

## Unit objectives

By the end of this unit, students can:

- make and present a movie storyboard
- read a story about following dreams
- name hobbies and use adjectives
- talk about hobbies they like and don't like doing and why they like doing them
- recognize and apply strategies for following dreams
- read and talk about musical instruments

## Skills development

**Listening:** recognize and understand words for hobbies and adjectives, and hobbies they like and don't like doing and why they like doing them

**Reading:** read a short, simple cartoon story and a factual text about musical instruments

**Speaking:** talk about hobbies they like and don't like doing and why they like doing them using adjectives; talk about following their dreams and musical instruments

**Writing:** write words, sentences and questions about hobbies they like and don't like doing and why they like doing them, using adjectives

## Vocabulary

**Lesson 1:** do photography, dress up, learn an instrument, watch movies

**Lesson 2:** go cycling, make models, make movies, paint pictures, play in a band, read comics, sing in a choir, write in a journal

**Lesson 5:** boring, cool, easy, exciting, hard, terrible

## Myself and others

**Following your dream** In this unit, a Disney video clip will introduce the theme of identifying dreams and how to follow those dreams.

**Language:** My dream is to play soccer for my country! Keep trying! Follow your dreams!

Self-awareness

## Story

Sato's dream

## Grammar

**Lesson 3:** I like singing in a choir. She doesn't like reading comics. Do you like making models? Yes, I do. / No, I don't.

**Lesson 5:** What do you like doing in your free time? I like reading comics. Why? Because it's cool!

## My world

**Music:** Musical instruments

brass, flute, percussion, string, trumpet, wind

## Project

**A movie storyboard**

**Presentation skills:** good presenter behavior  
Hello, I'd like to tell you about ... Thank you.  
Does anyone have any questions?

Disney · PIXAR

# coco

## Miguel

A young boy who has a passion for music. He has an ear for music and is a fast learner.

## Dante

Miguel's pet, Dante, is a dog. He's loyal to Miguel and loves food.

## Coco

Miguel's great-grandma, Coco, always plays and listens to him. She's warm-hearted, supportive, and nice.



Coco tells the story of Miguel, a young boy who dreams of becoming a musician. Miguel lives with his family, including his great-grandma, Coco. Coco's daughter doesn't want Miguel to become a musician because Coco's dad, Hector, left his family to follow his dreams and become a musician. So, Miguel secretly teaches himself how to play the guitar by watching his movies.



**Video 4A:** Follow your dreams, Miguel!

**Video 4B:** Miguel likes music

**Video 4C:** Musical instruments

## Did you know?

When a character plays the guitar in the movie, their fingers are actually playing the correct notes.

## Online modules

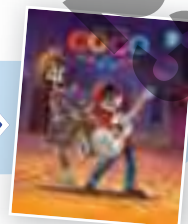
### Phonics

Words with a\_e, i\_e, o\_e  
cake, like, bone

### Big Project

Have a class talent show!

Extra reading >>>



## Objectives

**Lesson aim:** name hobbies

**Target language:** *do photography, dress up, learn an instrument, watch movies*

**Recycled language:** family members, action words, feelings; *pictures, favorite, music, beautiful shoes; You're (learning an instrument). Yes, I am. / No, I'm not.*

**Receptive language:** *free time, musician, follow his dream*

**Materials:** Video 4A; Audio; Picture cards / Word cards (Hobbies 1, Disney characters); (optional) paper for posters

## CSE Skills

**Speaking:** can talk about their hobbies and interests, using simple language (34)

**Listening:** can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures (31)

**Reading:** can understand some simple details in a short text (34)

## Teacher toolkit

### Video summary – 4A

*Follow your dreams, Miguel!* Videoscript see p.247

Miguel's family makes beautiful shoes. Miguel loves playing music, and he's learning to play the guitar. His family wants him to make shoes, but he wants to be a musician. When Miguel finds out his great-great-grandpa was a musician, he tells his family he wants to be a musician, too.

### Engage

Students search for pictures of the hobbies they learn about in this unit. Then they work in pairs to make a My Hobbies poster. As they progress through the unit, they use their poster to talk about the hobbies they like doing, giving reasons why. They can tell the class about the hobbies their partner likes doing.

### Following your dream

Use the video story to talk about how Miguel follows his dream. Elicit Miguel's dream (*to be a musician*). Invite students to think about their own dreams. Discuss whether or not students think it's important to follow their dream.

### Self-awareness

## Warm-up

- Sing the *Hello, Disney friends!* song (track 0.2).
- Ask: *How many hobbies do you know?* Elicit some examples, e.g., *cooking, doing judo*. Then students discuss in groups. You could set a time limit and have a competition. Check answers as a class.

## Presentation

### Video story

- Students look at the Big Picture. Introduce the movie and the characters: *This is the movie Coco*. Show the picture card of Miguel, and elicit or say: *This is Miguel*. Then point to the other Disney characters in the Big Picture and elicit or say, e.g., *This is Coco, Miguel's great-grandma*.
- Elicit any vocabulary students may know. Ask: *What are they doing? What's this? Is it big or small?*

### 1 4A Watch the video. Check (✓) Miguel's favorite hobby.

- Ask: *What's Miguel's favorite hobby?*, and invite different students to read aloud the options.
- Play Video 4A while students watch and listen. Elicit the answer to the pre-watching question, and students check the correct hobby.

### 2 4A Watch again and circle.

- Play the video again, pausing at various points to ask comprehension questions: [0:26] *Who are the pictures of?* (Miguel's family); [0:35] *What's Miguel's great-grandma's name?* (Coco); [0:53] *What's Miguel's favorite hobby?* (music); [1:17] *What instrument is Miguel learning to play?* (the guitar); [1:32] *What does Miguel's family make?* (beautiful shoes); [1:44] *What does Miguel want to be?* (a musician); [1:55] *Who was a famous musician?* (Miguel's great-great-grandpa); [2:00] *Does Miguel's grandmother want him to be a musician?* (no).
- Students work on their own to read the sentences and circle the correct options.
- Students discuss their answers in pairs, then check all together as a class.

**Picture cards / Word cards (optional)** Show the picture cards one by one to introduce the new vocabulary. Then show each word card, and students read and say the phrases.

## Practice

### 3 4.1 Listen, find, and say. Then tell a friend.

- Students explore the Big Picture. Point and say the four new phrases for hobbies.
- Ask students to look at the small pictures. Explain that each picture shows part of a hobby, and ask students to guess the hobbies. Then students find each one in the Big Picture and say the phrase.
- Play the audio, pausing after each phrase for students to identify the correct hobby.
- Students work in pairs, taking turns to say hobbies for their partner to identify in the Big Picture.



# 4 Our hobbies

?  
How many words for hobbies do you know? Share ideas.

watch movies

learn an instrument

video story

1 Watch the video. Check (✓) Miguel's favorite hobby.

1 dressing up 2 learning the guitar 3 watching movies

2 Watch again and circle.

- Miguel feels **happy** sad when he plays music.
- Miguel's family want him to be a musician **make shoes**.
- Miguel's dream is to be a musician make shoes.

46



dress up

I can name hobbies.

47

3 Listen, find, and say. Then tell a friend.



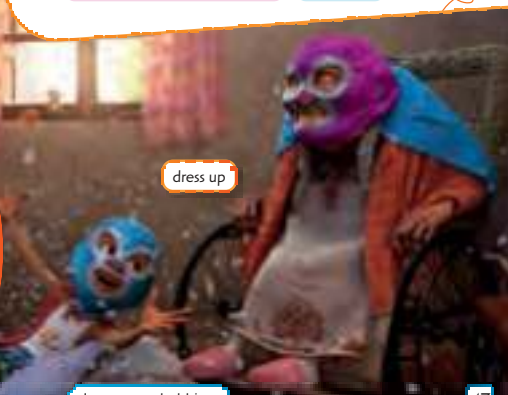
4 Listen, chant, and act.

We like hobbies! Hobbies are cool!  
We do hobbies after school!  
I do photography, I dress up, too.  
I like my hobbies! What about you?  
Chorus  
I watch movies, I learn an instrument, too.  
I like my hobbies! What about you?  
Chorus

5 Act and guess.

You're learning an instrument! Yes, I am!

Talk buddies



4.2 Listen, chant, and act.

- Play the audio, and students listen and follow in their books. Then ask: *What hobbies are there?* (do photography, dress up, watch movies, learn an instrument).
- Read aloud each line of the chant with students, and students repeat. Then introduce TPR actions for them to copy, or invite them to think of their own.
- Play the audio again. Students join in with the chant and do the TPR actions.

5 Act and guess.

- Invite two students to read aloud the speech bubble example. Then act out some of the other hobbies in the Big Picture for students to guess and elicit the answers, e.g., *You're watching movies!* (Yes, I am. / No, I'm not.).
- Students work in pairs, taking turns to mime a hobby for their partner to guess.

**SUPPORT** Use the picture cards to support as students act out the hobbies. Then invite different students to act out a hobby for students to guess all together as a class.

**STRETCH** Ask students to discuss other nouns they can use with the verbs *watch*, *learn*, and *do*, and students write a list, e.g., *watch TV, learn English, do judo*.

**Extra activity (video extension)** Students imagine they are Miguel. Play Video 4A again and after each section ask: *How do you feel?* (happy, funny, excited, grumpy, angry, sad, proud).

Wrap-up

- Play *Backs to the board* (see Games Bank p.255) with the new vocabulary from this lesson.

Workbook

pages 40–41

Learning Heroes

- 4A Watch again. Read and match. 2 e, 3 f, 4 b, 5 a, 6 d
- Read and answer. Then write for you. 1 He wants to be a musician.; 2 No, they aren't. / His grandma isn't.
- Look, choose, and write. 1 dress up, 2 watch movies, 3 learn an instrument, 4 do photography; piano
- Look at 3 and write. How often do you do the activities?

## Objectives

**Lesson aim:** name hobbies

**Target language:** *go cycling, make models, make movies, paint pictures, play in a band, read comics, sing in a choir, write in a journal*

**Recycled language:** hobbies, actions, feelings; *What's my hobby? Do you (play in a band)? Yes, I do. / No, I don't.*

**Materials:** Audio; Picture cards / Word cards (Hobbies 1, 2)

## GSE Skills

**Speaking:** can talk about their hobbies and interests, using simple language (34)

**Listening:** can understand the main information in short, simple dialogs about someone's daily routines, if spoken slowly and clearly and supported by pictures (31)

**Reading:** can understand short, simple illustrated narratives about everyday activities (29)

**Writing:** can write basic, single-clause sentences, given a model (29)

## Teacher toolkit

### Teaching vocabulary

Elicit the verbs for each of the vocabulary items (*go, make, make, paint, play, read, sing, write*), and write these one under the other on the board. Elicit the nouns, where they appear, and write each on the board after the corresponding verb. Point out that there are two phrases starting with the word *make*. Also point out that the phrases using *in a* are followed by a singular noun. At this level, it's appropriate for students to learn new vocabulary phrases as chunks of language. However, it's useful to encourage students to start noticing different elements of language, in preparation for when they focus on these in later levels.

### Engage

Organize an activity day, with different activities to do around the classroom and in the school yard, if possible. Organize groups of students to do each activity for 5–10 mins, then change and do another activity, e.g., *go cycling, sing in a choir, read comics*. During the activity day, ask students to say what activities they like and don't like, giving reasons why.

### Home-school link

Students tell their families about a hobby they want to try and ask them to introduce them to it, e.g., *make movies, paint pictures, play in a band*. Then they share their experience with the class.

## Warm-up

- Play *Word tennis* (see Games Bank p.256) with the new vocabulary from Lesson 1. One student says the first word of a word phrase, e.g., *dress*, for the other student to complete, e.g., *up*.
- Play the chant from Lesson 1 (track 4.2). Students join in with the chant and do the TPR actions.

## Presentation

**Picture cards / Word cards (optional)** Show the picture cards one by one to introduce the new vocabulary. Repeat three times, encouraging students to remember the phrases. Then show each word card, and students read and say the phrases.

### 1 4.3 Listen, point, and say. Then tell a friend.

- Students look at the photos and say any phrases they know.
- Play the audio, and students point to the photos. Play the audio again, pausing after each item, and students repeat each phrase.
- Say a number, e.g., *six*, and students say the corresponding phrase (*sing in a choir*). Do the same with other numbers and phrases.
- Students work in pairs. They take turns to say a number from one to eight for their partner to say the corresponding phrase.

## Teaching star

**Diversity and inclusion** Different children from varying cultures and countries may have a range of hobbies. Ask students to work in groups to draw or mime their hobbies and find out who has similar or different hobbies not learned in Lessons 1 and 2.

**Guess what?** Read aloud the fact all together as a class. Ask: *What bands do you like? How many musicians do they have?* Elicit information about bands your students know, e.g., *My school band has four musicians.*

## Practice

### 2 4.4 Listen and number.

- Students look at each of the pictures, and ask: *What do they do?* Elicit the hobbies (*sing in a choir, play in a band, paint pictures, make movies*).
- Play the audio, and students find the corresponding pictures. Play the audio again, pausing after each dialog for students to number the pictures.
- Students compare in pairs, then play the audio a third time to check answers.
- Invite different students to say sentences for each picture, e.g., *They sing in a choir.*

### Audioscript (track 4.4)

- 1 What's your favorite hobby? // I like art. I often paint pictures of my garden.
- 2 What's your favorite hobby? // I sing in a choir at school. We learn lots of songs.
- 3 What's your favorite hobby? // I make movies. Sometimes I make a movie about my cat. He's funny!
- 4 What's your favorite hobby? // I play in a band with my friends. I play the guitar.

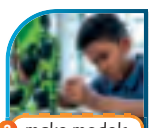
## LESSON 2

### Vocabulary

#### 1 Listen, point, and say. Then tell a friend.



1 play in a band



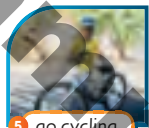
2 make models



3 paint pictures



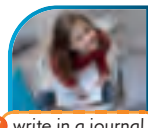
4 read comics



5 go cycling



6 sing in a choir



7 write in a journal



8 make movies

#### 2 Listen and number.



2



4



1



3

**Guess what?**  
The biggest band comes from China. It has 953 musicians!

#### 3 Look at 1 and number. Then write.

- a I ride my bike with my friends. What's my hobby?  
b I write about what I do every day. What's my hobby?  
c I like stories with lots of pictures. What's my hobby?  
d I use old things to make new things. What's my hobby?

- 5 I go cycling.  
7 write in a journal  
4 read comics  
2 make models

#### 4 Write three clues. Play *Guess my hobby!*

My friends and I make music with our instruments.



What's my hobby?

Do you play in a band?



I can name hobbies.

talk buddies

- Students work in pairs to play the game. They take turns to read aloud one of their clues and ask *What's my hobby?* for their partner to guess. Remind students to reply using *Yes, I do. / No, I don't.*

**SUPPORT** Write on the board: *My friends and I ... What's my hobby? Do you ...?* Students follow this scaffolding to ask and answer.

**STRETCH** Encourage students to think of their own clues, and allow them to write clues for more than three hobbies, if they wish.

**Extra activity (whole class)** Write on the board a list of the verbs we use for hobbies from Lessons 1 and 2, e.g., *make, learn*. Students write nouns (and prepositions as necessary) to complete the names of hobbies, e.g., *make: make models, make movies; learn: learn an instrument, learn the guitar*. Check answers all together as a class. Students can add other hobbies to their lists, too.

#### Wrap-up

- Play *Stand up, sit down* (see Games Bank p.255) with the new vocabulary from Lessons 1 and 2. Call out statements that practice the new language, e.g., *I dress up with my friends*. If the statement is true for students, they stand up. If it is false, they stay sitting down.

#### Workbook

page 42

#### 3 Look at 1 and number. Then write.

- Read aloud the first sentence, question, and example all together as a class, and students look at photo 5 in activity 1.
- Ask students to work on their own to read the rest of the sentences and find the corresponding hobbies in activity 1. For each one, students write the number and the hobby.
- Students compare their answers in pairs, before checking all together as a class.

#### 4 Write three clues. Play *Guess my hobby!*

- Invite different students to read aloud the example clue and the speech bubbles. Elicit the answer to the question *Do you play in a band?* (*Yes, I do.*).
- Brainstorm with students what people do in different hobbies, and write these on the board, e.g., *draw with a paintbrush* (paint pictures), *look at stories with pictures* (read comics), *ride a bike* (go cycling).
- Ask students to work on their own to write three clues, following the model in the example and using ideas from the board or from their books.

1 Look, read, and match. 2 f, 3 c, 4 d, 5 h, 6 g, 7 e, 8 a

2 Follow and write. 1 e, He sings in a choir.; 2 d, She makes models.; 4 f, He goes cycling.; 5 She plays in a band.; 6 c, They read comics.



## Objectives

**Lesson aim:** talk about hobbies I like and don't like doing

**Target language:** *I like singing in a choir. She doesn't like reading comics. Do you like making models? Yes, I do. / No, I don't.*

**Recycled language:** hobbies, actions, feelings

**Materials:** Audio; Picture cards / Word cards (Hobbies 1, 2)

## GSE Skills

**Speaking:** can describe someone's likes or dislikes in a simple way (30)

**Listening:** can understand simple questions and answers about people's likes and dislikes (27)

**Reading:** can understand basic information about people's likes and dislikes, if supported by pictures (26)

**Writing:** can write simple sentences using familiar words, given prompts (30)

## Teacher toolkit

### Teaching grammar

Review with students the use of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person singular in statements, questions, and short answers. Go through an example as a class, then students work in pairs and practice using 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person singular with different verbs, e.g., *I/You like / don't like singing. He/She likes / doesn't like singing.*

### Engage

Students do a class survey. Put students into six groups, and each group asks every student in the class *What's your favorite hobby?* Discuss the results all together as a class, and create a chart on the board to show the results.

### Home-school link

Students introduce a family member to their favorite hobby, giving reasons why they like this hobby. They can show and teach the family member how to do this hobby. Invite students to report back to the class, saying whether their family member likes the hobby, too.

## Warm-up

- Use the picture cards and then the word cards to elicit the new vocabulary from Lessons 1 and 2.
- Play *The drawing game* (see Games Bank p.256) with the new vocabulary from Lessons 1 and 2. Start drawing a vocabulary item on the board and ask students: *What am I drawing?* Students guess, e.g., *It's a (comic).* The student who guesses correctly draws the next item.

## Presentation

### 1 4.5 Listen and circle.

- Tell students to look at the first picture, and ask: *What does Miguel want to do? (play the guitar) What do the men do? (play in a band).* Tell them to look at the second picture, and ask: *What does the person do? (make shoes).*
- Play the audio, and students point to the corresponding pictures.
- Play the audio again, pausing after each section for students to circle the correct options.
- Invite two students to read aloud the completed sentence for each picture.

### 4.6 Grammar Heroes

- Ask students to look at the grammar box. Play the audio, and students listen and read. Play the audio again, pausing after each sentence or question for students to repeat. Elicit from students the same statements, questions, and answers in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person singular, and write them on the board.
- Students work in pairs to read aloud the grammar box.

→ **Extra Grammar** For additional grammar reference, refer students to p.122 in the Student's Book.

## Practice

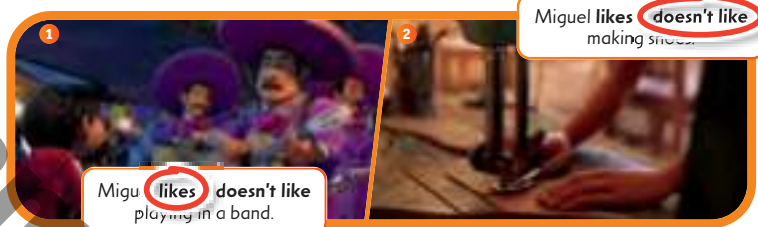
### 2 4.7 Listen and draw 😊 or 😞.

- Ask students to look at the pictures. Point to each child, and ask: *Who's this? (Matt, Sue).* Then point to the hobbies, and ask: *What does he/she do? (make models, paint pictures, read comics, write in a journal).*
- Play the audio, and students point to the corresponding pictures. Play the audio again, pausing after each item for students to draw a happy or sad face in the emoji. Check answers all together as a class.

### Audioscript (track 4.7)

- 1 Matt doesn't like making models.
- 2 He doesn't like painting pictures.
- 3 Sue likes reading comics.
- 4 She likes writing in a journal.

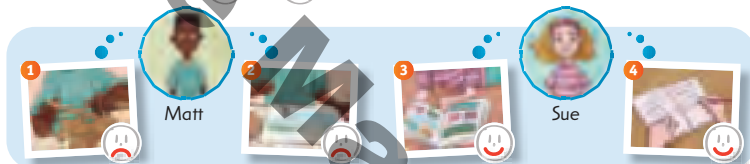
1 Listen and circle.



Grammar Heroes

I like singing in a choir. She **doesn't like** reading comics.  
Do you like making models? Yes, I **do**. / No, I **don't**.

2 Listen and draw ☹️ or 😊.



3 Look at 2 and write.

- 1 Does Matt like making models? No, he doesn't.
- 2 Does he like painting pictures? No, he doesn't.
- 3 Does Sue like reading comics? Yes, she does.
- 4 Does she like writing in a journal? Yes, she does.

4 Ask and answer about your hobbies.

Do you like making models? Yes, I do.

I can talk about hobbies I like and don't like doing.

Talk buddies

3 Look at 2 and write.

- Students read all of the gapped questions. Then ask them to look at the grammar box and choose the correct words to complete the questions. Then students look at the pictures and the faces in activity 2 to complete the short answers: Yes, he/she does. / No, he/she doesn't.
- Play the audio once more (track 4.7) for students to check their answers, then elicit the answers all together as a class.

4 Ask and answer about your hobbies.

- Invite two students to read aloud the speech bubble example. Remind students that they are going to use 1<sup>st</sup> person singular for this activity, and elicit some examples, e.g., Do you like making models? Yes, I do. / No, I don't.
- Students work in pairs, taking turns to ask and answer about different hobbies.

**SUPPORT** Allow students to keep their books open so that they can use the pictures, the grammar box, and the examples to help them make questions and answers.

**STRETCH** Students close their books and ask and answer first about their own hobbies, then about hobbies Miguel likes and dislikes.

Teaching star

**Communication** Asking students specific personalized questions related to the topic is more likely to engage them and get them speaking. Say: Miguel likes playing the guitar. Mime playing the guitar, and ask: Do you like playing the guitar? Who plays the guitar in your house? Students say in pairs, then share ideas around the class, e.g., Yes, I do. My dad likes playing the guitar.

**Extra activity (fast finishers)** Ask students to choose their favorite hobby. Students draw a picture and write sentences about it, e.g., My favorite hobby is playing in a band. I like playing the guitar. It's fun!

Wrap-up

- Play Question chain (see Games Bank p.256). Students sit in a circle. They ask and answer questions using the new language. Start by asking a student a question for them to answer, e.g., Do you like learning an instrument? Yes, I do. / No, I don't. That student then asks the next question for the next student to answer, and so on.

Workbook

page 43

Audioscript see p.251

1 4.1 Listen and circle T (True) or F (False).

Correct the false sentences. 2 F (He likes dressing up.); 3 F (He likes playing the guitar.); 4 T; 5 T; 6 F (He doesn't like making shoes.)

Read and write. like, doesn't, like playing, does

2 Complete the chart for you. Then write. 3 likes singing in a choir, 4 doesn't like doing photography



## Objectives

**Lesson aim:** read a story about following dreams

**Story language:** *My dream is (to make movies). I don't know how to (make movies). You have to keep trying! Follow your dream! You can learn (how to make a movie)!*

**Recycled language:** hobbies, actions, feelings; work, phone; *I like (watching movies). Do you like (watching movies)? (Yes, I do.)*

**Receptive language:** movie studio, movie camera, actor

**Materials:** Audio, Story cards (Units 3 and 4); (optional) a mobile phone

## CSE Skills

**Reading:** can understand the main idea in a short, simple picture story (30)

**Speaking:** can act out parts of a picture story using simple actions and words (31)

**Listening:** can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly (31)

## Teacher toolkit

### Story summary

Sato tells the children that it's her dream to make movies. Uma's mom works in a movie studio, so Uma suggests that Sato visits her mom at work. At the movie studio, Lucy gives Sato the idea of making movies with her phone. Uma makes a movie with her phone and uses the children as actors.

### Following your dream

In the story, Sato dreams of making movies, but she doesn't know how. Her friends help her to find out how, and she makes a movie with their help. Ask: *What's your dream? What can you do to follow your dream?* Students discuss their answers in pairs. Then discuss all together as a class.

### Self-awareness

### Engage

Students make movies in groups, using their phone. If they don't have a phone, they can prepare and practice their movie, for you to film. Each group chooses a hobby and makes a movie to show what the hobby is and how to do it. Before they start, ask them to brainstorm different hobbies and have a vote in their group to decide which hobby to choose.

## Warm-up

- Use the story cards or the pictures from Unit 3 (see pp.38–39) to remind students of the story and characters. Ask: *Who's this? (It's Uma.) Where are they? (They are at Uma's house.)*

## Presentation

### 1 Look. Where does Sato go?

- Ask students to look quickly at the story pictures and answer the question. (**Answer:** *She goes to the movie studio.*)
- Invite different students to write on the board the names of the hobbies that the children talk about in the story. Have the class check their spelling, and correct it if necessary.

### 2 Listen and read. What's Sato's dream?

- Show story card 1, and ask questions to set the scene before students read. Ask: *Who are they? (Sato, Diego, Max, Uma) Where are they? (outside, in the park, at school) How are they feeling? (happy, excited).*
- Play the audio. Students listen to the story and read the text in their books. Then ask: *What's Sato's dream? (Answer: to make movies).*
- Play the audio again. Pause after each story frame to ask a comprehension question from the back of the story card.

**Think!** Read aloud the question with the class. Students guess the name of the movie that Lucy is making and turn to p. 122 to look at the picture. (**Answer:** *Adventure in the city*)

## Teaching star

**Learning to learn** When students see a new word, encourage them to look for clues about the meaning of the word. In this story, *actor* is a new word. Ask students to look at the story pictures, and students figure out that the children are acting in frames 7 and 8.

## Practice

### 3 Read again and circle.

- Students work on their own to read the story again. Then they read the sentences and circle the correct options. Check all together as a class.

### 4 Think and answer.

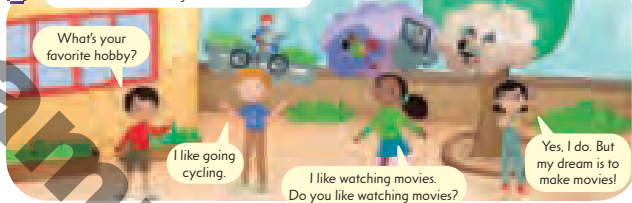
- Invite different students to read aloud the questions.
- Students work in pairs to look at the story again and to think about and discuss each of the questions. (**Answers:** 1 *Because she doesn't know how to make a movie. She doesn't have a movie camera. She doesn't know any actors.* 2 *sad*, 3 *happy*)
- Then discuss answers all together as a class. Using L1 if necessary, encourage students to think about how Sato's feelings change across the story, what's stopping Sato from following her dream (*she doesn't know what to do*), and what she can use to follow her dream (*a phone to make movies / her friends to be actors in her movie*).

# Sato's dream

1 Look. Where does Sato go?

2 Listen and read. What's Sato's dream?

1 The children are talking about their hobbies.



2 But I don't know how to make movies. You have to keep trying!

3 But what can I do?

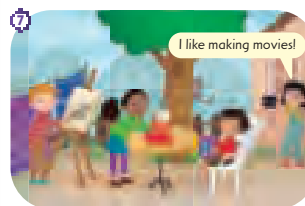


4 The next day, Sato goes to the movie studio.



Think! What's the name of the movie that Lucy is making?

Go to page 122 to find out!



3 Read again and circle.

- 1 Mc likes doesn't like going cycling.
- 2 At the start, Sato knows doesn't know how to make a movie.
- 3 Sato makes a movie with a movie camera phone.
- 4 All the children like don't like watching movies.

4 Think and answer.

- 1 Why does Sato think she can't follow her dream?
- 2 How does she feel when she can't follow her dream?
- 3 How does she feel when she follows her dream?

5 Act out the story. Then reflect.

Reflect  
Why is it good to follow your dreams?



You have to keep trying!

I can read a story about following dreams.

Storytellers

**SUPPORT** Students discuss and answer the questions all together as a class.

**STRETCH** Students work in pairs to imagine they are Sato in the story. Ask: *What can you do to follow your dream?* Students tell each other, e.g., *I can learn how to make a movie.*

5 **Storytellers** Act out the story. Then reflect.

- Invite two students to read aloud the speech bubbles, and students find them in the story.
- Divide students into groups of six or seven. Have each student in a group role-play either one of the story characters (Uma, Diego, Max, Sato, Lucy) or the narrator / Uma's mom. A less confident student can act out the role of Cleo the cat.
- Play the story audio again (track 4.8), pausing after each frame. Students repeat their character's lines and mime what their character is doing.
- Have more confident groups act out the story for the rest of the class. Use the story cards to prompt, as necessary.

**Reflect** Read aloud the question with the class and discuss.

**Extra activity (story extension)** Students imagine they are making a movie with their friends as actors. Ask them to draw a scene of their movie, like the one in frame 7. Then students write a few sentences to describe what their friends are doing in the scene, e.g., *Harry likes reading comics.*

**Wrap-up**

- Display the story cards on the board in random order, and elicit the correct sequence of the story frames. Then encourage students to retell the story. Point to each frame and ask: *What's happening?* Elicit one or two sentences for each frame, prompting as necessary.

**Workbook**

page 44

- 1 Remember the story. Number in order. 2 f, 3 a, 4 d, 5 b, 6 e
- 2 Read, choose, and write. 2 Uma, 3 Diego, 4 Lucy, 5 Sato, 6 the children
- 3 **Read and write. Then compare with a friend.** I make movies, a movie studio, her phone

## Objectives

**Lesson aim:** talk about why I like doing activities

**Target language:** *boring, cool, easy, exciting, hard, terrible; What do you like doing in your free time? Why? I like reading comics because it's cool!*

**Recycled language:** hobbies, actions, feelings

**Materials:** Audio; Picture cards / Word cards (Hobbies 1, 2; Adjectives)

## GSE Skills

**Speaking:** can express likes and dislikes in relation to familiar topics in a basic way (29)

**Listening:** can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly (31)

**Reading:** can understand basic information about people's likes and dislikes, if supported by pictures (26)

## Teacher toolkit

### Teaching vocabulary

Review how we use *and* to join two statements together when the statements are similar ideas. Brainstorm with students adjectives that are opposites, and write them on the board, e.g., *tall – short, big – small, happy – sad*. Explain to students that some adjectives can have more than one opposite, e.g., *boring – exciting/cool, brave – worried/scared*. Students work in pairs and make sentences using *and* with similar adjectives.

### Engage

Students think about each adjective, then draw pictures to show one or more activities they think can be described by that adjective. Then they work in groups to show and talk about their pictures, seeing what activity each student has drawn for each adjective.

### Home-school link

Students ask family members what activities they think are exciting, cool, etc.

## Warm-up

- Use the picture cards and then the word cards to elicit the new vocabulary from Lessons 1 and 2. When students are confident, ask them to say which hobby they like and don't like.
- Play the chant from Lesson 1 (track 4.2). Students join in with the chant and do the TPR actions.

## Presentation

**Picture cards / Word cards (optional)** Show the picture cards one by one to introduce the new vocabulary. Then show each word card, and students read and say the words.

### 1 4.9 Listen, point, and say. Then tell a friend.

- Students look at the photos and say any words they know.
- Play the audio, and students point to the photos. Play the audio again, pausing after each item. Students repeat each word.
- Say a number, e.g., *six*, and students say the corresponding word (*terrible*). Do the same with other numbers and words.
- Students work in pairs. They take turns to say a number from one to six for their partner to say the corresponding word.

## Teaching star

**Support understanding** Make sure students understand the difference between negative and positive adjectives. Draw a happy face and a sad face on the board, and students come up and place the picture cards or word cards under either the happy face or the sad face.

### Ways to learn

- Write on the board sentences to pair opposite adjectives, as in the book, and underline the adjectives *easy* and *hard*. Ask: *What's the opposite of exciting? (boring) What sentences can you make?* Elicit examples, and write them on the board, e.g., *It's boring. It isn't exciting*. Repeat with *cool* and *terrible*.
- Students look at the Picture Dictionary on p. 122 and write more pairs of opposite sentences with adjectives, using new vocabulary from Lessons 1 and 2, e.g., *Playing in a band is exciting. It isn't boring*. Students compare their sentences in pairs, then share their ideas with the class.

## Practice

### 2 4.10 Listen and read. Why is Max asking Sato questions?

- Tell students they are going to listen to a dialog between Max and Sato.
- Play the audio, and students listen and follow in their books. Then ask: *Why is Max asking Sato questions? (Answer: because Max is writing about hobbies for the school magazine).*



## LESSON 5

## Vocabulary and Grammar

## 1 Listen, point, and say. Then tell a friend.



1 exciting



2 boring



3 easy



4 hard



5 cool



6 terrible

## Ways to learn

Make sentences with pairs of opposites.

It's easy!  
It isn't hard!

## 2 Listen and read. Why is Max asking Sato questions?

**Max:** I'm writing about our hobbies for the school magazine.  
Can I ask you some questions, Sato?

**Sato:** Yes, OK!

**Max:** What do you like doing in your free time?

**Sato:** I like making movies.

**Max:** Oh yes, of course. Why?

**Sato:** Because it's exciting!

**Max:** OK, thanks.

**Sato:** I want to make a new movie.

**Max:** Really? What's it about?

**Sato:** It's about our favorite hobbies.

**Max:** Great! I like going cycling because it's cool. Can I be in your new movie?

**Sato:** Yes, of course.



## Grammar Heroes

What do you like doing in your free time?  
I like reading comics.

**Why?** Because it's cool!

## 3 Ask and answer about your hobbies.

What do you like doing in your free time? Why?

I like dressing up because it's exciting!

Talk buddies

Go online  
Phonics

I can talk about why I like doing activities.

Extra Lesson

- Ask students: *What does Sato like doing in her free time? (making movies) Why? (It's exciting.) What's Sato's new movie about? (favorite hobbies) What does Max like doing? (going cycling).*
- Read aloud each line of the dialog with students, and students repeat. Then ask them to read aloud the dialog in pairs.
- Invite more confident students to read aloud the dialog to the rest of the class.

## 4.11 Grammar Heroes

- Ask students to look at the grammar box. Play the audio, and students listen and read. Play the audio again, pausing after each question and answer for students to repeat.
- Students work in pairs to read aloud the grammar box.

→ **Extra Grammar** For additional grammar reference, refer students to p.122 in the Student's Book.

## 3 Ask and answer about your hobbies.

- Invite two students to read aloud the speech bubble example. Explain that they are going to ask and answer questions about what they like doing in their free time and why.
- Students work in pairs, taking turns to ask and answer.

**SUPPORT** Elicit positive adjectives, and write these on the board: *exciting, cool, easy*. Students use these adjectives when they say why they like doing their hobby.

**STRETCH** Students use the dialog in activity 2 as scaffolding to talk about their hobby.

**Extra activity (whole class)** Mime doing a hobby with body language to show how you feel about it. Then ask students to make a sentence, e.g., *I like making models because it's cool*. Repeat this with different hobbies.

## Wrap-up

- Play *Whispers* (see Games Bank p.256) with questions and answers, using *What* and *Why*. Students sit in two lines. Start the secret by whispering a sentence or question to the student at the front of each line, e.g., *What do you like doing on Saturdays?* Students whisper the sentence or question to each other along their line. The last student tells the class what they think the sentence is. Compare with your original sentence or question.

## Workbook

page 45

**Audio script** see p.251

- 4.2 Listen and circle. 2 boring, 3 easy, 4 hard, 5 exciting, 6 terrible
- Look, read, and write. b 1 What does, 2 doing, 3 singing in a choir, 4 Why, 5 Because
- Answer for you. Then ask a friend and write.

## Objectives

**Lesson aims:** use an activity program to talk about what I like doing

**Target language:** *Do you like writing a journal? Yes, I do. Why? Because it's exciting!*

**Recycled language:** adjectives, hobbies, actions, feelings; *making shoes, playing with his pet, cleaning shoes*

**Materials:** Video 4B; Audio; Picture cards / Word (Hobbies 1, 2; Adjectives); Communication Kit (Unit 4); scissors; (optional) small, soft ball or beanbag

## GSE Skills

**Speaking:** can talk about their hobbies and interests, using simple language (34)

**Listening:** can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly (31)

**Reading:** can understand basic information about people's likes and dislikes, if supported by pictures (26)

## Teacher toolkit

### Video summary – 4B

*Miguel likes music* Videoscript see p.247

Miguel's family makes shoes. Miguel doesn't like making shoes. He likes making music and playing with his pet because it's cool! Miguel doesn't like cleaning shoes because it's boring. He likes playing the guitar because it's exciting. Oh, no! Miguel's grandma sees him playing the guitar. She's angry!

### Engage

Students work on their own to create a web diagram for three or four different hobbies. They write adjectives to show how they feel about doing each of the hobbies, and they can write other words to describe the hobby, too. Then they ask and answer with a partner, telling them why they like doing each hobby.

### Extend

Students create a program for the activity day they had in Lesson 2, like the one in the Communication Kit. They draw pictures of the activities they did, and a happy or sad face for each activity. Then they write a sentence about why they like or don't like doing the activity, e.g., *I like singing in a choir because it's exciting!*

## Warm-up

- Play *Act and guess!* (see Games Bank p.255) with the new vocabulary from this unit.

## Presentation

## Video story

### 1 4B Watch the video. Circle and match.

- Students look at the picture, and ask: *Who's this? (Miguel) What is he doing? (he's playing the guitar) Is he happy? (yes).*
- Invite different students to read aloud the sentence starters and the sentence endings. Then play the video, and students watch and listen.
- Ask students to work on their own to read the sentence starters again, then circle the correct options and match to the correct endings.
- Play the video again, pausing at various points to ask comprehension questions: [0:14] *What does Miguel's family make? (shoes); [0:18] Does Miguel like making shoes? (no); [0:41] Why does Miguel like playing with Dante? (it's cool); [0:52] Why doesn't Miguel like cleaning shoes? (it's boring); [1:29] Does Miguel's grandma like music? (no).*

## Practice

### 2 4.12 Listen, draw ☺ or ☹, and write. What does James like doing? Why?

- Students look at the chart, and ask: *What's James doing on Saturday morning? (painting pictures).* Repeat for the other pictures in the chart, and elicit each of the hobbies: *going cycling, reading comics, learning an instrument.*
- Play the audio, and students listen carefully. They can point to the corresponding pictures as they hear them. Then play the audio again, and students draw a happy or sad face and complete the sentences with adjectives.
- Students compare their answers in pairs. Then elicit each answer from individual students. (*Answers: James likes reading comics because it's cool.*)

### Audioscript (track 4.12)

A: *Let's look at the weekend program of activities. Do you like painting pictures?*

B: *No, I don't.*

A: *Why?*

B: *Because it's hard!*

A: *Do you like reading comics?*

B: *Yes, I do.*

A: *Why?*

B: *Because it's cool!*

A: *Do you like going cycling?*

B: *Yes, I do.*

A: *Why?*

B: *Because it's exciting!*

A: *Do you like playing in a band?*

B: *No, I don't.*

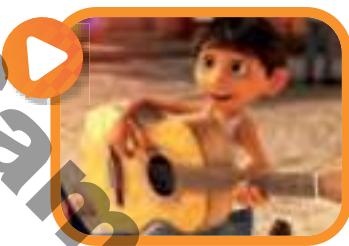
A: *Why?*

B: *Because it's boring!*

## LESSON 6

### Listening and Speaking

#### 1 Watch the video. Circle and match.



- 1 Miguel **likes** **doesn't like** making shoes because ... a it's exciting!  
 2 He **likes** **doesn't like** playing with his pet because ... b it's hard!  
 3 He **likes** **doesn't like** cleaning shoes because ... c it's boring!  
 4 He **likes** **doesn't like** learning an instrument because ... d it's cool!

#### 2 Listen, draw ☹️ or 😊, and write. What does James like doing. Why?

##### Activities program

	Morning	Afternoon
Saturday	because <u>it's hard.</u>	because <u>it's cool.</u>
Sunday	because <u>it's exciting.</u>	because <u>it's boring.</u>

#### Let's communicate!

#### 3 Use your programs. Ask and answer.



Go online  
Communication Kit

Do you like writing in a journal?

Yes, I do.

Why?

Because it's exciting!

I can use an activity program to talk about what I like doing.

53

**SUPPORT** Elicit from students each of the hobbies, and write them on the board. Then students ask and answer about five of the activities, one for each day of the week.

**STRETCH** Students write sentences about their activities program, e.g., *I like painting pictures because it's cool.*

**Extra activity (video extension)** Students create a weekend program of activities for Miguel, following the activity program in activity 2. Encourage them to include one free time activity Miguel doesn't like doing. If there is time, students work in pairs, using their activity program to ask and answer questions about what Miguel does or doesn't like doing and why.

#### Wrap-up

- Play *Throw the ball* (see Games Bank p.256) with the new vocabulary from this unit. Students ask and answer questions, e.g., *Do you like painting pictures? (No, I don't.) Why? (Because it's boring!)*

#### Workbook

page 46

Audioscript see p.251

- 1 4.3 Listen and write. 1 playing in a band, Yes, Wednesdays; 2 painting pictures, No, hard, Fridays  
 2 Look, write, and circle. 1 instrument, easy; 2 doesn't like, photography, hard; 3 doesn't like, boring; 4 doesn't like, making models, hard  
 3 Complete your activities program. Ask and answer.

#### Teaching star

**Support understanding** Check students understand how to transform the base form of the verbs they learned in Lessons 1 and 2 to the -ing form. Write on the board *paint pictures – painting pictures*. Then say the base form for each of the new vocabulary, and elicit the -ing form.

#### 3 Let's communicate! Use your programs. Ask and answer.

- Give each student an activities program. Point to each of the pictures, and elicit each of the hobbies.
- Invite two students to read aloud the speech bubble example. Explain that students are going to ask and answer questions about how they feel about each of the activities in the program.
- Students write adjectives for each activity to describe how they feel and then circle the happy or sad face.
- Students work in pairs, taking turns to ask and answer.





## Objectives

**Lesson aim:** recognize how to follow my dreams

**Target language:** My dream is (to play soccer for my country)! Keep trying! Follow your dreams!

**Recycled language:** hobbies, adjectives, actions, feelings; musician, movie studio

**Materials:** (optional) Video 4A; Story cards (Unit 4); Myself and others poster

## GSE Skills

**Speaking:** can talk about their hobbies and interests, using simple language (34)

**Listening:** can understand how people are feeling if they use simple language and speak slowly and clearly (31)

**Reading:** can understand basic information about people's likes and dislikes, if supported by pictures (26)

**Writing (WB):** can write simple sentences using familiar words, given prompts (30)

## Teacher toolkit

### Following your dream

In this lesson, students expand on what they've learned in Lessons 1 and 4 about identifying their dreams and how they can follow their dreams. At this age, students will be able to discover their own dream through their likes and dislikes, and think of ways they can follow their dream. Through identifying what they like, what their dream is, and then writing a plan with steps they can take to achieve their dream, students can understand how positive actions lead to an improved self-image.

#### Self-awareness

### Extend

Students close their eyes and put their heads on their desk. Say: *Imagine. What makes you feel happy? What makes you feel excited? What is your dream?* Give them a few minutes of silence to think about their answers to the questions. Then ask students to draw a picture of themselves following their dream.

### Home-school link

Students can share their vision boards with their families and tell them about their dreams. They can ask their families to help them take steps to follow their dreams.

## Warm-up

- Play Video 4A to remind students of the characters and their reactions. Ask: *Who's this? (It's Miguel.) What does Miguel like doing in his free time? (He likes dressing up / learning an instrument / watching movies / playing the guitar / playing music.)*
- Use the story cards from Unit 4 to remind students of the story and characters. Ask: *Who's this? (It's Sato.) What does Sato like doing in her free time? (She likes making movies / watching movies.)*
- Use the *Myself and others* poster to review what students learned in Unit 3. Students identify the corresponding picture and say, e.g., *I can practice*.

## Presentation

### 1 4A Think and write.

- Before students open their books, ask: *What is Miguel's dream? (to be a musician) What is Sato's dream? (to make movies)*. If students can't remember, prompt them using mime, and elicit answers.
- Ask: *How does Miguel feel when he can't play music? How does Miguel feel when he can play music? How does Sato feel when she can't make movies? How does Sato feel when she can make movies?* Elicit answers, accepting any negative feelings for *can't* (worried, nervous, scared, sad, grumpy) and any positive feelings for *can* (happy, excited, proud, brave).
- Invite different students to read aloud the words in the box and the gapped sentences. Then they work on their own to choose and write the correct words from the box.
- Students compare their answers in pairs, then check all together as a class.

### 2 Read Sato's vision board and answer.

- Invite different students to read aloud the information on Sato's vision board. Then ask students to work on their own to read the questions and find the answers on the vision board.
- Students compare their answers in pairs, then check all together as a class. (**Answers:** 1 making movies, 2 drama, 3 to make movies for a movie studio, 4 watch lots of movies, visit a movie studio, make a movie about her friends)

## Teaching star

**Social-emotional learning** Using L1 if necessary, explain that following your dream is hard for anyone at any age. Think of a dream you have, and tell students how you are following your dream. You can talk about why it is your dream, how it makes you feel, what steps you are taking, and how you think it will make you feel. This will help encourage students to be brave in their choices.

## LESSON 7 Myself and others

### Following your dream!

#### 1 Think and write. guitar movies musician studio



Miguel likes playing the  
1 guitar. He loves  
music. His dream is to become  
a 2 musician.

Sato likes making 3 movies.  
She loves photography.  
Her dream is to make movies  
for a movie 4 studio.



#### 2 Read Sato's vision board and answer.

- 1 What does Sato like doing?
- 2 What does she think is exciting?
- 3 What's her dream?
- 4 What steps can she take to follow her dream?



#### 3 Answer for you.

- 1 What do you like doing?  
\_\_\_\_\_
- 2 What's your dream?  
\_\_\_\_\_
- 3 How can you follow your dream?  
I can \_\_\_\_\_.  
I can \_\_\_\_\_.

#### Useful Language

My dream is (to play soccer for my country!)  
Keep trying!  
Follow your dreams!

#### 4 Share your dream with a friend.

- Do you have similar ideas?
- Can you help each other follow your dreams?

#### Be a hero!

Keep a dream  
journal. Look at  
it every week!

54

**Self-awareness** I can recognize how to follow my dreams.

## Practice

### 3 Answer for you.

- Explain to students that they are going to answer questions about their dream. Remind them to look at their answers to activity 2 and Sato's vision board to help them.
- Students work on their own to read the questions and answer them about their own dream. Encourage students to think and write about how they can follow their dream.

**SUPPORT** Students choose a dream from the hobbies they learned in this unit. They can use the example in the Useful Language box as a model, adapting it as necessary, e.g., ... for my country/town/city.

**STRETCH** Students think about any dreams they have, other hobbies they like doing, and jobs they can do, e.g., actor, athlete, architect, musician, etc.

#### 4 Share your dream with a friend.

- Invite two students to read aloud the questions. Explain that students are going to share their dream with a friend and help each other with ideas about how to follow their dream.
- Students work in pairs, taking turns to talk about their dream. Remind students to use their answers to the questions in activity 2 and the sentences in the Useful Language box.

★ **Be a hero!** ★ Using L1 if necessary, encourage students to keep a dream journal, writing in it their ideas for steps they can take to follow their dream. Remind them to look at their journal every week, reading and checking the steps they have written, and adding any new steps they can take.

**Extra activity (fast finishers)** Students draw a picture and write one or two sentences about their dream, giving reasons why it's their dream, and describing how their dream makes them feel.

## Wrap-up

- Draw students' attention once more to the *Myself and others* poster, and ask them to identify the picture that reflects the lesson aim (*follow my dream*).
- Invite four students to stand next to the *Myself and others* poster. Point to one of the pictures from one of the *Myself and others* lessons in Units 1–4, and ask students to say a statement, e.g., *My dream is to play soccer for my country!* *Keep trying! Follow your dreams!* Repeat with other students.

## Workbook

page 47

- 1 Read and match. 1 b, 2 e, 3 d, 4 c, 5 a
- 2 Read, think, and write.
- 3 Create your own vision board.

## Objectives

**Lesson aims:** read and talk about musical instruments

**Target language:** *brass, flute, percussion, string, trumpet, wind*

**Recycled language:** hobbies, adjectives, actions, feelings; *musician, shapes, blow*

**Receptive language:** *daughter, musical, sizes, strings, sticks, sounds, loud, communicate*

**Materials:** Video 4C; Audio; Picture cards / Word cards (Hobbies 1, 2); (optional) musical instruments

## GSE Skills

**Reading:** can understand basic factual statements relating to pictures or simple texts (30)

**Speaking:** can answer simple questions about very familiar topics, if delivered slowly and clearly (29)

**Listening:** can understand simple sentences on familiar topics, if spoken slowly and clearly and with pauses (28)

**Writing (WB):** can write simple sentences using familiar words, given prompts (30)

## Teacher toolkit ✨

## Cross-curricular

Musical instruments belong to different musical families. We use different parts of our bodies to play different musical instruments. Students will learn about string, percussion, wind, and brass instruments, and the different parts of our bodies we use to play these instruments. Then they will find out about other musical instruments in these families.

## Video summary – 4C

*Musical instruments* Videoscript see p.247

Miguel likes playing the guitar. He uses his fingers to play the guitar. There are different families of musical instruments: string, wind, brass, percussion. Playing music can make you feel happy, and it can make other people feel happy, too. The girl feels happy when her dad plays his guitar and sings to her. Miguel feels happy when he listens to music, too!

## Extend

Students bring to class a musical instrument they are learning to play or that they have at home. Have a "show and tell," where students can talk about their instrument and show the other students in the class how to play it, too.

## Warm-up

- Use the picture cards and then the word cards to elicit the new vocabulary from Lessons 1 and 2.
- Write two category headings: *Music* and *Not music* on the board. Students write the hobbies under the correct category heading, e.g., *sing in a choir* – *Music*, *making models* – *Not music*.
- Elicit a corresponding sentence from each student as they write the hobbies on the board, e.g., *I don't like singing in a choir. I like making models*. Explain that in this lesson students will be learning about musical instruments.

## Presentation

## Video story

## 1 4C Watch the video and answer.

- Before you play Video 4C, ask: What musical instruments do you know? Elicit students' ideas (*drum, guitar, piano*).
- Students read aloud the question: *How many guitars can you see?* Then play the video, and students watch and listen. Elicit the answer as a class. (**Answer:** *five*)
- Play the video again, pausing at various points to ask comprehension questions: [0:30] *How does Miguel feel when he plays the guitar?* (*happy*); [0:36] *What part of Miguel's body does he use to play the guitar?* (*fingers*); [1:36] *What is the girl's dad doing?* (*singing and playing the guitar*).

## Teaching star ✨

**Application** Write the musical instrument family headings on the board: *string, wind, brass, percussion*. Then write and draw a guitar under *string*, a flute under *wind*, a trumpet under *brass*, and a drum under *percussion*. Invite different students to draw or write other instruments they know about under the appropriate heading.

## 2 4.13 Explore Read, listen, and circle.

- Ask students to look at the photos. Introduce the words in bold: *string, percussion, wind, brass, flute, and trumpet*, using mime as relevant. Elicit *guitar* and *drum*.
- Students read aloud the sentence and options, and ask: *Is the text about different types of music or musical instruments?*
- Play the audio. Students listen and read the text in their books.
- Invite different students to read aloud the sentences. When they get to the words for specific musical instruments, students point to the corresponding photos.
- Students read the sentence and circle the correct option. Check the answer all together as a class.

**SUPPORT** Play the audio again, pausing after each sentence for students to repeat.

**STRETCH** Students work in pairs to practice reading aloud each of the paragraphs.



# Musical instruments



LESSON 8  
My world

## 1 Watch the video and answer.

How many guitars can you see?



## 2 Explore Read, listen, and circle.

This article is about different types of music **musical instruments**.

### Musical instruments

Musical instruments come in many different shapes and sizes. Instruments also belong to different musical families. We use different parts of our body to play different musical instruments. Which instrument do you want to learn?

#### String

A guitar is a string instrument. We move our fingers over the strings to play the guitar. Most guitars have six strings.



#### Percussion

A drum is a percussion instrument. We use our hands or sticks to make different sounds on the drum. The drum is a very loud instrument. You can use a drum to communicate with a person a long way away!



#### Wind

A flute is a wind instrument. We use our mouths to blow into a flute, and we use our fingers to make different sounds. Some flutes are big, and some flutes are small.



#### Brass

A trumpet is a brass instrument. We use our mouths to blow into a trumpet, and we use our fingers to make different sounds. We can make 45 different sounds on a trumpet!



### Try it!

Find out about another instrument. What family is it in?

## 3 Think Listen and complete.

	1	2	3	4
1 What's the instrument?	drum	flute	guitar	trumpet
2 What family is it in?	percussion	wind	string	brass
3 What part of the body do we use to play it?	hands, fingers	mouth, fingers	fingers	mouth, fingers

I can read and talk about musical instruments.

55

**Try it!** Read aloud the instructions with the class. Then ask: *Where can you find out about other musical instruments? (books, the library, the internet).* Students find out about other musical instruments and the instrument families they are in.

## Thinking skills

**Understand** In activity 3, students show their understanding of the text by completing information for each musical instrument with their family and the part of the body we use to play them.

**Apply** In the *Try it!* activity, students apply their knowledge by finding out about another instrument.

**Analyze** You can extend HOTS by asking students to analyze their knowledge by thinking about other musical instruments they know, copying into their notebook a chart with the same headings, then completing it. In pairs, students can compare and discuss their answers.

**Extra activity (extension)** Students extend the *Try it!* activity to draw and label the musical instrument they chose. Then they write two or three sentences about the musical family and the body parts we use to play the instrument, e.g., *A banjo is a string instrument. We move our fingers over the strings to play the banjo.*

## Practice

### 3 4.14 Think Listen and complete.

- Invite different students to read aloud each of the questions and example answers.
- Play the audio, and students listen and decide which instruments they can hear. Play the audio again, and students write the name of the instruments they hear in the first row of the table.
- Ask students to work on their own to answer questions 2 and 3 about each instrument, using the text from activity 2. Students underline in the text any information relating to the answers.
- Students compare and discuss their answers in pairs, then check all together as a class.

### Audioscript (track 4.14)

- [sfx: drum music]
- [sfx: flute music]
- [sfx: guitar music]
- [sfx: trumpet music]

## Wrap-up

- Play *Spelling relay* (see Games Bank p.255) with the new vocabulary and other musical instruments (brass, drum, flute, guitar, percussion, string, trumpet, wind) from this lesson.

## Workbook

page 48

- Read and write.** 2 six, 3 mouth and fingers, 4 trumpet
- Look and circle the odd one out. Then write why.** 2 b, drum – a percussion instrument (and the others are brass); 3 c, drum – We play the other instruments with our mouth and fingers.; 4 a, harmonica – We play the other instruments with our hands and fingers. / The others are string instruments.
- Look, read and circle. Then think and write.** 1 wind, 2 fingers and mouth, 3 loud, 4 can

## Objectives

**Lesson aims:** make and present a movie storyboard about hobbies

**Target language:** *Hello, I'd like to tell you about ... Thank you. Does anyone have any questions?*

**Recycled language:** hobbies, adjectives, actions, feelings; *follow their dreams*

**Materials:** Audio; Picture cards / Word cards (Hobbies 1, 2; Adjectives); pens, pencils, paper

## GSE Skills

**Speaking:** can describe someone's likes or dislikes in a simple way (30)

**Listening:** can understand simple questions and answers about people's likes and dislikes (27)

**Reading:** can understand basic information about people's likes and dislikes, if supported by pictures (26)

**Writing (WB):** can write two or three related sentences on a familiar topic (33)

## Teacher toolkit

### Project skills: Presentation

In this lesson, students learn how to behave when they present their project. Model the behavior you expect of students when presenting their projects. Say: *Speak loudly and slowly. Smile and look at your friends.* Encourage them to look at the whole class.

### Extend

Students direct their movie using their movie storyboards and their friends as actors. Encourage students to emphasize their emotions and to use lots of body language to act out their parts. Students can film the movie on a phone or other camera, or you can set up a theater stage in the classroom, and students put on a show.

### Digitizing projects

There are lots of free multi-modal digital tools available online that your students could use to digitize their projects. Students create their storyboard, using storyboarding tools. They could also add pictures, using image and photo tools.

## Warm-up

- Play *Letter scramble* (see Games Bank p.256) with the new vocabulary from this unit.

## Review

### 1 4.15 Listen and write.

- Students look at each of the pictures, and ask: *What are they doing?* Elicit the names of each of the hobbies (*playing in a band / the guitar, singing in a choir, painting pictures*).
- Play the audio, and students listen and look at the pictures. Play the audio again, pausing after each dialog for students to read and complete the sentences underneath the pictures.
- Students compare their answers in pairs. Invite different students to read aloud their completed sentences.

### Audioscript (track 4.15)

Hi! I'm Sara and this is my movie storyboard. It's about my friends' favorite hobbies. // This is Gabriel. What does Gabriel like doing? He likes playing in a band. Why? Because it's exciting! // This is Louise. Does Louise like playing in a band? No, she doesn't. She likes singing in a choir. Why? Because it's cool! // This is Theo. He likes painting pictures. Why? Because it's fun! // My friends are doing things they love. They're following their dreams!

## Get ready

### 2 Work with two friends. Ask and answer.

- Explain to students that they are going to create a movie storyboard, similar to the one in activity 1.
- Invite two students to read aloud the speech bubble example. Then students choose the friends they want to make a storyboard about, and ask and answer with them.
- Students compare their storyboards in pairs, discussing the similarities and differences.

## Create

### 3 Plan and make your storyboard. Then practice your presentation.

- Read aloud the Writing tips all together as a class. Students look at activity 1, and ask: *What do Sara's friends like doing?* (*Gabriel likes playing in a band.*) Why? (*because it's exciting.*)
- Direct students to go to p.49 in their Workbooks and do the scaffolded activities to create their project.

## Workbook

page 49

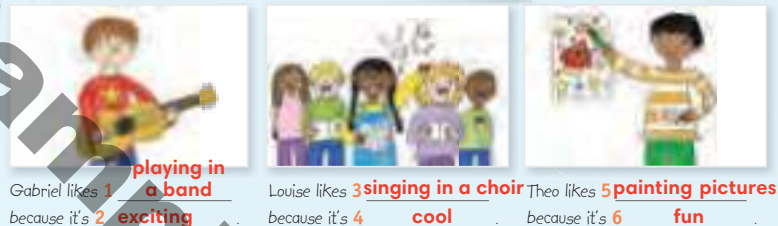
- 1 Complete for you and your two friends.** Students ask and answer with two friends. They use the answers to make notes and complete the storyboard.
- 2 4.4 Read, listen, and circle. Then practice your presentation with a friend.** Students read the sentences and listen and circle the correct words. Then students practice their presentations in pairs. (*Answers: 1 loudly, 2 slowly*)

**LESSON 9**  
**Project**

# A movie storyboard

**Presentation**
**1 Review Listen and write.**

My movie storyboard: My friends' hobbies



Gabriel likes **1 playing in a band** because it's **2 exciting**.  
 Louise likes **3 singing in a choir** because it's **4 cool**.  
 Theo likes **5 painting pictures** because it's **6 fun**.

**2 Get ready Work with two friends. Ask and answer.**

What do you like doing? Why?

I like making models because it's fun.

**3 Create Plan and make your storyboard. Then practice your presentation.**

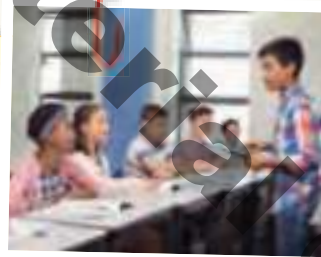
Workbook page 49

**4 Share Present your storyboard.**
**Writing: a storyboard**

- Write sentences about what happens in your movie.
- Use 'because' to explain the pictures.

**Tips**
**Presentation**

- ☐ Speak loudly and slowly when you give a presentation.
- ☐ Smile and look at your friends when you talk.



56

I can make and present a movie storyboard about hobbies.

- If suitable, give each student a piece of paper and ask them to draw and write to make their storyboard, following the model. They write sentences about what hobbies their friends like doing.
- Students make notes for their presentation, following the model.

**Tips**
**Presentation**

Read aloud the tips as a class. Remind students to follow these guidelines as they practice their presentations.

**Share**
**4 Present your storyboard.**

- Ask students: *How do you start and end a presentation? (Hello, I'd like to tell you about ... Thank you. Does anyone have any questions?)* Remind students to show their storyboards to the class and read aloud their descriptions.

- Students work in groups, each taking turns to present their own storyboards. Encourage other students in the groups to ask questions, e.g., *What's (Anton's) dream? Does (Anton) like (playing the guitar)? Does (Anton) like (singing)?*

**Teaching star**

**Creativity** Encourage students to be creative in the way they present their projects. They can use body language and mime what their friends like doing and how they feel. Alternatively, they can move around the classroom to make sure everyone can see their storyboard.

**ACHIEVE**

Students write at least three sentences about what their friends like doing and why, using *because*. They present their movie storyboards, speaking loudly and slowly, and smiling and looking at their friends when they talk.

**SUPPORT**

Students follow the model in activity 1 to write about what two of their friends like doing. They work in groups to read aloud their sentences slowly and clearly.

**STRETCH**

Students ask four or more friends about what they like doing and why, and write sentences recycling already known language. They answer follow-up questions with fluency.

**Extra activity (extension)** Students draw a picture to advertise their movie, and they write a tag line to encourage people to watch it.

**Wrap-up**

- Display students' storyboards on the classroom walls. Invite students to find similarities and differences in their movie storyboards. Students say sentences, e.g., *Anton and Lily like playing in a band. Anton thinks it's exciting. Lily thinks it's cool!*

**Workbook**

page 49

- 3 Reflect on your project.** Students share their reflections in pairs.



## Objectives

**Lesson aim:** review target language from Unit 4

**Target language:** hobbies, adjectives; *She likes / doesn't like reading comics. Does she like painting pictures?*

*Yes, she does. / No, she doesn't. What do you like doing in your free time? I like reading comics. Why? Because it's cool!*

**Materials:** Audio; (optional) Video 4A, Video 4B, Video 4C; Picture cards / Word cards (Hobbies 1, 2; Adjectives); (optional) Story cards (Unit 4); Stickers; My progress poster

## CSE Skills

**Speaking:** can describe someone's likes or dislikes in a simple way (30)

**Listening:** can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly (31)

**Reading:** can understand basic factual statements relating to pictures or simple texts (30)

**Writing:** Can write simple sentences using familiar words, given prompts (30)

## Teacher toolkit

### Video review

You can return to Video 4A, Video 4B, and Video 4C at the end of the unit for a "second play." Play the video with sound only, and students act out what's happening in the video. They can imagine they are one of the characters and use body language to show how the characters feel.

Test your progress with English Benchmark Young Learners



The middle of Level 3 is a good time for students to take the English Benchmark Young Learners test to supplement in-course assessment. The formative information it provides can help inform remediation, summer assignments, or planning for the following year. Having students take a test twice a year enables teachers to track their progress throughout elementary school. English Benchmark Young Learners is aligned to internationally recognized measures, and therefore can also be used to assess readiness for external high-stakes exams. For more information on using English Benchmark Young Learners, administering the test, and interpreting scores, please visit [pearsonenglish.com/benchmark](http://pearsonenglish.com/benchmark).

## Warm-up

- Play *Who said it?* (see Games Bank p.256) with the story in Lesson 4.

## I can do it!

### 1 Look and write. Then ask and answer.

- Students look at the first picture and read aloud the example all together as a class. Then students follow this example to write sentences for the other pictures.
- Students compare their answers in pairs, then check all together as a class.
- Invite two students to read aloud the speech bubble example. Students work in pairs, taking turns to ask questions about the children in the pictures for their partner to answer.
- Invite different students to say the correct question and answer for each picture.

**SUPPORT** Ask students to point to the second picture, and ask: *What's Dan doing? (He's going cycling.) Does he like going cycling? (No, he doesn't.).* Repeat for the other pictures.

**STRETCH** Students make sentences about the same pictures that are true for them, e.g., *I don't like painting pictures.* Then ask and answer about themselves, e.g., *Do you like painting pictures? (No, I don't.).*

### 2 4.16 Read and circle. Then listen and circle.

- Students work on their own to read the text and circle the correct options for Meg and Rob's dialog.
- Then students read the sentences and options about Meg below the dialog. Play the audio, and students listen and circle the correct options. You can play the audio twice, to help students.
- Students compare their answers in pairs. Then elicit each answer from individual students.

### Audioscript (track 4.16)

A: *What do you like doing, Meg?*

B: *I like making movies.*

A: *Why?*

B: *Because it's cool!*

**SUPPORT** Ask students to read aloud the text all together, pausing after each answer for them to circle the correct option. Then elicit answers as a class.

**STRETCH** Students rewrite the dialog so that Rob asks Meg questions, as in the audio. Students use the correct answers to activity items 4 and 5.

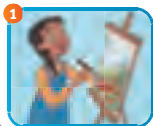
**Movie challenge** Ask: *What's Miguel's great-grandmother's name? (Coco).* Students can ask each other more questions about the videos from this unit, e.g., *What does Miguel's family make? (beautiful shoes) What does the girl's dad like doing? (playing the guitar and singing).*

### I can ...

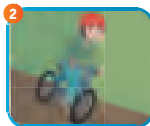
- Read aloud the *I can ...* statements all together as a class. Students check what they feel they can do after they have completed Unit 4.
- Invite different students to read aloud the sentences they checked.
- Students stick the sticker to show they have completed Unit 4.

## I can do it!

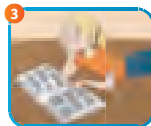
## 1 Look and write. Then ask and answer.



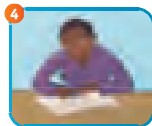
Rachel likes  
painting pictures.



Dan doesn't like  
going cycling.



Sophia doesn't like  
reading comics.



Mario likes writing  
in a journal.

Does Rachel like painting pictures?

Yes, she does.

## 2 Read and circle. Then listen and circle.



Meg: What do you like 1 do / doing?

Rob: I like 2 make / making models.

Meg: Why?

Rob: Because it's exciting / boring!

Meg likes 4 taking a picture / making movies  
because it's cool / easy.

## Movie challenge

What's Miguel's great grandmother called?

Test your progress with English Benchmark Young Learners

Sticker time



I completed Unit 4!

Go online  
Big Project

57

## Teaching star

**Growth mindset** Students think about their progress in the unit, and set learning goals for the next unit, e.g., if students can remember 10 new words or phrases, students set a goal to improve in the next unit, e.g., remember 12 new words or phrases.

**My Star and Hero!** Ask students to look at the fact file of Miguel on p.4 of their Student's Books. Students work in pairs, taking turns to ask and answer about Miguel, e.g., Does Miguel have a pet? (He has a dog named Dante.) Who does Miguel love? (He loves his family.) What does Miguel like doing? (He likes playing the guitar.)

**Extra activity (class game)** Play Spelling bee (see Games Bank p.256) with the new vocabulary from this unit.

## Wrap-up

- Draw students' attention to the *My progress* poster, and ask them to identify the picture that reflects this unit. Read aloud with students the *I can ...* statements (*I can talk about why I do or don't like hobbies, I can follow my dream*).
- Students reflect on which lesson they most enjoyed in Unit 4. Have a class vote, and choose one activity to do again as a class, e.g., watch one of the videos, sing the chant, or retell the story.

## Workbook

pages 50–51

## My progress journal

- Look, read, and circle.** 2 reading comics, 3 writes in a journal, 4 dressing up, 5 cool, 6 hard
- Write. Then ask and answer with a friend.**  
2 Do, singing; 3 What, doing
- What I know.**

**Star progress** Students color the stars and complete the sentences to reflect their progress in this unit.

## UNIT 4 Exam practice

Audioscript see p.251

## Listening

- 4.5 Listen and write.** 2 making movies, 3 making models, 4 10 o'clock, 5 ride her bike, 6 make dinner

## Reading and Writing

- Read, choose, and write.** 2 music, 3 dress up, 4 band, 5 go cycling

## Speaking

- Look and say. What is different?**

**Possible answers:** 1 The child going to school because the others are hobbies.; 2 The child reading comics because the others are learning an instrument.; 3 The child learning an instrument because the others are about movies.; 4 The child writing in a journal because the other activities are done outside.