

New neighbours

Lesson 1 Page 4 Page 3

Language focus Stating personal details; (R) *present tenses*

New language is interested in; (R) *has, likes*

New words address, canary, hobbies, neighbour, pets

Warm-up

- Begin by greeting the children and asking them the type of questions it is usual to ask when meeting after a holiday. **Hello. How are you? Did you have a nice holiday? Where did you go? What did you do?** etc. Put the questions on the board, asking children for suggestions. Invite pairs of children to ask and answer across the room. Do this quite briskly. After hearing a few pairs, rub the questions off the board and continue for a short time.
- Hand out the Pupil's Books. Encourage them to spend a few minutes looking through them. Allow them to talk with their friends about any pages which interest them.

Page 4

Introducing the characters (1 *What are their names?*)

- Ask children to look at the faces and to find the characters in the main picture below. Encourage children to talk about the picture. Ask who they can see in the house on the right. Teach **neighbour** and **canary**.
- Ask children to skim through the text (look through it quickly without dwelling on detail) to find the names of the characters. Elicit the names and write them on the board.

Listening and reading (2 *Look, listen and read.*)

- Play Tape 1. Children listen and follow the text.

Tape 1

Narrator: This is Moon Street and outside number 21 there is a car. It is full of suitcases, bags and boxes. It is the Gordons' car. Today they are moving into number 21. Joe is eleven and Sally is twelve. Joe likes music and he plays the guitar. Sally likes animals. She has a canary and a cat. Joe and Sally have an older brother. His name is Alex. He is interested in computers. He knows everything about them. He likes animals, too. He has a fish called Fin.

Dad: Here we are!
Alex: Welcome to your new home, Fin.
Mum: The garden is lovely!
Joe: Where's my guitar?
Sally: Where's my canary? And where's Tiger?

- Play the tape again. Children look at the picture and point to items as they are mentioned.
- Children read the words below the picture and find the items above. They can work in pairs, asking and answering.

Reading and speaking (3 *Answer the questions.*)

- Children read the text aloud in pairs.
- Ask individuals to read aloud to the class, a different child for each paragraph.
- Children answer the questions in pairs. Encourage them to discuss their answers – in English as far as possible! – and to note down their answers.
- Check their answers.
- Elicit further questions on the text and write them on the board. Ask individuals to answer them.
- Ask children if they have ever moved house. Where did they move from? Where did they move to? How did they feel about moving and why? etc.

Writing (1 *Write the names.*)

Children use the letters in the balloons to form the names of the characters.

Reading (2 *Match.*)

Children match the words and phrases on the left to the appropriate endings on the right.

Answers: 1 The Gordons like their new house. 2 Alex is interested in computers. 3 Joe is the youngest child. 4 Sally has a canary and a cat. 5 Their new neighbour is an old lady.

Reading and writing (3 *Correct the sentences.*)

- Children work in pairs. They should try to correct the sentences without looking back at the Pupil's Book.
- Encourage children to talk about their answers in English.
- Check their answers.

Answers: 1 The Gordons' new house is in Moon Street. 2 They are moving into number 21. 3 The house has a garden. 4 The Gordons have three pets. 5 Joe plays the guitar. 6 Sally's cat is called Tiger (or: Alex's fish is called Fin.).

Language focus Giving personal details; **(R)** *present simple*

Language **(R)** *I like, He/She likes. Do you like? Does he/she like?*

Words **(R)** *hobbies, pets*

Preparation Make copies of the grammar file cards on page 115.

Make folders or bring envelopes for children to keep their files in.

Warm-up

- Play a drawing game using vocabulary from Lesson 1. Start to draw an item. Stop from time to time. Children try to guess what the item is. Children can also come to the board to draw.
- Children look in their books at page 4. Focus attention on the row of faces at the top of the page. What can the children remember about the characters?

 Page 5

Listening and writing (1 *Listen and write.*)

- Focus attention on the cards. Ask a few questions based on the information given. **Who likes sport? What is Alex interested in? Does Sally like books? etc.**
- Explain to the children that they are going to hear three short interviews with Joe, Sally and Alex. Play Tape 2. Children listen but do not write yet.

 **Tape 2**

Interviewer: What's your name?
Joe: Joe Gordon.
Interviewer: How old are you?
Joe: I'm eleven
Interviewer: What are your hobbies?
Joe: I like music. I play the guitar. And I like sports – basketball is great.
Interviewer: Do you like any other sports?
Joe: Yes. I'm good at swimming.
Interviewer: Do you have any pets?
Joe: No, I don't.
Interviewer: What's your name?
Sally: Sally Gordon and I'm twelve.
Interviewer: What are your hobbies?
Sally: I love animals and I like reading. I like playing tennis, too.

Interviewer: Do you have any pets?
Sally: Yes, I have two pets: a canary and a cat.
Interviewer: Alex, you're older than Sally and Joe, aren't you?
Alex: Yes, I'm thirteen.
Interviewer: What are your hobbies?
Alex: Well, I like reading very much – I've got lots of books. And I like photography. And I'm interested in computers, too.
Interviewer: Do you have any pets?
Alex: Yes. I have a fish. It's called Fin.

- Play the tape again pausing after each section. Children write down the missing information.
- Check their answers and play the tape once more if necessary.

Speaking (2 *Talk about them.*)

- Point out the small dialogues. Ask pairs of children to read them.
- Write **Joe, Sally, Alex** on the board. Make statements about the characters and, by pointing to a name, elicit **What about Joe (...Sally, Alex)?** from the class. Respond.
- Choose pairs of children to make similar dialogues.

Speaking (3 *What about you? Ask and answer.*)

- Ask the children to complete the card with their own information. They should draw a picture of themselves.
- Look at the questions. Choose a child and ask the same/similar questions.
- Choose a child and elicit similar questions for him/her from the class.
- Children can then ask and answer in pairs.

Grammar card (4 *Look and write.*)

- This is the first grammar card in the book. Explain to the children that they will come across similar cards throughout the book. Each card concentrates on an important aspect of grammar. Children will make their own cards and gradually build up their own personal collection.
- Give a file card to each child.
- Look at the first examples (affirmative). Remind children of the **s** ending with the third person singular. Ask children to copy these examples.
- Elicit similar examples and put them on the board. Children copy one or two examples onto their cards.
- Repeat with negative and then with interrogative sentences. Remind children that we generally use the long forms (do not/does not) when writing and the short forms (don't/doesn't) when speaking.

Reading (1 Read and write.)

- Read the text to the children.
- Using the information given, children must find the hobbies and pets of the three boys. It is useful to do this in pairs. Children then have the chance to talk about how they arrive at their conclusions. Encourage them to do this in English!
- When children have finished, write the three names on the board. Ask one pair to come to the board and show how they solved the problem.

Answers: **Ben** guitar, computers, canary. **Tom** photography, swimming, cat. **Sam** reading, basketball, no pets.

Writing (2 Write questions with have and like. Write answers.)

- Go through the questions orally before children start to write.
- When children have completed the dialogues, check their work.
- Children can read the dialogues in pairs.

Answers: **1 Does** he *like* photography? Yes, **he does.** **Does he have** a camera? **Yes, he does.** **2 Do** they *have* any pets? **Yes, they do.** What **do they have?** They **have a canary and a fish.** **3** What about you? **Do you have** many hobbies? **Yes, I do. / No, I don't.** What sports **do you like?** **I like...**(football, basketball, swimming, etc.)



Language focus Talking about past events; **(R)** past simple (regular and irregular verbs)

New language The branch broke, the bird flew away and Tiger fell.

New words chest, crash, lap, next door

Warm-up

- Write the word **neighbour** on the board. Do the children remember what it means? Who is the Gordons' neighbour?
- Ask children to work in pairs. They must think of and write down words beginning with the letters of **neighbour**. As they finish, they put up their hands. Ask the first pair to finish to write their words on the board. If they have spelled them correctly, they are the winners. If they have spelled them wrongly, ask a second pair to write their words on the board. Continue until a winner is found.

Page 6

Speaking (1 Read and say.)

Point out the pictures at the top of the page. Ask children what they remember about the cat: **What is the cat's name? Whose pet is it?** and the old lady: **Who is she? Where does she live?**

Reading (2 Read.)

Explain to the children that they are going to read about the cat and the old lady. Read the text. Teach **next door**. Children follow in their books. Do not ask any questions yet. Children read the passage again silently.

Words (3 Find the words.)

Children can work in pairs to find the words to match the pictures. Ask them to demonstrate **chest**, and **lap**. Ask them what else can make a **crash**?

Reading and speaking (4 Answer these questions.)

- Ask individual children to read the text aloud.
- Ask children to ask and answer the questions in pairs. Check their answers.

Ordering and reading (5 Put the pictures in the right order.)

Children decide on the order of the pictures according to the story. When they have written the letters next to the numbers, ask them to read the text again to check their work. Check their answers.

Answers: 1E, 2B, 3D, 4F, 5A, 6C.

Speaking (6 Tell the story.)

- Children cover the text and retell the story according to the pictures.
- Ask individuals to retell the story to the class. Pay particular attention to the past tenses. Children can then retell the story in pairs.
- If you wish, children can write one sentence about each picture.

Page 5

Reading and writing (1 Read and write the words.)

Children complete the sentences according to the pictures. They then fit the words into the crossword grid.

Answers: 1 lap, 2 feathers, 3 near, 4 branch, 5 chest, 6 break, 7 thin.

Reading and writing (2 Choose the right words.)

- Remind children of the way in which adjectives and adverbs are used. Say **Good morning** very loudly. Ask a child to do the same and elicit **He has a loud voice**. Write on the board. Whisper **Good morning**. Ask another child to do the same and elicit **She has a quiet voice**. Write it on the board. Now ask **How does he/she speak?** and elicit **He/She speaks loudly/quietly**.
- Look at the adjectives and adverbs in the balloons. Ask children to think of sentences using some of the words.
- Children complete the sentences. Let them compare their answers in pairs before you check them.

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Language focus Relating past events; (R) *past simple* (regular and irregular verbs)

Language (R) *She picked up the fish ... She gave the glass to Alex.*

Words (R) *kick, break, fall, see, put, give*

Preparation Write these adverbs on pieces of paper: **loudly, quietly, slowly, quickly, happily, sadly.** Make copies of the grammar file cards, one for each child.

Warm-up

- Play a game. Put the pieces of paper with the adverbs face down on your desk and write the six adverbs on the board. Ask a child to come to the front of the class. He/She chooses a piece of paper and reads the adverb. The rest of the class ask him/her to do things e.g. **Can you walk like this? Can you eat like this? Can you speak like this?** etc. The child at the front of the class performs the action in the manner of the adverb. The rest of the class guesses the word. Repeat with another child and another adverb.

Page 7

Listening (1 Listen and ✓.)

- Ask the children to look back at the illustration on page 4. Remind them of the situation and ask them to describe the scene. Be sure to mention Alex and his fish tank.
- Ask children to close their books. Explain that they are going to hear about something which happened while the Gordons were moving into their new house. Play Tape 3. Children listen.

Tape 3

Voice: Joe kicked his football. (*sound of breaking glass*) The ball broke the fish tank... The fish fell onto the ground... Mrs Gordon saw the fish.

Mum: Oh, the poor fish!

Voice: She picked up the fish and put it in a glass of water. She gave the glass to Alex.

Mum: Here you are, Alex.

Alex: Thanks, Mum.

- Children open their books at page 7 and look at the pairs of pictures. Explain that they must tick the correct picture.
- Play the tape again. Children listen and tick.

- Go through the story step by step asking children to say what happened. Be sure that they use past simple.

Listening and writing (2 Listen again and write the past tenses.)

- Play the tape again, pausing the tape after each verb.
- Children write down the past tenses.
- Check their answers.

Speaking and writing (3 Tell the story. Write the story.)

- Children can tell the story in pairs. Then ask one or two of them to tell the story to the rest of the class.
- Children write the story in their notebooks.

Grammar card (4 Look and write.)

- Hand out a grammar file 'card' to each child.
- Point out the affirmative sentences. Remind children of how the past tense of regular verbs is formed. Elicit some examples and put them on the board. Ask for some examples of past tenses of irregular verbs and put them on the board. Point out the words 'ago', 'yesterday', 'last' and the date '1960' and remind children how they are used. Children copy from their books and from the board.
- Repeat the process with interrogative and negative forms.
- Remind children that the long form (did not) is used when writing and the short form (didn't) is used in speech.
- Make sure that children store their new 'card' in their grammar card folder.

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 Page 6

Ordering (1 Number the pictures in order.)

Children number the pictures so that they make a story.

Answers: D1, B2, C3, F4, A5, E6

Writing (2 Write the story.)

- Elicit the past tenses of the verbs in the box.
- Children use the verbs to write the story told in the pictures above.

Answers: (Alternatives in brackets) 1 Yesterday John **gave some** (a bunch of) **flowers to his mother.** (...gave his mother some (a bunch of) flowers.) 2 **She put the flowers** in a vase. 3 **The cat saw a dog.** 4 **It** (The cat) **jumped onto the table.** 5 **The vase of flowers fell** off the table. 6 **It** (The vase) **broke** on the floor. What a mess!

Writing (3 Make questions.)

Children write questions about the picture story.

Answers: 1 What **did John give** his mother? 2 Where **did she put them?** 3 **Did it fall** (break) on the floor?

Writing (4 Correct the sentences.)

Children make negative sentences referring to the picture story.

Answers: 2 The cat did not see a mouse. (It saw a dog.)

3 The dog did not jump on the table. (The cat jumped on the table.) 4 The table did not break. (The vase broke.)

Unit 1: Additional pages

 Pages 8, 9

Reading for pleasure notes,  page 8, Unit 1 A coral reef

- Children should be familiar with looking at illustrations to help them predict a text. They may also be familiar with scanning the text before reading it to help them predict it more accurately. If you wish to revise these prediction skills follow these steps:
 - 1 Give children a moment or two to read the title, look at the pictures and read the labels. (In this text the title and labels give them a lot of information.) Ask what they think the text is about. Write their ideas on the board.
 - 2 Tell them to look at the text quickly for a moment, but not to read every word.
 - 3 Ask if they notice any words in the text that they think are important to what it is about. Write these up on the board. If they do not match the first ideas on the text, let them suggest a new one.
- **Note:** If scanning the text is a new skill to your class, or they have not practised it often, they may not pick out appropriate words at first. This skill can be practised with other texts in this course
- Play the tape. Children listen and follow in their books. Explain any new or unfamiliar words.
- With the class, look at the ideas on the board and ask how well they match the text they heard.
- Ask if the words they picked out were important. If not, which words would they pick out now? Write them on the board.
- If you have confident readers, let them take turns to read a part of the text. Alternatively, read paragraphs and ask individuals to read each one after you.

Personal profile project

- Help children to make up and copy a personal profile form like the ones in Exercise 1 of Lesson 2. The same details can be used and more can be added, e.g. brothers and sisters, favourite colour/book/TV programme, etc.
- Children work in pairs and interview each other. If possible, put children together who do not know each other well, or do this activity with another class.
- Children record the information on their forms.
- Let as many children as possible tell the class about the person they interviewed. Display the finished profiles.

 Page 7

Dictionary skills

- 1 Children match words to objects by writing the words in the correct spaces.
 - 2 Children put words in alphabetical order.
 - By this stage children will probably not need to see the alphabet in order to do the exercise. However, if they have any difficulty, write it on the board.
- Answers:** Alphabetical order; branch, canary, feather, guitar, moon, suitcase
- 3 This spelling exercise gives practice for verbs which drop the final e when the suffix -ing is added.
 - Ask children to think of other verbs which behave in the same way, e.g. drive, slide, save, write, dive, hate, love.
- Answers:** 1 making, 2 sleeping, 3 living, 4 moving, 5 carrying, 6 sliding

 Page 8

Composition

- 1 Children read the description of Joe Gordon.
 - 2 Working with a friend, children ask questions and make notes about the answers. You may wish to check that children can form the questions correctly first.
 - 3 Children look back at the model description. Ask how many parts it has and what each part is about (family, hobbies, pets).
- Children write their composition in three similar parts. Finally they draw a picture.