



unit

6

LESSON

1



Track 27

Listen and point. Say the words.

carry



carry

take



take

climb



climb

run after



run after

umbrella



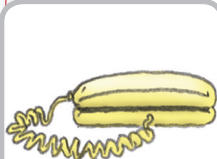
umbrella

bag



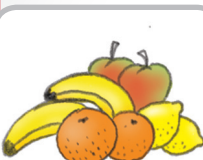
bag

telephone



telephone

fruit



fruit

2

Write the words in exercise 1.

### Lesson objectives:

Learn and write the new vocabulary

### New vocabulary:

*carry, take, climb, run after, umbrella, bag, telephone, fruit*

### Global assessment indicators

- a Student works well in teams
- b Student presents work with care
- c Student respects classroom rules
- d Student is interested in learning



## 1 Bounce into action!

- Say one of the new vocabulary words and act it out or draw it on the board. Have students imitate the word.
- Point and say the words randomly and have students mime the actions.

## 2 Exercise 1



### Listen and point. Say the words.

- Point to the pictures in the book, say *Listen and point* and play track 27.
- Have students point out the pictures as they are mentioned on the track.
- Say *Say the words* and play the track again. Press the pause button after each phrase so students can repeat the words, first together and then individually.

## 3 Exercise 2

### Write the words in exercise 1.

- Ask students to write down the words.
- Go around the room helping and encouraging the students to say the words while they are writing them.

## 4 Word window (optional activity)

- Ask students to open their Activity Resource Book to page 15.
- Have them write one of the vocabulary words in each section using a black pen or pencil.
- Encourage them to color the umbrella in bright colors.
- Ask them to cut it out along the dotted lines.
- Play music. When the music is playing, students are to walk around the room, find a pair and show them his/her umbrella. When the music stops they must sit down together and take turns saying the new vocabulary words. Play the music again, and repeat the same steps.

## 5 Bounce on!

- 1 Divide the class into groups and ask them to sit down in a circle. Hand an object to each group. Play the music. Students are to pass the object from person to person. When the music stops, the student with the object must stand, choose one of the words on the board and perform the corresponding action. The other students are to say the word. Then play the music again and continue playing the game. (5 – 10 minutes)
- 2 Say the words and have several students come to the front to do the actions and write the words on the board. (5 – 10 minutes)

### Multi-ROM task

### Student's Multi-ROM

Ask students to complete the Unit 6 Lesson 1 activity on the Student's Multi-ROM to review the vocabulary they have learned.

### Interactive presentation.

Use the Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

<b>Lesson objectives:</b>	Ask and answer questions using the new vocabulary
<b>Vocabulary review:</b>	<i>carry, take, climb, run after, umbrella, bag, telephone, fruit</i>
<b>New grammar:</b>	<i>Is he climbing through the window? Yes, he is. / No, he isn't.</i>

### 1 Bounce into action!

- Write the new vocabulary words on the board.
- Ask students to form a circle and give them a ball. They must continue passing the ball until you say *Stop*. The student holding the ball must choose one of the words on the board and do the action.
- The rest of the class is to try to guess the word. Continue in this way with all the words.

### 2 Exercise 1

#### Answer the questions.

- Have one of the students come to the front and give him/her two books. Ask *Is he/she carrying two books?* Help the students answer *Yes, he/she is*. Point to the student and ask *Is he/she running after a dog?* Encourage them to answer *No, he/she isn't*. Follow the same steps with the various verbs and objects.
- Write *Today's grammar* on the board and ask students to copy it down.

#### Today's grammar

**Is he** climbing through the window?  
**Yes, he is. / No, he isn't.**

- Read the questions with the students and ask them to write the answers.

### 3 Exercise 2

#### Write the questions for the answers.


- Look at the pictures with the students and ask them to read the answers. Ask them what they think the answer is. Have some of the students come to the front to write down their suggestions and talk about them with the class.
- Ask them to write the questions. Go around the room helping them.

### 4 Exercise 3

#### Talk time. Draw Becky Bounce doing something. Ask your friends what she's doing.

- Hand a sheet of paper to each student. Ask them to draw a picture of Becky Bounce doing something.
- Divide the class into pairs. Ask them to take turns showing their pictures and asking and answering questions about the pictures.

### 5 Bounce on!

- 1  Spelling activity. Say one of the vocabulary words to a student. The student is to spell the word and then say a sentence using the word. Continue in the same way, making sure that most students have participated in the activity. (5 – 10 minutes)

- 2 Ask students to write the question below their picture of Becky Bounce. Have several of the students come to the front to show his/her picture and to ask questions about the picture. Encourage the rest of the class to answer. (5 – 10 minutes)

#### Home Study page 92

Write the following task instruction on the board and ask students to copy it in the space provided:

"Answer the questions. Circle the correct answer."

# Today's grammar

Is he climbing  
through the window?  
Yes, he is. / No, he isn't.

## 1 Answer the questions.



1 Is he climbing through the window?

No, he isn't



2 Is it running after the cat?

Yes, it is



3 Is she carrying an umbrella?

No, she isn't



4 Is he taking the fruit from his teacher's desk?

Yes, he is

## 2 Write the questions for the answers.



1 Is she carrying a bag?

No, she isn't.



2 Is he running after the dog?

Yes, he is.

## 3 Draw Becky Bounce doing something. Ask your friends what she's doing.

Talk time

Is she carrying  
a chair?





Listen and number the sentences in the correct order.

Oh, Officer Curtis, now he's running down the street.

There's a bear in Mrs. Dodd's yard. He's climbing through the kitchen window.

And there's Mrs. Dodd. She's running after the bear. Come quickly, Officer Curtis!

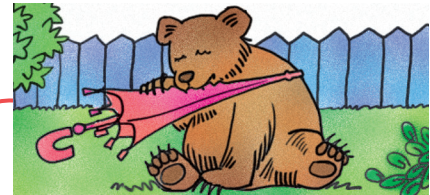
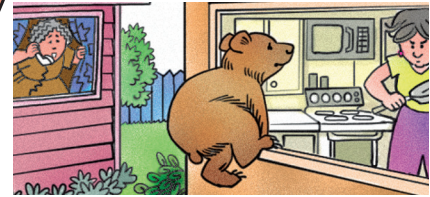
And he's taking her umbrella – he's eating it!

3

1

4

2



2 Match the sentences to the pictures in exercise 1.

3 Answer the questions.

1 Picture one: Is the bear climbing through the bedroom window?

No, he isn't

2 Picture three: Is the bear running down the street?

Yes, he is

**Lesson objectives:** Listen to a story, put it in the correct order and answer questions  
**Vocabulary review:** *climbing, running after, umbrella, taking, carrying*  
**Grammar review:** *Is he . . . ? Yes, he is. / No, he isn't.*

#### 1 Bounce into action!

- Check that students have completed and understood the task in the Home Study section on page 92. (Answers: p. 167)
- Write the vocabulary words on the board.
- Ask the students to read them and close their eyes. Erase one of the words.
- Ask students to open their eyes and guess the missing word. Continue in this way with the rest of the vocabulary.

#### 2 Exercise 1



**Listen and number the sentences in the correct order.**

- Tell the students that they are going to listen to a story.
- Look at the pictures with the class and ask them what they think the story will be about.
- Talk about their suggestions.
- Say *Listen and point* and play track 28. Have students point to the pictures as they hear them during the story.
- Read the sentences with the students. Tell them to put the sentences in the correct order by numbering them. Play the track again and encourage the students to order the sentences and write down the numbers.
- Play the track for the third time and press the pause button after each sentence. Check the order of the sentences with the students.

#### 3 Exercise 2

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

- Ask students to draw a line from each sentence to the corresponding picture.
- Go around the room correcting their work.

#### 4 Exercise 3

**Answer the questions.**

- Ask questions to students about the story and encourage them to answer. *Yes, he /she is* or *No, he /she isn't*. Ask *Is the bear taking Mrs. Dodd's umbrella?* Encourage them to answer *Yes, he is*.
- Ask the students to read the questions in the book and have them answer them.
- Go around the room helping them.

#### 5 Bounce on!

- 1 Ask them what they think happened after Mrs. Dodd ran after the bear. Discuss their suggestions. Encourage them to draw what happened next. Ask them to write a sentence. (10 minutes)

- 2 Hand out the blank sheets of paper. Ask students to cut the sheet into four pieces. Ask the students what happened first in the story. Write a simple sentence on the board describing what happened first and then ask them to write it on one of the pieces and draw a picture. Do the same thing for what happened next and then at the end. On the remaining part, ask them to write the name of the story. Finally, staple them together to form a story booklet. (15 minutes)



**Interactive presentation.** Use the Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

## Write about . . . Mr. Rigg and the lion.

**Materials:** colored pencils, blank sheets of paper

**Lesson objectives:**

Read and write a story  
Draw yourself in the story

**Vocabulary review:**

*carry, take, climb, run after, umbrella, bag, telephone, fruit, jumping, running, walking, holding, laughing*

**Grammar review:**

*He's jumping through the window.*

**1 Bounce into action!**

- Write the following words on the board: *carry, take, climb, run after, umbrella, bag, telephone, fruit*.
- Say the words in any order and have students perform the appropriate action.
- Do the action and have students say the word.

**2 Exercise 1****Read the story about Mrs. Dodd and the bear.**

- Read the story from the previous lesson with the students.
- Ask a few of the students to read the sentences for the whole class.
- Talk about the actions of the bear and Mrs. Dodd.

**3 Exercise 2****Write about Mr. Rigg and the lion.**

- Tell students they are going to write a story about Mr. Rigg.
- Explain to them that they must read the options and choose the one they prefer.
- Look at the first picture with the students and ask them to read the sentences using the different options. Do the same thing with the other alternatives.
- Ask the students to write their story.
- Go around the room helping them and correcting their work.

**4 Exercise 3****Complete the pictures. Draw yourself in the story.**

- Ask students to finish the pictures and draw themselves in the story.
- Go around the room encouraging the students and admiring their work.

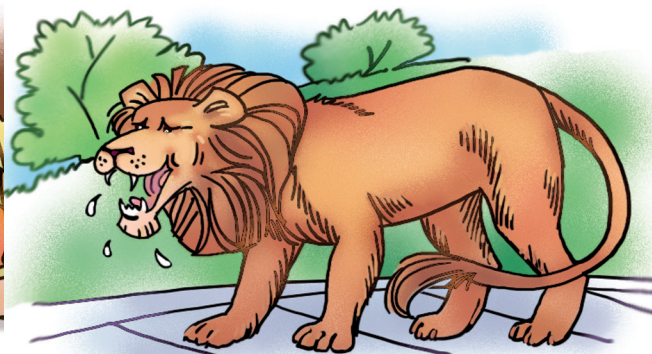
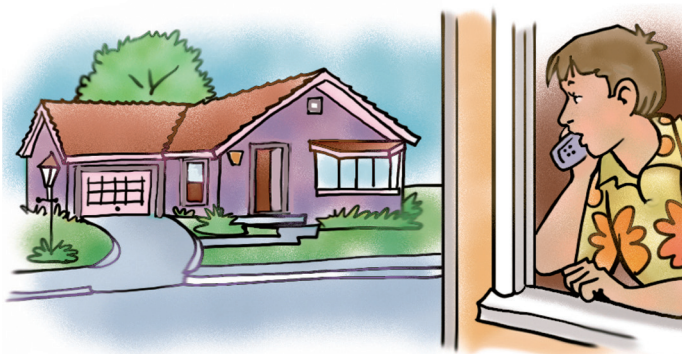
**5 Bounce on!**

- 1 Ask students to draw what happened after Mr. Rigg laughed at the lion or ran after the lion. Ask them to write a sentence below the picture. *The lion is crying. / The lion is climbing a tree.* (10 minutes)

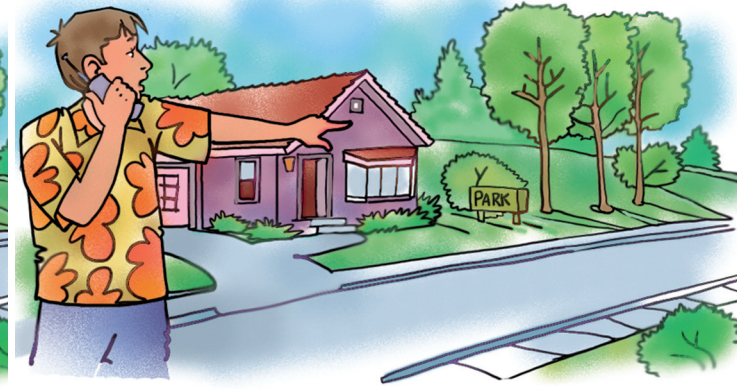
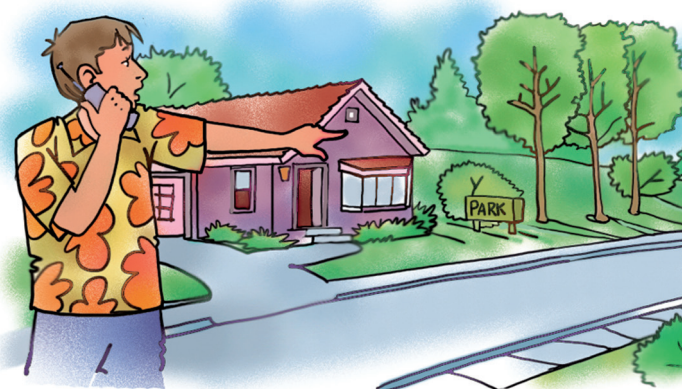
- 2 Divide the class into groups. Have them take turns showing their pictures and telling their stories. Go around checking that the students are working properly, and help them with their pronunciation. (5 – 10 minutes)



- 1 Read the story about Mrs. Dodd and the bear.
- 2 Write about Mr. Rigg and the lion.



- 1 There's a lion in Mr. Rigg's yard.  
He's (jumping / running / walking) (own answers) through the (door / window) (own answers).
- 2 He's (taking / carrying / holding) (own answers) Mr. Rigg's (umbrella / telephone / bag) (students' own answers).



- 3 Oh, Officer Brown, now he's running (through the park / down the street / to my house) (students' own answers)!
- 4 There's Mr. Rigg! He's (running after the lion / laughing at the lion) (students' own answers)! Come quickly, Officer Brown!

- 3 Complete the pictures. Draw yourself in the story.



Listen and point. Say the words.

rescue



help



take care of



fix



examine



drive



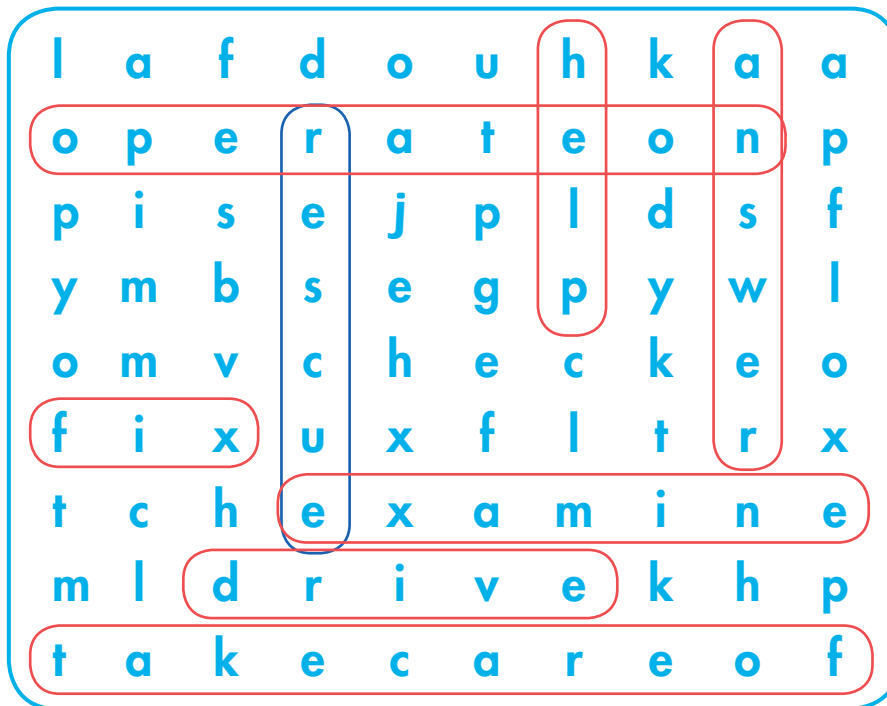
answer



operate on



2 Find and circle the words in the puzzle.



to Unit 5 Write the numbers.

24 twenty-four 38 thirty-eight 61 sixty-one  
89 eighty-nine 100 one hundred



**Lesson objectives:** Learn vocabulary about rescues

**New vocabulary:** *rescue, help, take care of, fix, examine, drive, answer, operate on*

#### 1 Bounce into action!

- Divide the class into two groups and sing the song *Free time*, track 23, from unit 5 Lesson 3.
- Encourage students to mime the song's actions.

#### 2 Exercise 1



**Listen and point. Say the words.**

- Point to the pictures in the book and say *Listen and point*. Play track 29 and have students point to the pictures.
- Say *Say the words* and play the track. Press the pause button after each word and have them say the words together.

#### 3 Exercise 2

**Find and circle the words in the puzzle.**

- Explain to students that the new vocabulary words are hidden in the puzzle. They must find and circle the words.
- Walk around the room helping the students.
- Have several students come to the front to say the words and show where they are in the puzzle.

#### 4 Bounce back. Write the numbers. (Review activity)

- Say the numbers and have various students come to the front and write them on the board. Say *52* and have the student write *fifty-two*.
- Ask students to say the numbers of the exercise and then write them in their books. Go around the room correcting their work.

#### 5 Bounce on!

- 1 On one side of the board write a few numbers from 1 to 100. On the other side, write the corresponding words but in a different order. Have several students come to the front to say the numbers and draw a line between the numbers and the corresponding words. (5 – 10 minutes)
- 2 Write the new vocabulary words on the board with the letters jumbled up. Divide the class into groups and have the students put the letters in the correct order and write the words. The first group to write all the words correctly is the winner. (5 – 10 minutes)

#### Home Study page 93

Write the following task instructions on the board and ask students to copy them in the space provided:

"Complete the parts of the jigsaw. Write the words."

#### Multi-ROM task

Student's Multi-ROM

Ask students to complete the Unit 6 Lesson 5 activity on the Student's Multi-ROM to review the vocabulary they have learned.

#### Interactive presentation.

Use the Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

- Lesson objectives:** Learn to ask and answer questions using the new vocabulary  
Learn the song, *Animal rescue!*
- Vocabulary review:** *rescue, help, take care of, fix, examine, drive, answer, operate on*
- New grammar:** *Is he rescuing a bird or a fish? He's rescuing a bird.*

#### 1 Bounce into action!

- Check that students have completed and understood the task in the Home Study section on page 93. (Answers: p. 167)
- Divide a card into eight parts and write the vocabulary words on each section. Cut out the words and place them at various places around the room.
- Ask students to read the sentences together.
- Say the words randomly. Students must find the word you said and point to it.

#### 2 Exercise 1

Join the dots and answer the questions.

- Draw a picture of a cat on the board. Have one student come to the front and ask him/her to pretend to take care of the cat. Ask the class *Is he/she taking care of an elephant or a cat?* Help them answer *He's/She's taking care of a cat.* Present the question and answer again, and have students repeat it together.
- Write *Today's grammar* on the board and ask students to copy it down.

##### Today's grammar

**Is he/she** rescuing a bird or a fish?  
**He's/She's** rescuing a bird.

- Read the sentences with the students and ask them to write the answers.

#### 3 Exercise 2



Sing the song: *Animal rescue!*

- Say *Listen* and play track 30.
- Play the track again and encourage students to hum the tune.
- Say the lines of the song one by one and have students repeat them all together.
- Play the track again and sing the song together.
- Ask students to open their Activity Resource Book to page 27 and do the activities.

##### Optional Activity:

**Big Book Builder 2** pages 14 and 15, *At the Hospital*. Do the activities suggested on pages xi to xix of this book.

#### 4 Bounce on!

- Divide the class into teams. Write *operate on / owl / iguana* on the board. Each team is to write the question *Is he/she operating on an owl or an iguana?* Each correct answer will be awarded one point. Continue in the same way with the other words. (10 minutes)
- Ask the students to close their books. Divide the class into groups and ask them to try to remember the lines of the song *Animal rescue!* The team that remembers the whole song correctly wins the game. (5 – 10 minutes)

##### Home Study page 94

Write the following task instruction on the board and ask students to copy it in the space provided:

"Read the sentences and draw the pictures."

##### Multi-ROM task

##### Student's Multi-ROM

Ask the students to listen to the song *Animal rescue!*, track 30, at home until they have memorized it.

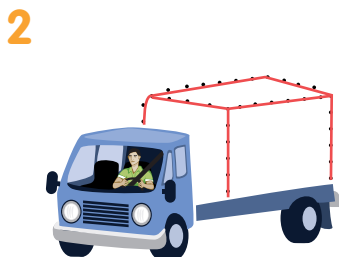
##### Interactive presentation.

Use the Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

# Today's grammar

Is he rescuing  
a bird or a fish?  
He's rescuing a bird.

**1** Join the dots and answer  
the questions.



**1** Is he rescuing a bird or a fish?

He's rescuing a bird

**2** Is he driving a car or a truck?

He's driving a truck

**3** Is she answering the telephone or an e-mail?

She's answering the telephone

**4** Is he examining a cat or a dog?

He's examining a dog



**Sing the song: Animal rescue!**

I love animals,  
I love them all.  
All kinds of animals,  
Big and small!

Animal rescue, animal rescue,  
That is what I like to do.  
Finding them and feeding them,  
And taking care of them, too.  
Rescuing animals is what I do!







# Listen and read. *Jay to the rescue!*



Mom: What's Jay doing?  
Sandy: He's climbing Mr. Trent's apple tree.  
Mom: Is he eating the apples?  
Sandy: I don't know.



Mom: Is he making a tree house?  
Sandy: I don't know.



Mom: Is he fixing the swing?  
Sandy: I don't know.



Mom: Oh, look! He's rescuing a small cat.  
Sandy: It's Tabatha! It's Mr. Trent's cat.

## 2 Write a sentence about what you think Mr. Trent is doing.

I think Mr. Trent is (students' own answers).

**Lesson objectives:** Listen to a story

**Grammar review:** *Is he . . . ?*

#### 1 Bounce into action!

- Check that students have completed and understood the task in the Home Study section on page 94. (Answers: p. 167)
- Get students to sing *Animal rescue!* Play track 30 to help them remember the song.
- Divide the class into three groups and get each group to sing one verse of the song.

#### 2 Exercise 1



**Listen and read. *Jay to the rescue!***

- Look at the pictures with the students and tell them that they are going to listen to a story.
- Ask them to say what they think the story will be about.
- Discuss their suggestions and write a few down on the board.
- Say *Listen* and play track 31. Encourage the students to point to the pictures as they hear them during the story.
- Ask them to say what they think the story is about. Point to their suggestions on the board and talk about the similarities to the story they have just heard.
- Talk about the actions of Jay.
- Read the story with the students. Ask a few students to read the sentences for the whole class.

#### 3 Exercise 2

**Write a sentence about what you think Mr. Trent is doing.**

- Ask them what they think Mr. Trent is doing while Jay is trying to rescue the cat.
- Discuss their suggestions.
- Ask them to write a sentence in their books about what they think Mr. Trent is doing.
- While they are working, go around the room correcting the sentences.

#### Optional Activity:

**Big Book Builder 2** pages 14 and 15, *At the Hospital*. Do the activities suggested on pages xi to xix of this book.

#### 4 Bounce on!

- 1 Cut up the photocopies of the story. Divide the class into five groups and check that each group has the whole story. Ask them to put the story in the correct order. (5 – 10 minutes)

- 2 Divide the class into two teams. Ask one member from each team to come to the front. Say something from the story (either true or false). If it is false, the children are to write *F* on the board, if it is true they are to write *T*. The team that writes the correct answer first wins a point. At the end of the game, the team with the most points is the winner. (15 minutes)



#### Multi-ROM task

#### Student's Multi-ROM

Ask the students to listen to the story *Jay to the rescue!*, track 31, at home until they can perform a role-play during the next class.

#### Interactive presentation

Use the Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

T50



**Lesson objectives:** Talk about the importance of taking care of animals  
Practice the vocabulary learned

**Vocabulary review:** *animals, rescue, help, take care of, examine, operate on*

### 1 Bounce into action!

- Ask students to come to the front to role-play the story *Jay to the rescue!* in pairs. Play track 31 if necessary.

### 2 Exercise 1

Read the poster and answer the questions.

- Look at pictures with the students and read the contents of the poster together.
- Ask the students which one of them has a pet, and talk about their animals and the importance of looking after them, loving them and caring for them when they are sick.
- Answer the questions.

### 3 Exercise 2



Talk about animal care. Color the correct face.

- Ask them where they think children or adults should take an animal that is sick and who looks after them.
- Ask the children to tell you what people who work in animal hospitals do. Help them use the vocabulary learned during the unit.

### 4 Bounce on!

- 1 Divide the class into groups. Students must work in teams to write sentences about the book's poster. The team to write the most correct sentences wins. (10 minutes)



- 2 Say sentences about the care animals need. If the sentences you say are correct, then students are to stand up. If what you are saying is incorrect, students are to correct the sentence. (5 – 10 minutes)

**Language Assessment:** Photocopy the language assessment sheet on page 29 of the Assessment Pack. Give each student a copy to complete in order to check what they have learned over the course of the unit.



**Self Assessment:** Photocopy the self assessment sheet on page 4 of the Assessment Pack. Give a copy to each student for them to complete on their own. Offer help where necessary.

**Global Assessment:** Complete the global assessment on page 5 of the Assessment Pack. Check whether the objectives set out at the start of the unit were achieved by your students. Keep a record to refer back to in coming units.



1 Read the poster and answer the questions.

a. PetCare is the name of:

- 1) the hospital
- 2) the doctor

b. The hospital is for:

- 1) people
- 2) animals

c. The hospital closes at:

- 1) 9.00
- 2) 6.00

d. 241-9633 is the:

- 1) telephone number
- 2) the time the hospital opens



2 Talk about animal care. Color the correct face.  
It's important to take care of animals.

I agree.



I don't agree.



**Talk about**

