



unit

4

LESSON

1



Track 15

Listen and point. Say the words.

I use special
instruments.

instruments



I have
healthy
teeth.

healthy



Sick children
need
medicine.

sick



I love
animals.

love



I work from
Monday
through
Friday.

work



I work in a
hospital.

hospital



I use a
pencil
to draw
pictures.

use



I teach
English.

teach



2

Write the words in exercise 1.

Vocabulary presentation

Materials: track 15, string, a piece of black card for each student, colored pencils, scissors, glue, Activity Resource Book page 11

Lesson objectives: Learn vocabulary relating to activities

New vocabulary: *instruments, healthy, sick, love, work, hospital, use, teach*

Global assessment indicators

- a Ask your friends for their opinion and advice.
- b Give an opinion and state your needs.
- c Inquire when you have doubts.
- d Respect the opinions of others.



1 Bounce into action!

- Show the group a key from your key ring. Mime writing with the key in your exercise book. Say *I use a key to write. Yes?* Encourage them to answer *No!* Take a pen and mime opening the door with it. Say *I use a pen to open the door. Yes?* Encourage them to answer *No!*
- Show the pen and the key, introduce *instruments*.

2 Exercise 1



Listen and point. Say the words.

- Point to the pictures of the vocabulary in the book and say *Listen and point*.
- Ask the students to point to the pictures as they hear them. Play track 15.
- Say *Say the words*. Repeat the track and press pause after each sentence for the students to repeat them out loud.

3 Exercise 2

Write the words in exercise 1.

- Read the first sentence. Ask a student to write it on the board and underline *instruments*. Review it and repeat it. Say *Write the words*. Ask them to copy the words.
- Repeat with the other words.

4 Word window (optional activity)

- Ask the students to open their Activity Resource Books to page 11 and do the activities. Give a piece of black card and a piece of string to each student.
- Have the students fold the cardboard in half, in the shape of a briefcase. Have them make a handle with the string, punch holes in the briefcase and attach the string.
- Ask them to cut out and paint the pictures on page 11. Ask them to write the appropriate vocabulary word on each picture.
- Invite them to show them to their friends.

5 Bounce on!

- 1 Draw the objects from the vocabulary list on the board. Ask them to look at them and then close their eyes. Erase one object. Ask which you erased and have them guess. Remove another object. Encourage them to name the first and the second missing items. Continue with the other items. (5 – 10 minutes)
- 2 Divide the class into two groups. Ask them to put their suitcases on their tables. Explain that they are all doctors. Ask them to take turns to make sentences *I get up at six o'clock. I work in a hospital ...* The one who says the most sentences wins. (5 – 10 minutes)

Home Study
page 86

Write the following homework instruction on the board for the students to copy in the space provided:

"Unscramble the letters to form a word and write it in the blank space. Complete the sentences."

Multi-ROM task

Student's Multi-ROM

Ask the students to complete the Unit 4 Lesson 1 activity on the Student's Multi-ROM to review the vocabulary they have learned.

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

Grammar presentation

Materials: a sheet of paper per student

Lesson objectives:	Describe my activities Consolidate the vocabulary related to activities
New grammar:	<i>I teach children to read.</i>
Vocabulary review:	<i>instruments, healthy, sick, love, work, hospital, use, teach</i>

1 Bounce into action!

- Check that the students have done and understood the task in the Home Study section on page 86. (Answers: p. 167)
- Draw a stethoscope. Ask the students *What is it?* Ask them to say *An instrument.*
- Ask them to draw another instrument used in any profession. Ask them to show their drawings.

2 Exercise 1

Read and match the sentences to the pictures.

- Explain that they are going to guess the professions. Divide the class into three groups. Assign a paragraph to each group.
- Say *Read* and have them read the first paragraph. Say *A fire fighter. Yes?* Ask them to say *He isn't a fire fighter. He's a chef.*
- Say *Match* and have them match it with the picture of the chef. Repeat with the other paragraphs.
- Write *Today's grammar* on the board and ask the students to copy it.

Today's grammar	
I	teach children to read.
	make delicious sandwiches.
	read stories.

3 Exercise 2

Unscramble the words. Write them under the correct pictures in exercise 1.

- Explain that the letters are mixed up. Ask them to look at them and answer with *teacher, doctor, chef.*
- Write the words on the board.
- Say *Write* and ask them to write them.

4 Bounce on!

- 1 Ask your students to cut a sheet of paper in half. Ask them to write *healthy* on one and *sick* on the other. Say *I get up at six o'clock every day.* Tell them to hold up the *healthy* sheet. Say *I need medicine.* Tell them to hold up the *sick* sheet. Say more sentences. The one who holds up the wrong piece of paper is out of the game. (5 – 10 minutes)
- 2 Organize your students into pairs. Explain that a student must spell a word from the new vocabulary list: *s-i-c-k*. Their partner must say *Sick*. Reverse the roles. The one who guesses the most words wins. (5 – 10 minutes)

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

1 Read and match the sentences to the pictures.

Today's grammar

I teach children to read.

1 I wash my hands fifty times a day.

I make delicious sandwiches.

I wear a white hat.

I work in a restaurant.

2 I love children.

I teach children to read and write.

I read stories.

I work in a school.

3 I wear a green uniform.

I help sick people.

I make them healthy.

I work in a hospital.



doctor



chef



teacher

2 Unscramble the words.

Write them under the correct pictures in exercise 1.

t e a c h e r
e c h t a r e

d o c t o r
r c o t o d

c h e f
f e h c

1 Read about Dr. Crosby, the dentist.

I'm a dentist. I wear a white uniform. I wear white shoes, too. I check your teeth every six months. Healthy teeth are very important. You use your teeth to eat with. I use special instruments for my work. Look at the picture of the special instruments dentists use. I work Monday through Saturday. I love my work.



2 Write about Dr. Mackey, the eye doctor.

I'm an eye doctor.

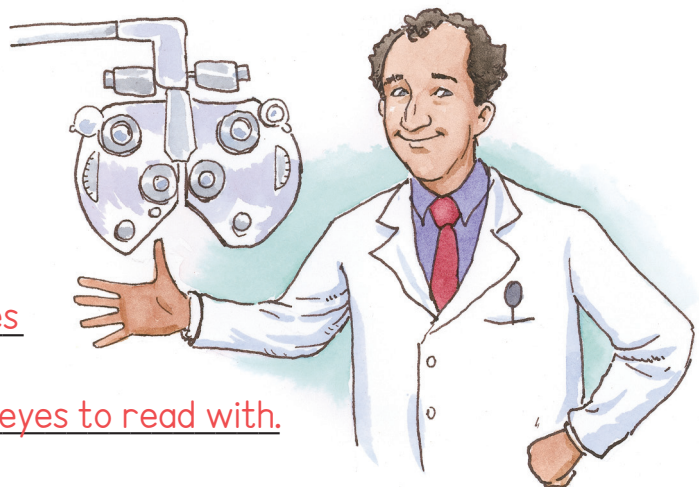
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are very important. You use your eyes to read with.

I use special instruments for my work. Look at the picture of the special

instruments eye doctors use. I work Monday through Saturday. I love my work.



Lesson 3

Write about ... an eye doctor.

Materials: a picture of each of the words on the vocabulary list, a sheet of paper per student, colored pencils

Lesson objectives: Write about an eye doctor

1 Bounce into action!

- Say a word from the new vocabulary list, for example, *sick*. Ask a student to repeat it. Say another word. Ask another student to repeat the first and the second words. Say another word and have another student repeat the first, the second and the third word. When they have named all of them, start again with the words in a different order. Alternate the words with small phrases that the students form with each of the five words.

2 Exercise 1

Read about Dr. Crosby, the dentist.


- Point to the dentist. Describe him. Explain who Dr. Crosby is and that they are going to read about him.
- Read the first sentence aloud. Say *A dentist checks ...?* Have them say *Teeth*. Read the following two sentences. Ask *What color?* Continue with the rest of the text in the same way.
- Read the whole text again.
- Say *Read* and ask various students to read a sentence each.

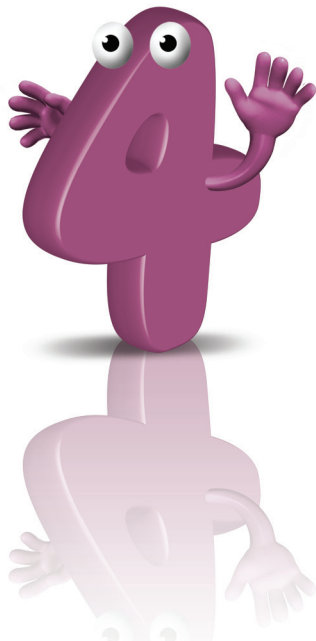
3 Exercise 2

Write about Dr. Mackey, the eye doctor.

- Point to the eye doctor. Ask what an eye doctor treats. Explain that they are going to write a similar text to the one about Dr. Crosby on Dr. Mackey.
- Read the first sentence. Ask in what way he is different from Dr. Crosby. Gradually replace with the correct text. Read *I'm a doctor. I wear ...* Write on the board *I wear a white uniform*. Continue having your students replace the words out loud.
- Say *Write about Dr. Mackey* and ask your students to write in their books. Go around the room helping and encouraging them.

4 Bounce on!

- 1 Divide the class into two groups. Show the drawing of the instruments. The first group that says *I use special instruments* wins. Continue showing the other words, one by one. (5 – 10 minutes)
- 2  Divide the class into six groups. Assign a profession to each group. Ask each group to draw an instrument from their profession. Say *Doctors*. All the doctors must show their instruments to the class. Name the professions, one by one. (5 – 10 minutes)



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

T30

Lesson objectives:

Ask about your activities

New grammar:*What do you do in the morning?***1 Bounce into action!**

- Say *Teacher*. Write it on the board. Ask your students to name another occupation. The first to say one has to write it. Ask them to name another occupation, etc., until they have written all the ones they know.

2 Exercise 1

Read and complete the interview with Becky Bounce and the robot.

- Explain that Becky Bounce is interviewing a robot.
- Read the first sentences together and ask them to complete the sentences.
- Have them continue by themselves.
- Write *Today's grammar* on the board and ask the students to copy it.

Today's grammarWhat **do you do**

in the morning?

at school?

in the afternoon?

Audioscript:

Becky Bounce: Hello. What are you? Robot: I'm a personal robot. Becky Bounce: What's your name? Robot: My name's Can Man. Becky Bounce: What do you do, Can Man? Robot: I do everything. I work all day. Becky Bounce: All day? What do you do in the morning? Robot: I go to school. Becky Bounce: What do you do at school? Robot: I teach children science. Becky Bounce: What do you do in the afternoon? Robot: I make lunch and I play with the children. Becky Bounce: What do you do in the evening? Robot: I clean the house!

4 Exercise 3

Talk time. Answer the questions and ask and tell your friends.

- Say *It's talk time!* Have two students come to the front with their books. One reads the first question and their friend answers. Reverse the roles.
- Split the class into pairs. Ask them to ask and answer the three questions.

3 Exercise 2

Listen and check.

- Say *Listen* and ask them to listen and point to the words as they hear them. Play track 16.
- Say *Check your answers*. Repeat the track and stop after each answer for them to correct it.

5 Bounce on!

- 1 Organize your students into pairs. The first asks *What do you do?* The second answers *I work in a hospital*, and the first says *Doctor*. Reverse the roles. (5 – 10 minutes)
- 2 Organize your students into pairs. Explain that one is Becky Bounce and the other is Robot. Ask them to act out the interview. (5 minutes)

Home Study
 page 87

Write the following homework instruction on the board for the students to copy in the space provided:

"Look for the words on the list in the alphabet soup and circle them. Complete the sentences with the words from exercise 1."

- 1 Read and complete the interview with Becky Bounce and the robot.

Today's grammar

What do you do in the morning?

work do teach your school I in name you do

Becky Bounce: Hello. What are you?

Robot: I'm a personal robot.

Becky Bounce: What's your name?

Robot: My name's Can Man.

Becky Bounce: What do you do, Can Man?

Robot: I do everything. I work all day.

Becky Bounce: All day? What do you do in the morning?

Robot: I go to school.

Becky Bounce: What do you do at school?

Robot: I teach children science.

Becky Bounce: What do you do in the afternoon?

Robot: I make lunch and I play with the children.

Becky Bounce: What do you do in the evening?

Robot: I clean the house!



2 Listen and check.

Track 16



3 Answer the questions and ask and tell your friends.

(students' own answers)

Talk time

What do you do in the morning/afternoon/evening?



Listen and point. Say the words.

telescope



planet



star



earth



moon



outer space



astronaut



alien



2 Write the missing words in the song.



Sing the song: The night sky


The  astronaut is flying near the  moon,

But he'll go back to  earth very soon.

He has his  telescope to look at the  stars,

And his books to read as he goes to Mars!

In  outer space! In outer space!

The  alien is flying near the moon.

But he'll go to his  planet very soon.

He has his camera to photograph
the stars,

And lots of lunar candy to eat on Mars!

In outer space! In outer space!
In outer space! In outer space!

Materials: tracks 17 and 18, a drawing or photograph of each of the words in the vocabulary list, Activity Resource Book page 25, Big Book Builder 2 pages 28 and 29

Lesson objectives: Learn vocabulary about outer space
Learn the song *The night sky*

New vocabulary: *telescope, planet, star, earth, moon, outer space, astronaut, alien*

1 Bounce into action!

- Check that the students have done and understood the task in the Home Study section on page 87. (Answers: p. 167)
- Say *You are astronauts*. Write it on the board. Ask them to close their eyes. Explain that they are traveling in their spaceship. Ask what they see. Name a student. Ask them to say what they see. If they mention any word in the vocabulary list, say it in English. Have them repeat it. Ask other students to do the same.

2 Exercise 1



Listen and point. Say the words.

- Point to the pictures of space in the book and say *Listen and point*.
- Ask the students to point to the pictures as they hear them. Play track 17.
- Say *Say the words*. Repeat the track. Press pause after each word and have them repeat it.

3 Exercise 2

Write the missing words in the song.

- Tell your students they are going to read the song.
- Read the first sentence. Point to the astronaut. Ask them to say who it is. Say *Write*, have them write. Point to the moon, ask them to name it and write it. Reread the first sentence to check.
- Repeat with the other verses.
- Ask the students to open their Activity Resource Book at page 25 and do the activities.

4 Exercise 3



Sing the song: *The night sky*

- Tell your students that they are going to hear the song on track 18. Ask them to point to the words as the track mentions them.
- Play the track again and sing the song together.

Optional Activity:

Big Book Builder 2 pages 28 and 29, *In Orbit*.
Do the activities suggested on pages xi to xix of this book.

5 Bounce on!

1 Organize your students into teams. Put the pictures of the new vocabulary on the board. Point to the telescope and say *Planet*. Have them say *No! Telescope*. The first student that says it goes on to point to it and name it correctly, and wins a point for their team. Continue pointing to the words and naming them incorrectly so that they can correct you. The team with the most points wins. (5 – 10 minutes)

2 Organize your students into pairs. The first student must choose a word from the new vocabulary and say the first and last letter *p* and *t*. The second must guess *planet* and spell it. Reverse the roles. (5 – 10 minutes)

Multi-ROM task

Student's Multi-ROM

Ask the students to listen at home to the song *The night sky*, track 18, until they have memorized it and to complete the Unit 4 Lesson 5 activity on the Student's Multi-ROM to review the vocabulary they have learned.

Interactive presentation.

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

Grammar presentation

Materials: track 18, a picture of each word in the vocabulary list, scotch tape, two sheets of paper per student, scissors, colored pencils, Big Book Builder 2 pages 28 and 29

Lesson objectives: Describe what I don't do

New grammar: *I don't use a telescope.*

Vocabulary review: *telescope, planet, star, earth, moon, outer space, astronaut, alien*

1 Bounce into action!

- Ask the students to sing the song *The night sky*, track 18, miming the actions.
- Say and act out *Every morning I brush my hair, I get dressed, I have breakfast. But ... I don't take the school bus.* Draw a school bus on the board and cross it out.
- Ask the students to draw something you don't do in the morning and cross it out.

2 Exercise 1

Complete the sentences about the teacher and the astronaut.

- Point to the drawing of the teacher. Ask students to think about teachers. Ask them to say *They go to school every day* and ask them to think of as many activities as they can.
- Point to the astronaut and repeat the procedure. Have them say *They use a telescope.*, etc.
- Read the first two sentences. Say *The astronaut? A telescope?* Have them say *Yes.* Ask *The teacher? A telescope?* Have them say *No!*
- Write *teacher* and *astronaut* on the board and use under each. Cross it out under *teacher*. Point to yourself. Say *I'm a teacher. I don't use a telescope.* Write it.
- Read the second sentence. Ask who uses the pencil. Ask them to say *The teacher.* Point to the astronaut and ask *What does the astronaut say?* Ask them to say *I don't use a pencil.*
- Repeat with the other sentences.
- Write *Today's grammar* on the board and ask the students to copy it.

Today's grammar

I don't

use a telescope.

walk on the moon.

talk to aliens.

3 Bounce back. Say what people do with these things. (Review activity)

- Point to the hair brush. Ask what people do with their brush. Say *They wash their hands.* Yes? Ask them to say *No! They brush their hair.*
- Continue in the same way with the other objects.

Optional Activity:

Big Book Builder 2 pages 28 and 29, *In Orbit*. Do the activities suggested on pages xi to xix of this book.

4 Bounce on!

- 1 Ask the students to roll up a piece of paper like a telescope. Ask them to close their eyes and put the drawings of the vocabulary on different walls in the classroom. Explain that they can only look at them through the telescope. Say *Moon*. Tell them to look for and point to it with the telescope. Name all the words. (10 – 15 minutes)
- 2 Divide the class into two groups. Think of a profession (*doctor*). Say *I don't use a telescope*. Ask each group in turn to guess what the profession is: *Are you a chef?* Give more sentences: *I don't wear a white hat*, until they guess: *Are you a doctor?* Say *Yes!* Think of another profession and continue in the same way. (5 – 10 minutes)

Today's grammar

I don't use a telescope.

- 1 Complete the sentences about the teacher and the astronaut.



1 I don't use a telescope.

I use a telescope.

2 I use a pencil.

I don't use a pencil.

3 I don't walk on the moon.

I walk on the moon.

4 I teach children.

I don't teach children.

5 I don't work with other astronauts.

I work with other astronauts.

6 I work in a school.

I don't work in a school.

7 I don't talk to aliens.

I talk to aliens.



to Unit 3 Say what people do with these things: (students' own answers)





Listen and read. *Aliens are coming!*



Cosmos and Cometa live on Planet Nebocu. It's very small and purple. Cosmos has a telescope. He uses it every night to look at the stars and planets in outer space.



"Look at that planet, next to the moon," says Cosmos. "The small blue planet?" asks Cometa. "Astronauts live there," says Cosmos.



"Oh, it's blue and green!" says Cometa. "The green parts are trees and plants. The blue parts are oceans," says Cosmos.



"The planet is called Earth. I want to go there one day," says Cosmos. "Me, too," says Cometa.

2 Write about Planet Nebocu.

Cosmos and Cometa live on Planet Nebocu. Planet Nebocu is very small and purple.

Reading a story

Materials: tracks 18 and 19, pictures of each of the words in the vocabulary for Lesson 5, a sheet of paper per student, adhesive tape, colored pencils, Big Book Builder 2 pages 28 and 29

Lesson objectives:

Practice reading and listening comprehension
Saying likes and dislikes

1 Bounce into action!

- Tell the students that they are going to hear the song *The night sky*, track 18.
- Ask them to act it out and sing it.

2 Exercise 1**Listen and read. *Aliens are coming!***

- Tell them that they are going to hear and read a story called *Aliens are coming!* Ask what they think it's about. Accept different versions.
- Point to the first picture and identify Cosmos and Cometa. Describe them and ask where they are. Say *Listen and read*. Play track 19 for the first picture. Ask what Nebocu is like.
- Say *Listen and read* and repeat with each picture.
- Play the track of the whole story again.
- Point to the first picture and ask what Cosmos has. Point to the second and ask where the small blue planet is. Continue in the same way with the subsequent pictures.
- Read the story aloud.
- Ask two students to read the first paragraph aloud, and the others to read silently. Change students for each paragraph.

3 Exercise 2**Write about Planet Nebocu.**


- Tell the students that they must think of two phrases about the planet Nebocu.
- Help them with questions *Is planet Nebocu small? Do Cosmos and Cometa live there?*
- Have them write the phrases in their books.
- Ask them to pay attention to spelling.
- Read some of the phrases in class.

Optional Activity:

Big Book Builder 2 pages 28 and 29, *In Orbit*.
Do the activities suggested on pages xi to xix of this book.

4 Bounce on!

- 1 Stick pictures of the vocabulary in various places around the classroom. Split the class into two groups, *astronauts* and *aliens*. Write this on the board. Ask them to close their eyes. Write *earth* under *astronauts* and *moon* under *aliens*. Ask them to open their eyes and read on the board what they have to look for and run to touch it. Repeat with all the other words. The group that reaches the most words first wins. (5 – 10 minutes)

- 2  Ask a student to draw a hamburger and French fries. Ask them to cross out the French fries. Make them show the group and say *I eat hamburgers, I don't eat French fries*. Ask all of them to draw something they normally eat and something they don't eat, to cross out what they don't eat, stand up and show it and chat to a friend. (10 – 15 minutes)

Home Study
page 88

Write the following homework instruction on the board for the students to copy in the space provided:

"Read about Alanik, the alien. Choose a sentence from the text and illustrate it. Complete the sentences with your personal information."

Multi-ROM task**Student's Multi-ROM**

Ask the students to listen to the story *Aliens are coming!*, track 19, at home as many times as is necessary to be able to perform it in the next class.

Interactive presentation.

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

Lesson objectives: Talk about science and the planets

1 Bounce into action!

- Check that the students have done and understood the task in the Home Study section on page 88. (Answers: p. 167)
- Divide the class into groups of four. Ask each member of the group to choose a picture from the story *Aliens are coming!* to tell it. Make various groups come to the front to tell the story. If necessary, play track 19 again.

2 Exercise 1



Circle the correct option.


- Explain to the students that they will read sentences about the solar system.
- Ask them to share information they know on this topic.
- Allow them to do the exercise in pairs.
- Tell them to decide whether each sentence is true or false and to circle the letter *T* if it is true or *F* if it is false.
- Check the exercise as a group.

3 Exercise 2

Talk about the planets.

- Chat with your students about what they know about the topic.
- Invite them to work in small groups and create a small mind map while they share information on the planets and the solar system.
- Go around the class helping and encouraging them.

4 Bounce on!

- 1  Play *Hangman*. Divide the class into two groups. One group chooses a word from the new vocabulary for this lesson and one member of the team goes to the board. Explain that he/she must draw dashes instead of the letters of the word. The other team must say letters to try to form it, asking *Is there an e?* If they guess the letter, the student writes it on the line, if not, they draw a part of the hangman (*head, body, two arms, two legs* = 6). Reverse the roles when they guess the word or complete the drawing of the hangman. (10 – 15 minutes)

- 2 Divide the class into two groups, *aliens* and *astronauts*. Explain that the *astronauts* must sing the verse of the song *The night sky*, while the *aliens* act it out and vice versa. The group that sings or acts out of turn loses. Sing. Reverse the groups and sing again. (5 – 10 minutes)

Language Assessment: Photocopy the language assessment sheet on page 36 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.

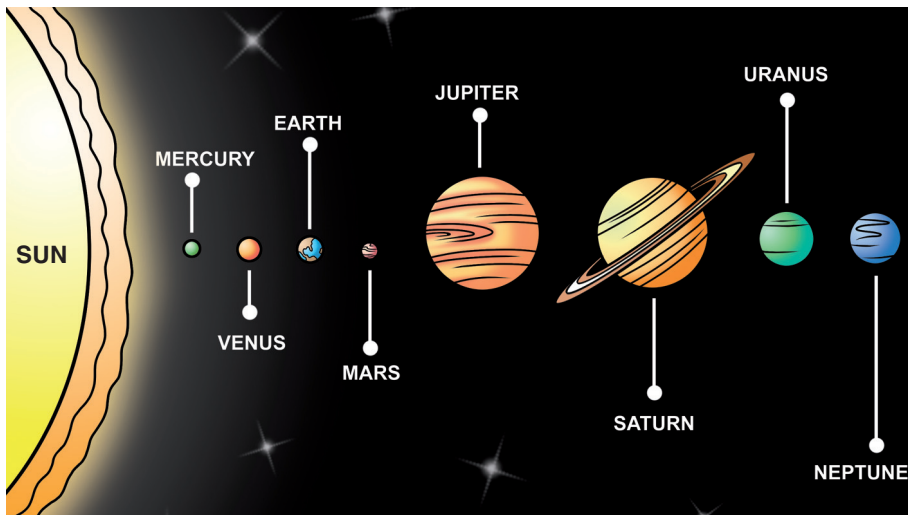


Self Assessment: Photocopy the self assessment sheet on page 4 of the Assessment Pack beforehand. Give a copy to each student for them to complete on their own. Offer help where necessary.

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.



The sun is the star at the center of our solar system. There are eight planets in our solar system. They go around the sun. We live on the planet Earth. Earth is called the blue planet because it looks blue from outer space. There is a sun and eight planets in our solar system.



1 Circle the correct option.

The sun is a star.

☐ T / ☐ F

Earth is a planet.

☐ T / ☐ F

There are nine planets.

T / ☒ F

From outer space Earth looks blue.

☐ T / ☐ F

2 Talk about the planets.



Venus is next to Mercury.



Mars is the fourth planet from the sun.



Talk about

