, done karaoke, learned to juggle, reached the top, seen a giraffe, sent a message, visited the zoo*

**Secondary language** *in a bottle, in the air, in the ocean, on the stage, rock star, eat, fly, go, hear, learn, see, walk, wear*

**Materials** Class CD

## Warmer Play "Words in a Word"



Write **VEGETABLE** on the board. Have the children take out their notebook and find a clean page.

Have the children work with a friend. Give them five minutes to make as many words as they can of three letters or more from the word *vegetable*. Have the children count how many words they have. Have the pairs with the most words write them on the board. Have other children come to the board to add any additional words.

Ideas: *able, age, ate, bag, bagel, bat, beat, bee, beetle, belt, eat, gave, get, late, leave, let, late, tea, vet*

## 1 Pre-listening: introduction to the topic

Have the children look at the pictures and tell a friend what they can see. Have the children read the rap song and circle the verbs that complete the blanks. After a minute, have the children raise their hand to give their suggestions.

## Answers

*do, climb, reach, learn, send, visit, see*

## 2 2.32 Listening for specific information

Have the children close their book. Play the CD and have the children shout out *Stop!* every time they hear any type of activity. Stop the CD and have the children say what they heard.

## Teacher Time

A simple task like this for a listening text helps children gain confidence. It helps them realize that they don't always need to understand every word.

Have the children open their book. Play the CD again. Have the children complete the blanks with a verb from the box in the correct form. If necessary, play the CD again to check.

**Lesson 3**

Read the rap. Then **circle** the correct words for the blanks.

reach climb go jump learn send **do** visit see dance hear

**Listen and complete.**

Have you ever done karaoke, like a rock star on the stage?  
Yes, I have. Yes, I have. Yes, I have.

Have you ever \_\_\_\_\_ a mountain, and \_\_\_\_\_ the very top?  
No, I haven't. No, I haven't. No, I haven't.

Have you ever \_\_\_\_\_ to juggle, with six balls in the air?  
Yes, I have. Yes, I have. Yes, I have.

Have you ever \_\_\_\_\_ a message, in a bottle in the ocean?  
No, I haven't. No, I haven't. No, I haven't.

Have you ever \_\_\_\_\_ the zoo, and \_\_\_\_\_ a giraffe or two?  
Yes, I have. Yes, I have. Yes, I have.

**Write some new verses with a friend.**

see walk eat wear learn fly go hear

Have you ever seen a snake?

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Get feedback by having the children raise their hand. Ask for class agreement about their answer. Have children write their answer on the board to check spelling.

## Answers

*done, climbed, reached, learned, sent, visited, seen*

## 3 Post-listening: freer production of language

Have the children work with a friend and make up two or three new verses using the verbs in the box. Have both children write down the new verses in their notebook. Give an example and write it on the board. *Have you ever flown in an airplane, like a bird in the sky? Yes, I have. Yes, I have. Yes, I have.* Monitor and help the children as necessary. Have children sing their new verses as a rap song, or just read them aloud. Encourage the children to admire how well their friends have done: *Wow! Excellent!*

## Game On!



Draw a "tic-tac-toe" grid on the board and number the squares 1–9. Divide the class into two teams.

Teams take turns choosing a square and have to give you the past participle of a verb and spell it correctly to get an X or an O in the square.

(See Games Bank pp. 204–205.)

Suggested verbs: *go—gone, fly—flown, find—found, do—done, see—seen, send—sent, visit—visited, climb—climbed, eat—eaten.*

**Lesson 3**

**1 Match the sentences to the pictures.**

1 I've danced in front of the whole school. ☐ d

2 I've jumped out of a plane! ☐ b

3 I've eaten Chinese food. ☐ e

4 I've walked on the moon! ☐ c

5 I've flown to New York. ☐ a

**2 Read and match.**

1 Have you ever read? a a mountain?

2 Have you ever climbed? b a famous person on the street?

3 Have you ever sent? c to ski?

4 Have you ever visited? d a book by J. K. Rowling?

5 Have you ever learned? e a very old castle?

6 Have you ever seen? f an e-mail to someone in another country?

**3 Say three true and false sentences about your experiences. Can your friend guess the false sentences?**

read climb learn send visit see hear  
walk eat wear fly go jump do dance

I've learned to play the flute.  
I've visited my aunt in Paris.  
I've read a book in English.

You haven't learned to play the flute.

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- 1** Have the children look at the sentences and match them with the pictures. Have the children compare their answers with a friend, then raise their hand and tell you their friend's answer.

**Answers**

1 d 2 a 3 e 4 b 5 c

- 2** Have the children read the sentence halves and match them. Elicit answers by having the children raise their hand. Ask for class agreement.

**Answers**

1 d 2 a 3 f 4 e 5 c 6 b

- 3** Have the children read the verbs in the box and the dialogue. Have them say three sentences: their friend guesses if they are true or false. Remind them to make some true and some false. Have children report to the class about their friend and whether they guessed correctly.

### Optional Projectable Poster



Use the Unit 10 poster on the Teacher's Resource CD to consolidate new language and develop the real-world theme.

### Cooler Remember the next word



**2.32** Play the CD again. Pause the CD before key words and have the children raise their hand to say the next word. Check with the CD.

## Grammar and speaking

**Lesson objectives** practice the present perfect and *never*

**Key language** *Have you ever had an exhibition before? No, never! I've never shown my photos before. How long have you studied possums for? For five years. I've never seen one. kangaroo, platypus, possum, zoologist, it's a new experience*

**Secondary language** *exhibition, famous, funny-looking, jump, lay eggs, mammal*

**Materials** Class CD

### Warmer Play "Cross the Road"



Draw two crosswalks on the board, with three black stripes and two white. Divide the class into two teams and ask each team a question in turn.

If they answer correctly, they advance one stripe across the crosswalk. The first team to cross the road is the winner.

Suggested questions: *Have you ever \_\_\_\_\_ to ski? (learned); Name one of our senses. (sight, hearing, touch, taste, smell); Name a kind of taste. (sour, bitter, sweet, salty); Have you ever \_\_\_\_\_ the top of a mountain? (reached); Where do noodles come from? (China); Name a food from Japan. (sushi); Name a food from the U.K. (fish and chips); Have you ever \_\_\_\_\_ a zoo? (visited); Have you ever \_\_\_\_\_ a message in a bottle? (sent)*

### Optional Moving Grammar



Use the Moving Grammar presentation on the Teacher's Resource CD.

## 2.33 Lead-in and presentation of new language

Have the children look at the photos and tell you the names of the animals. Have them read just the first paragraph. Ask *What does a zoologist do? (Studies animals.)* Ask *Has Hans had an exhibition before? (No, he hasn't.)* *How do we know this? (He answered "No, never.")* *What does "never" mean? (We haven't done something before.)*

Have the children listen and read. Play the CD once or twice. Ask *What do you know about possums and platypuses?* Have the children tell you what they have learned about them from the text and anything else they know.

### Answers

*Possums: various kinds; Hans studied the Sugar Gliders; very big eyes; can jump from tree to tree.*

## Lesson 4

1 Listen and read. What do you know about possums and platypuses?

**Sally:** Welcome to *Animal Adventures*. I'm talking to the famous zoologist Hans Heindreich at his exhibition of animal photos. Have you ever had an exhibition before, Hans?

**Hans:** No, never! This is a new experience. I've studied animals for many years but I've never shown my photos before.

**Sally:** Which is your favorite photo in the exhibition?

**Hans:** The photo of the possum. It has really big eyes!

**Sally:** How long have you studied possums for?

**Hans:** For five years in Australia. I studied Sugar Gliders, a kind of possum that can jump a long way from tree to tree. It looks like they're flying!

**Sally:** Wow! I'd like to see that! Tell me about the duck-billed platypus. I've never seen one. That's my favorite photo.

**Hans:** Yes, platypuses are funny-looking animals! And they're very interesting. They're mammals but they lay eggs. They can't run very well but they're really good at swimming.

**Sally:** I'd like to see a platypus, too!



2 Tell the class things you've never done but want to do.

*I've never climbed a mountain. I'd like to do that!*

3 Ask your friends in the class.



*Yes, I have. At the zoo!*

### Take Note!

*I've never shown my photos before.*

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**Additional info:** *from Australia; nocturnal; omnivores (plants and insects).*

**Platypus:** *funny-looking animal with a beak like a duck's; mammals but they lay eggs; can't run well but excellent swimmers.*

**Additional info:** *carnivore (worms, crayfish, etc.); male has spurs on back legs which can produce a poisonous venom.*

### Take Note!

Have the children read the Take Note! feature. Write on the board *I've never shown my photos before*. Ask *Is this the first time my photos are on show? (Yes.)* *If I say I've never done something, did I do it lots of times, one time, or zero times? (Zero.)*

## 2 Controlled spoken production of language

Say *I've never climbed a mountain. I'd like to do that! What would you like to do that you have never done?* Have children tell the class. Help with vocabulary as necessary.

## 3 Freer spoken production of language

Read aloud the dialogue with a child. Have the children stand up, move around the class, and ask their friends questions. Have them answer either *No, never.* or *Yes, I have.* If they answer positively, have them say more about what they did. Have children tell the rest of the class about a friend.

### Game On!



Play "The Memory Game". Give an example:

You: *I've never been to Argentina.* Child 1 (e.g.): *I've never been to Argentina or Brazil.* Child 2



(e.g.): *I've never been to Argentina or Brazil, and I've never seen a volcano.* Check that the children understand what they have to do and then play the game with the whole class. When the chain breaks down because someone cannot remember the sequence, get the child (or the whole class) to count to twenty and start again.

**Lesson 4**

**1 Read and (circle) the correct words.**

Joe: I read a book about turtles 1 last week / since yesterday. Have you 2 ever / ago seen a giant turtle?

Tom: Yes, I have. I saw one 3 for two years / two years ago at the Aquarium.

Joe: I've 4 never / before been there. But I went to the zoo 5 yesterday / for many years.

**2 Look and complete the sentences.**

1 a Joe has swum in a river. (swim)  
b Tom has never swum in a river. (swim)

2 a Joe \_\_\_\_\_ sushi. (eat)  
b Tom \_\_\_\_\_ sushi. (eat)

3 a Joe \_\_\_\_\_ to the U.S.A. (travel)  
b Tom \_\_\_\_\_ to the U.S.A. (travel)

4 a Joe \_\_\_\_\_ a movie star. (see)  
b Tom \_\_\_\_\_ a movie star. (see)

**3 Complete these sentences about yourself. Tell a friend.**

1 I've never seen \_\_\_\_\_  
2 I've never eaten \_\_\_\_\_  
3 I've never visited \_\_\_\_\_

I've never seen a camel.  
Oh, I've never seen a volcano.

Activity	Joe	Tom
swim in a river	✓	✗
eat sushi	✗	✗
travel to the U.S.A.	✓	✓
see a movie star	✗	✓

**Catchphrase** 55 page 96  
Cross out the incorrect word.  
1 I've never seen it / one / last week!  
2 This is a new place / experience / old.

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- 1** Have the children read the conversation and circle the correct expressions. Have the children compare their answers with a friend, then raise their hand to answer. Ask for class agreement.

### Answers

*1 last week 2 ever 3 two years ago 4 never 5 yesterday*

- 2** Have the children look at the table and complete the sentences. Have them compare with a friend, then answer in pairs.

### Answers

*1 Joe has swum in a river. Tom has never swum in a river.  
2 Joe has never eaten sushi. Tom has never eaten sushi.  
3 Joe has traveled to the U.S.A. Tom has traveled to the U.S.A.  
4 Joe has never seen a movie star. Tom has seen a movie star.*

- 3** Have two children read out the dialogue. Have the children answer the questions about themselves and then compare their answers with a friend. Have as many children as time permits read out some or all of their answers.

## Teacher Time

Children enjoy chain games. None of them wants to be the one to break the chain, so they really concentrate on what has been said.

**Catchphrase** Have the children cross out the incorrect word in each sentence. Have them compare with a friend, then raise their hand to tell you what their friend has crossed out.

### Answers

*1 last week 2 old*

## My Grammar (p.109)

- Explain that when we want to talk about things that we have never done at any time, we use *I've never*.
- Ask the children to read the examples aloud. See if they can think of one or two more of their own to add.
- Ask the children to do the activity. Check answers by asking children to read out a sentence.
- Give example situations (e.g. *swim in a lake, ride on a tractor, etc.*). Each time, children who have never done that thing call out the appropriate *I've never ...* sentence.

### Answers

*1 I've never eaten snake meat. 2 I've never driven a car.  
3 I've never visited the U.S.A. 4 I've never been late for school.  
5 I've never swum in a river.*

## Cooler Play "Word Steps"



Demonstrate how to play the game. Write *kangaroo* on the board. Explain they have to use the last letter of the word to start a new word and form steps. For example:

*kangaroo — orange — elephant*

Write *zoologist* on the board. See how many steps the children can make without repeating a word. The game can be played as a class on the board, or once the children understand what is expected of them, in small groups writing the words in their notebook.

## Spelling

**Lesson objectives** raise awareness of spelling and sound patterns with "ou" and "ow"

**Key language** *allowed, around, clowns, frowns, house, mouse, proud*

**Secondary language** *circus, good grades, quiet, reading a book, rock concert, school, sitting alone, smiles, watching*

**Materials** Class CD; fairly large bag

### Warmer Play "Collection and Return"



Collect one item from each child and put them in a bag. Have the children close their eyes and take things out of the bag one by one. Have the children go around and ask each other *Is this your ...?* After three questions have them go to the front of the class and ask *Whose ... is this?* If you have a large class you can demonstrate the game with a small group and then have the children continue in groups of eight.

### 2.34 Exposure to spelling-sound patterns

Have the children look at the photos. Ask *Have you ever been to a circus?* Encourage them to tell you about what they liked or disliked, if there were animals or only people, and if they enjoyed the clowns. Then ask *Have you ever been to a rock concert?* Again, have the children tell you who they saw and if they enjoyed it. Ask *Were they good experiences for you?* Have as many children as possible give their opinion.

Have the children read and listen to a poem about good experiences and then tell you what good experiences are for them. Tell them about yours, too. Play the CD once or twice. Ask *What does "frown" mean?* Elicit in L1 or as an action.

### Quick Stretch

Have the children write one verse about what is a good experience for them. Have them write four lines with the second and fourth lines rhyming. Write on the board as an example:

*Great lesson.*

*In the class.*

*Children enjoyed it.*

*Out on the grass.*

Help with vocabulary when needed. Have children read out their poem.

**Lesson 5**

**1 Listen and read. What are good experiences for you?**

**Good Experiences**

Sitting alone.  
In the house.  
Reading a book.  
Quiet as a mouse.

Now at the circus.  
Watching the clowns.  
Smiles all around.  
No one frowns.

Good grades at school.  
Feeling proud.  
Going to a rock concert.  
I'm allowed!

**2 Underline the words with the -ow sound in Activity 1. Then write them in the correct group in the chart.**

Group 1: -ow	Group 2: -ou
now	house

**3 Test your friend.**

proud ☐ flower ☐ allowed ☐ frown ☐ house ☐

How do you spell "proud"? P - r - o - u - d.

**Spelling Tip!** Write out the words leaving a gap for the ow sound. Complete the words - ou or ow? Then check. This will help you learn the spellings.

Find more -ow and -ou words with this sound.

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## 2 Consolidation of the spelling-sound patterns

Have the children copy the chart into their notebook and then look back at the poem and complete their chart with more "ow" and "ou" words. Monitor and help if necessary. Have the children compare what they have written with a friend. Get feedback by having the children tell you what their friend has written.

### Answers

Group 1 *now, clowns, frowns, allowed*

Group 2 *house, mouse, around, proud*

### Spelling Tip!

Write the words from Activity 2 on the board, leaving a gap for the "ow" sound. Have children raise their hand to come and write the correct letters in the gap.

## 3 Practice of the spelling-sound patterns

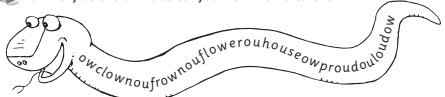
Have the children work with a friend to test their spelling. Remind the children of the question *How do you spell ...?* Have the whole class ask you to spell *proud*. Spell it wrongly to make sure they're listening. Have them continue in pairs. Have the children write out the alphabet at the back of their notebook and point to letters in turn to make a silent version.

## Optional Mini-extension: Find more -ow and -ou words with this sound

Have the children scan their book for more words to add to the chart, or use their own knowledge. After two minutes, have the children raise their hand to tell you words. Fill the board with their suggestions. Check that they write all the words in the correct column.

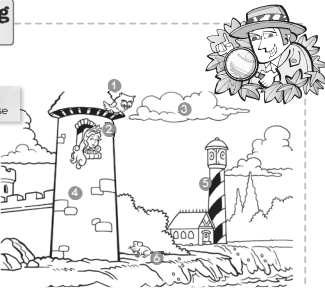
Lesson 5

1 How many ou and ow words can you find in the wordsnake?



2 Label the objects.

mouse owl tower  
crown cloud lighthouse



1 owl  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

3 Write the words in Activity 2 in the correct group.

clown	sound
_____	_____
_____	_____
_____	_____

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- 1 Have the children look at the wordsnake and circle the words. Have them read the words aloud.

### Answers

*clown, frown, flower, house, proud, loud*

## 2 Spelling Quest

Have the children look at the words in the box and label the objects in the picture. Have them compare with a friend, then raise their hand to tell you their friend's answer.

### Answers

*1 owl 2 crown 3 cloud 4 tower 5 lighthouse 6 mouse*

## 3 Spelling Quest

Have the children look back at the words in Activity 2 and write them in the correct group, depending on the spelling. Monitor and help if necessary. Elicit the answers by having the children raise their hand.

### Answers

*clown: owl, tower, crown*

*sound: mouse, cloud, lighthouse*

## Cooler Play "Jump the Line"



Establish that one side of the room represents "ow" words and the other side "ou" words. Call out words from the unit and have the class point to one side or the other and call out *o-w* or *o-u* and spell out the letters. (See Games Bank pp. 204–205.)



## Reading and writing

**Lesson objectives** read and understand an extract from a letter; learn how to use *so* and *because*; use a description using *so* and *because*

**Key language** *so I can take sailing lessons, because I love the ocean, so I can see all the beautiful fish in their world, so I can see other countries, because I'm interested in history, so I can see the pyramids*

**Secondary language** *my money, scuba diving, take sailing lessons, underwater*

**Materials** a stuffed animal; the lyrics from a well-known song and the song on CD (see Cooler)

## Warmer Play "Name Six Things"



Arrange six chairs in a circle and stand outside it. Have six children sit on the chairs and give one child the stuffed animal. Tell the child holding the animal to name six things in a category. The child then passes the animal around the circle. The child who started with the toy has to name six things before it gets back to them. For example, you might say *Name six different meals from around the world*. If the child cannot name six items before the animal gets back to them, they are out and another child takes their place. Give another child the animal.

## Teacher Time

The Warmer is a fun and challenging activity that can be adapted to virtually any subject. It allows the children to review material they have learned without having to get paper and pen out and answer questions from a text.

## 1 Lead-in and reading for specific information

Have the children look at the photo. Ask *Have you ever been sailing?* Have the children tell you about their experience if they have sailed in the past or if they would like to try sailing and why.

Write *scuba diving* on the board and ask if anyone can tell you what it means. Elicit or give the meaning and ask where you do it.

Have the children read the extract. Have children raise their hand to tell you what Juan wants to do. Have children add details to what another child has said.

### Lesson 6

1 Read. What does Juan want to do before he's 20?

## Shapes Magazine

We asked you to write and say what you want to do before you're 20. This is an extract from Juan Ballaro's letter.

... I've been saving my money for two years so I can take sailing lessons. I've already sailed a lot with my friend's dad and I've decided I want to sail around the world before I'm 20. I want to do that because I love the ocean. I haven't learned to swim underwater yet but I'm going to learn scuba diving so I can see all the beautiful fish in their world. I also want to sail around the world so I can see other countries before I'm 20. I've always enjoyed reading about other countries because I'm interested in history. I really want to go to Egypt so I can see the pyramids ...

2 Tell the class why Juan wants to go around the world. Use *so* and *because*.

3 Tell the class what you want to do before you're 20 and why.

I want to climb Mount Everest so I ...

4 Write notes about what you want to do before you're 20 and why.

I want to learn to ...

I want to go to ...

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**Pen Pal**

Start to use longer sentences in your writing. You can join short sentences with *so* and *because*.

## Answer

*sail around the world, learn scuba diving, see other countries, go to Egypt and see the pyramids*

## Quick Stretch

Have the children work in small teams and write questions about the text, with one child on each team acting as secretary. Only questions that can be answered by the text are allowed. After five minutes have them ask another team one of their questions. The other team has twenty seconds to answer. If the answer is correct and within the time limit, the answering team gets a point. If the answer is incorrect or outside the time, the questioning team receives a point and they tell the other team the answer. Each team takes turns asking and answering questions.

## Pen Pal Use of *so* and *because*

Have the children look back at Juan's letter, focusing on the length of his sentences. Point out that longer sentences can make a piece of writing more interesting. Write on the board *I've been saving my money for two years so I can take sailing lessons* and circle the word *so*. Ask *Does the "so" phrase tell us where, when, or why? (Why.)* Write *I've always enjoyed reading about other countries because I'm interested in history*. Ask *Does the "because" phrase tell us where, when, or why? (Why.)* Clarify that we use *so* and *because* to join two sentences together and to give a reason for doing

something. Have the children go through the letter and circle all the examples of *so* and *because*. Ask *Why does Juan want to sail around the world before he's 20? (Because he loves the ocean.) Why is Juan going to learn scuba diving? (So he can see all the beautiful fish in their world.)*

## 2 Post-reading: making longer sentences

Ask a child to start telling the class why Juan wants to go around the world. Prompt the child to use *so* and *because*. Have another child continue with a second example. Have the children continue talking about Juan's list and reasons in pairs.

## 3 Writing preparation

Give the children a minute to think about what they would like to do before they are 20 and why. Have a more confident

child tell the class their plans and why, using *so* and *because*. Show interest in what the child is telling you and ask questions. Encourage other children to ask questions too and say what they would like to do.

## 4 Further writing preparation

Have the children draw a line down the center of a clean page in their notebook. First have the children write what they would like to do before they are 20. Have them write their reasons in the other column. Remind the children of what they were just telling the class. Monitor and help as necessary. Have the children compare what they have written with a friend and make suggestions to each other about any improvements on their ideas.

**Lesson 6**

**1 Pen Pal** Write one sentence each time. Use *so* or *because*.

- I want to learn to play the guitar. I can join a band.  
*I want to learn to play the guitar so I can join a band.*
- I'm going to get a job at the library. I can read lots of books.
- I want to visit the zoo. I love animals.
- I've always enjoyed cooking. I'm interested in food.
- It's my dream to go to Australia. I can see the Sydney Opera House.

**2** Now write your description about what you want to do before you're 20 in your notebook. Use the Writing Bank to help you.

**Writing Bank**

<b>Expressing wishes</b> I want to see It's my dream to I'd love to I've always wanted to	the Golden Gate Bridge. be a rock star. fly an airplane. drive fast cars.	<b>Expressing likes</b> I love I'm crazy about I'm interested in	animals. cooking. playing sports. swimming. nature. fashion.
<b>Skills</b> I'd like to learn how to	swim underwater. sail a boat. write music. take amazing photos. grow my own food. design clothes. write best-selling books. do street dancing.		

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## 1 Pen Pal

Have the children read the sentence pairs and join them together using *so* or *because*. Monitor and help if necessary. Have the children compare what they have written with a friend. Elicit answers and have the children read the two sentences aloud and then the rewritten sentence.

### Answers

*1 I want to learn to play the guitar so I can join a band. 2 I'm going to get a job at the library so I can read lots of books. 3 I want to visit the zoo because I love animals. 4 I've always enjoyed cooking because I'm interested in food. 5 It's my dream to go to Australia so I can see the Sydney Opera House.*

**2** Have the children write a description using their notes from the Student Book and the Writing Bank. Monitor and help as necessary. Have some of the children read their letters to the class. Collect their notebooks to grade.

## Picture Dictionary

Have the children look back at the unit and complete the vocabulary list in the Picture Dictionary. Then use one of the Picture Dictionary activities (see pp. 200–201).

## Optional Projectable Poster



Use the Unit 10 poster on the Teacher's Resource CD to review the language from the unit.

## Cooler Play "Word Grab"



Choose a song that you have the lyrics for and write 10–15 words from the song lyrics on separate pieces of paper. Do not choose words that are next to each other. Stick each word on the board at child height. Divide the class into two teams and have them line up in their teams in front of the board. Play the song. When the two children at the front of their line hear a word in the song that is on the board they have to race each other and grab the word from the board. Don't let this get violent! They then go to the back of the line and the next pair takes over. The team with the most words wins. Don't stop or pause the CD. You will need to play the song several times until all the words have been grabbed from the board.