

Unit Overview

Objectives

- To talk about leisure activities
- To use *like + ing*
- To ask about what others like doing

Language

Target Vocabulary	Leisure activities: skiing, cooking, watching TV, playing the guitar, playing computer games, skateboarding, reading the newspaper, chatting online, skipping, painting, playing hockey, reading magazines, watching movies, surfing the Internet, walking the dog, riding a scooter
Target Structures	What do you/they like doing? I/We/They like skiing. What does he/she like doing? He/She likes skiing. I/We/They don't like skiing. He/She doesn't like skiing. Do you/they like skipping? Yes, I/they do. / No, I/they don't. Does he/she like skipping? Yes, he/she does. / No, he/she doesn't.
Features	Values: Set goals. Cross-curricular: Social science: Places to live Phonics: <i>ou, ow (out, loud, shout, cloud, low, snow, blow, yellow)</i>

Materials

- Student Book 4 pages 12–21
- Audio CD tracks A:13–30
- Picture Cards: (7) skiing, (8) cooking, (9) watching TV, (10) playing the guitar, (11) playing computer games, (12) skateboarding, (13) reading the newspaper, (14) chatting online, (15) skipping, (16) painting, (17) playing hockey, (18) reading magazines, (19) watching movies, (20) surfing the Internet, (21) walking the dog, (22) riding a scooter
- Story Cards
- Activity Sheets 1–2
- Workbook 4 pages 8–17
- Unit 1 Test

Student Book page 12

Objectives

- To listen to a conversation
- To identify leisure activities

Target language

skiing, cooking, watching TV, playing the guitar, playing computer games, skateboarding, reading the newspaper, chatting online

Materials

Picture Cards 7–14

Warm-up

Review leisure activities the students know in English by miming. Mime, e.g., playing soccer, and prompt the students to say, *You're playing soccer*. Ask students around the class to mime other leisure activities they know in English, and have the other students guess what they are doing.

Using the page

1 Listen.

- Ask students to look at the scene in their books. Point to the children and ask, *Who are they?* (From left to right: *John, Jenny, Ruby and Sam*). Ask, *Where are they?* Prompt students to look for clues in the scene. When you have heard their ideas, explain/confirm that the children are in Madley Kool's trailer at the movie studio.
- Play the audio. Ask students to point to items in the scene as they listen. Play the audio again, then ask some comprehension questions, *Is Madley Kool in his room? Does Madley Kool like soccer? Can he swim? Can he cook?* Students answer, *Yes* or *No*.

Jenny: *Where's Madley Kool? Is he here?*

John: *No, he isn't.*

Jenny: *Look at his room!*

John: *Wow! He likes soccer!*

Sam: *Look at the photo! He's swimming. He was at the beach.*

Jenny: *Look at the books!*

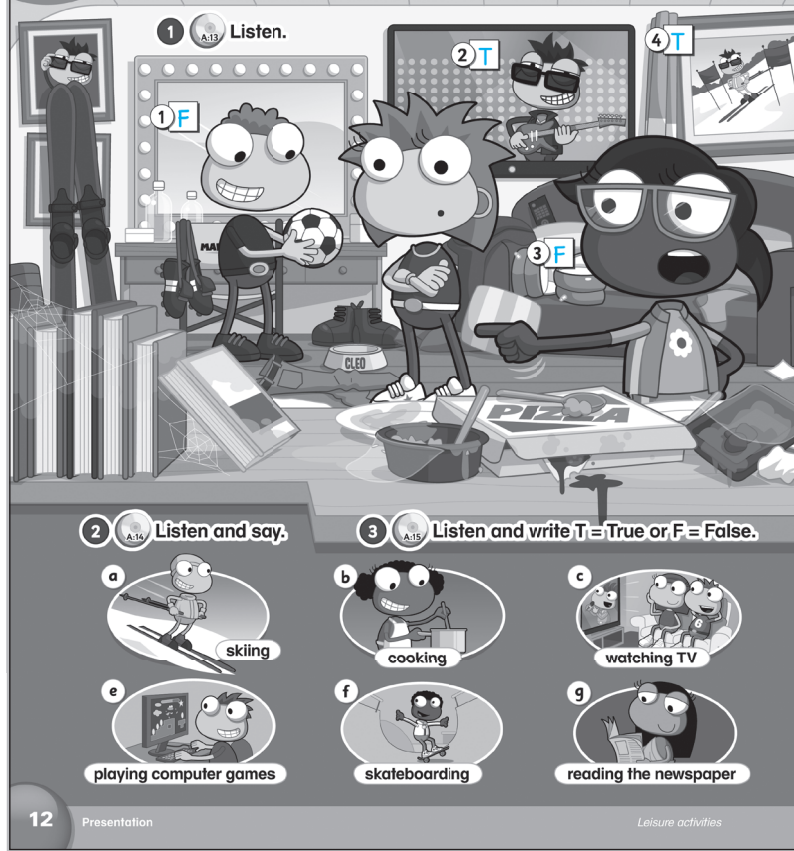
Ruby: *He can't cook.*

Ugh! He can't clean!

2 Listen and say.

- Ask students to look at the pictures. Play the audio and have students point at the pictures as they listen.
- Play the audio again. Pause after each item and have students repeat the words.
- Ask, *What's (c)?* Students answer, *(Watching TV)*. Ask students to ask similar questions and answers in pairs.

1 Free time SAMPLE



3 Listen and write T= True or F= False.

- Ask students to look at the scene again. Play the audio and have students listen first.
1. He's watching TV.
 2. He's playing the guitar.
 3. She's reading the newspaper.
 4. He's skiing.
 5. He's skateboarding.
- Play the audio again, pausing after each sentence. Students write a T or F in the boxes in the scene, depending on if the sentence is True or False.
 - Check the answers with the class. Say, *(1) He likes watching TV. True or False?*

WB Assign Workbook page 8. For the answers, see page 170.

Extension

Picture card game

Show the Picture Cards and have students identify each one. Hand the Picture Cards out to several students. Call out one of the leisure activities. The student holding the activity you call must stand up and hold the card up. If the student stands up correctly when his/her card is called, he/she may pass it to another student of his/her choice. Continue until all students have had a turn.

4 Listen and chant. (See page 112.)

LOOK!

What do you/they like doing?	I/We/They like skiing.
What does he/she like doing?	He/She likes skiing.
I/We/They don't like skiing.	
He/She doesn't like skiing.	

5 Listen and write ✓ or X.

1 What does Jenny like doing?

- a skiing ☒
- b watching TV ☒
- c skateboarding ☐
- d playing soccer ☒



2 What does Sam like doing?

- a reading ☒
- b chatting online ☐
- c cooking ☒
- d cleaning ☒



6 Ask and answer.



Presentation / Practice

Asking and answering about activities

13

*Madley Kool, Madley Kool,
He likes playing soccer
And swimming in the pool.
He likes skiing and watching TV.
Yes, yes, just like me!
But he doesn't like cooking
And he doesn't like cleaning.
He doesn't like reading!
Shame on him!*

- Play the chant again, pausing after each line. Have students chant along and mime the activities in the chant. Tell them to smile when miming an activity Madley Kool likes doing, and frown when miming an activity he doesn't like.

LOOK!

*What do you like doing? I like skiing.
What do you like doing? We like skiing.
What do they like doing? They like skiing.
What does he like doing? He likes skiing.
I don't like skiing.
We don't like skiing.
They don't like skiing.
She doesn't like skiing.*

5 Listen and write ✓ or X.

Play the audio and ask students to put a check or a cross in each box, depending on whether the children like doing the activity or not.

Ruby: What do you like doing, Jenny?
Jenny: I like playing soccer and I like watching TV. But I don't like skiing.
Ruby: How about Sam? What does he like doing?
John: He likes cooking. But he doesn't like cleaning.
Jenny: And he doesn't like reading!
Ruby: Oh, no! That's not good!

6 Ask and answer.

Have students read the children's speech bubbles, then work in pairs, asking and answering about what they and their partner like doing.

WB Assign Workbook page 9. For the audio script, see page 164. For the answers, see page 170.

Student Book page 13

Objectives

- To chant about what Madley Kool likes doing
- To practice asking about leisure activities

Target language

What do you/they like doing? I/We/They like skiing.
What does he/she like doing? He/She likes skiing.
I/We/They don't like skiing.
He/She doesn't like skiing.

Materials

Picture Cards 7–14, Activity Sheet 1, slips of paper

Warm-up

Display Picture Cards 7–14 to review leisure activities. Divide the class into two teams. Show a Picture Card. The first team to call out the correct word wins a point for their team.

Using the page

4 Listen and chant.

- Have students look at the scene on page 12 again. Tell students they will listen to a chant about what Madley Kool likes / doesn't like doing. Play the audio and have them point at items as they listen.

Extension

Bingo!

Play Bingo with the cards from Activity Sheet 1. Have students draw a grid of six squares. In each square, they place one of the cards from Activity Sheet 1. They put a check or cross in each square, depending on whether they like the activity or not. Make sentences with *I like / don't like ...ing*. Students remove their cards from any squares that correspond to your sentences. The first to remove all his/her cards shouts, *Bingo!*

7 **Listen and say.**

a skipping

b painting

c playing hockey

d reading magazines

e watching movies

f surfing the Internet

g walking the dog

h riding a scooter

VOCABULARY

8 **Listen and circle. Then sing.**

Do you like riding your (scooter / bike)?
 Yes, I do. I like riding my (scooter / bike).
 Do you like playing the (guitar / piano)?
 Yes, I do. Look! Look! I'm a pop star.

What do you, do you like doing?
 What do you, do you like doing?

Do you like playing (computer games / soccer)?
 No, I don't. I like riding my (scooter / bike).

Does your brother like (painting / skateboarding)?
 Yes, he does. He likes (painting / skateboarding).

What does he, does he like doing?
 What does he, does he like doing?

SONG

Using the page

7 Listen and say.

- Present the new vocabulary with Picture Cards 15–22. Hold them up one by one and say the words.
- Play the audio and have students listen as they look at the vocabulary in their books.
- Play the audio again and have students repeat the vocabulary.
- Say, *I like reading magazines. How about you?* Ask individual students to answer *I like / don't like reading magazines*. Have students talk about the pictures in pairs.

8 Listen and circle. Then sing.

- Ask students questions about the picture. Ask, *What's he/she doing?* Prompt students to answer *He's riding a bike. / She's riding a scooter*.
- Play the song audio and have students listen.
- Play the audio again and ask students to circle the correct word in each line. Have students check their answers with a partner.
- Invite students to sing the song. Play the audio again and ask students to do the actions as they sing.

WB Assign Workbook page 10. For the audio script, see page 164. For the answers, see page 170.

Student Book page 14

Objectives

- To practice asking about leisure activities with a song
- To identify more leisure activities

Target language

skipping, painting, playing hockey, reading magazines, watching movies, surfing the Internet, walking the dog, riding a scooter

Additional language

pop star

Materials

Picture Cards 15–22, Activity Sheet 2

Warm-up

Play the chant again (CD track A:16) and have students chant along. Encourage them to mime the actions as they chant.

Extension

Song extension

Have students work in pairs or small groups. Prompt them to write a new verse for the song, using the lyrics on page 14 as a model.

A survey

Photocopy Activity Sheet 2 and give each student a copy. Tell students they will do a survey to find out what leisure activities their friends like doing. Have students write leisure activities in the questionnaire. Tell them to complete the first column about themselves by putting a check or a cross next to each activity. They then ask two other students, *Do you like (playing hockey)?* They record their friends' answers on the questionnaire. At the end of the activity, ask students to report back the results of their questionnaire. E.g., *I like playing hockey. Susan likes playing hockey. Max doesn't like playing hockey.*

LOOK!

Do you/they like skipping?	Yes, I/they do. No, I/they don't.
Does he/she like skipping?	Yes, he/she does. No, he/she doesn't.

1

9 **Read and stick. Then ask and answer.**

1 This is my dog Timmy. He doesn't like running and he doesn't like catching a ball. But he likes skateboarding. Look! He's cool.

2 Hi, I'm Anna. I'm 9 years old. I like singing with my friends. I don't like chatting online but I like surfing the Internet.

3 I'm Charlie. I don't like watching TV and I don't like cooking. I like skiing. My sister doesn't like watching TV either. She likes skiing with me. It's fun!

Does Timmy like running? No, he doesn't. He likes skateboarding.

10 **Write. Then ask and answer.**

I like watching movies.

I don't like walking the dog.

My brother (mother, father, brother, sister, or friend) likes skateboarding.

He doesn't like cooking.

Do you like chatting online? Yes, I do.

Does your mother like watching TV? No, she doesn't. She likes reading.

15

Student Book page 15

Objective

To read, talk and write about leisure activities

Target language

Do you/they like skipping?

Yes, I/they do. No, I/they don't.

Does he/she like skipping?

Yes, he/she does. No, he/she doesn't.

Materials

pieces of paper, Stickers (Free time)

Warm-up

Play the song audio again (CD track A:21). Have students sing along in two groups – boys and girls. Encourage them to mime the actions as they sing.

Using the page

LOOK!

Do you like skipping? Yes, I do.
Do they like skipping? No, they don't.
Does he like skipping? Yes, he does.
Does she like skipping? No, she doesn't.

Online task: Direct students' attention to Cleo. Tell students to go online to Movie Studio Island and find the item that she is holding. Once students click on it, they are taken to a supplementary language task.

9 Read and stick. Then ask and answer.

- Tell students that they will read about what a boy, a girl and a dog like doing. Write on the board: *I like skateboarding. I like surfing the Internet. I like skiing.* Ask which activity they think the boy, girl and dog like doing. Have students read the texts in their Student Book to check their predictions.
- Direct students' attention to the stickers at the back of their Student Book. Tell them to find the correct sticker for each text and stick it in position on page 15.
- Ask students to read each text again. Play the audio if you wish. Ask questions, e.g., *What does Timmy like doing? Does Anna like surfing the Internet? Does Charlie like cooking?*
- Pair students and have them read the questions and answers in the speech bubbles. Students then ask each other about Timmy, Anna and Charlie.

10 Write. Then ask and answer.

- Ask students to work individually. Tell them to complete the sentences about themselves and their family.
- Ask individual students questions, using the speech bubbles on the page as models, e.g., *Do you like (singing)? Does your (brother) like (skateboarding)?* Prompt them to answer, *Yes, I do. / No, I don't. / Yes (he) does. / No, (he) doesn't.* In pairs, students ask and answer their questions.

WB Assign Workbook page 11. For the audio script, see page 164. For the answers, see page 170.

Extension

Make a mini-poster

Students make a mini-poster of the activities they like doing with their family and friends. They write a few sentences on the poster, e.g., *I like watching movies with my friends.* Make a class display of the students' posters if you wish, and use them for further speaking practice, e.g., *What does (Lucy) like doing?*

Who is it?

Ask students to write a sentence about what they like / don't like doing on a piece of paper, e.g., *I like reading magazines. I don't like skipping.* Collect the pieces of paper. Hand them back out to the students randomly. Have students ask each other questions, e.g., *Do you like (reading magazines)?* etc., until they find the student whose answers match those on their paper. Set a time limit for them to do this.

11 **Listen and read.**

STORY

12 **What does Cleo like doing? Discuss your answers.**

16 Consolidation

- Play the audio and have students listen to the story as they follow along in their books.
- Check students' understanding of the story by asking questions and pointing to the pictures. Ask, *Who are the children looking for? (Madley Kool.) What's the cat's name? (Cleo.) What does she like doing? (Sleeping, eating, watching, listening.)*
- Make some sentences about the story, including some deliberate errors. Ask students to put their hands up each time they hear an error. Ask individual students to correct the errors, e.g., *The children are looking for Cleo. (No, they're looking for Madley Kool.) Cleo likes running. (No, she likes sleeping/eating/watching.)* etc.

12 **What does Cleo like doing? Discuss your answers.**

- Have students work in pairs. Ask them to talk about what Cleo likes doing.
- Check the activity by asking questions, e.g., *Does she like (eating)?* Have students answer *Yes* or *No*.

WB Assign Workbook page 12. For the answers, see page 170.

Extension

Tell the story

Photocopy the Story Cards. Hand them out to pairs of students. Have students cut out the Story Cards, shuffle them and put them in the correct order. They can then read the story in pairs, using the Story Cards.

Fill the gaps

Before you photocopy the Story Cards, you could blank out several of the key words in the speech bubbles. Ask the students to write in the missing words without looking at their book. Have them check their answers by looking at the story on page 16 again.

Student Book page 16

Objective

To consolidate target language in a story

Additional language

find, actually, lying, help, detective, look for

Materials

Story Cards

Warm-up

Have students look at the opening episode of the Movie Island story on page 6. Ask questions, e.g., *Where are the children? (At a movie studio.) Who likes Madley Kool? (Jenny.) Is Madley Kool at the studio? (Yes.) What's the movie about? (Sharks.)*

Using the page

11 Listen and read.

- Direct students' attention to the story and ask questions about the characters and the scene, *Who can you see in the pictures? (Sam, Ruby, John, Jenny, a cat.) Does Sam like the cat? (Yes.) Where do you think the children are going in picture 6? Have students make predictions about the story.*

1

13 **Number in order.**

a Cleo has an idea. 5

b Cleo likes sleeping and eating. 3

c They're looking for Madley Kool. 1

d They see Cleo. 2

e They say goodbye to Cleo. 4

14 **Role-play the story.**

15 **Check (✓) three goals. Then ask and answer.**

1 Me ☒ My friend ☐
Be a good son or daughter.

2 Me ☒ My friend ☐
Be a good student.

3 Me ☐ My friend ☒
Learn a sport.

4 Me ☐ My friend ☒
Learn to play an instrument.

5 Me ☐ My friend ☒
Make new friends.

6 Me ☒ My friend ☐
Help people.

VALUES
Set goals.

HOME-SCHOOL
Think of three more goals and make a list. Show your family.

Suggested answers
Students' answers can vary.

PARENT

I want to learn a new sport. What about you?
I want to be a good daughter.

Comprehension / Values Setting goals 17

- Check students' answers as a class. Ask, *What's number 1?* and ask a volunteer to read out the answer.

14 **Role-play the story.**

- Divide students into groups, making sure there are the same number of students in each group as there are characters in the story. Give each group a set of Story Cards and have students place them in order. Then ask each group to act out the story.
- Divide students into five groups and give each group a character, Sam, John, Jenny, Ruby, or Cleo. Each group should practice their lines in class. Encourage students to say the lines from memory using prompts. Invite a member from each group to come and role-play the story. Repeat with new sets of students and, if possible, give every student the opportunity to participate.

15 **Check (✓) three goals. Then ask and answer.**

- Read the Value, *Set goals*. Direct students' attention to the pictures of the boy. Ask questions about each picture, e.g., *What's he doing?* Prompt the students to answer, e.g., *He's cleaning, playing the violin, helping an old lady*, etc. Have students read the caption below each picture.
- Ask students individually to check three goals they want to achieve. Then have them work in pairs. Encourage them to ask their friend what they want to do, using the speech bubbles as a model. Have students check the goals that their friend wants to achieve.
- Ask individual students to share their goals with the class. Prompt them to say, *I want to (learn a musical instrument).*

WB Assign Workbook page 13. For the audio script, see page 164. For the answers, see page 170.

Student Book page 17

Objectives

- To provide story comprehension
- To role-play a story
- To talk about setting goals

Additional language

I want to ... be a good son/daughter/student, learn a sport/to play a musical instrument, make new friends, help people.

Materials

Story Cards

Warm-up

Play the story audio again and review the story with students. Review the characters' names and ask questions about the story: *Where are the children? (At the movie studio.) Who are they looking for? (Madley Kool.) What does Cleo like doing? (Sleeping, eating, watching, listening.)*

Using the page

13 **Number in order.**

- Have students work in pairs. Ask them to read the story events and to number them 1–5, according to the order they occur in the story.

Extension

Achieve your goals

Encourage students to review the goals they wrote down over the course of the term. Ask them to report any goals they achieve to the class. You could make a class chart listing some or all of the student's goals. Make time in class to review these, e.g., once a week, if any students have achieved a goal, they can put a sticker on the chart.

Story writing

Have students work in groups. They rewrite some of the speech bubbles in the story, using different activities. Ask them to practice reading their new stories, then to perform them for the class.

Home-School link: Read the directive with the class: *Think of three more goals and make a list. Show your family.* Ask students to do this at home.

16 **Read. Then check (✓) and say.**

SOCIAL SCIENCE

Special houses

This is Rosa. Look at her house. It's a boat. Rosa likes her boat. She doesn't like watching TV. She likes reading and playing the guitar. She also likes riding her bike, but not on the boat! She has a cat. He likes sleeping on the boat.

This is Will. This is his house. It's a lighthouse! There are a lot of stairs. Will likes living in the lighthouse but he doesn't like climbing the stairs. He likes playing computer games and watching TV. He likes cooking, too. His favorite food is fish.

	Rosa	Will
1 likes reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 likes cooking	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 likes playing computer games	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 doesn't like climbing the stairs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 doesn't like watching TV	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Rose likes
Will doesn't like

THINK!
Houses come in different shapes and sizes. What other kinds of houses are there?

MINI-PROJECT
Design an unusual house. Write about things you can do in it.

18 Cross-curricular Social science: Places to live

Using the page

16 **Read. Then check (✓) and say.**

- Draw a boat slowly on the board and ask students to guess what you are drawing. Prompt them to say *It's a boat*. Repeat with *lighthouse* and say, *It's a lighthouse*. Ask students what a lighthouse does and if they would like to live in one.
- Tell students that they will read about two children who live in special houses. Have students look at the pictures and identify the boat and lighthouse. Ask students what they think the boy and girl like doing on the boat/in the lighthouse. Have them read the texts to check their predictions. Play the audio as students read.
- Have students read the text about Rosa again. Ask questions: *Does she like living in a boat? What does she like doing there?* Have them read the text about Will again, and ask: *Does Will like climbing stairs?* Mime to show the meaning of *stairs*. Students answer, *No, he doesn't*.
- Ask students to work in pairs. They read the statements and check the correct box.
- Ask individual students to make sentences about Rosa or Will, *Rose likes (reading.) Will doesn't like (climbing the stairs.)* Then have students do this in pairs, using the words in the speech bubbles as prompts.

THINK! Have students think about different kinds of houses. Write on the board: *igloo, tipi, tree house, caravan, cave house*. Ask students to draw pictures and label them.



Assign Workbook page 14. For the audio script, see page 164. For the answers, see page 170.

Student Book page 18

Objectives

- To integrate cross-curricular content (social science) into English class
- To develop cross-curricular content through a short project

Additional language

boat, lighthouse, stairs

Materials

paper, colored pencils

Warm-up

- Ask students to talk about where they live. Prompt them with questions, e.g., *Do you live in a house or an apartment? How many rooms are there? Do you have a garden? What's your favorite room?* etc.
- Ask individual students around the class first, and then have students ask each other the questions in pairs.

Extension

Group survey

Have students talk in groups about their own homes. Write question prompts on the board: *What's your favorite place in your home? What do you like doing there?* Have students ask each other the questions in groups of three or four. Encourage them to talk about what they like / don't like doing at home / in the garden.

Rosa or Will?

Call out a volunteer. Whisper a sentence about Rosa or Will, e.g., *He doesn't like climbing the stairs*. Have the student mime the sentence (smiling or frowning to indicate *like / doesn't like*). The other students guess what the mime is, and whether it's about Rosa or Will.

Mini-project: Have students design and write about an unusual house, including ideas featured in the unit and others of their own choosing. They can work in pairs or in small groups. Ask students to label their drawings. Have groups present their projects to the class, or make a class display.

SOUNDS FUN!

17 Listen.

1 ou **2** ow


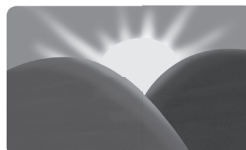
18 Listen, point, and say.

19 Listen and blend the sounds.

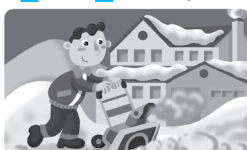
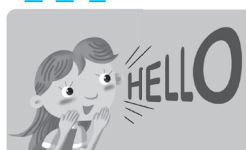
1 ou - t out	2 l - ou - d loud
3 sh - ou - t shout	4 c - l - ou - d cloud
5 l - ow low	6 s - n - ow snow
7 b - l - ow blow	8 y - e - ll - ow yellow

20 Underline *ou* and *ow*. Read the sentences aloud.

1 I can see a big rain cloud. **2** The yellow sun is low.

3 Blow the snow from the path. **4** Shout out loud!

Phonics **19**

Using the page

17 Listen.

Have students open their books. Play the audio.

o u /ou/ /ou/ /ou/ o w /ow/ /ow/ /ow/

18 Listen, point, and say.

Play the audio, pausing after each letter-sound to allow students to do the activity. Repeat several times.

/ow/ /ow/ /ou/ /ou/ /ow/ /ow/
/ou/ /ou/ /ou/ /ou/ /ow/ /ow/

19 Listen and blend the sounds.

- With books closed, introduce the concept of blending sounds. Start with the word *out*. Put the *ou* card on the board and sound out *ou*. Then add the *t* card and sound it out. Now sound out, *ou-t*. Finally blend and say the word *ou-t* out a few times, then have the students join in with you. Now repeat with the other words.
- Turn to the book and do the activity on the page.

20 Underline *ou* and *ow*. Read the sentences aloud.

- The high-frequency words are, *I, a, The, is*.
- With books closed, write one of the sentences on the board, e.g., *I can see a big rain cloud*. Show students the capital letter at the start of the sentence and the period at the end of the sentence.
- First ask students to scan the sentence to find the target grapheme, *ou*. Pick a student to come to the board and underline it. Now go to the start of the sentence and run your finger under it as you sound out and read the words. Now do this as a class. Next have students open their books to find the same sentence on the page, then underline the target grapheme and read it aloud. Do the same with the other sentences.



Assign Workbook page 15. For the audio script, see page 164. For the answers, see page 170.

Student Book page 19

Objectives

- To learn sounds and letters *ou, ow*
- To practice reading words and sentences and spelling words (*out, loud, shout, cloud, low, snow, blow, yellow*)

Materials

letter cards: *ou, ow*

Warm-up

- Prepare letter cards to review the sounds and letters. Show the cards in random order and have students chorus the letter sounds. Start slowly and then increase the speed.
- Draw simple pictures on the board with the grapheme *ou* in them: *cloud, round*. Say, *c-l-ou-d, r-ou-n-d*. Write the grapheme *ou* on the board and say *ou*. Have the students repeat, *ou*. Point to the cloud picture and say, *cloud*. Point to the *ou* and say, *ou*. Now elicit, *cloud* or *ou* from the students depending on what you point at. Follow the same approach to introduce the letter sound *ow*.

Extension

Make a crossword

Draw a simple two-word crossword grid on the board. Call out the first word, e.g., 1 *cloud*, and ask a student to come and write the word in the grid. Do the same for the second word, e.g., 2 *low*. Now explain that, in pairs, students are going to make and challenge another pair with a four-word crossword of their own, using the sample words from Unit 1. Walk around and help the students as they work and play the game.

21 **Write. Then play.**

HAVE FUN!

	Family member 1 (man)	Family member 2 (woman)	Friend 1 (boy)	Friend 2 (girl)
Me	cooking	playing the guitar	chatting online	painting
My friend	skiing			watching TV

Suggested answers
Students' answers can vary

Guess!

Friend 1. Does he like skateboarding?
No, he doesn't.

Does he like cooking?
No, he doesn't.

Does he like watching movies?
No, he doesn't. My turn.

How to play

- Students work in pairs. Each student writes an activity for his/her family members and friends.
- Students play rock-paper-scissors. The winner is the first one to ask about his/her classmate's family and friends. If he/she guesses correctly, he/she writes the name of the activity in the space provided.
- Students take turns asking and answering. Each student is allowed to make three guesses. This is a timed activity—the student with more correct guesses when the time is over wins.

20 Review

- Have students work in pairs. Tell them they will try to guess what their partner's friends and family like doing. Read the speech bubbles at the bottom of the page aloud with a volunteer.
- Each pair plays rock-paper-scissors to decide who goes first. They then ask each other questions in pairs, e.g., *Does he/she like (chatting online)? Yes, he/she does. / No, he/she doesn't.* Each student has three guesses. If they guess an activity correctly, they write the activity in the 'My friend' row of the chart. Give students a time limit, e.g., ten minutes. The student who guesses the most activities within the time limit wins the game. Walk around the classroom and help students who may be having difficulty.
- Give volunteers the opportunity to share the information in their chart with the class.



Assign Workbook page 16. For the answers, see page 170.

Extension

Draw it relay

Divide the students into two teams. Whisper a word to the first member of each team, e.g., *skiing*, and have them draw the word on the board at the same time. The first team to guess the word wins a point. Repeat with other members of the team drawing different words. Set a time limit for the game. The winners are the team with most points at the end of the game.

Pass the secret

Have students sit in a circle. Whisper to the first student, e.g., *Susan likes skateboarding. She doesn't like skiing.* Tell the students to pass the secret round the circle by whispering what they heard to the next student. At the end of the activity, see how close the final sentence is to the original secret. Ask students to think of other 'secrets' to pass around the class, using the target language.

Student Book page 20

Objective

To review unit language with a game

Materials

Picture Cards 7–22

Warm-up

Divide the class into two teams. Show a Picture Card, e.g., playing the guitar, with either a smile or a frown. Ask students from each team to put up their hands and say what you like/don't like doing, e.g., *You like/don't like (playing the guitar.)* The first student to put up their hand and say a correct sentence wins a point for their team.

Using the page



21 Write. Then play.

- Direct students' attention to the pictures at the top of the page. For each picture ask, *What's he/she doing?* Prompt students to answer, *He/She's (skiing.)*
- Explain the game to the class. Tell each student to choose four activities that their friends and family like doing, using the pictures as prompts. They write the activities in the first row of the chart. (Me).

PROGRESS CHECK 1

22 Listen and check (✓), or write.

1 a  ☒ b  ☐

2 a  ☐ b  ☒

3 a  ☒ b  ☐

4 a  ☒ b  ☐

5 a  ☐ b  ☒

6 a  ☒ b  ☐

7 a  ☒ b  ☐

8 a  ☒ b  ☐

9  What does she like doing? She likes cooking.

10  What does he like doing? He likes painting.

I CAN I can say what I like or don't like doing. ☐
I can set goals for myself. ☐

Now go to Movie Studio Island.

Review & Assessment 21

- Have students to listen to the audio and check the box next to the item they hear. In numbers 9 and 10, students complete the sentences and answer the question.

- I like surfing the Internet.
- He likes walking the dog.
- What do you like doing? I like watching movies.
- What do they like doing? They like playing soccer.
- What does she like doing? She likes painting.
- Does he like riding a scooter? No, he doesn't. He likes skateboarding.
- Does he like cooking? Yes, he does.
- Do they like playing computer games? Yes, they do.

- Play the audio again for students to check their answers.
- Students speak along to the audio. Pair students and have them ask and answer about the pictures they didn't check.

WB Assign Workbook page 17. For the answers, see page 170.

Extension

Pass the card

Have students sit in a circle (or several circles if you have a large class). Give a Picture Card to one student in each group, and ask the students to pass the Picture Card around the circle. When you shout, *Stop!* or clap your hands, the student holding the Picture Card has to make a sentence or question.

Find someone who ...

Have students think of an activity they like doing, e.g., *playing soccer*. Have them circulate around the class, asking other students, *Do you like playing soccer?* They continue until they find another student who says *Yes, I do*. They then sit down together. Ask students to tell the class what they and their friend like doing.

Unit wrap-up

I can: Read the two statements with students and invite students to check the boxes. Say, *Good job!* Then walk around the class and initial the page.

Tests: You may wish to give Unit 1 Test (see page 201) at this time.



Students can now go online to Movie Studio Island.

Student Book page 21

Objectives

- To complete a progress check
- To provide an opportunity for self-assessment

Materials

Picture Cards 7–22

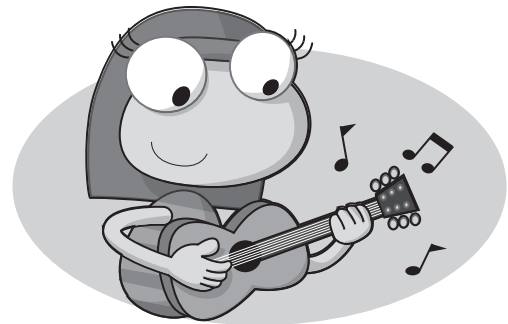
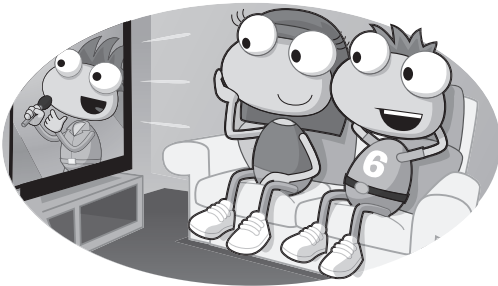
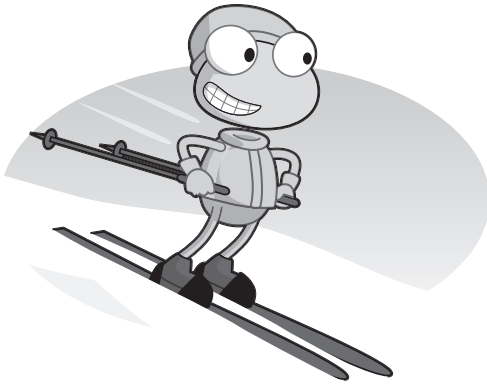
Warm-up

Say and mime, e.g., *I like skiing*. Ask a student to repeat the sentence, adding another activity and mime, e.g., *I like skiing and skateboarding*. Continue in the same way around the class. After three turns, say *But I don't ...*. The next student says a negative sentence about an action that hasn't been mentioned before, e.g., *I like skiing and skateboarding and cooking, but I don't like playing the guitar*. The student after that starts a new round.

Using the page

22 Listen and check (✓), or write.

- Have students look at the pictures. Ask, e.g., *What's the boy in picture 6b doing?* Students answer, *He's riding a scooter*. Ask about all the pictures.



Do you like skipping?

Yes, I do.

No, I don't.

	Me	Name:	Name:
skipping			

