Unit Objectives
By the end of this unit, students can:
• name weekend activities
• make simple past statements with irregular verbs
• ask and answer simple past questions with irregular verbs

Teacher Resources
• Teacher App Unit 4
• Teacher Resource Center: Vocabulary, Grammar, Values, and CLIL Worksheets, Flashcards, Parent Letter, Unit 4 Test, Mid-Year Test

Lesson 1 Vocabulary
buy candy, see a movie, take a picture, go shopping, have a milkshake, eat pizza

Vocabulary Chant
weekend activities

Lesson 2 Grammar
Positive and negative simple past statements with irregular verbs

My Big Weekend

Lesson 3 Story
Star Captain
Value: Be responsible.

Lesson 4 Vocabulary
read a book, write a poem, do karate, sing a song, make a video, build a tree house, draw a picture
Song: Did You Have A Good Weekend?

Lesson 5 Grammar
Simple past question with irregular verbs

Sharebook
Guess Who!

Lesson 6 Art
animated, director, colorful, animator, voices, models
Text: Movie Magic

Lesson 7 Art
Project: Make a movie poster

Lesson 8 Phonics
Long e
Words with long e sound

Lesson Reflection
Try these Unit 4 Teacher Tips with your class! Then, as you reflect on your lesson, assess how well they worked for you. Use the Teacher Reflection Log on page x, download it from the Teacher Resource Center, or record your thoughts in a notebook.

Lesson Tip Focus Rating 1–5
1. Helping students who don’t want to share personal information Social-emotional Learning 1 2 3 4 5
2. Repeating dialogues Communication 1 2 3 4 5
3. Complimenting students on behavior Social-emotional Learning 1 2 3 4 5
4. Focusing on accuracy Communication 1 2 3 4 5
5. Helping students recognize when they don’t understand something Social-emotional Learning 1 2 3 4 5
6. Summarizing Communication 1 2 3 4 5
7. Giving positive feedback after presentations Social-emotional Learning 1 2 3 4 5
8. Giving students leadership roles Social-emotional Learning 1 2 3 4 5

Share the World 2
Using sentence frames Communication 1 2 3 4 5

Teachers Share It!
Share your insights with other teachers. Ask questions to learn from them.
Lesson 1

Lesson Aims
- To name weekend activities
- To answer questions about a picture

New Vocabulary
- buy candy, see a movie, take a picture, go shopping, have a milkshake, eat pizza

Materials: slips of paper, bag

Warm Up
Start class with a short sharing session. Model with a volunteer. Say I walked my dog yesterday. What did you do yesterday? Elicit a response. Put students in small groups to ask and answer the question. Then, have each of them report to the class on what they did yesterday.

Social-emotional Learning
Students may not always want to participate in activities that require them to share personal experiences. Perhaps they are going through changes at home or are just feeling shy. Be sensitive. Say to the class If you don't want to share about yourself, you can use your imagination. The purpose of this activity is to practice the language, and this can be done with imaginary situations.

Activity 1
Do the Unit Opener Routine. See page xiv. Display the picture. Read the questions aloud. Elicit the answers from students. Say It was a busy weekend in Shareville! People did a lot of fun activities. How many Share Fats do you see? (three) What animals do you see? (birds, a cat) What color is Sid's shirt? (yellow) Who is wearing it? (Matt's dad) What color are Kevin's bags? (orange and green)

Activity 2
CD2 Track 01
Do the Vocabulary Routine. See page xiv.

Activity 3
CD2 Track 02
Do the Chant Routine. See page xiv.

Chant Extension
Elicit the days of the week from the class. Write them on the board. Divide students in two groups. Have the first group chant the first verse but replace Friday with Monday. Have the second group chant the second verse but replace Saturday with Tuesday. Continue chanting the verses with each group saying a different day of the week, until you finish with Sunday.

Wrap Up
Review Lesson 1 vocabulary. Play Don't Say It! See page xii.

I Can Routine
Do the I Can Routine. See page xiv.

Grammar Practice
Workbook page 37
Student App Lesson 1

Lesson 2

Lesson Aims
- To talk about last weekend

New Grammar
positive and negative simple past statements with irregular verbs

Warm Up
Review Lesson 1 vocabulary. Play Ten Questions. See page xiii.

Activity 1
CD2 Track 03
Do the Grammar Routine. See page xvi.

To extend, put students in groups of three. Have them practice reading the dialogue aloud. Have them switch roles and repeat. Do the Grammar Practice on page 107 for homework, or in class.

Grammar Practice
Workbook page 38

Sentence Chain Game
See page 66 for instructions on setting up and playing My Big Weekend.

Wrap Up
Review Lesson 2 grammar. Play the Sentence Chain Game. See page xiii. Use the sentence starter Yesterday, I ... Start the chain with Yesterday, I bought a shirt.

I Can Routine
Do the I Can Routine. See page xiv.

Resources
Workbook page 38
Student App Lesson 2

The more practice students have with dialogues, the easier it will be for them to remember the grammar and feel less intimidated by it.

Activity 2
CD2 Track 04
Have students look at the pictures and elicit the name of each object or activity. Say Let's hear about Samantha's weekend. Play the audio once for students to listen only. Then, play again for them to listen and complete the activity. Have students check their answers in pairs. Check answers as a class.

Audio Script

B: Boy, S: Samantha
B: Hi, Samantha. How was your weekend?
S: It was good. On Saturday, I saw a movie and ate some popcorn with my friends. I liked the movie. After the movie, my friend had pizza and a milkshake. But I didn't have a milkshake or eat pizza. I had a soda and bought some candy. On Sunday, I went shopping with my mom. I bought new shoes and a new shirt. I love my new shoes. They're purple!

Activity 3
Sharebook

See page 66 for instructions on setting up and playing My Big Weekend.

Resources
Workbook page 38

Communication
Repeating dialogues helps students get used to hearing the grammar used correctly, and it gives them the opportunity to work on pacing and pronunciation.

Teacher Reflection: How was your lesson today? It's time to reflect! See p. x.
Lesson 3

Lesson Aims
- To read a story about what Kevin and Sid did last weekend.
- To understand the value of being responsible.

Vocabulary Review
- Shopping, buy candy, take a picture, see a movie.

Grammar Review
- Simple past statements with irregular verbs.

Materials
- Paper, crayons or markers.

Warm Up

Review Lesson 1 vocabulary. Have a student come to the front of the room and mime a weekend activity. The first student to correctly name the activity comes to the front and mimics another weekend activity. Continue until all six weekend activities have been mimed.

Activity 1

Display the story. Point to it and ask students to scan the story panels for words they recognize from Lesson 1 vocabulary.

Ask questions about each story panel and call on students to answer. Say What did they buy in story panel 1? (candy) What’s on the floor in story panel 2? (a wallet) What’s the name of the movie in story panel 3? (Space Team) What is Kevin pointing to in story panel 4? (the movie poster) How many Sharpe Pals are in story panel 5? (three) Where are they in story panel 6? (inside a movie theater)

Have students look at the story again. Read the title and ask Who saw a movie? Ask the class How can you be responsible? Write the value in the story, do the Values Extension.

Activity 2

CD2 Task 95

Play the audio and have students follow along in their books. Give them time to re-read the story silently.

To help students understand the value in this lesson, teach the idea of being responsible. Model behavior that shows being responsible and not being responsible. Have a student put something important, like a wallet on his/her desk and then get his/her backpack and leave the classroom. Look at the wallet, pick it up, and call to the student. Say You forgot this! Ask the class Am I being responsible? (yes) Have the student repeat the action again, but this time look at the wallet but don’t call to the student. Say Am I being responsible now? (no)

When students act out the story, ask them to think about how they would feel if they really were the characters. Then, ask five volunteers to come to the front and assign them the speaking parts from the story. Have them act it out without words. Then, have the same volunteers read the story as if it were a play. Ask the volunteers to close their books and recite their parts from memory. This can be repeated with different volunteers. Put students in pairs or in groups of six and have them read the story. One student should be the narrator and read the sentences above each panel.

Activity 3

Do the first item as an example. Read the question aloud and say Where can you find the answer? Have students point to the sentence or story panel that shows the answer. (story panel 1) Elicit the answer. Have students complete 2–4 individually. Check answers as a class. Have students say the story panel where they found each answer. (item 2, story panel 1; item 3, story panel 4; item 4, story panel 5)

Activity 4

Ask students to read the sentences silently, then try to complete them from memory before checking the story. Have them complete the items individually. Check answers as a class. Then, put students in pairs. Have them act out the dialogue.

Values Extension

To be sure students understand the value in the story, do the Values Extension activity. Write Be responsible on the board. Say How can you be responsible? Elicit ideas and write them on the board. Model some examples. Say Remember important things. Yes or no? (yes) Write it on the board. Help other people. (yes) Wake up late. (no) Forget your things. (no)

If students believe the action is responsible, write it on the board. For finish, repeat each responsible action chorally.

Wrap Up

Give students a piece of paper and markers or crayons. Say When were you responsible? Draw a large rectangle on the board and draw two lines to divide it into three panels. Write 1, 2, and 3 in each panel. Have students do the same on their papers. Say Let’s draw where we were responsible. Model an example. Say First, I saw a lost car. Write the sentence at the top of the first square and draw a picture underneath. Draw two more pictures to show yourself helping the cat. Have students do the same, writing sentences and drawing pictures to tell the story of a time they were responsible. Have each of them present their drawings to the class.

I Can Routine

Do the I Can Routine. See page xiv.

Resources

Workbook page 39 Student App, Lesson 3

Teacher Reflection

How was your lesson today? Is time to reflect! See p. x.
Lesson 4

Lesson Aims
- To name more weekend activities

Vocabulary Review
Read a book, write a poem, do karate, sing a song, make a video, build a tree house, draw a picture.

Materials: index cards

Warm Up
Review Lesson 1 and 2 vocabulary and grammar. Play the Whisper Sentence Game. See page xiii. Say sentences such as Sid had a milkshake, Suzy and Clara saw a movie, Julie went shopping with her mom, Matt didn’t take a picture, Clara didn’t buy new clothes.

Communication
Focus on accuracy by making sure to explain incorrect grammar after the game finishes. For example, if a team uses a simple present verb instead of a simple past verb during the Warm Up game, write both verb forms on the board. Practice repeating them together in context so that all students in the class hear and understand the difference.

Activity 1 CD2 Track 06
Do the Vocabulary Routine. See page xiv.

Activity 2 CD2 Track 07
Read the title of the song aloud. Have students read the lyrics first and write the missing words. Play the audio. Have students listen and check their answers. Play the audio as many times as needed. Have students compare answers in pairs. Check answers as a class. Read the lyrics (or have a student read them) and have the class call out the missing words. Play the audio again and sing along as a class.

Activity 3 CD2 Track 08
Model an example for the class using the language in the speech bubbles. Give a clue for the class to guess. Say You did this with a pencil. Prompt the class to guess. Write a poem. Write sentence stems on the board to help with clues, such as You did this with a pencil. You did this at. You need to do this. Put students in pairs. Have them play until all seven weekend activities are guessed. Fast finishers can continue with Lesson 1 vocabulary.

Wrap Up

I Can Routine
Do the I Can Routine. See page xiv.

Resources
Workbook page 40
Student App Lesson 4

Lesson 5

Lesson Aims
- To ask and answer questions about last weekend

New Grammar
Simple past questions with irregular verbs

Grammar Review
Simple past statements with irregular verbs

Materials: a small ball or soft toy

Warm Up
Review Lesson 2 grammar. Write a question on the board. Did you read a book last week? Have a volunteer read the question aloud. Have students come up with two more questions. Then, put them in pairs to ask and answer the questions.

Activity 1 CD2 Track 08
Do the Grammar Routine. See page xvi.

Grammar Practice Answers
1 did, 2 did, 3 did, drew

Activity 2 CD2 Track 09
Point to each picture and say What did Lily do? (She did karate.)
Lesson 6

Lesson Aims
• To read about animated movies
• To learn about animated movies

New Vocabulary
animated, director, colorful, animator, voices, models

Warm Up
Play Hangman. See page xii. Use famous movies, such as Finding Nemo. Write the movie titles on the board, and say What are all these things? (movies)

Activity 1
Have students scan the pictures on the page. Say What are the people doing? Point to each picture and elicit the answer.

Activity 2
CD2 Track 10
Have a volunteer read the activity question aloud. Play the audio and have students follow along in their books. Reread the activity question aloud. Play the audio and have students follow along in their books.

Activity 3
Look. What are the people doing? Read the text. How do people make movies? They draw pictures, computers, and models.

Movie Magic
Many movies today are animated. Animated movies can have talking animals or robots in space. Animated movies are amazing!

Teach the bolded new words in the paragraphs where they found the answer. (3, 4, 5)

Teach the bolded new words in the text. Point to a word and say the word aloud. Have students repeat. Point to a picture that explains that word. For example, point to the models and say These are models. If there is no picture, then mime or draw a picture on the board, or use the word in a sentence.

Check understanding of the vocabulary words by asking questions such as What word means something with lots of colors? (colorful)

Wrap Up
Say Let’s write about our favorite animated movies. Model the activity using Finding Nemo. Write on the board. This movie is about a little fish named Nemo. Nemo gets lost in the ocean. Nemo’s dad tries to find him. In the end, Nemo is home. Have each student write a four-sentence summary of their favorite animated movie, using the sample language. Have volunteers read their summaries to the class.

Lesson 7

Lesson Aims
• To make a movie poster
• To share a movie poster with the class

Materials
construction paper, markers or crayons

Activity 1
Put students in small groups. Have them take turns reading sections of the text aloud to each other. Read the item questions aloud. Have students answer the questions in their groups. Check answers as a class.

Activity 2
Project
Students work in the same groups to make a movie poster. Display the poster in the book as a model. Point out the title of the movie and the names of the group members. Read the activity steps aloud. Say What is usually on a movie poster? Elicit details such as a title, picture, characters, etc.

Activity 3
Share it!
Model presenting the poster in the book. Point to the speech bubbles and model the language. Give groups time to prepare what they want to say. Then, have each group take turns presenting their posters. All students must present so they take turns pointing to different parts of their poster and talking about them.

Students can write notes on the back of the poster to read while holding it up. Remind them to look at their classmates and make eye contact when they are presenting.

Social-emotional Learning
Setting a routine for giving positive feedback on presentations eases nerves and teaches empathy. Talk with your class about what they should do after a presentation, e.g., clap, ask questions to show interest, give compliments like Good job! or That was great! Make sure the whole class participates in giving positive feedback after each presentation.

Wrap Up
Display students’ posters around the classroom. Ask them to share something interesting or surprising they found while looking at the movie posters.

Share at Home
Have students answer the questions such as What are the people doing? Point to each picture and elicit the answer.

I Can Routine
Do the I Can Routine. See page xiv.

Resources
Workbook page 43

I can share my movie poster.

Lesson Reflection: How was your lesson today? It’s time to reflect! See p. x.
Lesson 8

Lesson Aims
- To read and say words with the long e sound

Warm Up
Review the long a sound from Unit 3. Write rain, paint, gray, and pay on the board. Say What sound do all these words have? (long a) Have one volunteer come up to circle the words with -ai-, and another volunteer do the same for words with -ay. Say What other words do we know with long a sound? If students have trouble, they can look at Unit 3 for help. Elicit ideas and write them on the board. Repeat all the words chorally.

Activity 1 CD2 Track 11
Do the Phonics Chant Routine. See page x.x.

Audio Script
1. /ai/ /ai/, bee (x2)
2. /ai/ /ai/, feet (x2)
3. /ai/ /ai/, tree (x2)
4. /ai/ /ai/, three (x2)
5. /ai/ /ai/, read (x2)
6. /ai/ /ai/, eat (x2)
7. /ai/ /ai/, beech (x2)
8. /ai/ /ai/, leaf (x2)

Activities 2 CD2 Track 12
Play the audio. Point to the words. Have students listen and repeat. Tell students that lines 4 and 5 are a review of words and sounds that they learned in previous units. Then, have them read the words chorally without the audio.

Activity 3 CD2 Track 13
Read the sentences as students follow along in their books. Repeat. Play the audio. Read the sentences together as a class.
To extend, put students in pairs. Have them write two additional sentences using words from Activities 1 and 2. Have each pair read one sentence aloud for the class to repeat.

Wrap Up
Review the long e sound. Play Board Race. See page xii. Ask students to write words with -ee-. Repeat all the words chorally. Let a student lead the class in choral repetition. Then, play again, asking them to write words with -ee-.

I Can Routine
Do the I Can Routine. See page xiv.

Resources
Workbook page 44
Student App Lesson 8

Social-emotional Learning
Giving students leadership roles in the classroom can boost self-esteem and improve their communication and interpersonal skills. When activities present an opportunity, let students have a turn leading the class.

Progress Tracker
Lesson Aims
- To review Unit 4 language

Materials: eight game pieces per student (e.g., coins, small pieces of paper)

Activity 1
Demonstrate how to play Four in a Row! Read the instructions aloud. Pick a square, then read the prompt aloud, e.g., Spell it. Say 6-e-e-e-e-e-e. Correct? (yes) Show how to put a game piece on that square. Point to three other squares to show which squares you would need to answer correctly to get four in a row. Have a volunteer do the next turn.
Divide the class in pairs and hand out eight game pieces per student. Have students take turns choosing a square, reading the prompt aloud, and completing the prompt. Students play until one student gets four squares in a row. Give them 15 minutes to play.
Walk around and monitor while pairs play the game. Check to make sure that students are placing their game pieces correctly. Students may raise their hand if they’re not sure whether an answer is correct.

Fast finishers can play the game with a different partner. Alternatively, you could use this time to have students do a quiet activity like drawing or independent reading.

Activity 2
Students go to Workbook page 45, Activity 2. Do the Progress Tracker Routine. See page xxi.

I Can Routine
Do the I Can Routine. See page xiv.

Resources
Workbook page 45

Teacher Reflection: How was your lesson today? It’s time to reflect! See p. x.
Write the model on the board and have students repeat it chorally.

**Student A**: I had a milkshake last weekend.
**Student B**: I didn’t have a milkshake. I went shopping.

Have two students come to the front of the room and model another round for the class. Correct any errors. Have students each cut out their cards. Then, have pairs do the activity until they match all the cards. Have pairs work together to do the activity. Walk around and monitor. Provide additional support, as necessary.

Fast finishers can shuffle the cards and play again.

**Answers**

bought candy, ate pizza, went shopping, had a milkshake, saw a movie, took a photo of a dog, took a photo of a cat, ate candy

Answers will vary.

**Materials**

- scissors, two sets of pre-cut cards (so use as a model)
- Put students in pairs, A and B. Each student has the same share page, page 25. Students take turns saying sentences about the cards.

Before modeling the activity, have both sets of cards from the activity cut out so you can model with them. Model the activity. You are Student A. Have a volunteer be Student B. Shuffle each set of cards, then put one set of cards face down in front of you, and put another set of cards face down in front of Student B. Turn over one picture card. Based on the picture, say a sentence about what you did last weekend, e.g., I had a milkshake last weekend. Have Student B turn over a card. If it matches your card, Student B repeats your sentence, saying I had a milkshake last weekend and takes both cards. If Student B’s card doesn’t match your card, Student B says I didn’t have a milkshake, then says another sentence about what is on their card, e.g., I went shopping. You both return the cards face down in front of you.

**Guess Who!**

Put students in pairs, A and B. Each student has the same share page, pages 27 and 29. Students play a game asking questions to find out which picture card their partner has. Before modeling the activity, have a set of cards from the activity cut out so you can model with them.

Model the activity. You are Student A. Have a volunteer be Student B. Put the picture cards in a pile face down. Take a card from the pile and keep it secret from Student B. Have Student B ask you a question to find out which card you have, e.g., What did you do last weekend? Look at the name of the person on your card, then find that person on the chart on page 27. Answer, using one of the checked activities, e.g., Did you build a tree house? Using the chart, answer the questions until Student B can guess, e.g., Are you Chris? If Student B is correct, he/she takes the card from you. Write the model on the board and have students repeat it chorally.

**Answers**

- Chris
- Sarah
- Bobby
- Emily
- James

**Student A**: Are you Chris?
**Student B**: Yes, I am!

Have two students come to the front of the room and model another round for the class. Correct any errors. Have students each cut out their picture cards. Then, have pairs do the activity until they have used all the cards. While students are playing the game, walk around and check that they understand how to play the game. Provide additional support, as necessary.

Fast finishers can shuffle the cards and play again.

**Answers**

- Chris read a book, did karate, made a video, sang a song, and wrote a poem.
- Sarah read a book, built a tree house, did karate, and drew a picture.
- Bobby read a book, did karate, sang a song, and drew a picture.
- Emily did karate, made a video, and sang a song.
- James read a book, built a tree house, made a video, and wrote a poem.
- Karen built a tree house, wrote a poem, and drew a picture.

**Materials**

- scissors, one set of pre-cut cards (so use as a model)
- Put students in pairs, A and B. Each student has the same share page, page 25. Students take turns saying sentences about the cards.

Before modeling the activity, have a set of cards from the activity cut out so you can model with them. Model the activity. You are Student A. Have a volunteer be Student B. Put the picture cards in a pile face down. Take a card from the pile and keep it secret from Student B. Have Student B ask you a question to find out which card you have, e.g., What did you do last weekend? Look at the name of the person on your card, then find that person on the chart on page 27. Answer, using one of the checked activities, e.g., Did you build a tree house? Using the chart, answer the questions until Student B can guess, e.g., Are you Chris? If Student B is correct, he/she takes the card from you. Write the model on the board and have students repeat it chorally.

**Student A**: What did you do last weekend?
**Student B**: I did karate.
**Student A**: Did you build a tree house?
**Student B**: No, I didn’t.
Lesson Aims

• To read an article about Tokyo
• To talk about things you can do on the weekend

With a population of over 13 million, Tokyo is one of the largest cities in the world. Many people think of sushi when they think of Japanese food but other foods, such as ramen, are growing in popularity around the world. Tokyo has many skyscrapers, but it also has lots of parks and nature. The city also has many different theme parks, including ones with fast roller coasters and large Ferris wheels.

WARM UP

Say What big cities do you know? Elicit world cities, such as Shanghai, Mexico City, Paris, New York, London, Tokyo, Seoul, Bangkok, and Buenos Aires. Say I like big cities because there are lots of restaurants. Do you like big cities? Elicit answers. To extend, elicit reasons why or why not. Write sentence frames on the board to help students answer:
I like big cities because __________
I don’t like __________.

ACTIVITY 1

Have students scan the pictures on the pages. Say What fun things can you see? Point to each picture and elicit the answer.

ACTIVITY 2 CD2 Track 14

Read the activity question aloud. Play the audio and have students follow along in their books. Reread the activity question aloud and call on a student to answer. Have the student point to the paragraph where they found the answer. (4) Point to a picture on the page that explains any words students need to understand, such as bridge. For example, point to the Rainbow Bridge. If there is no picture, then mime or draw a picture on the board, or use the word in a sentence.

Play the audio again and have students follow along in their books. Pause after each paragraph to ask a comprehension question and check that students are following along. For example, say Where is Tokyo? (Japan) What are things you can do in Tokyo on the weekend? (go shopping, go to the fish market, eat ramen, ride a roller coaster, etc.)

ACTIVITY 3

Do the first item as an example. Read the question aloud. Elicit the answer. Write it on the board. Have students do 2–5 individually. Encourage them to try to answer from memory first, before going back to reread the text. Check answers as a class. Ask volunteers to read the questions and give the answers. As you check answers, ask students to say the paragraph where they found each answer. (1, 2, 3, 4)

ACTIVITY 4

To introduce the activity, say Is our city bigger or smaller than Tokyo? Does our city have any food that is famous? Then, read the activity question aloud. Write a sentence frame on the board. In my city, I can _______ on the weekend. Have students volunteer more answers, and make a list of their ideas on the board. Then, tell students to turn to Workbook page 47 and write about their answers.

WRAP UP

Tell students they are going to work together to make an amazing new city. What is our city like? Write two ideas on the board, e.g., It’s near the beach. It has lots of stores. Elicit more ideas from the class and write them on the board. Say Now we need to give our city a name. Put students in small groups to think of a name for the city. Write each group’s idea on the board. Then, vote for which name the class likes best. To extend, ask the class questions about the city: What do you see in your city? What is our city like? (1, 2, 3, 4)

RESOURCES

Workbook pages 46–47

Teacher Reflection: How was your lesson today? It’s time to reflect! See p. x.
Listening

This is a practice activity modeled on Part 4 of the Listening Test of the Movers Young Learners English Exam. In this activity, students look at the pictures of people doing different things. They have to listen and check the box underneath the picture that best matches what they hear.

In preparation for the task:
Students should look carefully at the pictures first so that they are better prepared to listen.

Activity 1 CD2 Track 15
Tell students to look at the pictures to check they know who the people are and what they’re doing. Tell them to look at the example. Point to the clowns and say Who are they? (clowns) What do clowns do? (They bounce balls, they juggle hats, they dance.)

Play the audio up to the end of the example (first pause). Show students you are not writing. Point to the three pictures and say Which picture is correct? (B) Why? (Because they juggled hats.) Mime putting a check in the box next to B.

Play the audio. Have students complete 1–5 individually. Have them check the boxes during the pauses. Repeat.

Have students compare answers in pairs. Check answers as a class.

Audio Script

Girl: Yesterday, we went to the circus.
Boy: Was it fun?
Girl: Yes, it was. There were some clowns.
Boy: What did they do?
Girl: They juggled hats.
Narrator: Can you see the check? Now you listen and check the box.
Narrator: One. What did Ben do last weekend?
Girl: I went shopping with my mom.
Boy: Really? Did you buy a shirt?
Girl: No, I didn’t.
Boy: What did you buy?
Ben: I bought candy.
Girl: What did you do after school?
Boy: Hi Rose. How are you?
Rose: I’m fine, thanks.
Boy: What did you do after school yesterday?
Rose: I did karate with Anna.
Boy: Really?
Rose: Yes, we love karate.
Narrator: Three. Where did Josh go on Saturday?
Girl: Really? Did you have a good weekend?
Josh: Yes, I did. I was with my family.
Girl: Did you go to the beach?
Josh: Yes, we did. It was fun.
Narrator: Four. How did Toby and his friends go to the shopping mall yesterday?
Girl: Did you have a good day yesterday, Toby?
Toby: Yes, I did. I went to the mall with my friends.
Girl: Did you take the bus?
Toby: No, we didn’t. We walked.
Narrator: Five. What did the children do on Sunday?
Grandma: Hello, children. How was your weekend?
Boy 1: It was great. We built a tree house on Saturday.
Boy 2: Yeah, Dad helped us.
Grandma: And what did you do on Sunday?
Girl 1: We saw a movie.
Grandma: Was it good?
Girl 2: Yes, it was really good.
Narrator: Now listen again.