

# 1 Friends

## Unit Overview

### Unit Objective

- I can talk about physical appearance and personality

### Language

<b>Target Vocabulary</b>	Physical appearance: dark hair, light hair, spiky hair, bald, handsome, beautiful, good-looking, cute Adjectives to describe personality: bossy, creative, sporty, lazy, smart, patient, talkative, helpful, friendly, hard-working
<b>Target Structures</b>	What does he/she look like? He's/She's good-looking. He/She has straight, dark hair, and brown eyes. What do they look like? They're tall and good-looking. They have short, light hair, and blue eyes. He/She doesn't have light hair. / They don't have light hair. What's he/she like? He's sporty and he's smart. She's bossy, but hard-working. I like him because he's patient. I like her because she's friendly.
<b>Features</b>	<b>Cross-curricular:</b> Art: Warm and cool colors <b>Values:</b> Help your friends in class.

### Skills

<b>Reading</b>	<ul style="list-style-type: none"> <li>Can identify words that describe what people look like</li> <li>Can understand a simple story</li> <li>Can understand an email about what other people are like</li> <li>Can understand details of a story</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Can write short sentences about what people are like</li> <li>Can write about a painting</li> <li>Can write short sentences that describe what people look like (<i>Workbook</i>)</li> <li>Can write short sentences about what makes good and bad friends (<i>Workbook</i>)</li> <li>Can write an online profile about myself (<i>Workbook</i>)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Can identify words that describe what people look like</li> <li>Can identify words that describe personality</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Can ask and answer about what someone looks like</li> <li>Can talk about what someone is like</li> <li>Can talk about helping my friends in class</li> <li>Can talk about warm and cool colors and how they make me feel</li> <li>Can discuss a story</li> </ul>

## Lesson 1 SB page 12 or Poptropica English World

### Learning Objective

Can identify words that describe what people look like

### Target Language

dark hair, light hair, spiky hair, bald, handsome, beautiful, good-looking, cute

#### 1 What do you know?

- Open books and ask students to look at the pictures. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about what people look like.*
- Close books. Ask students what English words they know for describing people. Introduce students to the learning adventure poster. Use this poster with students to help them indicate how confident they feel about the lesson objective and show the teacher who may need more help. See pages 8–9 of the Introduction for how to use this with your classes.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

#### 2 Listen and read. Who lives at number 12?

- Play the audio and have students listen. Ask students to identify the characters.

#### 3 Listen and say.

- Focus on the people's faces. Play the audio and have students repeat.
- Put Picture Cards 5–12 on the board. In pairs, one student points to a person in the class and says, *What does (name) look like?* His/her partner has to say a word to describe that person. Students use as many different adjectives as possible.

#### 4 Who's who in Activity 3? Listen and number.

- Play the audio again. Have students number the boxes.

- a This is my brother, Joe. / He has short dark hair and glasses. Cool!  
 b This is my friend Jack. He has spiky hair. Do you like it? / Yes, I do.  
 c My aunt Sara is great. She's very beautiful.  
 d This is my grandpa. He's bald.  
 e The handsome man is my uncle.  
 f And this is my baby sister Rose. She's cute. / So cute!

# 1 Friends

1 What do you know?

2 Listen and read. Who lives at number 12? Maddy

1 There's a new family at number 12!

What do they look like?

The dad is tall and bald. There's a girl, too. She has curly, blond hair.

2 Hi, I'm Emma. Can I help?

Thanks! I'm Maddy.

3 Is that your cat?

What does it look like?

It has spiky, red hair.

4 Spiky, red hair? My cat, Kipper, doesn't have red hair. He's black and white.

Oh, no! Red paint!

3 Listen and say.

1 dark hair 2 light hair 3 spiky hair 4 bald 5 handsome 6 beautiful 7 good-looking 8 cute

4 Who's who in Activity 3? Listen and number.

a brother 1 b Jack 3 c aunt 6 d grandpa 4

e uncle 5 f sister 8 g best friend 2

12 Lesson 1

Can identify words that describe what people look like

g I know this one. She has light hair and is very beautiful! / Yes! She's my best friend and I think she's very beautiful!

- Check answers as a class.
- Ask students, *How many words do you know for describing what people look like now?* Give students a minute to tell their partner the new words they know.
- Ask students to say where they are on their adventure now. Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.
- **Pop Quiz:** Show students a selection of pictures of people from magazines and ask them to describe the people using words from the lesson.
- Direct students' attention to the ice cream card on page 12. Tell students to go online to the Poptropica English Island Adventure Game and find the item. Once students click on it, they are taken to a supplementary language task.



**LOOK!**

What <b>does</b> he/she <b>look like</b> ?	He's/She's good-looking. He/She <b>has</b> straight, dark hair and brown eyes.
What <b>do</b> they <b>look like</b> ?	They're tall and good-looking. They <b>have</b> short, light hair and blue eyes.
He/She <b>doesn't have</b> light hair.	They <b>don't have</b> light hair.

**5** Listen and read. Then look and say the names.

- She has light hair and blue eyes.
- He has spiky hair and brown eyes.
- She has straight hair and glasses.
- He has brown hair and green eyes.
- They have brown hair.

**6** Ask and answer. True or False?

A: What does Maddy look like?  
B: She has dark hair.  
A: False! She has light hair.

**7** Ask and answer.

A: Is it a person or an animal?  
B: In this picture there's a person and an animal.  
A: What do they look like?  
B: They have curly, black hair.  
A: Number 6!

a beard a mustache bald  
beautiful curly fat glasses  
good-looking long old short  
spiky straight thin ugly

Lesson 2

Can ask and answer about what someone looks like

13

- To review comprehension, say a name, e.g., *Maddy!* and elicit a description, e.g., *She has light hair and blue eyes.*

## 6 Ask and answer. True or False?

- Ask students to practice the exchange in Activity 6 in pairs. Tell them to repeat with the remaining pictures, and to continue with well-known people if there is time.

## 7 Ask and answer.

- Point to the word box. Read the words chorally. Pre-teach *straight hair* and review *long, short, curly, fat, thin, ugly, old, young, glasses, mustache*, by saying, for example, *(Name) has long straight hair.*
- Help students to find a different partner and practice the exchange in Activity 7. Tell them to repeat the exchange with the remaining pictures and to continue with well-known people if there is time.

**Pop Quiz:** Show the same selection of pictures of people from Lesson 1, but now with names written at the top of each picture. Ask students to play a guessing game in pairs. The first student describes one of the people. The second student guesses who it is.

## Lesson 2 SB page 13 or Poptropica English World

### Learning Objective

Can ask and answer about what someone looks like

### Warm-up

- Ask the class, *What does (name of your school principal) look like?* Elicit responses from students (ensuring they are polite). Continue this game, using well-known people.

Open books and ask students to look at the activities and the Look! box. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer questions about what people look like.*

## 5 Listen and read. Then look and say the names.

- Draw students' attention to the Look! box and play the audio (track A:14). Students repeat chorally.
- Review the names of the characters.
- Play the audio and have students match the description to the character by saying the name/ names after each statement.

### Materials

Pictures of people from Lesson 1 (cut from magazines)

**8** Listen and say.

**VOCABULARY**

1 bossy 2 creative 3 sporty 4 lazy 5 smart

6 patient 7 talkative 8 helpful 9 friendly 10 hard-working

**9** Listen to the song and write.

**SONG**

You have me, and I have you,  
You talk, you listen, and I do, too.  
We're friends. We're friends.  
Ben's <sup>1</sup> lazy at home,  
And he's <sup>2</sup> shy at school.  
He's <sup>3</sup> sporty and <sup>4</sup> clever.  
And very cool.  
We're friends. We're friends.  
Jim's sometimes <sup>5</sup> bossy.  
But that's OK.  
He's always <sup>6</sup> helpful in every way.  
We're friends. We're friends.  
We're friends. We're friends.

**10** Look at Activity 9 and write.

1 What's Ben like? Ben is lazy and shy. He's sporty and clever, too.  
2 What's Jim like? Jim is bossy but helpful.

**14 Lesson 3** Can identify words that describe a personality

### Lesson 3 SB page 14 or Poptropica English World

#### Learning Objective

Can identify words that describe personality

#### Target Language

bossy, creative, sporty, lazy, smart, patient, talkative, helpful, friendly, hard-working

Open books and ask students to look at the pictures. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning words that describe personality.*

- Close books. Ask students what English personality adjectives they know, e.g., *nice, polite*. Write these on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

#### Warm-up

- Review appearance words. Describe three or four students to the class (being sensitive with your descriptions) without saying their names. Students guess who they are.

#### 8 Listen and say.

- Play the audio and ask students to listen and look. Play the audio again and have students repeat the new vocabulary.
- Ask, *Who is lazy?* (*The girl in Picture 4 is lazy.*) Ask two students to stand up. One student asks a question and the other responds. Repeat the exchange a few more times with different pairs of students.
- Ask the class to practice this matching game in pairs for all the new words.
- Have students close their books. Hold up Picture Cards 13–22 in turn for students to say the words. Ask individual students to come to the front and write the words on the board.

#### 9 Listen to the song and write.

- Introduce the song by saying, *This is a song about friends/friendship. Everyone has friends. What kind of friend are you? Are you a helpful friend? Are you a good friend? Are you a lazy friend? Are you a bad friend? Think about it!*
- Play the song audio and have students listen.
- Play the audio again and ask students to write the missing words in the spaces. Have students check their answers with partners.
- Play the karaoke version of the song and encourage students to sing along if they feel confident enough.

#### 10 Look at Activity 9 and write.

- Ask students questions about the picture. Say, *This is Ben and Jim. The song is about Ben and Jim. What are they like? Look at the words to the song.*
- Remind students the difference between *and* and *but* (They both add information, but *but* is used when the added information contrasts with the first piece of information.)
- Tell students to answer the questions in Activity 10. Have students check answers in pairs.

Ask students, *How many personality adjectives do you know now?* Give students a minute to tell their partner the new words they know.

- Ask students to say where they are on their adventure now. Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.

**Pop Quiz:** Ask students to describe someone they know to the class. Why do they like this person?

**11** Listen and number. Then ask and answer.

a sporty but bossy 4  
b patient and funny 1  
c sporty and smart 2  
d smart but lazy 3

**LOOK!**  
What's he/she like?  
He's sporty and he's smart.  
She's bossy but hard-working.  
I like him because he's patient.  
I like her because she's friendly.

1 Dan  
2 Emma  
3 Maddy  
4 Robbie

What's Maddy like?  
She's smart but lazy.

**12** Circle.

1 I like my new teacher (because) but, she isn't bossy.  
2 He's sporty (and) but smart. A perfect combination!  
3 My best friend is talkative (and) but funny. She makes me laugh!  
4 She gets good grades (because) but she's very hard-working.  
5 He's lazy at home (but) and he's hard-working in class. It's strange!  
6 He has many friends (because) but he's very friendly.

**13** Write a short message about two people in your family. Then share with a friend.

I like my grandma because she isn't bossy. She's funny and creative.

Lesson 4 Can talk about what someone is like 15

## Lesson 4 SB page 15 or Poptropica English World

### Learning Objective

Can talk about what someone is like

### Warm-up

- Ask students to sit in a circle on chairs and have one student stand in the center. Explain that when you show a Picture Card, the student has to say the word, then point to a person and say a sentence, (Name) is (smart). He/She may also point to him/herself. The person who is named should go into the circle next. Repeat the process, so everyone has a turn.

Open books and ask students to look at the activities and the Look! box. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to talk about what people are like.*

### 11 Listen and number. Then ask and answer.

- Draw students' attention to the Look! box and play the audio (track A:19). Students repeat chorally.
- Play the audio, and have students say the sentences along with the audio. Ask them to write the numbers in the boxes.

- Dan has spiky hair and brown eyes. He's patient and funny.
- Emma has gray eyes and wears glasses. She's sporty and smart.
- Maddy has blond hair and blue eyes. She's smart but lazy.
- Robbie has green eyes. He's sporty but sometimes bossy.

- Remind students that the use of the word *because* leads into a reason for something.
- Pair students and have them ask each other about the characters. Ask, *What's Maddy like?* Help students answer, *Maddy is smart, but lazy.* Partners play until they have practiced all the target items.

### 12 Circle.

- Ask students to read the sentences and circle the correct word, *and*, *but* or *because*.
- Have students switch books with a partner for marking, and invite students to read the answers.

### 13 Write a short message about two people in your family. Then share with a friend.

- Show a picture of someone you know well and say, *I like (name) because he isn't lazy. He is helpful and friendly.* Ask students to read the example at the bottom right corner of page 15 chorally. When students have completed the activity, they can share the information with a friend.
- To extend the lesson, pair students and give each student Activity Sheet 1 (see page 152), which they cut out. Let them play *Concentration* using the strips; if they get a match, they keep the pair of strips, but must make a statement using the word. Alternatively, have pairs categorize the adjectives (physical appearance and personality), select one from each category, then make a statement using both words in a sentence.

**Pop Quiz:** Write the start of a number of sentences on the board and get students to complete them, either by writing on the board or in a spoken sentence. For example, *I like my soccer coach...*, *My friend is hard-working...*, *Eric is sporty...*, etc.



14 Talk about the pictures. Then listen and read.

**STORY**

15 Why do Polly and Mike think the skidoo has something to do with the missing diamonds? Discuss your answers.

16 Lesson 5

Can understand a simple story / Can discuss a story

## Lesson 5 SB page 16 or Poptropica English World

### Learning Objectives

Can understand a simple story  
Can discuss a story

### Additional Language

thieves, plan

### Functional Language

Poor (Gizmo)! Follow him quick!

### Warm-up

- Review the characters in the story, *Hector Frost*, *Smith*, *Polly*, *Mike*, *Gizmo*, *the Queen*, *Polly's mother*. Ask, *Who is this?* Invite students to describe them, by prompting, *What does Polly look like? What is she like?*

Open books and ask students to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading and discussing a story.*

### 14 Talk about the pictures. Then listen and read.

- Direct students' attention to the pictures and ask questions about the characters and the scenes: *Who can you see in Picture 1? (Mike, Polly and Gizmo) What are they doing? (looking for the skidoo)*
- Play the audio and have students listen and follow.
- Check students' understanding of the story by asking questions and pointing to the pictures, e.g., *Who is the man in Picture 6? (It's Smith.) What does he look like? (He is bald.) What is he holding? (shopping bags)*
- Play the audio again. Divide students into two groups and assign each group a role (Polly, Mike). Groups read aloud with the audio and mime their character's actions.

### 15 Why do Polly and Mike think the skidoo has something to do with the missing diamonds? Discuss your answers.

- Have students discuss the question in groups and then invite one person to write their group's answer on the board. Discuss all the different ideas.



Tell students you are going to ask them some questions about the story, and you want them to work in pairs to think of an answer. Tell students that there isn't one correct answer to each question, but you would like them to give a reason or reasons for their answer.

- Write the following questions on the board: *Do Mike and Polly know who the thieves are? Do you (the students) know who the thieves are? What do they look like? Is it safe to follow someone who might be a thief? Would you follow the skidoo? Why? Why not?* Students might like to write their answers/ideas in their notebooks. Write their answers to the last question on the board in two categories. See how many students in the class would/wouldn't follow the skidoo.



**Pop Quiz:** Say a line of text/statement from the story, e.g., *I love strawberry ice cream.*, and ask students to put their hands up if they know who said it. Repeat with statements/text said by each character to aid recall of the story.

**16** Read the story again. Then write.

- Why do Polly and Mike have some ice cream? *They can't see the skidoo and they want to make a plan.*
- Who is driving the skidoo? *Smith.*
- Why does Polly say "Poor Gizmo"? *Gizmo is outside and can't have any ice cream.*
- Do Mike and Polly know what the thieves look like? *No, they don't.*
- Why is the driver of the skidoo in town? *He's shopping.*
- Who does the driver of the skidoo work for? *Smith works for Hector Frost.*

**17** Role-play the story.

**18** Read and write 1 to 5 (1 = not important, 5 = very important). Then compare with a friend.

**VALUES**  
Help your friends in class.

How can you help?	You	Your friend
1 Listen when your friends speak.		
2 Be helpful. Share your things.		
3 Be polite. Let others speak.		
4 Be friendly. Invite others to work with you.		
5 Offer: "Can I help you?"		

Be helpful. Share your things. 4.

Listen when your friends speak. 5.

**SCHOOL LINK**  
Tell your family how you helped your friends in class today.

Lesson 6 Can understand details of a story / Can talk about helping my friends in class 17

## Lesson 6 SB page 17 or Poptropica English World

### Learning Objectives

Can understand details of a story  
Can talk about helping my friends in class

### Value

Help your friends in class.

### Warm-up

- Have students sit in a circle and spread Picture Cards 5–22 on the floor inside the circle. Model the activity by taking Picture Card 13 and saying, e.g., *They are friends. The girl is tall and the boy is short. The girl is sometimes bossy. She is always talking. Sometimes she is not a good friend. Listen when your friends speak.*
- Give students time to look at the cards and think about what they want to say. Then go around the circle, giving everyone a chance to speak about one of the Cards.

Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're reviewing the story, and we're learning about how to help our friends in class.*

### 16 Read the story again. Then write.

- Give students time to read the story on Student Book page 16 again. Then invite students to read the six questions in the activity.
- Give students time to write their answers then ask the questions one by one. Invite students to share their answers, and have students answer.

### 17 Role-play the story.

- You might like to elicit from students *What makes a good role-play?* Write their ideas on the board and/or add these to a wall display for future role-play activities e.g., *speak clearly, use actions*. Choose one of their ideas (e.g., use actions), and tell students to try to use a lot of actions when they do their role-play.
- See the "How to use stories" section on page 23 for more ideas on how to build your students' confidence with role-plays.
- Divide students into groups of five. Give each group a set of cut-out Story Cards (see page 46), and have students place them in order.
- Play the audio again (track A:21) and have students follow. Put the class into groups to role-play the story.
- Give groups time to practice the role-play, then ask them to show the class.

You might like to give students feedback on their role-play.

### 18 Read and write 1 to 5 (1 = not important, 5 = very important). Then compare with a friend.

- Read the value, *Help your friends in class*, and have students repeat. Discuss some ways they can do this.
- Draw students' attention to the chart for Activity 18. Read the heading and the five sentences that follow. Have students repeat.
- Explain that they and a friend will discuss and rate these ideas. One means it is not important. Five means it is important. Give pairs time to discuss and fill in the chart.
- Discuss the results as a class. Come to an agreement about the ratings and invite a student to come to the front to write the results.
- Home-School link:** Read the instruction with the class: *Tell your family how you helped your friends in class today.* Ask students to do this at home.

**Pop Quiz:** Play charades. In pairs, students role-play different ways of helping a friend in class. The class guesses what they are doing.

**19** **Read. Is Seb happy?**

**SKILLS**

The Torres family

From: seb@yoofoo.com  
To: matt@gogomail.com  
Subject: Spain!

Hi Matt,

I'm having a great summer here in Spain. I'm staying with the Torres family. They have a beautiful home in Madrid.

Carlos is 12. He's creative and very smart. He's patient, too. My Spanish isn't very good but he speaks great English! His grandma lives in Los Angeles and she speaks English with Carlos.

He has two sisters, Nerea and Lucia. Nerea is 18. She has beautiful, black hair, and she's very sporty. Lucia is nine. She's funny but she's very bossy. She wants to play games all the time!

See you soon,  
Seb

**20** Circle T = True or F = False. Then correct the false sentences.

1 Seb is in Madrid.	<input checked="" type="radio"/> T <input type="radio"/> F	2 Carlos speaks <u>English</u> with his grandma.	<input type="radio"/> T <input checked="" type="radio"/> F
3 Carlos is creative and patient.	<input type="radio"/> T <input checked="" type="radio"/> F	4 Seb's <u>Spanish</u> isn't very good.	<input type="radio"/> T <input checked="" type="radio"/> F
5 Nerea has long, <u>light</u> hair.	<input type="radio"/> T <input checked="" type="radio"/> F	6 Lucia is funny but bossy.	<input type="radio"/> T <input checked="" type="radio"/> F

**21** Write Seb's conversation with his mom. Then role-play with a friend.

Are you having a good time? I'm having a great time!

Seb's mom Seb

1 Are you having a good time? I'm having a great time.

2 What's Carlos like? He's creative, smart and patient.

3 What does he look like? He has short, black hair.

4 Does he have a brother or sister? Yes, he has two sisters.

5 What are they like? Nerea is very sporty and Lucia is funny but very bossy.

**18 Lesson 7** Can understand an email about what other people are like.

## Lesson 7 SB page 18 or Poptropica English World

### Learning Objective

Can understand an email about what other people are like

### Additional Language

Spain, Spanish, Los Angeles

### Warm-up

- Review the adjectives of personality. Describe one child for the class to guess. Ask students to volunteer and continue.

Open books and ask students to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to find information in a letter.*

### 19 Read. Is Seb happy?

- Direct students' attention to the pictures. Ask, *Who are they?* (They are the Torres Family.) *What is his name?* (His name is Seb.)
- Explain the concept of foreign exchange visits. Give students time to quickly scan the email for names and places. Set a time limit. Have them circle the names in the text, while volunteers write them on the board: *Spain, Torres, Madrid, Carlos, Los Angeles, Nerea, Lucia, Seb.*
- Play the audio and have students listen to the story as they follow.
- Check students' understanding by asking questions and pointing to the pictures. Ask, *What does Nerea look like?* (She has beautiful, black hair.) *Where do they live?* (They live in Madrid, Spain.) *How many sisters does Carlos have?* (He has two sisters.) *What is Carlos like?* (He's creative and very smart.)
- Play the audio again and have students speak along.

### 20 Circle T = True or F = False. Then correct the false sentences.

- Give students time to read the statements and circle the T for true or F for false.
- Check answers as a class.

After the listening activity, pretend you are Seb. Students ask you questions about your stay in Spain, or general questions about your likes/dislikes. Students then volunteer to come to the front and take turns being Seb or a member of the Torres family. This type of activity is designed to not only activate empathy and critical thinking skills, but to increase engagement with the listening and subject matter.

### 21 Write Seb's conversation with his mom. Then role-play with a friend.

- Direct students' attention to the questions that Seb's mom is asking him. Tell your students they are pretending to be Seb, and then ask some students the various questions.
- Give students time to write Seb's answers. Then pair students and have them practice the conversation, taking on both roles.
- Invite some pairs to come to the front and role-play the conversation in front of the class.

**Pop Quiz:** Say some statements from the text, and ask students to stand up if they think it's true, and put up their hands if they think it's false, e.g., *Lucia wants to play games all the time.* (true)



**ART 1**

**22** What do you know?

**23** Look and read. Do you like the pictures? Why?

**A** This picture is by Auguste Renoir. It is in warm colors. Renoir was an artist from France. He lived from 1841 to 1919.

**B** This picture is by Vincent van Gogh. It is in cool colors. Van Gogh was an artist from the Netherlands. He lived from 1853 to 1890.

**24** Look and say. It's Picture A!

- This picture has a lot of yellow and red.
- This picture has a lot of green and white.
- This picture has cool colors.
- This picture has warm colors.

**25** Imagine and answer the questions. Then share with a friend.

- What time of day is it in Picture A?
- How do the girls in Picture A feel?
- How does Picture A make you feel?
- How does Picture B make you feel?
- How do you think van Gogh felt when he painted Picture B?

**26** Write about a painting.

- Think** of a painting you like. Who is the artist?
- Plan** by making notes about where and when the artist lived. Are the colors in the painting warm or cool? How do they make you feel?
- Write** five sentences about the painting.
- Share** what you learned about the painting.

**Lesson 8** Can talk about warm and cool colors and how they make me feel / Can write about a painting **19**

## Lesson 8 SB page 19 or Poptropica English World

### Learning Objectives

Can talk about warm and cool colors and how they make me feel  
Can write about a painting

### Additional Language

colors, France, the Netherlands

### 22 What do you know?

- Open books and ask students to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about warm and cool colors in art and we're writing about a painting.*
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

### Warm-up

- Show some pictures of paintings by Renoir and Vincent van Gogh. Ask the students if they like the pictures. Ask, *How do they make you feel?*

### 23 Look and read. Do you like the pictures? Why?

- Give students time to look at the two paintings.
- Play the audio and have students listen.
- Give students time to reflect before they answer.

### 24 Look and say.

- Explain that some colors are warm (e.g., yellow, orange) and some are cool (e.g., blue, white).
- Pair students and give them time to match the statements to Pictures A and B.

### 25 Imagine and answer the questions. Then share with a friend.

- Ask, *What time of the day is it now, morning or evening?*
- Students look at the two pictures again and answer the questions.
- To extend the lesson, hand out Activity Sheet 2 (see page 153) and have the students color the six International Maritime Signal Flags. Tell the students what the meanings are for the flags and give them time to remember. Then put the class in groups and say the meanings, one by one. The groups must decide and raise a flag. Ask more confident students to describe the flags, e.g., *It's red and yellow. Red and yellow are warm colors.*

### 26 Write about a painting.

- Ask students what steps they will take to make sure they include all the necessary information. Remind students of the steps to success: Think, Plan, Write and Share.

**Think** If they need some help, show them the examples you brought in for the warm-up.

**Plan** Ask students to make some notes about when and where the artist lived.

**Write** Give students time to write. Remind them to check their work afterwards.

**Share** Nominate students to read their sentences.

You may also wish to give students feedback on their projects.

Ask students, *What do you know about describing art and artists now?* Give students a minute to tell their partner the new ideas and words they can remember. Ask students, *Where are you on your learning adventure?* Tell students, *Good job!* to reinforce the progress they are making.

**Pop Quiz:** As students are leaving the class, show them different colors (cards or objects) and ask them if they are warm or cool.

### Materials

Poster, Activity Sheet 2, scissors, pictures by Renoir and Vincent van Gogh from the Internet, objects with interesting colors

**27** Listen and number.

**I CAN DO IT!**

**28** Circle. Then ask and answer.

1 A: What does her sister look like? What do they look like?  
B: They have straight hair and glasses.

2 A: What's he like? / What does he look like?  
B: He's creative and helpful. But he's lazy.

3 A: What's she like? / What does she look like?  
B: She has light hair but she doesn't have blue eyes. She has dark eyes!

**29** Write. Then ask and answer.

1 What is your best friend like? \_\_\_\_\_  
2 What does your mom look like? \_\_\_\_\_  
3 Is your dad sporty and handsome? \_\_\_\_\_  
4 Are you hard-working? \_\_\_\_\_  
5 What do you look like? \_\_\_\_\_

**I CAN**  
I can ask and answer about what someone looks like.  
I can talk about what someone is like.  
I can write about a painting.

**20** Lesson 9 Can assess what I have learned in Unit 1

## Lesson 9 SB page 20 or Poptropica English World

### Learning Objective

Can assess what I have learned in Unit 1

### Warm up

- Divide the class into two teams. Place Picture Cards 5–22 word-side up on the board. The teams have to think of a sentence about a fictional person that includes a word from each set of cards, e.g., (*Name*) *has long dark hair and is always helpful*. Invite a student from each team to come to the front and say their sentence to the class. Continue until all students have taken a turn. Give two points for each correct sentence.

★ Open books and ask students to look at the activities. Write this lesson objective on the board: *We're thinking about our learning adventure.*

- Ask students what they have been learning in the unit. Put their ideas on the board, e.g., *personality adjectives*.
- For each idea, ask students to tell their partner where they think they are on their learning adventure. Reassure students who are less confident that they will have opportunities for more practice.

### 27 Listen and number.

- Have students look at the pictures. Ask them to think about what these people look like, and what they may be like.
- Have students listen to the audio and write the correct number for each picture.

- She has light hair and glasses. He has spiky hair and a mustache. The dogs are ugly and fat. They're not very friendly.
- She is creative and very cute! He's bald, but he's good-looking. He's very sporty and loves basketball.
- My friends are talkative. I like them because they're helpful and they aren't bossy.
- My best friend is very smart. He has curly brown hair. His grandpa has curly gray hair! He's old and hard-working.

- Play the audio again and check answers as a class. Then play the audio again for students to repeat.

### 28 Circle. Then ask and answer.

- Have students read and then circle the correct questions. Have them ask and answer in pairs.

### 29 Write. Then ask and answer.

- Ask confident students to read the questions aloud. Then have students write their own answers, before asking and answering in pairs.

★ Ask students how they feel about their learning in this unit. Ask students to tell you what they found easy and what they found the most difficult to learn in the unit.

- Read the three *I can* statements with students, and invite students to check the boxes according to how confident they feel about the language point.
- Ask students, *Where are you on your learning adventure?* Students indicate where they think they are on the learning adventure poster. Tell students, *Good job!* to reinforce the progress they are making.

★ **Pop Quiz:** In groups of four, students tell the others the answers to the following questions: *Which is your favorite activity in the unit? Why? Which activity don't you like? Why? What is your favorite new word? Which word is the most difficult for you?*

**30 Create a new character.**

**HAVE FUN 1**

**1 Circle.** My new character is...

thin ~~fat~~ ugly  
handsome ~~happy~~  
beautiful ~~bald~~  
smart ~~sporty~~  
good-looking ~~short~~ tall

**2 Write.** My new character has... (thin, long, short, pink, etc.)

a _____	body	_____	legs
a _____	hair	_____	arms
a _____	head	_____	eyes
a _____	face	_____	ears
a _____	mouth	_____	

**3 Draw. Then tell a friend.**

**4 Listen to your friend. Draw his/her new character.**

**5 Tell the class about your character. What is it like? What does it look like?**

**31** I want to know more!

My new character is tall and handsome. He has short, dark hair and green eyes. He's bossy but helpful. He likes rock climbing.

Lesson 10

Can use what I have learned in Unit 1

21


## Lesson 10 SB page 21 or Poptropica English World

### Learning Objective

Can use what I have learned in Unit 1

### Warm-up


- Show some popular comic books to the class. Have students take turns pointing to a character in the book and describing them using target language.
- Invite students to name some other characters seen on television or movies, and then ask students to describe them.

 Open books and ask students to look at the pictures. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're going to create a character to review Unit 1 language.*

### **30** Create a new character.

- Tell students they are going to design and draw their own new character. Explain that they have to first choose the description by circling the words in Part 1. Then have students read the words aloud. Give students time to think about their design and circle the words they want to use.

- Then tell students they have to specify the look of body parts by filling the blanks in Part 2.
- Draw students' attention to the blank space for Part 3. Allow time to draw and color their new character in the space.
- When students have finished Part 3, put them into pairs. Explain that they will take turns describing their character to their partner, and the partner will draw it in the space for Part 4. Explain that they have to talk only, and not show their drawings to their partner. You can also invite pairs of students to come to the front so the class can compare how similar the drawings of the characters are.
- When this is completed, invite students to come to the front to show and talk about their new character using the adjectives of character (*helpful, bossy, smart, etc.*).

 Tell students you are going to give them answers and they have to guess the questions. Allow students to work in pairs, and allow them sufficient time to work out the questions before nominating pairs to give their responses.

- Say answers to students, e.g., *They have short, light hair, and blue eyes. She isn't lazy.* and students provide the correct questions, e.g., *What do they look like? Is she lazy?* This will provide students with further reinforcement of the question form. With a confident class, you can then repeat this, with a student giving the answer.

### **31** I want to know more!

- Ask students to choose anything they enjoyed from the unit and to go and find out more. You might like to set this activity as homework with a quick feedback session at the beginning of the next class.
- You can also suggest that students write one or two questions about what they want to know, then switch question(s) with a partner. Students then find answer(s) to their partner's question(s) as a homework activity, with feedback the next lesson.

### Are you ready for Unit 2?

- Ask students if they are ready to move on to the next unit. Tell students that it is fine if they do not remember everything as they will continue to practice throughout the level.
- Encourage students to ask if they have any questions about what they learned in Unit 1.

You may wish to give Unit 1 Test (see page 188) at this time.

## Unit 1 Story Cards



# Wider World 1

SB pages 22–23 or Poptropica English World

## Learning Objectives

Can understand texts about families around the world  
Can talk about big and small families

## Additional Language

help, argue, washing machine, music practice

## Warm-up

- Review adjectives of physical appearance and personality by using Picture Cards 5–22. Have students listen and repeat. Then place the Cards around the room for reference. Invite a student to come to the front and describe a person in the class. Students have to guess the student.

## 1 What do you know?

- Open books and ask students to look at the pictures. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about families around the world.*
- Close books. Ask students what English words they know for describing people, e.g., *good-looking, tall.*
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

## 2 Listen and read. Are the families big or small?

- Point to the pictures in the Student Book and say, *What do they look like?* Ask students to point at the people in the pictures and talk about them, using the target vocabulary.
- Ask volunteers to say who they live with, e.g., *I live with my mom, my dad, and my brother.* Pre-teach *husband*, e.g., *(Name) lives with his mother and her husband.*
- Pre-teach *argue, dirty, help, practice, washing machine*, by miming or drawing.
- Give students time to look at the pairs of pictures. Point at each picture in turn and ask the class, *Is the family big or small?* Elicit responses.
- Play the audio. Students listen and follow.

### Wider World 1

#### Families of the world

1 What do you know?

2 Listen and read. Are the families big or small?

3 Number the pictures.

#### Kyle's blog

In the United Kingdom, we have a lot of different families – some are big and some are small. My family is very big now. My mom has a new husband and he's great. He's very smart and he helps me with my homework. He has a son, too, so now I have a brother. We play soccer together every Saturday. We argue, but after five minutes, it's all OK! He's my brother and we're good friends.

Kyle, 12, United Kingdom

#### Lang's blog

A lot of families here in China have only one child. My friends and I don't have brothers or sisters but we aren't sad. Brothers and sisters can be bossy! We can do what we want. We have a good life and we have very good friends. I live with my mom and dad, and my grandma and grandpa. It's fun because my grandparents play games with me. I love my small family.

Lang, 11, China

## 3 Number the pictures.

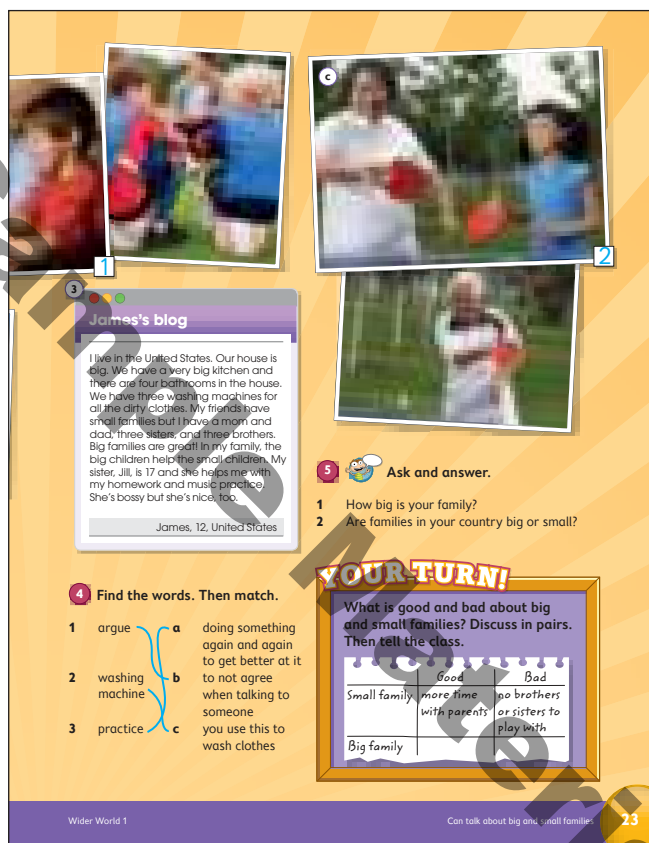
- Ask the class, *Do you have a blog? What do you write about?* Elicit responses.
- If you have a world map, ask a volunteer to point out the United States, China, and the United Kingdom. Find out what students know about these countries.
- Have students read the blogs aloud. Then allow them time to read the three blogs to themselves before they match the number of the blogs to the pairs of pictures.
- After checking answers, ask students if they are surprised by any of the information. Ask students if they think any of these families are similar to their own.

Say to students, *Blue-eyed people are smarter than brown-eyed people.* and *Good-looking people are always sporty.* Divide the class into two or into groups and tell students that they have to think of reasons to support whether these statements are true/false. Remind them there is no right or wrong answer, but they need to give their reasons for what they think.

## Materials

Poster, Picture Cards 5–22, map of the world, sheet of paper for each student





**James's blog**

I live in the United States. Our house is big. We have a very big kitchen and there are four bedrooms in the house. We have three washing machines for all the dirty clothes. My friends have small families but I have a mom and dad, three sisters and three brothers. Big families are great! In my family, the big children help the small children. My sister, Jill, is 17 and she helps me with my homework and music practice. She's bossy but she's nice, too.

James, 12, United States

**4 Find the words. Then match.**

1 argue	a	doing something again and again to get better at it
2 washing machine	b	to not agree when talking to someone
3 practice	c	you use this to wash clothes

**YOUR TURN!**

What is good and bad about big and small families? Discuss in pairs. Then tell the class.

	Good	Bad
Small family	more time with parents	no brothers or sisters to play with
Big family		

1 How big is your family?  
2 Are families in your country big or small?

Wider World 1 Can talk about big and small families 23



**YOUR TURN!** Tell students that they are going to work in pairs, and talk about big and small families, and what is good or bad about them. Make sure you give students time to think through their answers before they work with their partner. To give students a reason to listen, each student will also think of one/two more questions to ask their partner.

- Ask students to share their ideas/results with another partner, if there is time.
- Ask the class if they think it is best to have a big or a small family. Take a class vote.
- If you have time, tell students to close their books and give them a sheet of paper. Then tell them they will have two minutes to scan the three blogs and write down all the different adjectives they can find. Then start the speed game. After two minutes, students put their pencils down. Have students call out their adjectives. Find out which student was able to write down the most adjectives.



**Pop Quiz:** Pair students and tell them that you will say a name (*Kyle, Lang, or James*) and in two minutes (timed) they have to write as many sentences about that person as they can, e.g., *James: He lives in the USA. His house has a big kitchen. His sister Jill is seventeen.* See which pair wrote the most sentences. Have them share their sentences with the class. Then ask whether any other students had sentences the winning pair didn't write.

#### 4 Find the words. Then match.

- Look at words 1–3 and drill pronunciation with the class.
- Ask students to find the words in the blogs and then match them to their meanings. Remind students to look at the words directly before and after, and the whole sentence to help them.
- Check answers as a class.

#### 5 Ask and answer.

- To start the discussion, ask students how many brothers and sisters they think is normal in their country. Ask, *Is it usual to live with grandparents and aunts/uncles?*
- Then put students in groups of three and give them time to do the activity.
- Invite students to the front to talk about their families, and families in their country. Encourage other students to ask questions.