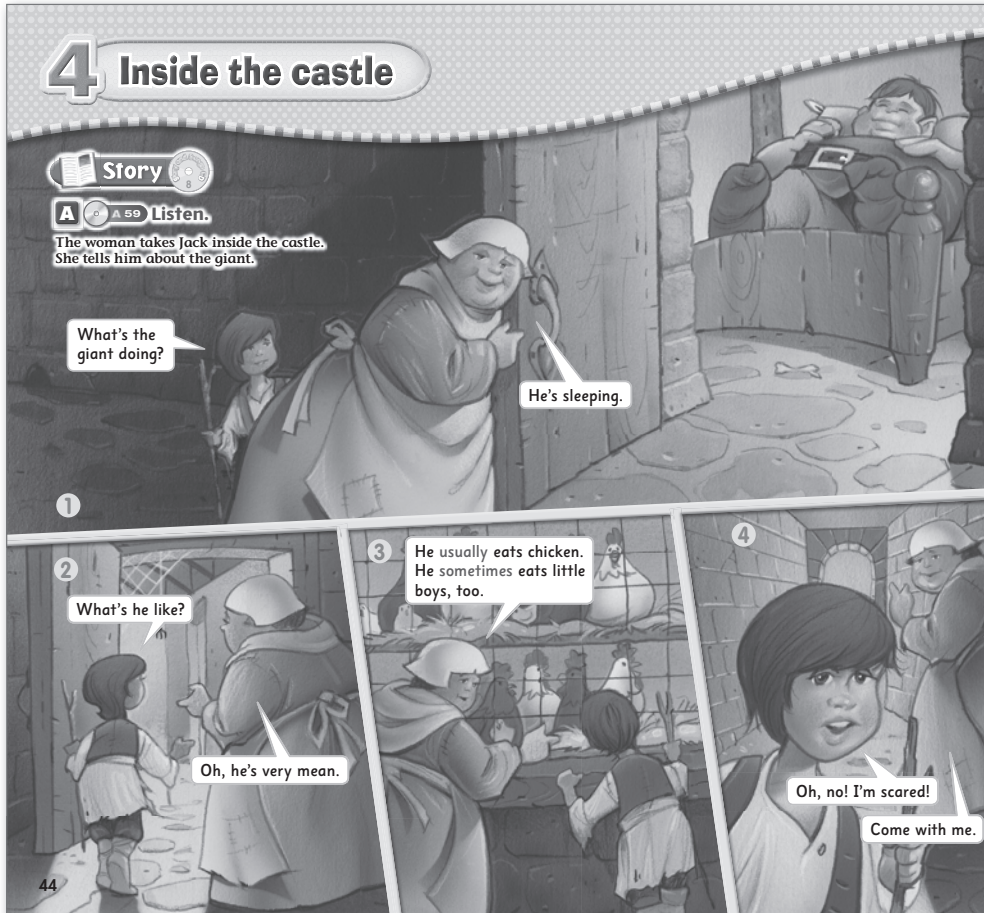


4 Inside the castle

Story

A 59 Listen.

The woman takes Jack inside the castle. She tells him about the giant.



Learn 1

B 60 Listen and say.

1 always

2 usually

3 sometimes

4 never

Sun.	✓		✓	
Mon.	✓	✓		
Tues.	✓	✓		
Wed.	✓		✓	
Thurs.	✓	✓		
Fri.	✓	✓		
Sat.	✓	✓	✓	

C 61 Listen and say.

Grammar 62

I		
You		
We	always	(go swimming).
They		
He		
She		(goes swimming).

45

Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Present Learn 1 structure in a story context

Storyline

Jack goes inside the castle with the woman. The giant is sleeping and the woman says that he is very mean. He usually eats chicken and sometimes eats little boys too! Jack is scared again, but the woman tells him to go with her.

Warm-up activity

- Have students look at the scene for 2 minutes. Then ask them to close their books and try to remember what they have seen in the pictures.
- Ask questions, e.g., *Where is Jack? What's the giant doing? What does the woman like?*, and elicit answers, e.g., *Inside the castle. He's sleeping. She's kind.*

Activity A 59

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *mean*.

- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Divide students into pairs. Assign roles from the story to each student. Play the audio and have students repeat their assigned lines.
- Have students practice role-playing the story in pairs. Encourage them to be expressive and use gestures.
- Invite pairs to perform their role-plays in front of the class. Have the class say the title and the introductory lines.



Learn 1

Objectives

- Learn adverbs of frequency
- Learn to say how frequently someone does something

Target language

always, usually, sometimes, never

I/You/We/They **always** (go swimming).

He/She **always** (goes swimming).

Warm-up activity

- Review the days of the week. Point your finger upward. Students start to say *Sunday, Monday, Tuesday, ...*
- If you point downward, they say the days in reverse order, *Tuesday, Monday, Sunday, ...*
- If you point horizontally, they say the same day, *Sunday, Sunday, Sunday, ...*
- Make sure students don't pause.

Activity B A 60

Have students focus on the adverbs of frequency. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 61-62

- Play the audio for the target structures and have students find the example in the story scenes. (*He usually eats chicken.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Point to the table in Activity B and review the four activities (i.e., mop the floor, listen to music, ride my skateboard, roller-skate) and the adverbs of frequency.
- Have each student draw his/her own table on a piece of paper and fill it with four activities. Put students into pairs and have them swap papers.
- Invite students to come to the front, show their partner's table and tell the class about his/her activities.

Song

D A 63-64 Listen and write. Then sing.

I like Sundays.
My dad usually waters the plants.
My mom sometimes sweeps the floor.
My sister always plays tag with her friends.
I usually ride my bike.

I don't like Sundays.
My dad never watches a movie with me.
My mom never makes a cake for me.
My brother never roller-skates with me.
But on Sundays ...
I always empty the trash.



E Look above. Match.

- 1 My dad never ...
 - 2 My mom sometimes ...
 - 3 My sister always ...
 - 4 I always ...
- a b c d

46

Practice

4

F Look and write.



trade cards

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

I never trade cards.



go swimming

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
✓	✓	✓		✓	✓	✓

He usually goes swimming.



roller-skate

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		✓		✓		

They sometimes roller-skate.



wash the dishes

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
✓	✓	✓	✓	✓	✓	✓

She always washes the dishes.

G A 65 Listen, write and circle.

- 1 He (always / never) mops the floor.
- 2 She (always / usually) writes emails.
- 3 They (sometimes / always) water the plants.
- 4 We (never / sometimes) play hide-and-seek.
- 5 I (sometimes / never) empty the trash.
- 6 You (always / usually) play tag.

47

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Put up Picture Cards 24–29 and 46–51 on the board. Point to each card and have students name the activity.
- Play the song. Have students sit in a circle and pass a soft ball around. Stop the music. The student holding the ball should call out an activity, e.g., *watch a movie*.
- Continue in the same way until all students have had a turn. Remind students not to repeat activities already mentioned. If students can't think of a new activity or are too slow to speak, they are out of the game.

Activity D A 63-64

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Have students look at the previous activity and do the matching. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Divide students into groups and have them choose words (activities, adverbs or people) to replace the original lyrics.
- Put up the relevant picture cards on the board as reference.
- Invite different groups of students to come to the front of the class and sing the song with their own lyrics.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Place each of Picture Cards 68–71 in the four corners of the class.
- Give each student one of the Activity Cards (24–29 and 46–51).
- Call out a sentence using an adverb and one of the activities, e.g., *He often plays hide-and-seek with his brother.* The student holding that activity runs to the corresponding adverb card and lines up in front of it.
- Continue in the same way calling different sentences until all students have lined up in front of their adverb card. Make sure that there is an equal number of students for each adverb.
- Have each student repeat the sentence, e.g., *I often play hide-and-seek with my brother.*

Activity **F**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Have students look at the information and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity **G** A 65

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write in the missing text and circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Place Picture Cards (24–29 and 46–51) around the room for reference.
- Have students sit in a circle and randomly give students Picture Cards 68–71. Play the song and have students pass the cards around the circle.
- Stop the music and have one of the four students holding cards make a sentence using the adverb on his/her card and one of the activities, e.g., *I usually ride my bike.*
- The class should repeat the sentence, e.g., *He usually rides his bike.*
- Play the music again and continue in the same way until all students have had a turn.

Learn 2

H A 66 Listen and say.

- 1  walk the dog
- 2  pick flowers
- 3  play with puzzles
- 4  go fishing
- 5  go hiking
- 6  go shopping
- 7  go to the movies
- 8  visit (my) grandparents

I A 67 Listen and say.

What do you do on weekends?

I sometimes go shopping.



Grammar A 68

What	do	you	do on weekends?	I	always	walk	
	they	they		We	usually	the dog.	
does	he	she		They	sometimes	walks	
				He			
				She			

48

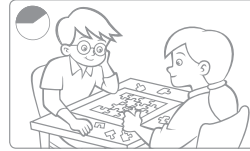
Practice

4

J Look and write.

sometimes =  usually = 

- 1 they / play with puzzles



What do they do on weekends?

They sometimes play with
puzzles

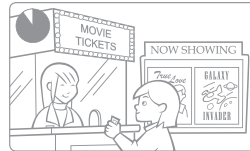
- 2 he / walk the dog



What does he do
on weekends?

He usually walks the dog.

- 3 she / go to the movies



What does she do
on weekends?

She usually goes to the
movies.

- 4 they / go hiking



What do they do
on weekends?

They sometimes go hiking.

K A 69 Listen and underline.

- 1 make a cake / write emails
- 3 go shopping / go hiking
- 5 play with puzzles / wash the dishes
- 6 play a board game / play a video game
- 2 go to the movies / watch TV
- 4 surf the Web / ride a bike

49

Learn 2

Objectives

- Learn vocabulary of activities
- Learn to ask what someone does on weekends
- Learn to say what someone does on weekends, and how frequently they do it

Target language

walk the dog, pick flowers, play with puzzles, go fishing, go hiking, go shopping, go to the movies, visit (my) grandparents

What do you/they do on weekends?

I/We/They always/usually/sometimes **walk the dog.**

What does he/she do on weekends?

He/She always/usually/sometimes **walks the dog.**

Warm-up activity

- Put up Picture Cards 72–79 on the board. Point to each one and elicit the activity. Have students repeat.
- Give out the Activity Cards 72–79. Call out three to five activities. Have the students with corresponding cards go up to the front of the classroom and line up. Have them line up in the same order as the activities were called.
- Ask the rest of the class if the students have lined up in the correct order.

Activity H A 66

Have students focus on the activities. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I A 67-68

- Have students focus on the dialogue presenting the target structures. (*What do you do on*

weekends? I sometimes go shopping.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Place Picture Cards 72–79 and 68–70 in two piles on a table.
- Have a student come to the table and pick a card from each pile. Ask him/her, e.g., *What do you do on weekends?* The student should make a sentence using the two vocabulary items, e.g., *I usually go fishing.* Have him/her then place the cards at the bottom of each pile.
- Continue in the same way until all students have had a turn. Invite individual students to take on the role of the teacher.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Prepare sets of word cards for the eight activities. Cut them apart into halves. Give each student one half.
- Have students walk around and search for their corresponding halves. Instruct them to call out the word(s) on their cards instead of showing them to other students.
- When students match the two parts of the phrases, they call out the activity and come to the front of the class.

Activity J

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity K A 69

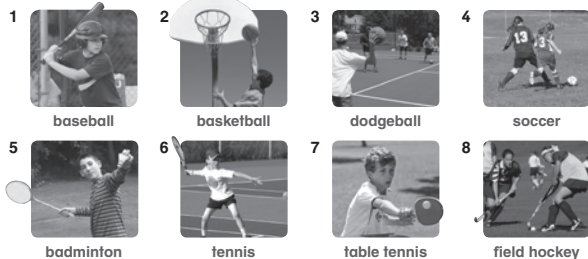
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to underline the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into pairs and have them tell each other what they and their family members do on weekends. Their partners try to remember the activities.
- Call out students' names and have their partners tell the class what they and their family members do on weekends. Have the student whose name you called confirm if the information is true or false.
- Continue in the same way until all students have had a turn.

Learn 3

L A 70 Listen and say.



M A 71 Listen and say.



Grammar A 72

Do	you	ever play baseball	before	school?	Yes.	I/we/they	do.
	they					he/she	does.
Does	he				No.	I/we/they	do not.
	she					he/she	does not.

50

Practice

4

N Look and write.

before school



after school



- Does ever play basketball after school?
No, she doesn't.
- Does ever walk the dog before school?
Yes, he does.
- Do ever play table tennis after school?
No, they don't.
- Do ever play soccer after school?
Yes, they do.
- Does ever play badminton before school?
Yes, she does.

O A 73 Listen and circle.

- Do they ever play (table tennis / tennis) before school?
- Does she ever play (baseball / badminton) after school?
- Do you ever play (dodgeball / basketball) after school?
- Does he ever play (field hockey / soccer) before school?

51

Learn 3

Objectives

- Learn names of sports
- Learn to ask yes/no questions about what sports someone plays before/after school
- Learn to answer yes/no questions about what sports someone plays before/after school

Target language

baseball, basketball, dodgeball, soccer, badminton, tennis, table tennis, field hockey

Do you/they ever play **baseball** before/after school?

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

Does he/she ever play **baseball** before/after school?

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

Warm-up activity

- Put up Picture Cards 80–87 on the board. Act out a sport and have students point to the correct picture and name it. Elicit the English words for each card. If students don't know the English words, encourage them to name them in their native language. Say the English words and have students repeat.
- Continue in the same way with the other sports. Once students become more confident, invite students to take on the teacher's role.

Activity L A 70

Have students focus on the sports. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity M A 71-72

- Have students focus on the dialogues presenting the target structures. (*Do you ever play soccer*

before school? No, I don't. Do you ever play tennis after school? Yes, I do.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structure using the vocabulary.

Extension activity

- Have students stand in a circle. One student asks a question using the target structure to the classmate standing next to him/her, e.g., *Do you ever play table tennis before school?* The student replies, e.g., *No, I don't. / Yes, I do.* and asks another question to the next student, who replies and then asks another question and so on. Remind students not to repeat using the same name of sports.
- Continue in the same way until all students have had a turn. Increase the pace as students become more confident.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Ask a student to come to the front of class. Divide the class into two teams.
- The teams take turns asking the student questions such as *Do you ever play baseball after school?* The goal is to get the student to answer only *Yes, I do.* The team with more "yes" answers wins.
- Continue in the same way with different students.

Activity N

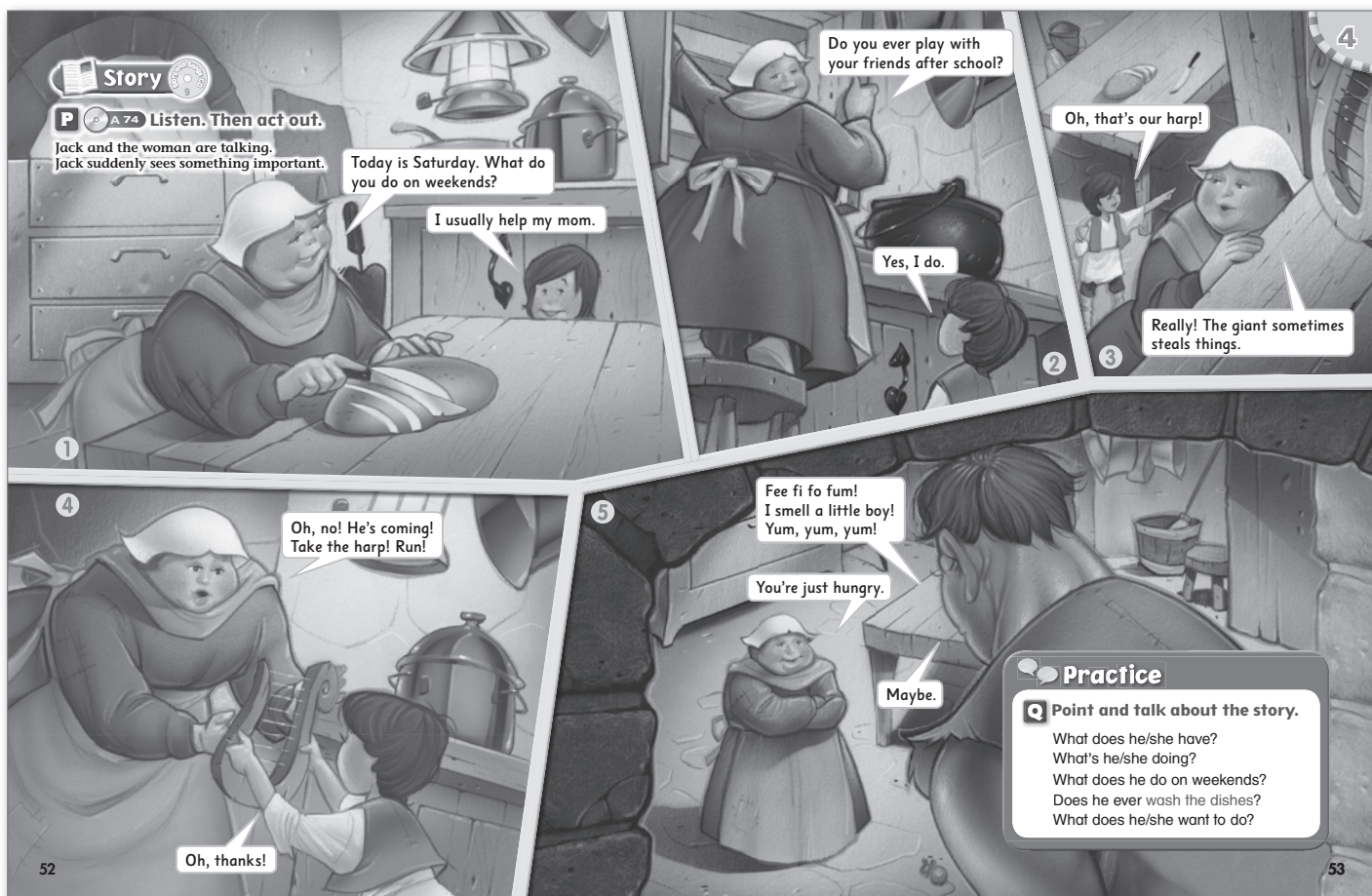
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the information and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity A 73

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Write questions and answers from this unit on strips of paper. Cut the sentences apart into individual words. Keep the question and its matching answer in the same set. Scramble the words up.
- Put students into pairs and give each pair a set of cut-up sentences. Have them put the question and answer back in order.
- Then invite students to come to the front and role-play their dialogue.



Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Consolidate language from Learn 1–3

Storyline

Jack and the woman are talking in the kitchen. The woman asks Jack about what he does on weekends and after school. Jack notices his family's harp, but suddenly the giant comes. The woman gives Jack the harp and tells him to run. The giant arrives in the kitchen and says that he can smell a little boy, but the woman suggests he is just hungry.

Warm-up activity

- Invite a student to come to the front of the class and think of one of the characters in the story. The other students try to guess the character by asking questions, e.g., *Is it a man? Is he big? Does he live in a castle?* The student should reply with only yes/no answers.
- Continue in this way until most students have had a turn.

Activity **P** **A 74**

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *important, harp, steals* and *smell*.

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Make copies of the story scenes. Blank out the frame numbers and cut them into different puzzle pieces.
- Divide students into groups and hand out a set of puzzle pieces to each group. Have them put the puzzle back together.
- Praise students who complete their puzzles quickly and ask them to read out the story.

Practice

Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

Warm-up activity

- Have one student be “it.” Have the rest of the class sit in a circle. Review the unit vocabulary to be practiced. Put up Picture Cards 68–87 on the board for reference.
- The “it” chooses one of the target items and walks around outside the circle. While walking, the “it” taps one student on the shoulder and says the word(s). Have that student stand up and chase the “it” around the circle, who should try to sit down in the student’s place in the circle.
- If the student can catch the “it”, the “it” has another round and repeats the process. If the “it” is not caught (i.e., “it” is able to sit down in the circle), the student who chases “it” becomes the next “it.”

Activity

- Give a brief recap of the target structures from Learn 1–3.

- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates’ answers.

Extension activity

- Divide students into groups of three and assign roles from the unit story to students.
- Play the audio and have them repeat their assigned lines. Then have them practice the dialogues on their own. Encourage them to be expressive and creative, and use emotion and gestures.
- When groups are confident, have them present the dialogues to the class.

Test

/10

R A 75 Listen and check (✓) or write.

1 	2
3 	4
5 	6

7 He plays table tennis after school.

8 She sometimes plays baseball before school.

9 He plays field hockey before school.

10 She sometimes plays dodgeball after school.

54

Have fun!

Do you ever play tennis?

Yes, I always play tennis. Do you ever play board games?

S Ask and answer.

No, I never play board games.

a = always	u = usually	s = sometimes	n = never
1 play tennis	2 play board games	3 walk the dog	
4 go shopping	5 visit (my) grandparents	6 play baseball	
7 play table tennis	8 go hiking	9 play badminton	
10 play dodgeball	11 play soccer	12 go to the movies	
13 pick flowers	14 play field hockey	15 play basketball	

55

Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Write the unit vocabulary items on pieces of paper. Put them in a bag.
- Ask a student to pull out a piece of paper from the bag and act out the meaning of the word/phrase. The student who guesses correctly first gets to be the next actor.
- Continue in the same way until there are no pieces of paper in the bag.

Activity **R** A 75

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Put students into pairs and have them line up in two parallel lines facing each other.
- Use Picture Cards 68–87. Show a card to students and have one student in each pair ask his/her partner a question using the unit structure and the word on the card, e.g., *Do you ever play*

dodgeball after school? The other student should answer accordingly. Then both lines should take one step back.

- Repeat with other cards and each time have students take one step back.
- Make sure students speak loudly and listen to their partners carefully as many students are asking and answering their questions at the same time.



Objective

Review and assess unit language through a communicative task

Warm-up activity

- Display the unit picture cards around the room. Divide the class into two or more teams. Put team names on the board.
- Alternate asking each team to point to and say the name of one item. Allow only 10 seconds or so for each team to speak. Each time a different team member must speak, although other team members can quietly help him/her.
- Teams cannot repeat words. Keep a quick pace. Teams lose a turn if they do not respond in time. Give teams a point for each correct word/phrase and write the points on the board.

Activity **S**

- Put students into pairs. Have them focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs and have them do the task again.

Extension activity

- Put up five activities or sports picture cards on the board. Invite five students to come to the front of the class and line up. Make sure that they can see the picture cards.
- Have the first student choose a card, make a sentence using the activity/sport on it, e.g., *I play table tennis on weekends*. The next student acts out the sentence, then repeats what the previous student said and adds on another sentence, e.g., *He plays table tennis on weekends. I usually go to the movies*. The third student then acts out the previous two actions, repeats the sentences and adds another one, e.g., *He plays table tennis on weekends. She usually goes to the movies. I sometimes go hiking*. Allow students to help each other remember what they have said.
- Continue until all five students have had a turn. Then replace the cards on the board and repeat with another group of students.