



Look and listen. Say the words.



①

Japan –
Japanese



②

Russia –
Russian



③

Peru –
Peruvian



④

the United Kingdom
– British



⑤

the United States
– American



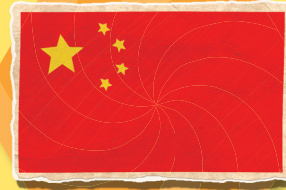
⑥

Mexico – Mexican



⑦

Spain – Spanish



⑧

China – Chinese

2 Write the words from Exercise 1.

1. J a p a n - J a p a n e s e
2. R u s s i a - R u s s i a n
3. P e r u - P e r u v i a n
4. t h e U n i t e d K i n g d o m - B r i t i s h
5. t h e U n i t e d S t a t e s - A m e r i c a n
6. M e x i c o - M e x i c a n
7. S p a i n - S p a n i s h
8. C h i n a - C h i n e s e

3 Twist and Shout

Have a spelling race.



Spain!

Spanish!
S-p-a-n-i-s-h!



Vocabulary presentation

Lesson objective: learn countries and nationalities

New vocabulary: *Japan, Japanese, Russia, Russian, Peru, Peruvian, the United Kingdom, British, the United States, American, Mexico, Mexican, Spain, Spanish, China, Chinese*

Materials: Unit 9 Picture Cards ► Class CD ► Teacher Twister (optional) ► Homework Book

Warm up

Hold up the picture cards at random. Each time, point to a section on the flag and ask the children to shout out what color it is. Do this quickly to make it fun!

1 Look and listen. Say the words.

- 🐾 Play the CD; ask the children to point to the pictures of the flags as they listen.
- 🐾 Play the CD again; pause after every pair of words. Ask the children to repeat.
- 🐾 Play the CD again; pause after every pair of words. Ask the children to repeat the words, then write the country in the air with their finger.

2 Write the words from Exercise 1.

- 🐾 Put the picture cards face down on your desk. Invite children to choose and hold up a card. The children shout the words then write them in their book against the correct number, spelling them as they write.
- 🐾 Repeat for each picture card. Monitor.

3 Have a spelling race.

- 🐾 Divide the class into two teams. Say *Have a spelling race*.
- 🐾 Choose one child from each team to come to the board.

- 🐾 Call out a word (either a country or a nationality) from Exercise 1. The children race to write the word on the board and call out the spelling. The child who writes and spells the word correctly first wins a point for their team.
- 🐾 Repeat until you have called out all the target vocabulary at least once. At the end, the team with the most points wins.

OPTIONAL ACTIVITIES



ALTERNATIVE

To do Exercise 3 using the Teacher Twister:

- 🐾 Stick the Twister on the board with the picture cards around it. Spin the Twister and ask the children to call out the word (either the country or the nationality) the arrow lands closest to. Then invite a child from each team to the board to race to write and spell the word.



ALTERNATIVE To do Exercise 3 differently:

- 🐾 Put the children in pairs; they take turns. One child calls out a country and their friend spells the nationality (or vice versa). Repeat to use all the target vocabulary. Monitor.

Wrap up

Play "Hangman" on the board with the nationalities from the lesson. Invite children to come to the front to guide the game each time.

Homework

Ask the children to complete p.28 in their Homework Book.

Grammar presentation

Lesson objective: talk about where people come from and their nationality **New grammar:** *Where do they come from?*

They come from ... **Vocabulary review:** *Russia, Russian, China, Chinese, Japan, Japanese, Peru, Peruvian*

Materials: Class CD

Warm up

Write on the board four countries or nationalities from Lesson 1. Ask the children to read the words then close their eyes. Rub out one word, then ask the children to open their eyes and shout out the missing word. Repeat with different combinations.

1 Listen and color the flags. Then write.

- 🐾 Play the CD; ask the children to point to the pictures as they listen.
- 🐾 Play the CD; pause after every dialogue. Ask the children to tell you the country, then color the flag.
- 🐾 Ask the children to read the example dialogue aloud, then write the other answers. Monitor.

Audioscript

Boy: Where do they come from?

Girl: They come from Russia. They're Russian.

Boy: Where do they come from?

Girl: They come from China. They're Chinese.

Boy: Where do they come from?

Girl: They come from Japan. They're Japanese.



2 Draw two children with another flag. Talk to a friend.

- 🐾 Ask the children to draw two children with another flag. Monitor.
- 🐾 Put the children in pairs. Ask them to read the example dialogue aloud in their pairs, then to ask and answer with their friend. Monitor.
- 🐾 Invite children to come to the front with their picture. They show the class their picture and the children ask where the children come from.

3 Complete the question.

- 🐾 Ask the children to look at the picture and read the answer to themselves.
- 🐾 Say *Complete the question*. The children write the question. Monitor.

OPTIONAL ACTIVITIES

EXTEND IT To extend Exercise 1:

- 🐾 Put the children in pairs to practice the questions and answers.

Wrap up

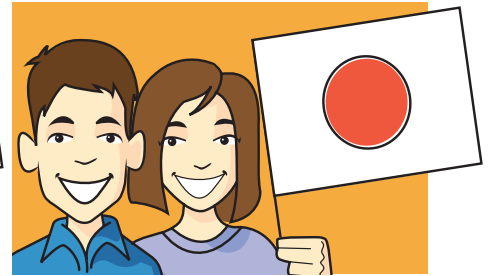
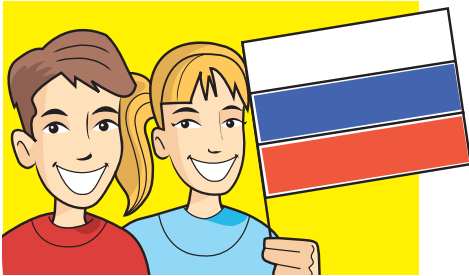
Call out country or nationality words at random (e.g. *Spain*). Each time, the children call out the matching nationality or country (e.g. *Spanish*). Repeat to use all the target vocabulary at least once.

Homework

Ask the children to draw a new picture of children with a flag and write about it.



1 Listen and color the flags. Then write.



1. Where do they come from?

They come from Russia. They're Russian.

2. Where do they come from?

They come from China. They're Chinese.

3. Where do they come from?

They come from Japan. They're Japanese.

2 Draw two children with another flag. Talk to a friend.

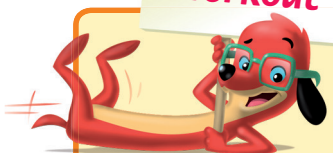


3 Grammar Workout

Complete the question.

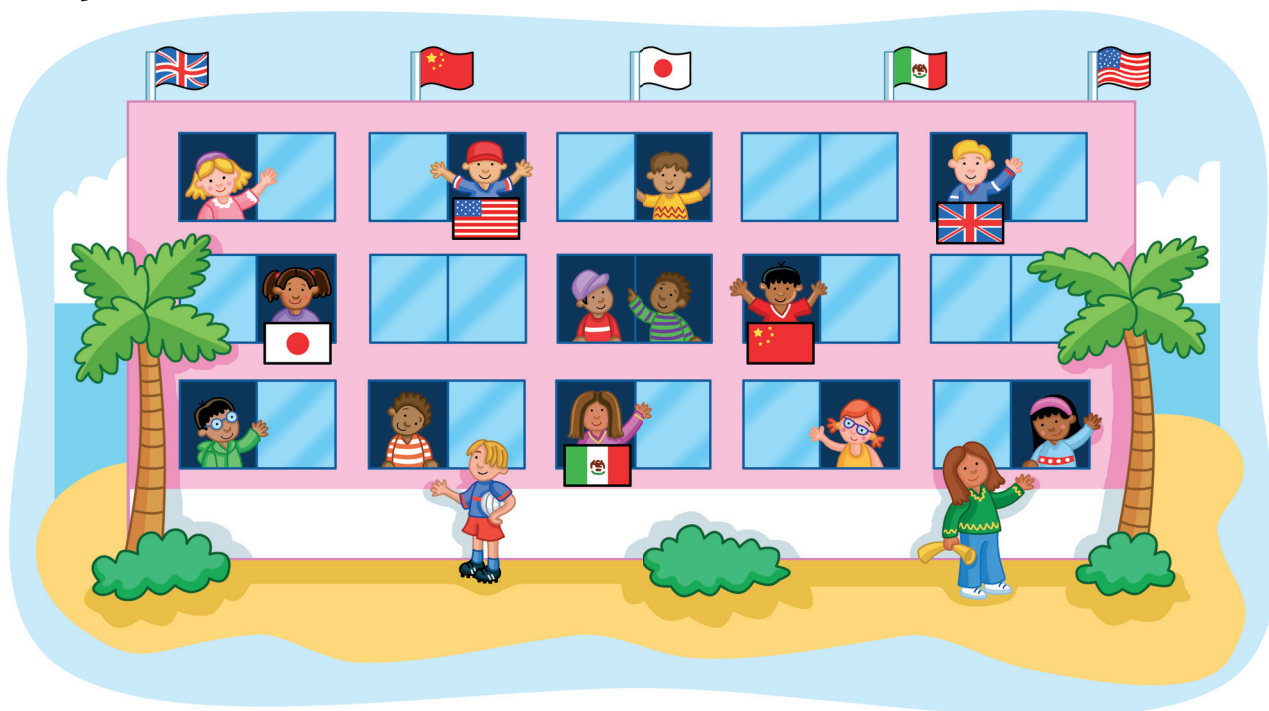
Where do they come from?

They come from Peru. They're Peruvian.



Unit 9 Lesson 3

1 Read and figure out the puzzle. Write the number.



There are 40 children in a hotel. They're on vacation. They come from Japan, the United States, Mexico, China and the United Kingdom. 5 children are Japanese. 8 children are American. 17 children are Mexican and 4 children are Chinese. How many British children are in the hotel? There are 6 British children in the hotel.

2 Choose a group of children from Exercise 1. Play the guessing game.



Do they come from Mexico?

Do they come from China?

They're Chinese!

No, they don't.

Yes, they do!



Grammar extension

Lesson objective: talk about different countries and nationalities **New grammar:** *Do they come from ...? Yes, they do., No, they don't.* **Grammar review:** *There are ..., They're ..., They come from ...* **Vocabulary review:** countries and nationalities **Materials:** Homework Book

Warm up

Draw slowly flags from Lesson 1 on the board. Each time, the children call out the name of the country when they know it.

1 Read and figure out the puzzle. Write the number.

- 🐾 Ask the children to look at the picture and tell you how many children there are (15).
- 🐾 Read the text to the children once, then ask them to read it aloud.
- 🐾 Say *Write the number.* The children figure out the puzzle and write. Monitor.
- 🐾 Say *How many British children are there in the hotel?* The children call out the answer (6).

2 Choose a group of children from Exercise 1. Play the guessing game.

- 🐾 Put the children in pairs; they take turns.
- 🐾 Ask the children to read the example aloud, then play the guessing game with their friend. Monitor.
- 🐾 Invite children to come to the front and choose a group of children from Exercise 1. The class asks questions to guess the nationality.

OPTIONAL ACTIVITIES

ALTERNATIVE To do Exercise 1 differently:

- 🐾 Put the children in pairs to do the exercise. They read aloud (but quietly) one sentence each alternately then they figure out the puzzle together, speaking only English.



Wrap up

Write the first and last letter of countries or nationalities from the unit on the board. Ask children to come to the board to complete the words. Monitor.

Homework

Ask the children to complete p.29 in their Homework Book.

Need a
Fast Filler?
See p.ix.

Vocabulary extension

Lesson objective: learn about the Earth, the sun and the moon **New vocabulary:** *sun, moon, country, island, continent, Earth, south, Cuba* **Vocabulary review:** *Mexico*
Grammar review: *What ...? Where ...?* **Materials:**
 Class CD

Warm up

Draw an alien on the board. Say *alien*. Ask the children to draw and color a picture of an alien. Then they hold up their picture and shout *alien*.



1 Listen and point. Say the words.

- 🐾 Ask the children to look at the picture and count the stars (nine).
- 🐾 Play the CD; ask the children to point to the pictures as they hear the words.
- 🐾 Play the CD again; pause after every word. Ask the children to repeat.

2 Read the clues. Talk to a friend. Then complete the puzzle.

- 🐾 Ask the children to read the example clue and answer aloud.
- 🐾 Put the children in pairs; they take turns. One child reads a clue and their friend answers. Monitor.
- 🐾 Ask the children to complete the puzzle. Monitor.

OPTIONAL ACTIVITIES

EXTEND IT To extend Exercise 1:

- 🐾 Call out the target vocabulary from the lesson and ask the children to spell the words.
- 🐾 Then spell one word at a time quite fast and encourage the children to shout out the word.



Wrap up

Call out the questions from Exercise 2 at random. Each time, choose a child to call out the whole answer (including the missing word).

Homework

Write on the board *The sky at night*. Ask the children to write the title in their notebook, then draw and label a picture for it at home.





Listen and point. Say the words.

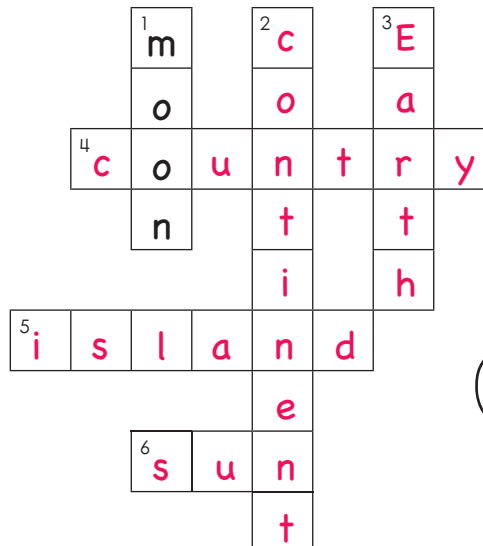


2 Read the clues. Talk to a friend. Then complete the puzzle.

1. What do we see in the sky at night? The m o o n.
2. What's South America? It's a c o n t i n e n t.
3. Where do people live? We live on the E a r t h.
4. What's Mexico? It's a c o u n t r y.
5. What's Cuba? It's a country and an i s l a n d.
6. What does the Earth do? It goes around the s u n.



What do we see in the sky at night?



The moon.

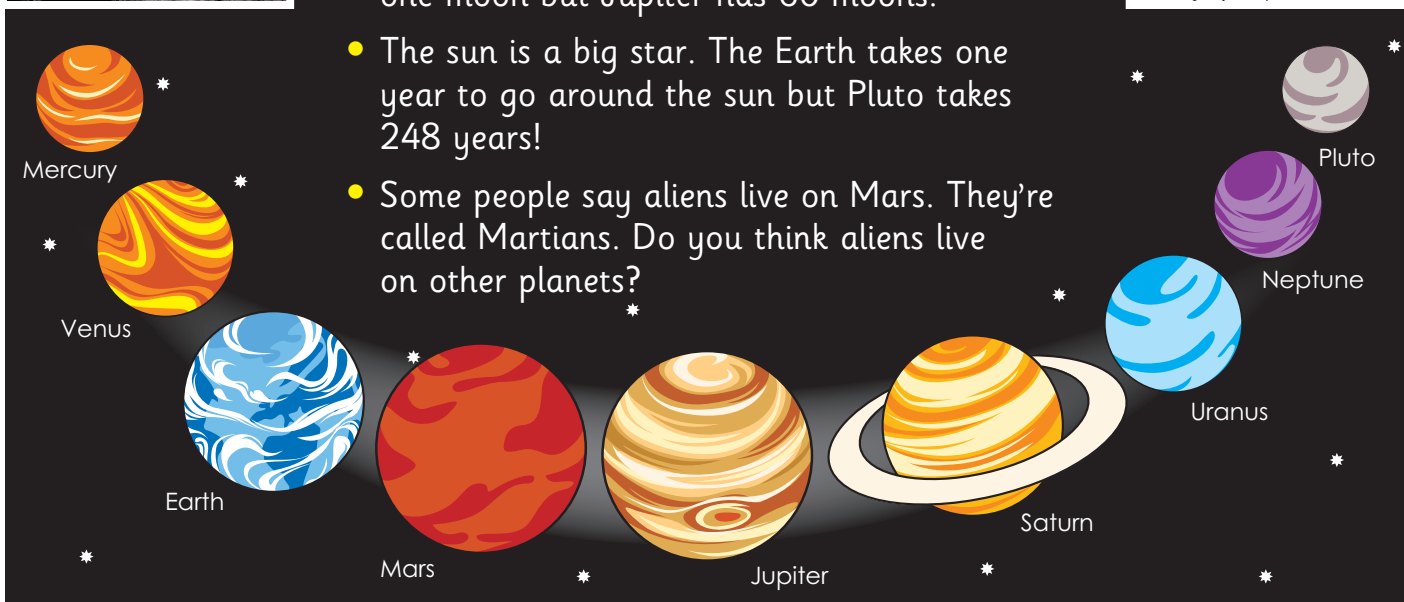
Unit 9 Lesson 5



Read: *Space Facts*



- Astronauts fly rockets into space and study the moon. Many astronauts are American or Russian.
- Astronauts can see the Earth from the moon. They can't see the countries. They can only see the oceans, so the Earth is called the blue planet.
- We can see Venus from the Earth. It looks like a bright star in the night sky.
- One day on the Earth is 24 hours. One day on Jupiter is about ten hours. The Earth has one moon but Jupiter has 60 moons.
- The sun is a big star. The Earth takes one year to go around the sun but Pluto takes 248 years!
- Some people say aliens live on Mars. They're called Martians. Do you think aliens live on other planets?



2 Read the text again. Circle *True* or *False*.

1. Astronauts can see countries from the moon.
2. You can't see Venus from the Earth.
3. One day on the Earth is 24 hours.
4. The sun goes around the planets.
5. The Earth takes one year to go around the moon.

True / **False**

True / **False**

True / False

True / **False**

True / **False**

Text

Lesson objective: read a text **New vocabulary:** astronaut, rocket, space, planet, Venus, bright, Jupiter, star, Pluto, Mars, Martian, Mercury, Saturn, Uranus, Neptune
Vocabulary review: moon, American, Russian, Earth, ocean, sun, alien **Materials:** Class CD

Warm up

Tell the children to look at the astronaut. Ask them to walk around their desk as if they were an astronaut on the moon wearing a special suit. Then, ask them to look at the alien and walk again, this time the way they think an alien would walk.

1 Read: Space Facts

- Ask the children to look at the picture of the planets and count how many there are (nine).
- Play the CD; ask the children to follow the words with their finger.
- Play the CD again; ask the children to read along.

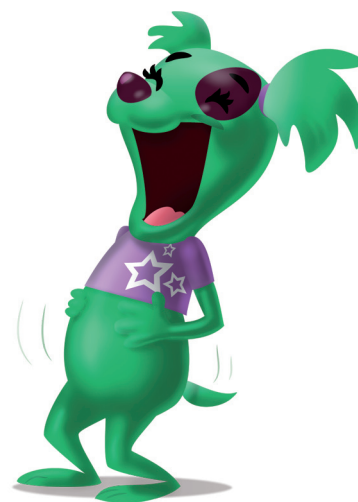
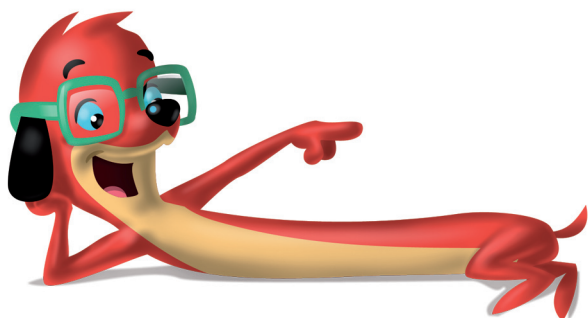
2 Read the text again. Circle True or False.

- Divide the class into six groups. Ask each group to read one paragraph of the text aloud.
- Say *Circle true or false*. The children circle *true* or *false* for each sentence. Monitor.
- Read the statements aloud one at a time and ask the children to call out *true* or *false* each time.

OPTIONAL ACTIVITIES

EXTEND IT To extend Exercise 2:

- Ask the children to write down three more true or false sentences about the text.
- Go around the class asking children to read one of their sentences aloud. Each time, the children say *true* or *false*.



Wrap up

Do a class survey about whether the children think aliens live on Mars. Write *Yes* and *No* on the board. Go around the class asking the children if they think aliens live on Mars and put a check under *Yes* or *No* for each answer.

Homework

Ask the children to listen to the text again on their Homework Audio CD.

Song

Lesson objective: sing a song **New vocabulary:** language, funny, red hot, may, guy, on the top of **Vocabulary review:** planet, Earth, moon, sun **New grammar:** It's far from **Grammar review:** We come from ... **Materials:** Class CD ► construction paper (one circle per child) ► string or thread ► colored pens ► Homework Book

1 Sing the song.

- Ask the children to look at the picture and read the title of the song. See if they can guess what the song is about (aliens).
- Play the CD; ask the class to follow the words with their finger.
- Play the CD again; ask the children to stand up, twist on the spot and sing along with the chorus.
- Play the CD again; ask the children to sing along.

2 Look at Exercise 1. Draw an alien.

- Ask the children to draw an alien in their notebook according to the information given in the song in Exercise 1. Monitor.



Warm up

Write the names of the planets on the board (from Lesson 5), but leave out some of the letters (e.g. J_ _ _ t_ r for Jupiter). Invite children to look at Lesson 5 and complete the names. Repeat, this time with books closed.

3 Make a new planet and write. Then talk to a friend.

- Distribute the paper circles, string/thread and the pens. Then write on the board: *This is planet Ogg. Aliens live on planet Ogg. They speak Ogglish. They have _ eyes and _ legs.* Ask the children to write the text on one side of their circle and fill in the blanks.
- Ask the children to decorate the other side of their circle to look like a strange planet and draw aliens on their planet. Then they make a hole in the circle for the string/thread.
- Put the children in pairs. Ask them to read the example, then talk to their friend about their new planet.

OPTIONAL ACTIVITIES

EXTEND IT To extend Exercise 3:

- At the end, collect the planets so you can hang them up in the classroom. Allow the children to look at them and read them.

Wrap up

Put the children in pairs; they take turns. Ask them to draw an alien together - one child draws the head, their friend draws the eyes, etc. Monitor. Ask pairs to tell the class about their alien.

Homework

Ask the children to complete p.30 in their Homework Book.



Sing the song.

Our Funny Language

We come from another planet.
It's far from the Earth and moon.
We speak a different language
But we feel the same as you.

"Chick, chick, choppy, choppy choo.

Ningy, ningy, nang, nong, noo!"

In our funny language

This means "How are you?"

We come from a cold, cold planet.

It's far from the red hot sun.

We have three big eyes and long green hair

And six long legs to run.

Chorus

You may think we are funny

But you're the funny guys.

You have hair on the top of your head

And you only have two eyes.

Chick, chick, choppy,
choppy choo!



2 Look at Exercise 1. Draw an alien.

3



Make a new planet and write. Then talk to a friend.



THIS IS PLANET OGG.
ALIENS LIVE ON
PLANET OGG.
THEY SPEAK OGLISH.
THEY HAVE SEVEN
EYES AND ONE
LEG.



This is
planet Ogg.

Say the Right Thing

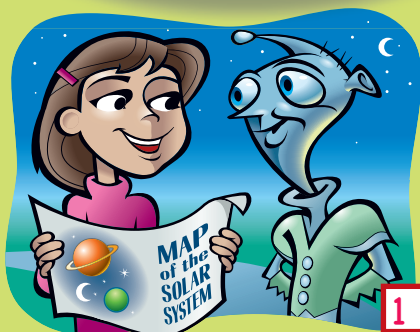


Listen and match. Then say.

1 Where do you come from?

2 Are you American?

3 Do you speak English?



2 Look at the example. Draw your picture. Then write.



Where do you come from?

I'm _____ on a bus _____.

I'm _____.

I'm talking to _____ a boy _____.

I'm talking to _____.

3 Write the right thing in the speech bubble.

Do you speak English?



Say the Right Thing

Lesson objective: say the right thing about nationality

Grammar review: *Where do you come from? Do you speak [English]?* **Vocabulary review:** *American, English*

Materials: Class CD

Warm up

Say *I speak Spanish. Where am I from?* Elicit *Spain*. Repeat with other languages the children have learned (*Japanese, Chinese, etc.*). Invite children to say the sentences and ask the class where they are from. Monitor and help if necessary.

1 Listen and match. Then say.

- 🐾 Ask the children to look at the pictures and find the alien (picture 2).
- 🐾 Play the CD; ask the children to listen and follow the words.
- 🐾 Play the CD again; say *Match the speech bubbles to the pictures*. Monitor.
- 🐾 Hold up your book and point to the pictures at random. Each time, ask the children to say the speech bubbles.

2 Look at the example. Draw your picture. Then write.

- 🐾 Ask the children to look at the picture, speech bubble and sentence. Ask who the speech bubble is coming from - the girl or the boy (the girl).
- 🐾 Say *Draw your picture. Then write*. The children draw and write. Monitor.

- 🐾 Ask the children to hold up their picture and shout out their speech bubble and their sentences. It's OK if they shout different things!

3 Write the right thing in the speech bubble.

- 🐾 Ask the children to raise their hand when they know the right thing for the speech bubble. Choose a child to tell you the answer.
- 🐾 Ask the children to write the right thing in the speech bubble. Monitor.
- 🐾 Ask the children to stand up, mime being the character in the picture and say the speech bubble.

OPTIONAL ACTIVITIES

EXTEND IT To extend Exercise 2:

- 🐾 Write on the board *Do you speak ...?* The children write the sentence in their notebook, choose a language and complete the speech bubble. Then, they draw a new picture.



Wrap up

Put the children in pairs; they take turns. Ask them to act out the pictures in Exercise 1 and say the speech bubbles.

Homework

Ask the children to listen to the speech bubbles again at home and say them with the correct pronunciation.

Review

Lesson objective: consolidate vocabulary and grammar from the unit **Vocabulary review:** countries and nationalities, *sun, moon, country, island, continent, Earth, alien* **Grammar review:** *Where do they come from? They come from ...* **Materials:** Teacher Twister/Student Twister (optional)

Warm up

Ask the children to stand up. Say *Copy* and do different actions to get the children moving before the Review (e.g. run around your desk, twist on the spot, mime rabbit punches, etc.).

Write the number. Review your lessons.

Choose a number between 1 and 5 for each exercise, choosing larger numbers for the things you feel the children need more practice in. Ask the children to write the numbers in the rubric for each exercise.

1 Spell __ words from Lesson 1.

- Hold up your book and point to flags at random (Peru, China, Japan, Mexico, Russia, Spain, the United Kingdom, the United States). Tell the children to shout and spell the country or the nationality each time.

2 Look at __ pictures. Ask: Where do they come from? Say: They come from China. They're Chinese.

- Put the children in pairs. Ask them to look at the pictures, read the rubric again and ask and answer with their friend. Monitor.

3 Spell __ words from Lesson 4.

- Write on the board the first letters of the words from Lesson 4. Point to the letters at random and ask the children to say then spell the word (sun, moon, country, Earth, island, continent). Monitor.

4 Say and write __ facts about the planets, the sun or the moon in your notebook.

- Ask the children to say and write facts about the planets, the sun or the moon. Monitor.

5 Draw an alien. Write __ sentences about your alien in your notebook.

- Ask the children to draw an alien. Encourage them to be imaginative! Monitor.
- Go around asking children to tell you sentences about their alien.
- Ask the children to write their sentences in their notebook. Monitor.

OPTIONAL ACTIVITIES



ALTERNATIVE

To do the review lesson differently:

- Stick the Twister on the board and write 1–5 around it.
- Spin the Twister for each exercise to decide how many answers the children write.



ALTERNATIVE

Another way to do the review lesson:

- Ask one child to spin their Twister to decide how many answers to write. Repeat with different children for each exercise.

Wrap up

Ask the children to stand up. Write on the board *TWIST AND SHOUT*. Ask the children to shout out the words and to twist as they do so! Tell them it is the end of the book and say *Good job!*

1 Twist and Shout

Write the number. Review your lessons.

1 Spell ___ words from Lesson 1.



2 Look at ___ pictures. Ask: Where do they come from? Say: They come from China. They're Chinese.

3 Spell ___ words from Lesson 4.



4 Say and write ___ facts about the planets, the sun or the moon in your notebook.

5 Draw an alien. Write ___ sentences about your alien in your notebook.