

# UNIT 7 My town

## In this unit, students will:

- talk about places in a town.
- say what is in a town using *There's a*.
- read about a model town.
- describe where things are in a town using *There's a* and *There are*.
- listen to and sing a song about a town.
- identify and pronounce CVC words with /æ/ in the middle.
- watch a video about cities in other countries.
- identify the value *Love your town*.

## Language

### Words

*library, park, playground, shop, street, swimming pool, town centre, zoo; flower, model, real, tiny*

### Grammar

- *There's a shop on the street.*  
*There's a library in the town centre.*
- *There's a tree in the park.*
- *There are houses next to the park.*

### Phonics

/æ/ bag, bat, jam, man, map

## Twenty-First Century Skills

### Collaboration

Take turns to talk about the classroom, Lesson 4

### Communication

Describe a photo of a town, Lesson 3

### Creativity

Draw and speak about places in your town, Lesson 7

### Critical Thinking

Identify the value *Love your town*, Lesson 5

## In the Unit Opener, students will:

- respond to a photo of children in Japan.
- locate places in a town on a map.

**Resources:** Home School Connection Letter, Classroom Presentation Tool

**Materials:** a simple map of your town, sticky tack, drawing paper, crayons

- Point to different things in the photo such as a bag, a face, a nose, a mouth. For each item, ask *What's this?* Repeat with plural items (eyes, ears, etc.) and ask *What are these?* Invite different students to respond.

## TEACHER TIP

It's important to have clear rules in the classroom. Rules protect a student's right to learn and to enjoy the experience. They also protect a teacher's right to teach. Rules should be positive, telling students what to do with the goals of eliciting good, on-task behaviour. For example, rules should be *Listen to the teacher*, *Stay in your seat*, *Be kind to your classmates* and so on. Avoid telling children what *not* to do. Make sure you define each rule during the first few lessons. Model good behaviour and be consistent.

## Introduce the Theme

- Display a simple map of your town in the classroom where all students can see it. Show students and say *This is [name of your town]. This is our town*. Point out the location of your school. Say *Look! Our school*.
- Point out other familiar places in town without saying the target words in Lesson 1. Point and say *Look!* each time. Ask students to find street names and features on the map and start thinking about their town.
- Give students drawing paper and crayons. Say *Draw our town*. Allow students several minutes to draw a picture of their town. You may choose to draw your own picture to show them as an example. Then, invite individual students to hold up their drawings one at a time. Say encouraging things about them such as *Wow! I like your town. Look! Our school. This is great!*
- Say *Think about our town. Is it big or small? Do you like our town?* Listen to several students' responses.

## Use the Photo

- Tell students to open their books to page 69. Read the instructions at the bottom of the page aloud and point to one of the children in the photo. Ask *Is it a man?* (no) *Is it a woman?* (no) *Is it a child?* (yes) Ask *How many children can you see?* (three) *Are they friends?* (yes) *Are they happy?* (yes)

# UNIT 7 My town

## ABOUT THE PHOTO

This photo shows three children in Japan. They are standing in front of a traditional Japanese shop called a *dagashiya*. This is a shop specializing in *dagashi* – typical, cheap sweets and snacks that children can buy with their spending money. *Dagashi* usually comes in bright packaging, sometimes with a small toy as a surprise.

## Children in Japan



Look at the photo. What can you see?



LESSON 1 Words

1 Listen and point. TR: 101



library



park



playground



shop



street



swimming pool



town centre



zoo

2 Listen and repeat. TR: 102

3 Point and say.

It's a street.



It's a library.



ABOUT THE PHOTO

This photo shows the blue-painted walls of the *medina quarter* in Chaouen, Morocco. The *medina quarter* means 'the old city'. It is a typical area in many North African cities, usually with high walls and narrow interlocking streets. Medinas are often too narrow for traffic and are popular areas for shops and cafés.

LESSON 1 Words

In this lesson, students will:

- talk about places in a town.
- make a poster of a town.

**Resources:** Audio Tracks 101–102, Classroom Presentation Tool, Flashcards 106–113, Workbook page 56, Workbook Audio Track 37, Online Practice

**Materials:** coloured paper, photos of places in towns from the Internet or from magazines, large pieces of paper (one per group of four students), glue

Warm Up

- Write the name of the town where your school is located on the board. Point and say *This school is in [town]*. Write more names of towns that students know on the board. Point and say *[Town name] is a town*. Ask *Do you know a town?* Elicit the names of different towns students know.
- **Use the Photo** Tell students to open their books to pages 70–71. Point to the photo and ask *Is this a town?* (yes) *That's right! It's a colourful town! This town has got colourful buildings.* Point to different parts of the photo and ask *What colour is this?* Finish and ask *Do you like this town?* Invite students to answer *yes* or *no*.

1

- Read the instructions aloud. Then direct students' attention to the eight small photos.
- Point to your ear and say *Let's listen*. Play TR: 101 and point to the photos one at a time as you hear the words.
- Use the flashcards to present the new words. Hold up the *library* flashcard and say *Look! A library. You can read books in a library.* Then, ask *Is there a library in our town?* Gesture to the whole class with your arm to clarify the meaning of *our*. Hold up the *park* flashcard and say *Look! A park. You can play in a park.* Again, ask if this place is in your town. Hold up the *playground* flashcard and say *Look! A playground. You can play in a playground.* Ask *Is there a playground at our school?* Hold up the *shop* flashcard and say *Look! A shop. You can buy things in a shop.* Ask *Is there a shop next to our school?* Hold up the *street* flashcard and say *Look! A street. This school is in [name] street.* Hold up the *swimming pool* flashcard and say *Look! A swimming pool. Do a swimming action and ask Is there a swimming pool in our town?* Hold up the *town centre* flashcard and say *Look! The town centre.* Walk to the centre of the classroom and say *This is the centre of the classroom. Centre means middle.* Hold up the *zoo* flashcard and say *Look! A zoo. You can see animals in a zoo.* Ask *Is there a zoo in our town?*
- Play TR: 101 again. Walk round the classroom to make sure students are pointing to the correct photos.

2

- Read the instructions aloud. Play TR: 102. Pause after the first word to model repeating for students. Continue playing TR: 102 asking students to repeat the words as a class.
- Play TR: 102 again and invite individual students round the class to repeat the words.
- **Extra Support** Hold up the corresponding flashcard as you hear each item on TR: 102.

3

- Review the words. Say a prompt for each place and tell students to say the word. For example, say *Read a book* (library), *Play football* (park), *Climb with your friends* (playground), *Buy a toy* (shop), *Walk* (street), *Play in water* (swimming pool), *Look round* (town centre), *See animals* (zoo).
- Read the instructions aloud. Direct students' attention to the model dialogue. Point and say the sentences.
- Put students into pairs A and B. Ask Student A to point to a photo and ask Student B to say a sentence. Ask students to take turns pointing and saying until all the photos have been used.
- **Extra Challenge** Put students into pairs A and B. Ask the B students to cover the words under the first pair of photos (*library, park*) with a piece of coloured paper. Then ask Student A to point to one of these photos and ask Student B to say *This is a [library]*. Tell students to take turns to cover the words under the pairs of photos and to point and say until all the photos have been used.

Optional Activity

- Ask students to work in groups of four to make a poster of a town. Tell them to draw and cut out different places and/or use photos from the Internet or from magazines. Ask them to display the places on a large piece of paper with the town centre in the middle. Draw a sign on the board for them to copy: *Welcome to [name of town]*.

Wrap Up

- Hold up each flashcard one at a time and invite students to say the word aloud. Clap the same number of syllables. If necessary, say *Listen! Shop* (one clap), *Playground* (two claps). Then, ask students to work in pairs saying each word aloud, counting the syllables and clapping the appropriate number of times.

Additional Practice: Workbook page 56, Online Practice



In this lesson, students will:

- say what's in a town using *There's a*.
- say a chant.

**Resources:** Audio Tracks 103–104, Classroom Presentation Tool, Flashcards 106–113, Workbook page 57, Workbook Audio Track 38, Online Practice

**Materials:** sticky tack, coloured paper, building blocks, highlighters

Warm Up

- Review the words from Lesson 1. Draw a fictitious town on the board. Build it up item by item. Start by drawing a street, a park, a playground and buildings. On the buildings, draw symbols to show what they are (a book for the library, a loaf of bread for the shop, a monkey for the zoo, water for the swimming pool and so on). As you draw each place, pause and ask *What's this?* Invite a student to think of a name for the town and write it as a heading.

1

- Display the Lesson 1 flashcards on the board. Tell students to open their books to page 71. Direct students' attention to the chant. Ask students to find two of the words in the chant. Tell students to scan the text to find the words in the chant. Then, invite an individual student to come to the board and point to the *street* flashcard and the *shop* flashcard.
- Read the instructions aloud. At the same time, point to the chant. Say *Listen to the chant*. Play TR: 103. Ask students to listen to the chant and clap to the rhythm.
- Play TR: 103 again. This time encourage students to do actions when they hear the words *street* (walk their fingers on their desk) and *shop* (hand over money and buy something).
- **Extra Support** Point to the chant and count the lines aloud. Ask students to look at which lines in the chant are the same. Say *1 There's a street, a street, a street in the town*. Then ask *Is line 2 the same?* (no) *Is line 3 the same?* (no) Repeat with lines 4 and 5. Then read line 2, etc. aloud. Ask students to use highlighters to colour the lines of the chant that are the same (1 and 5; 2 and 4).

2

- Read the instructions aloud. Direct students' attention to the grammar box. Play TR: 104. Ask students to listen and read. Play TR: 104 again and tell students to repeat the sentences as a class.
- Display the zoo flashcard on the board. Point to the animal in the zoo. Say *Look! There's an animal in the zoo*. Point to the animal again. Under the flashcard write *There's an animal in the zoo*. Read the sentence aloud, emphasizing the contraction in *There's*. If students ask, point to the animal and say *Lion. This is a lion. There's a lion in the zoo*. Read the sentence on the board aloud, emphasizing the contraction in *There's*. Point to the apostrophe and write *There's = There is* on the board.

- Point to a few things in the classroom and say *Look! There's a [board] in the classroom*. Repeat with *poster* and *girl*. Emphasize the contracted form each time. Invite students to point to things and say *There's a [desk] in the classroom*.

3

- Point to the first picture and ask *Is it a library?* (No, it isn't. It's a swimming pool.) Point to the second picture and ask *Is it a park?* (No, it isn't. It's a shop.) Point to the third picture and ask *Is it a boy?* (No, it isn't. It's a girl.) Point to the fourth picture and ask *Is it a street?* (No, it isn't. It's a playground.)
- Point to the sentences below the pictures. Direct students' attention to the example in the first sentence and read it aloud.
- Tell students to complete the other sentences while you monitor, encouraging and helping when necessary.
- Tell students to cover the sentences with a piece of paper. Read each sentence aloud again in a random order and ask students to point to the corresponding picture. (Or ask students to do this in pairs.)
- **Extra Challenge** Tell students to work in pairs. Ask them to cover the sentences below the pictures with a piece of coloured paper and try to remember them. Ask them to say each sentence from memory aloud and then look and check.
- **Extra Support** Before students start writing, make sure they realize that sentences 3 and 4 don't include 's and that they have to write it.

Optional Activity

- Give students some building blocks and ask them to build a street in groups. Then invite students to say what's in their street. Ask them to point to each block one at a time and say *There's a [library]. It's [green and red]*.

Wrap Up

- Divide the class into pairs. Ask students to write another line for the chant such as *There's a monkey, a monkey, a monkey in the zoo, There's a bus, a bus, a bus in the town centre*. Invite pairs to chant their lines one at a time.

**Additional Practice:** Workbook page 57, Online Practice



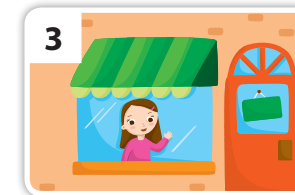
1 Listen and chant. TR: 103

There's a street, a street, a street in the town.  
There's a shop, a shop, a shop in the street.  
There's a girl, a girl, a girl in the shop.  
There's a shop, a shop, a shop in the street.  
There's a street, a street, a street in the town.

2 Listen and read. TR: 104

There's a shop in the street.  
There's a library in the town centre.

3 Write.



- 1 There's a swimming pool in the park.
- 2 There's a shop in the street.
- 3 There's a girl in the shop.
- 4 There's a boy in the playground.



# 3 Reading

1 Listen and repeat. TR: 105

real model tiny flower

2 Listen and read. TR: 106

Look at the photo! It's a town. Is it a **real** town? No, it isn't. It's a **model**. It's a toy town. The houses and shops are small. They're **tiny**!

Can you see the boy? He's real. Can you see the **flowers** too? They're big and yellow. Are they real - or are they models?

Look at the trees. Are they big or small? They're models.

This model town is cool!

3 Read again. Complete the sentences.

- 1 This town is a model.
- 2 The houses and shops are small.
- 3 The boy is real.
- 4 The flowers are yellow.
- 5 The trees are small.

### ABOUT THE PHOTO

The photo shows the model town Madurodam in The Hague, the Netherlands. It is a popular tourist attraction with replicas of famous Dutch buildings and monuments, including museums, ports and windmills. The park opened in 1952. Since then, tens of millions of people have visited Madurodam.

# 3 Reading

In this lesson, students will:

- read about a model town.
- use new words to talk about a town.
- complete sentences about the text.

**Resources:** Audio Tracks 105–106, Classroom Presentation Tool, Flashcards 114–117, Workbook page 58, Workbook Audio Track 39, Online Practice

**Materials:** a bag, modelling clay

## Warm Up

- **Use the Photo** Tell students to open their books to pages 72–73. Direct students' attention to the photo. Say *What's this? It's a town.* Give instructions. Say *Point to the boy. Point to a tree.* Then say *Point to something white.* Repeat with other colours.

1

- Read the instructions aloud. Play **TR: 105** and ask students to listen and repeat the words. Then use actions and descriptions to teach the new words.
- Hold up a real pencil and say *Look! A pencil. This is a real pencil.* Emphasize *real*. Draw a picture of a pencil on the board and say *Look! A pencil.* Point to the drawing and say *This isn't a real pencil. This is not a real pencil.*
- Point to the photo of the model town and ask *Is this a real town?* (no) Ask *Is this a drawing of a town?* (no) Point again and say *This is a model of a town.* Emphasize *model*.
- Draw two flowers on the board one big and one small. Point to the big flower and say *Look! It's a flower.* Emphasize *flower*. Ask *Is it big or small?* (big) Then ask *How many flowers?* (two) Point to the small flower and ask *Is this flower big or small?* (small) Now draw a tiny flower. Point to the three flowers one at a time and say *Look! A big flower, a small flower and a tiny flower.* Emphasize *tiny*.
- Point to the text and say *Find the words here.* Tell students to scan the text to find the four new words.

2

- Read the instructions aloud. Point to the text and play **TR: 106**. Ask students to listen to and read the whole text.
- Play **TR: 106** again pausing after the first paragraph. Point to the photo and ask *Is this a photo?* (yes) *Is this a town?* (yes) *Is this a real town?* (no) *Is it a model town?* (yes) *Are the houses big?* (no) *Are they tiny?* (yes) Continue playing **TR: 106** pausing after the second paragraph. Ask questions about the paragraph.
- Ask students to read the text again silently, taking their time to make sure they understand it.
- **Extra Challenge** Ask students to read the text in pairs aloud. Tell one student to read and pause after each question. Tell the other student to answer the question.
- **Reading Strategy: Focusing on Key Words** While reading a text for the first time, ask students to focus on key words such as nouns, verbs and adjectives and not worry about smaller words. This will help them locate the main points of a text.

- **Extra Support** Read the text again. Point to parts of the photo as you mention the things, nod and shake your head when there are questions and answers and demonstrate the meaning of the adjectives (*small, tiny, etc.*).

3

## Task Guidance Notes

**Starters Reading & Writing Part 5** Students have to look at three pictures which tell a story and read questions. They then have to write one-word answers. Each picture has got one or two questions. The questions usually relate to *where* people or objects are or *what* they are doing and includes some numbers. This tests students' knowledge of question forms, words, prepositions and activity verbs.

**Challenges** Students can feel overwhelmed by the amount they have to read and write. Help them to understand that they can look at each picture in isolation and that there are only one or two questions per picture. Help them break the questions/sentences down into key words, for example, *What are the children playing with?*

## Performance Descriptors

- Can read and understand questions
- Can spell some simple words correctly
- Can write the letters of the English alphabet

- **Collaborate** Ask students to cover the text and look at the photo. Ask *What can you see?* Do an example. Write *town* on the board. Ask *Is it big?* (no) *Are houses in the town?* (yes) Then write *small* and *houses* next to *town*. Ask students in pairs to do the same with all the words they know to describe towns. Check words and extra information with the class and make a list on the board.
- Make sure students understand the instructions and direct their attention to the example. Ask students to underline important words in the sentences (*1 town 2 The, shops, small 3 The, real 4 The, yellow 5 The, small*). Then ask them to read the text again individually and complete the activity.
- Check answers as a class.
- **Extra Challenge** Ask students to write one or more sentences of their own about the photo. Tell them to check with a classmate. Ask them to read the sentence(s) aloud to the class.

## Optional Activity

- Write nouns from Units 1–7 on small pieces of paper so that there is a different word for each student. Put the strips of paper into a bag and ask each student to take out a word. Give students some modelling clay and ask them to use the clay to make a model of the item on their piece of paper. When they've finished, ask them to hold up their clay model for the class to guess what it is.

## Wrap Up

- Put students into groups of four. Give each group a word (real, model, tiny, flower). Give groups two minutes to make sentences using their word. Ask each group to appoint a leader to say their sentences to the rest of the class.

**Additional Practice:** Workbook page 58, Online Practice



**In this lesson, students will:**

- describe where things are in a town using *There's a* and *There are*.

**Resources:** Audio Tracks 107–108, Classroom Presentation Tool, Flashcards 106–113, Workbook page 59, Workbook Audio Track 40, Online Practice

**Materials:** photos of outdoor scenes in cities or parks, sticky tack, a timer

**Warm Up**

- Stand at the front of the class. Look round the classroom and gesture to show you are thinking. For example, if you use a whiteboard, say *There's a [white] thing in the classroom. It isn't small. It's big. What is it?* Ask students to put up their hands to guess what it is. Repeat with *table* and *poster* starting with *There's a ...* each time and asking students to guess.

**1**

- Tell students to open their books to page 73. Read the instructions aloud. Point to the grammar box and say *Listen*. Play **TR: 107**. Tell students to listen and read. Play **TR: 107** again and ask students to repeat the sentences first as a class and then individually.
- Remove everything from your desk so that the surface is clear. Then put a pencil on the table and say *There's a pencil on the table* emphasizing *There's*. Tell students to repeat the sentence. Write *There's = There is* on the board. Point and say *Look! There's means There is*. Ask *How many pencils?* (one)
- Put another pencil on the desk so that there are two. Say *There are pencils on the table* emphasizing *are* and the plural *s*. Ask students to repeat the sentence. Ask *How many pencils?* (two) Do the same with other objects (books, crayons, rubbers).

**2**

- Point to the first picture and ask *What's this?* (a museum) Point to the second picture and ask *What are these?* (trees) Repeat for the last two pictures.
- Read the instructions aloud. Look at the first sentence with the class and direct students' attention to the example.
- Ask students to complete the activity on their own or in pairs. Then invite individual students to give the answers orally, reading each completed sentence aloud for the rest of the class to check.
- Extra Support** Point to each picture and say what it is before students begin, being sure to point out singular and plural.

**3**

- Make sure that students have got a piece of paper or a notebook and a pencil. Read the instructions aloud. Then play **TR: 108** all the way through. Play **TR: 108** again, pausing after each instruction for students to draw.

- Ask students to compare their drawings in pairs. Then play **TR: 108** for a third time and draw the scene on the board for students to check their work.
  - Listening Strategy: Taking Notes** When students are listening for key information, it can be useful to take notes as they listen. Train students how to write notes, just one or two key words from a whole sentence. In this activity, tell them to actively listen carefully for the items they have to draw and any numbers. As they hear these words, ask them to write them on a piece of paper.
  - Extra Challenge** Tell students to work in pairs to describe their drawings. This means that they restate the audioscript in their own words.
- Script for TR: 108**  
*There are three trees. This is a park. Draw three trees in a park.*  
*There are flowers in the park too. Draw the flowers in the park.*  
*There's a boy in the park. There's a woman too. She's with the boy. She's his mum. Draw the boy and his mum.*

**4**

- Read the instructions aloud. Direct students' attention to the model dialogue. Put your bag under a chair and model pointing and saying the first sentence. Then model the second sentence. If necessary, change this sentence so that it is about your classroom. For example, say *There's a cupboard under the window. There are two chairs next to the board.*
- Put students into pairs. Tell students to take turns to point and say something about the classroom using *There's* or *There are*.

**Optional Activity**

- Bring in some photos of outdoor scenes in cities or parks from the Internet or from magazines. Display one photo on the board and ask students to point and say *There's a ...* and *There are ...* to talk about what's in the photo.
- Set the timer for two minutes. Give each pair or small group of students a photo and ask them to talk about it. When the time is up, ask students to swap photos and repeat the activity a few times.

**Wrap Up**

- Hold up page 9 of the Student's Book. Say *There's a girl in the photo. There are orange hands*. Write these two sentences on the board. Then ask students to look back in pairs at the Unit Opener photos from Units 1–7. Tell them to write two sentences using *There's a* and *There are* for each photo. Then invite them to read their sentences aloud for the rest of the class to find the photo.

**Additional Practice:** Workbook page 59, Online Practice



**1 Listen and read.** TR: 107

There's a tree in the park.  
There are houses next to the park.

**2 Write There's or There are.**



- There's a museum in the street.
- There are trees in the park.
- There's a playground next to the swimming pool.
- There are shops in the town centre.

**3 Listen and draw.** TR: 108

**4 Point and say.**

There's a bag under the chair.

There are two cupboards next to the board.



# 5 Song

**1** Listen and read. TR: 109

**2** Listen and sing. TR: 110 and 111

**3** Sing and act. TR: 112

## ABOUT THE PHOTO

The photo shows a path in Ritsurin Garden, one of the most famous historical gardens in Japan. The garden is in the city of Takamatsu in the southern part of the country. *Ritsurin* means 'chestnut grove'. The garden was created in the early seventeenth century and contains bridges, tea houses, lakes, a pavilion and footpaths like the one in the photo. There are also small hills in the garden where people can stand and enjoy views across the garden and the surrounding scenery.

### Chorus

***This is my town!***

***Let's look around!***

**In the town centre,**

**There's a pool.**

**And next to the library,**

**That's my school!**

*Chorus*

**There's a playground,**

**And there's a zoo**

**With monkeys and elephants**

**And zebras too!**

*Chorus*

**Here in the park,**

**What can you see?**

**There are paths and fences,**

**And gardens with trees.**

*Chorus*

**VALUE** Love your town.

*Workbook, Lesson 6*

# 5 Song

## In this lesson, students will:

- listen to and sing a song about a town.
- act out a song.
- identify the value *Love your town*.

**Resources:** Audio Tracks 109–112, Classroom Presentation Tool, Flashcards 106–108 and 111–113, Workbook page 61, Online Practice

**Materials:** photos of students' town or a town's website showing photos of important places and buildings

## Warm Up

- Play a memory game about a town. Say *In my town, there's a school*. Ask a student to repeat the sentence. Then indicate that this student should extend the sentence. Say *In my town, there's a school and ... a park*. Point to another student and ask this student to repeat the sentence and add a third item, for example, *In my town, there's a school, a park and a library*. Point to a few more students and tell them to repeat the sentence adding one more item each time and remembering all the previous items. See if students can get at least eight words.
- **Use the Photo** Tell students to open their books to page 74. Point to the photo. Make statements about the photo and ask students to say *True* or *False*. Say *This is a town centre*. (false) *This is a park*. (true) *There are trees*. (true) *There are people*. (false)

## 1

- Tell students to say the new words they've learnt so far in this unit. Write the words on the board as students say them. Point to the song and ask students to scan it to find any words that are on the board. (town centre, [swimming] pool, library, playground, zoo) Ask them to say the words and tick each one on the board as they say it.
- Read the instructions aloud. Play **TR: 109**. Ask students to listen and follow in their books.
- **Extra Support** Play **TR: 109** again and hold up the *town centre* flashcard, the *swimming pool* flashcard, the *library* flashcard, the *zoo* flashcard and the *park* flashcard as each word is sung.

## 2

- Hold up page 74 of the Student's Book and point to the path in the photo. Say *Path*, write *path* on the board and ask students to repeat. Then, point to the fence and repeat. Then play **TR: 110**. Get a clapping or tapping rhythm going to accompany the song. Encourage students to sing along with the chorus.
- Play **TR: 111**, the instrumental version of the song, for students to sing.

## 3

- Read each line of the song aloud and demonstrate an action. Tell students to do the action too. *This is my town!* (Hold out your hand with your arm extended to indicate the space round you.) *Let's look around!* (Use an open hand above your eyes as you move your head from side to side.) *In the town centre,* (Point to a spot in the distance.) *There's a pool.* (Make a swimming action.) *And next to the library,* (Make a reading action.) *That's my school!* (Gesture round the classroom.) *There's a playground,* (Make a climbing action.) *And there's a zoo* (Extend your arms to indicate a place.) *With monkeys and elephants* (Make a monkey action and move your arms like a trunk for elephants.) *And zebras too!* (Make a galloping motion.) *Here in the park,* (Point your finger down to your feet to indicate here.) *What can you see?* (Shrug and then point to your eyes.) *There are paths and fences,* (Stretch your arms out and move them in bends to indicate a path.) *And gardens with trees.* (Place your hands together, move them up and then separate them for *tree*.)
- Play **TR: 112** pausing after each line to make sure everyone remembers the actions. You can change or simplify the actions if necessary.
- Play **TR: 112** again. Ask students to sing the song again and do the actions.
- **Extra Challenge** Put students into pairs A and B. Ask Student A to do an action from the song and ask Student B to say the line of the song. Tell them to take turns acting and identifying.
- **Value: Love your town** At this point in the lesson you can teach the value. Say *The value of this lesson is Love your town*. If possible, organize a walk round the town and tell students to point out places they like. During the walk, model picking up litter and ask *Is this good?* (yes) Then say *I love my town*. Then, pretend to do something harmful, such as dropping litter or similar and ask *Is this bad?* (yes) *This is not how I love my town*. If it isn't possible to go for a walk, show photos of places in your town that children will take an interest in. Also, look for appropriate photos of litter in a town and point out that this is NOT a good way to love your town. For additional practice, ask students to complete Lesson 6 of the Workbook in class or at home.

## Optional Activity

- Ask students to work in groups to draw an imaginary park. First, ask them to draw in groups. Then, ask them to hold up their drawings and describe them using *In the park, there's a/there are ...*

## Wrap Up

- Sing the first line and part of the second line of the song, stopping before the last word and inviting students to sing the missing word. Continue in this way until you've sung the entire song.

**Additional Practice:** Workbook page 61, Online Practice



**In this lesson, students will:**

- identify and pronounce CVC words with /æ/ in the middle.
- form three-letter words with the letter a.

**Resources:** Audio Tracks 113–115, Classroom Presentation Tool, Flashcards 20, 35, 51 and 118–119, Workbook page 60, Workbook Audio Track 41, Online Practice

**Warm Up**

- Play a drawing game with students. Start drawing a bag on the board. Pause and ask *What is it?* Then continue drawing the bag, pause and repeat the question. Continue until a student is able to guess what you're drawing. Do the same with drawings of a bat and a man. Then point and say **Bag, bat, man. Today we're learning words with the /æ/ sound in the middle.**

**1**

- Tell students to open their books to page 75. Direct students' attention to the photos and words. Read the instructions aloud. Play **TR: 113** pointing to each photo and word as students hear it.
- Play **TR: 113** again. Ask students to repeat each word. Monitor students carefully, making sure they pronounce the target sound (/æ/) correctly. Ask *What sound are we learning today?* (/æ/) Remind students that they are practising this sound in the middle of words.
- Say *We're learning vowel sounds. Vowels are a, e, i, o, u. All other letters are consonants. B, c, d, k and p, etc. are consonants.* Invite students to give additional examples of consonants. (NOTE: Students are practicing CVC words – words made up of a consonant, a vowel and another consonant.)
- Ask students to say the alphabet and write it on the board one letter at a time. Say *Vowel* and invite a student to say the first vowel. Underline the letter *a* in the alphabet on the board. Repeat with the other four vowels. Point to the letter *a* again and say *This is the vowel we're practising today.*
- **Extra Challenge** Write the five target words on the board in jumbled order, for example, *gba, tba, maj, nma, pam.* Ask students to unscramble the letters and write the words. Then point to each word and ask students to say it aloud.
- **Extra Support** Write *\_ \_ g, \_ \_ t, \_ \_ m, \_ \_ n, \_ \_ p* on the board. Ask students to copy and write the missing letters.

**Optional Activity**

- Ask students to think of and say their own sentences with the five target words. For example:  
*This is my bag.*  
*My bat is small.*  
*The jam is on the table.*
- Invite students to read a sentence aloud one at a time. Tell the rest of the class to listen and say the target CVC word.

**2**

- Read the instructions aloud. Point to the chant. Say *Listen. Can you hear /æ/ in the middle of a word?* Play **TR: 114.** Ask students to circle the letter *a* each time. Tell students to work in pairs. Check answers together as a class by saying each word one at a time and writing the word on the board. Make sure students only circle the letters in the target words and not the other *a* letters (in *a* and *and*).
- Play **TR: 114** again. This time tell students to read and chant.

**3**

- Ask students to look at the picture. Give them instructions. Say *Point to the man.* Repeat with *map, jam* and *bat.* Ask students to listen, look and point. Point to the bag and ask *What's this?* Then point to the photo of the bag in Exercise 1. Do the same with the other four items so that students understand that in this activity they can copy the words from Exercise 1.
  - Read the instructions aloud. Give students a minute to look at the picture again and think about the words and the sounds.
  - Play **TR: 115.** Ask students to do the activity individually.
  - Walk round the classroom, monitoring students as they do the activity and checking to see that they have written the words correctly.
- Script for TR: 115** 1 man 2 bat 3 map 4 jam 5 bag

**Wrap Up**

- Use the phonics flashcards to review the target sounds. Hold up the *bag* flashcard and say *This is a bag. A bag, bag, bag.* Tell students to repeat after you. Then hold up the other flashcards and elicit the same chant each time with the different target words.

**Additional Practice:** Workbook page 60, Online Practice

**1** Listen, point and repeat. **TR: 113**



**bag**



**bat**



**jam**



**man**

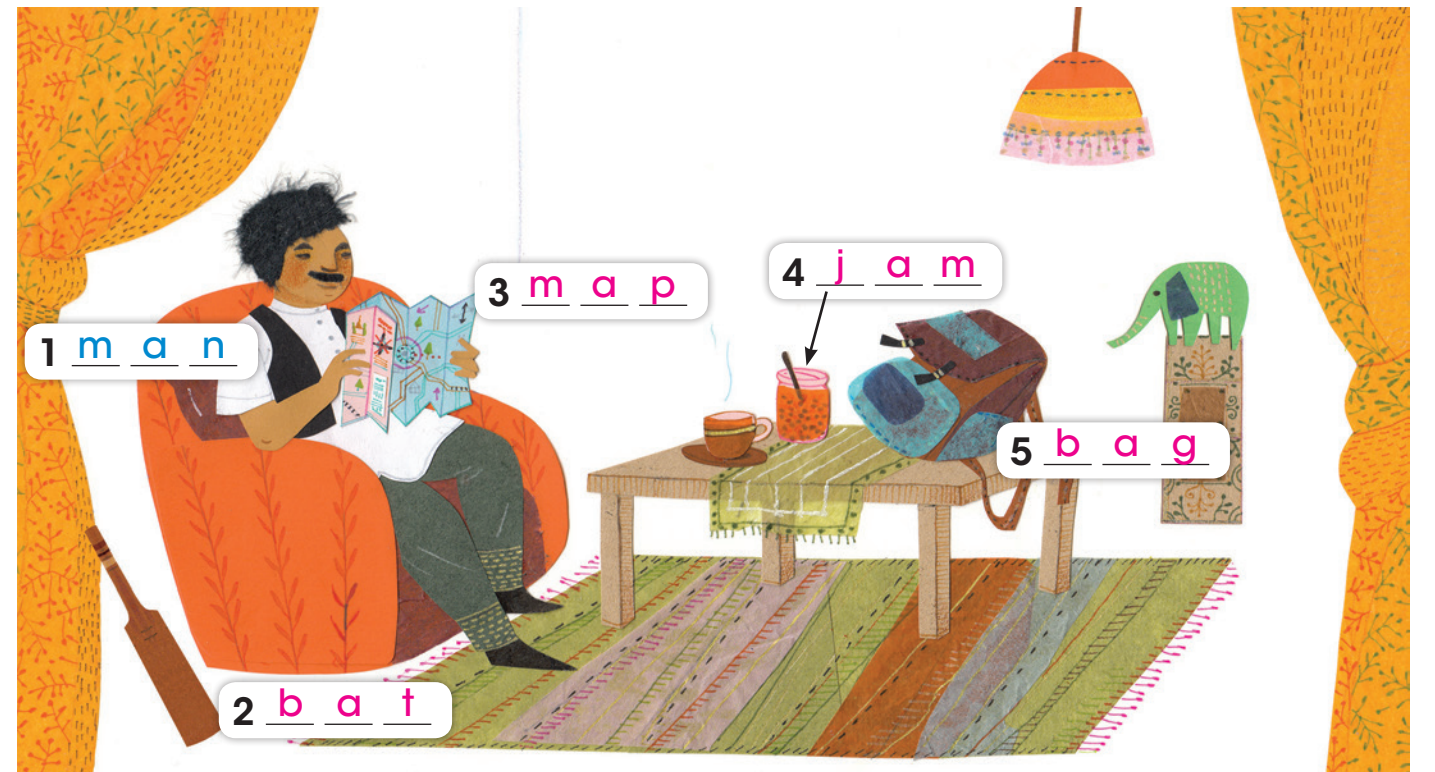


**map**

**2** Listen, chant and circle. **TR: 114**

There's a **man** with a **map**.  
There's **jam** in the house.  
There's a blue and brown **bag**.  
There's a **bat** in the house.

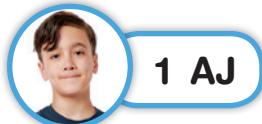
**3** Listen and find. Write the word. **TR: 115**





# LESSON 7 Video

## 1 Watch and match. Write the numbers. ▶ Video 9



### ABOUT THE VIDEO

In this video, AJ talks about the Statue of Liberty. This gift from the French was designed by Frédéric Auguste Bartholdi and built by the engineer Gustave Eiffel in 1886. The statue represents *Libertas*, the Roman goddess of liberty.

## 2 Your turn! Ask and answer.

Is there a library in your town?



Yes, there is.

## 3 Draw and say.

Is that your town? Yes, it is.

What's that? It's a \_\_\_\_\_.

\_\_\_\_\_? \_\_\_\_\_.

\_\_\_\_\_? \_\_\_\_\_.

# LESSON 7 Video

### In this lesson, students will:

- watch a video about cities in other countries.
- ask and answer about places in their town.
- draw and speak about places in their town.

**Resources:** Video 9, Script for Video 9, Classroom Presentation Tool, Online Practice

**End-of-Unit Resources:** Worksheet 1.7, Unit 7 Test, ExamView Assessment Suite

**Materials:** a map of the world, photos of places in your town (one per group of students)

### Warm Up

- Ask students if they know the names of any cities round the world. Ask students to put up their hands to make suggestions. Write the cities they know on the board. If some of the cities are in the same country, group them together on the board.
- If students don't mention New York or Mexico City, name them and write them on the board.

### 1

- Tell students to open their books to page 76. Direct students' attention to the four photos on the left. Say the name of one of the children. For example, say *Juan* and ask students to say the corresponding number. Do the same with the other names.
- Point to the four photos of cities. Say *Look! Four cities.*
- Read the instructions aloud and play **Video 9** all the way through. Ask students to match the four numbers and names on the left with the photos on the right and write the numbers in the boxes.
- Write the names of the four cities on the board: 1 *New York*, 2 *Bodrum*, 3 *Gdansk*, 4 *Mexico City*. Show the class where these places are on a map of the world.
- Write the eight places from Lesson 1 on the board. Play **Video 9** again and pause after each segment. Write 1 next to *library* and next to *shop*. Ask *Number 1?* and point to the list again. Ask students to say the other places in the segment about New York (street, shop, library, museum). Repeat for the other segments. (2 (Bodrum) shop, playground, swimming pool; 3 (Gdansk) zoo, park, shop, street; 4 (Mexico City) park, zoo, library, museum, shop)

*The script for Video 9 is available on the Teacher's Resource Website.*

### Optional Activity

- Put students into groups and give each group a photo of a place in your town. Make sure each group has got a different place. Ask groups to write two or three sentences about this place.
- Ask groups to choose a leader, then ask the leader of one

of the groups to come to the front of the classroom and hold up his/her group's photo. Play the role of the narrator and ask some questions as in the video about the photo that is being held up. Help the student to answer. You may choose to record this and replay the video interview. Repeat with the other photos.

### 2

- Read the instructions aloud and model the conversation with a volunteer. Ask the question again and tell another student to answer. Encourage students to say other places. Continue asking the question until a student answers *There are shops*. If you're all from the same town, you can use the name of the town in the question.
- Put students into pairs to ask and answer the question. Encourage them to use the places in Lesson 1 and to use a variety of places in their answer. Monitor students while they speak and help when necessary.
- **Extra Challenge** Ask students in pairs to identify other features of a town. Ask them to say words for places and write a list on the board, for example, *statue, museum, hotel and café*. Tell students to use actions to demonstrate the meaning of these words. Then ask them to use the words in their answers.
- **Extra Support** Write the model answer on the board and rub out the word *library*. Then invite another volunteer to make a sentence using another word, for example, *There's a zoo*. Repeat with other students and other words.

### 3

- Read the instructions aloud. Use the board to demonstrate. Draw a picture of a shop in a town or town centre. Point to the shop and say *What's that? It's a shop.*
- Tell students to work individually to draw two places, one in each box. When they've finished, ask them to walk round with their books and show their pictures to their classmates. Tell them to ask and answer questions about their drawings.

### Wrap Up

- Play a game to see how much students remember about the video. If necessary, show **Video 9** again. Then put students into small groups. Write these sentences on the board and ask the groups to copy them and write the name of the person who said the sentence.
- Suggested sentences:  
*My favourite place is my town.* (Mati)  
*Yes, that's true.* (AJ)  
*They come for a holiday.* (Lara)  
*There are lots of shops in the town centre.* (Juan)  
*There's a beautiful park too.* (Mati)  
*There are libraries and museums too.* (AJ)  
*It is next to the Aegean Sea.* (Lara)  
*There's a great zoo.* (Mati)  
*There are many hotels.* (Lara)  
*You can see art and listen to music here.* (Juan)

**Additional Practice:** Worksheet 1.7, Online Practice