

1 Family circles

Big question Why are families special?

Unit overview

In this unit learners will:

- compare and contrast family lives
- learn about children's lives and routines in different countries
- talk about and describe sports: *I play, I go, I do*
- identify third person endings: */s/ plays, /z/ goes, /iz/ catches*
- write a letter using correct punctuation
- read and listen to a piece of literature
- read a poem about someone's favourite things.

Learners will explore the concept of families and what makes them special through looking at different types of families and reflecting on their own family. They can compare and contrast their family life with that of another. They will build communication and literacy skills as they interview partners about the sports they do, read about a young sporting hero, what life is like for learners in Kenya, and read a letter from a 10-year-old girl in Argentina.

At the end of the unit, learners will apply and personalise what they have learned by writing about their daily routine, what they like doing and what they are good at in a letter to a penfriend. Finally, they will talk about their families and read a traditional Indian story.

Language focus

Simple present tense, third person endings

Verb + infinitive + ing

Sports: *play, go, do*

Punctuation: *capital letters*

Adjectives: *both, too, whereas*

Vocabulary topics: families, daily routines, chores, phrasal verbs (relationships)

Self-assessment

- I can compare and contrast family lives.
- I can compare and contrast the lives of different children.
- I can talk about and describe sports and activities.
- I can write a letter using correct punctuation.
- I can read and understand a literary text.
- I can write a project related to the unit.

Teaching tip

Reading strategies and high-level vocabulary

Throughout the course, learners will encounter texts which contain difficult words and structures for their level. They will practise different reading strategies to deal with such texts. Make sure learners understand the aim of each reading exercise, as often the questions test skills like scanning, skimming and looking for specific information. For example, they may only need to find enough information to match headings to the paragraphs or find specific information to check if statements are true or false.

Remember to be sensitive to family situations and, if necessary, devise strategies so that learners in difficult situations do not feel uncomfortable.

Lesson 1: Family circles

Learner's Book pages: 6–7

Activity Book pages: 4–5

Lesson objectives

Listening: Listen and match family members to the activities they do.

Speaking: Ask about family relationships, talk about similarities and differences.

Critical thinking: Think about where families are from and the differences within families; assess advantages and disadvantages of large and small families.

Language focus: Present simple, third person endings.

Vocabulary: *family, grandma, grandpa, cousin, dad, mum, aunt, uncle, me*; phrasal verbs: *get on well, tells me off, take after, grow up, looks after*; connecting words: *whereas, both, too*

Materials: Optional for **Activity 4**, bring in photos to illustrate the following phrasal verbs: a child who looks similar to (*takes after*) their parent, an adult *looking after* children, children playing happily (*getting on well*), etc.

Learner's Book

Warm up

- Ask learners: *Have you got a grandma?* If the learner says *yes*, then ask: *What's her name?*
- Ask questions about other family members:
 Teacher: *Have you got a grandma?* (or *grandpa, cousin, (an) aunt, (an) uncle*)?
 Learner: *Yes, I have.*
 Teacher: *What's her/his name?*
 Learner: *It's ...*
- You could ask learners to raise their hands if they know the age of their grandfather/grandmother, then ask: *How old is he/she?*

1 Talk about it

- Tell the class they are going to talk about what people in their families do. Elicit some suggestions before focusing attention on the quotes. Read the second quote and then nominate learners and ask the questions: *Does your mum help you with your homework? Is she really good at Maths?*
- Use the other quotes to carry out an informal class survey. In order to involve as many learners as possible, tell learners to raise their hands when their mothers/fathers do the same.
- **Critical thinking:** Build on this by speaking about the other activities that family members do.

Answers


Learners' own answers.

2 Talk

- If necessary, introduce and explain any new vocabulary. It might be worth highlighting variations in family terms: *Grandmother, Grandma, Granny*, etc. Also, if it comes up, explain that you use an initial capital letter with family names (e.g. *Mum*) if you are using it as a proper name. If you are referring to a person in a more generic way (e.g. *John's mum*), you don't need a capital at the beginning.
- If it will help, nominate learners and sketch their family trees on the board.
- Help learners make predictions from the content of their listening. Ask: *What do you think she/he likes doing?*

Answers

Learners' own answers.

 For further practice, see **Activity 1** in the **Activity Book**.

3 Listen

- Tell learners they are going to check their predictions from the previous activity. Check their understanding of the words in the box. Pre-teach the words if necessary.
- After you have listened to the text, check understanding by asking learners which activities each family member from the photos does.

Audioscript: Track 2

Interviewer: In today's episode of 'Global children' we're going to speak to Chao-xing from China.

Interviewer: Hi Chao-xing! Tell us about your family and where you are from.

Chao-xing: Hello, I'm from Shanghai, the largest city in China. I live with my family: my mum, my dad, my grandpa and my grandma in a small apartment.

Interviewer: Do you all get on well together?

Chao-xing: Yes we do. We do lots of things together although sometimes my mum tells me off for not tidying my room.

Interviewer: What time do you go to school?

Chao-xing: I go to school at 7.30 a.m. and I finish at 5.00 p.m.

Interviewer: What do you do in the evenings?

Chao-xing: After school I go to my extra-curricular violin class. I take after my dad because he plays the violin too. I'm not as good as he is, but I play quite well. When I grow up, I'd like to be a violin teacher.

Interviewer: Do you enjoy living with your grandma and grandpa?

Chao-xing: Yes, I love it! Grandma looks after me when I get home from school because my parents are working. She prepares my dinner and then she goes to practise Tai Chi in the local park. Grandpa and I both like playing chess. He taught me how to play a few years ago and now we play most evenings together when I've finished my homework. Mum loves doing exercise whereas I prefer to play my violin. She often goes to the community square to do outdoor fitness and dance classes.

Interviewer: Well, thank you Chao-xing for telling us about your family and your daily life. It's been very interesting talking to you.

Answers

Dad, violin; Grandma, Tai Chi; Grandpa, chess; Mum, fitness and dance.

4 Read

- Elicit the meaning of the highlighted words. If possible, show the class photos of children to demonstrate the expressions. If you have difficulty finding photos, use other strategies. Learners could mime. For *get on well*, point to two class members who are good friends. Alternatively, listen again to relevant parts of the audioscript and encourage learners to guess meanings from context.

Answers

Learners' own answers.

5 Word study

- Look back at the expressions from **Activity 4** and make sure learners understand these are phrasal verbs. Check they understand that a phrasal verb is made up of at least two words, i.e. a verb and preposition(s), etc.
- Direct the learners' attention to the first phrasal verb and the list of definitions. Ask: *Which is the correct definition?*
- Repeat the procedure with the other phrasal verbs, checking all learners have understood. If there are any difficulties, return to the examples and encourage learners to use context to help them with meaning.

Answers

- get on with
- tell (someone) off
- take after
- look after
- grow up

AB For further practice, see Activities 2 in the Activity Book.

6 Talk

- Learners work in pairs and practise using the new expressions from **Activities 4** and **5**.
- Ask learners: *Who tells you off in your family and why?*
- Make sure learners understand they need to remember their partner's answers for later.
- Learners work in pairs asking and answering questions about each other's families.
- Circulate and monitor, offering help with pronunciation and the vocabulary they need to answer the questions.

Answers

Learners' own answers.

7 Talk

- Look at the sentences, particularly the words in bold. Explain the meaning and use of *too*, *both* and *whereas*.
- Ask for learners to give you example sentences about families using these words. Write them on the board.
- Learners work in pairs, exchanging information about people in their families and what they like to do. They make at least three sentences using *too*, *both* and *whereas*.
- They tell their sentences to the class.

AB For further practice, see Activities 3 and 4 in the Activity Book.

Wrap up

- To finish off, ask learners to report back to the class about what they have found out about their partners' families.

Activity Book

1 Vocabulary

- Learners find seven names for family members in the grid.

Answers

across: grandma, dad, mum, cousin, grandpa
down: aunt, uncle

2 Word study

- Learners practise using the phrasal verbs from **Activity 5** in the Learner's Book by matching sentence halves.

Answers

1 c 2 a 3 e 4 b 5 d

3 Use of English

- Learners look at the activities the family like to do in the cartoon pictures and complete the sentences to compare and contrast.

Answers

- both like making cakes
- dad does too
- (various answers possible)
- play the violin
- Grandpa does too
- (learners' own answer)

4 Challenge

- Learners personalise their knowledge of *too*, *both* and *whereas* by writing about the similarities and differences in their families. They are then asked to draw their family tree.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Offer extra opportunities to practise the phrasal verbs in **Activity 4** in the Learner's Book. They may seem difficult to learners of English, but they are extremely common in everyday speech. To consolidate, learners could write a series of sentences containing these verbs for homework and/or perform mini roleplays about their families containing phrasal verbs. As always, be sensitive about difficult family situations. You could make a running list of phrasal verbs on the wall for a month, continually adding to it.
- Review learners' work on all the activities in order to determine areas of strength and areas where extra practice is needed. Use this information to customise your teaching as you proceed through the unit.

Extend and challenge

- For extra practice of names of family members, learners can ask: *Have you got a grandma?, grandpa?, etc.* Add extra words, e.g. *niece, nephew, younger brother.*
- Each learner could then choose one of their partner's family members to ask questions and write about.
- Home-school link:** Learners interview their families to find out more about the family members then report back to the class.

Lesson 2: Global children

Learner's Book pages: 8–9

Activity Book pages: 6–7

Lesson objectives

Reading: Scan a text to find specific information.

Speaking: Compare school life with that of a child in Kenya.

Critical thinking: Awareness of what school is like in different countries; the differences in life for young people in different parts of the world.

Language focus: Adverbs of frequency.

Vocabulary: *school, average class, compulsory (have to), free of charge, shared, lack of books, secondary school, pupils, chores, working the land, cooking, fetching water, Science, English, settlement*

Materials: Pictures of children in different schools throughout the world and pictures of places in Kenya.

Learner's Book

Warm up

- Learners will read some facts about school in Kenya and responsibilities that children have there. Please note that this article about Kenya is designed to teach respect and a positive attitude towards situations where children are faced with special challenges brought on by poverty – not to pity them in any way. This can be part of a general discussion in the classroom.
- To generate interest in schools in different countries, show pictures of children at school around the world and ask: *Are there a lot of children in your class? How many?*
- To generate interest in the topic of the reading, ask learners *Yes, I do / No, I don't* questions like: *Do you have to come to school? Do you have to cook/help your parents/fetch water/work the land?*

1 Talk about it

- Ask the class if they know anything about schools in different countries. Show pictures of children in different schools throughout the world. Ask: *How are the schools in the pictures different?*
- Tell learners they are going to read about education in Kenya. Ask if anyone knows how it is different from their country. Help them by pointing to the pictures and asking about what they can see. Ask questions like: *Is your class bigger or smaller?* (They may not know comparative forms, but they should understand from the context.)

- Pre-teach difficult words and expressions, for example: *average class, compulsory (have to), free of charge, shared, lack of books, secondary school, working the land, cooking, fetching water*. See the **Teaching tip** on page 21 about reading strategies and high-level vocabulary.

Answers


Learners' own answers.

2 Read

- Generate interest by pointing at the picture of Jeremiah and asking: *What's his name? How old do you think he is? Where do you think he's from?* etc.
- Tell the class they are going to read a text and look for specific information about Jeremiah.
- Make sure they have read the questions and they understand it's not necessary to understand every single word, because when we *scan* a text, we look only for the information we are interested in. Not knowing the difficult expressions in the text (e.g. *engineer, a proper house, the tap*) will not prevent learners from answering the five questions.
- While learners write the answers, circulate and check they are only looking for the information they need and not trying to understand every single word.
- **Critical thinking:** Ask for comments about the differences. If there are problems, read the text together and elicit responses by pausing after each fact and asking them a question, for example: *Is education compulsory in (learners' country)?*

Answers

- 1 Nairobi in Kenya
- 2 his sister, aunt, grandma and his cousin
- 3 He has to fetch clean drinking water from a nearby village.
- 4 Science and English
- 5 His favourite sport is football.

 For further practice, see Activities 1 and 2 in the Activity Book.

3 Read


- Write three headings on the board. *My daily routine. Jeremiah's daily routine. Me and Jeremiah (same).*
- Ask the class to find the activities in the text. Write them in the correct column.
- **Critical thinking:** Direct attention to the Venn diagram and check learners understand how to complete it. Then ask them to work alone to draw their own.
- Ask a learner to tell the class one thing from each part of his/her diagram.
- Circulate and monitor while learners tell their partners about the things they do which are different from and the same as Jeremiah. Draw conclusions as a class.

Answers

Learners' own answers.

Language detective

- Write the frequency adverbs *usually* and *always* on the board. Focus on the **Language detective** box and then ask learners to look for other examples in the text.
- Demonstrate the difference in meaning. Write examples which are relevant to learners on the board, for example: *I ___ come to school, I ___ do my homework, I ___ listen to my teacher, I ___ brush my teeth*. Ask *concept-check questions* to make sure learners understand that if they use *usually* it means *sometimes they don't do an action*.
- Ask learners for examples about their routines and to explain the difference in meaning. Ask about the position of *usually* and *always* in sentences (*present simple* – between subject and verb; *present continuous* – between auxiliary and main verb).

 For further practice, see Activity 3 in the Activity Book.

4 Over to you

- Write *I usually I always I don't* on the board and work together to come up with a list of chores.
- Tell learners to write a list of ways in which they help around the house. Circulate and monitor.
- When they have done this, ask learners questions, for example:

Teacher: *What do you do to help?*

Learner: *I always/usually wash the dishes.*

Answers

Learners' own answers.

Wrap up

- Create a poster '*What we do to help around the house*'. Learners write sentences on strips of paper, for example: *I always wash up (child's name)*. Use large letters. Stick them on a large sheet of paper or on the board.

Activity Book

1 Read

- Open the Activity Book at page 6. Look at the information required for the language passport. Learners read the text and find the information.

Answers

Name: Masami

Age: 12

Favourite subject: Music

Brothers/sisters: one sister, one brother

Favourite food: udon noodles

City/town: Furukawa

Future job/profession: pianist

School subjects: Japanese, Maths, Science, Social Studies, Music, Crafts, PE, traditional Japanese arts

2 Vocabulary

- Learners circle the household chores they do and look up new words in their dictionaries.

Answers

Learners' own answers.

3 Use of English

- Learners use the rule from the **Language detective** box to re-order sentences containing *adverbs of frequency*.

Answers

- Masami usually feeds the animals.
- Mum always makes the beds.
- I often tidy my bedroom.
- My brother never cleans his bike.
- Dad usually washes the car at the weekend.

4 Write

- Learners write sentences about what chores they do in the home.

Answers

Learners' own answers.

Differentiated instruction

Additional support and practice

- Test whether learners are developing awareness of different education systems and help them use the new expressions to talk about how school in their country is different from Kenya. Write prompts with the new expressions on strips of paper – *class size, is their education free of charge?*, etc. and use these as the basis for a class quiz.
- If your class needs extra practice with the use of the frequency adverbs, for homework ask learners to write sentences containing *usually* and *always* about their routines.

Extend and challenge

- Learners have started to learn the strategy of reading a text for specific information without needing to understand the difficult expressions contained in it. To start to develop this useful reading strategy, learners could read other texts (e.g. on the Internet) to find specific information about schools in another country. Elicit a list of things learners would like to know. Tell them to find them out and use the information to write a paragraph. The emphasis should be on developing the reading skill mentioned.
- To give higher-level learners an extra challenge, ask them to make a comparison between their school day and school in the past. They will need to find this information from older people, books or the Internet. They should use the words *too*, *both* and *whereas* from **Lesson 1**.

Lesson 3: Sporting talent!

Learner's Book pages: 10–11

Activity Book pages: 8–9

Lesson objectives

Speaking: Talk about the sports we play.

Reading: Match headings to paragraphs of a text about a sporting hero.

Language focus: Present simple third person singular; pronunciation; *play, go* or *do*

Vocabulary: *sports, baseball, bungee jumping, football, diving, judo, rhythmic gymnastics, rollerblading, skateboarding, swimming, (table) tennis, trampolining, water-skiing, wakeboarding, to catch, to win a gold/bronze medal*

Materials: Pictures of Olympic sports and sports people to generate interest in the reading tasks.

Learner's Book

Warm up

- To generate interest in the topic of sports, learners come to the front and mime a sport and the class guess its name. Build up a list of sports on the board under the columns *play, do* and *go*. Leave for future reference.
- Point to one of the sports on the board (e.g. *go swimming*) and ask the first learner: *Do you like going swimming?* Have the class clap and chant:

Class: *Do you like going swimming?*
 Teacher: (Say a learner's name.)
 Learner: *Yes, I do./No, I don't.* (Keep asking until learner gives a positive reply.)
 Teacher: (Write *usually* and *always* from previous lesson on the board.)
When do you go swimming?
 Learner: *I usually/always go on Saturdays.*
- Repeat with other learners and other sports from the list.

1 Talk about it

- Discuss the questions as a class, before allowing the learners time to ask and answer questions with a partner.

Answers

Learners' own answers.

2 Talk

- Nominate two teams of learners to have a competition to see who scores the most points. Point at each picture and ask the pairs alternately: *What are they doing?* Give two points for each correct answer.

Answers

- | | |
|-----------------------|-----------------|
| a football | e skateboarding |
| b swimming | f diving |
| c rhythmic gymnastics | g tennis |
| d baseball | h judo |

3 Read

- Generate interest in the text by showing pictures of Olympic sports and sports people. Talk about Olympic athletes from the learners' country. Ask what they can see in the pictures. Then look at the picture of Tom Daley. Ask questions like: *What do you think he does? Do you think he won the Olympics? Where do you think he's from?*
- Check they understand the difference between *win (gold)* and *win bronze* (i.e. to come third).
- Tell the class to read the headings and explain they all come from a text about Tom Daley. Ask them to read the text and match each heading to a paragraph. Make sure learners understand the aim of this exercise is to find only enough information to match the headings to the paragraphs. They will have more time to read later for greater understanding.
- Give class feedback.

Answers
 1 d 2 a 3 b 4 c

4 Read

- Allow the learners to read the text in more detail. Discuss the text with them.
- **Critical thinking:** Reflect on the role of families for young athletes. How can they help them?
- Tell the class to read the statements about Tom Daley. Check they understand that some are false.
- Tell the class to read the text again, to find out if the information 1–5 is true or false.
- Learners complete the exercise individually.

Answers
 1 true
 2 true
 3 false (He started diving when he was 12.)
 4 true
 5 false (His dad died a year before the Olympics.)

Language detective

- Point to the *play* column on the board. Ask learners if they can see a similarity between the sports. (They are all sports which need a ball.)
- Repeat for the *go* and *do* columns. (*go*: they are sports which end in *-ing*; *do*: for all other sports)
- Show learners the **Language detective** box and tell them to use it for future reference.
- Ask learners for some other examples using *play*, *go* and *do*.

5 Use of English

- Cover up the lists of sports on the board.
- Tell the class they are going to look back at **Activity 2** and say if the sports go with *play*, *go* or *do*.
- Do the first three together, and if learners are struggling, remind them of the rule in the **Language detective** box.

- Let them finish the activity individually before giving class feedback. Add any sports they didn't think of in the **Warm up** to the lists on the board.
- Leave the lists of sports on the board for **Activity 7**.

Answers		
play	go	do
football	skateboarding	rhythmic gymnastics
baseball	diving	judo
tennis	swimming	

AB For further practice, see the Language detective box and Activity 1 in the Activity Book.

6 Pronunciation 3

- Discuss the third person singular ending for various present simple verbs.
- Tell the class they are going to listen to the pronunciation of third person singular verb forms.
- Before listening, nominate two learners and have a game to see who can predict more verb endings.
- Pause the audio after each verb to check learners have time to think and write.
- Learners can copy the table from **Activity 2** in the Activity Book (page 9) to complete this exercise.

Audioscript: Track 3

plays
 goes
 catches
 jumps
 dances
 does
 watches
 speaks
 works
 studies
 fetches

Answers		
/s/	/z/	/iz/
jumps	plays	catches
speaks	goes	dances
works	does	watches
	studies	fetches

7 Talk

- Tell learners to write down the names of four sports they would like to try.
- Write: *Have you tried ... ?* then nominate two learners to ask and answer questions about their sports.
 Learner 1: *Have you tried playing football?*
 Learner 2: *Yes (I have)/No (I haven't).*
- Nominate more learners and repeat the procedure.

- For higher-level learners, in the case of a negative answer add the questions *Would you like to try playing football?* then *Why?/Why not?* Build up a list of adjectives that could be used for the answer to the last question. (*It's fun, fast, exciting, boring, etc.*)

Learner 1: *Would you like to try playing football?*

Learner 2: *Yes (I would)/No (I wouldn't), it's ...*

- Refer the learners to the activity. Demonstrate by nominating learners and asking them the questions.
- Allow them a few minutes to tell their partners while you circulate helping with new vocabulary.

Answers

Learners' own answers.



Wrap up

- Higher-level learners write a sequence of sentences about *A sport I'd like to try* on a piece of paper. Answer the questions *Why? Where? Who with?* Lower-level learners write about *A sport I like doing*.
- Mix the pieces of paper up and ask learners to guess who wrote about which sport.

Activity Book

1 Vocabulary

- Open the Activity Book at page 8. Learners consolidate their knowledge of sports activities by writing the correct verb and sport under each picture.

Answers

- | | |
|--------------------------|----------------------|
| 1 go water-skiing | 7 go skateboarding |
| 2 play football | 8 go rollerblading |
| 3 do rhythmic gymnastics | 9 do judo |
| 4 play tennis | 10 go diving |
| 5 play table tennis | 11 go paddle surfing |
| 6 go swimming | 12 play baseball |

Language detective

- Learners look at the **Language detective** box to revise the rule about when to use *play, do* and *go* with sports activities.

2 Pronunciation 58 [CD2 Track 31]

- Learners practise the pronunciation of the third person singular *-s* ending by listening to examples and writing the verbs in the correct column.

Audioscript: Track 58

does
 watches
 makes
 goes
 finishes
 wins
 starts
 plays

Answers

/s/	/z/	/ɪz/
starts	plays	watches
wins	goes	finishes
makes	does	

3 Read

- Learners read about the two famous sports people and say whether the sentences are true or false.

Answers

- false (He was born in Argentina.)
- true
- false (She was born in April 1987.)
- true
- false (She won a silver medal in the 2012 Olympics.)

Differentiated instruction

Additional support and practice

- Ask learners *how often* they do the sports in the list. Pre-teach *every week, every now and again*. Ask the class to chant *Do you play football?*, etc. (using the correct verb – *play, do* or *go*). In the case of a *yes* answer, the class should chant *How often?*
- Have a competition in teams to see which team can remember the most sports with *play*. Repeat the procedure with the verbs *go* and *do*. Use the learners' performance to see if extra revision is necessary before going on to **Lesson 4**.

Extend and challenge

- Ask learners to write a series of sentences about their favourite sports person. They should answer the following questions: *Which sport? Where is he/she from? What are his/her greatest moments?*
- For homework, tell learners to find out about a new sport which they would like to try. They could find information on the Internet, at the library or from someone they know. Tell them to find out about clothing, equipment, where you can do it and (if applicable) rules and players.

Lesson 4: Penfriends

Learner's Book pages: 12–13

Activity Book pages: 10–11

Lesson objectives

Listening: Listen to sentences and write the correct verb form.

Speaking: Talk about writing letters.

Reading: Match headings to the paragraphs in a letter.

Writing: Write about family, daily routines and free time activities in a letter to a penfriend; punctuation: use capital letters.

Critical thinking: How daily routines are different in different countries.

Language focus: *like/love/enjoy* + verb + *ing* vs *hope/learn/want* + infinitive

Vocabulary: Recycle from previous lessons in the unit: families, daily routines, chores, sports and free time activities

Materials: A letter (if possible with a foreign stamp on it), a world map, some adhesive and some labels
Photocopiable activity 1.

Learner's Book

Warm up

- To generate interest in the topic of penfriends, show learners the world map and ask if they know the names of any countries.
- Ask learners ways of communicating with friends who live a long way away: *letter, email, text, Skype*, etc.
- Find out if anyone keeps in contact with a friend like this. Ask: *Have you got a penfriend?* and *Where from?* in the case of a positive answer.
- If a learner has a penfriend, write the learner's name on an adhesive label and ask if anyone in the class can indicate where the country is before attaching it to the relevant part of the world map.
- Repeat for other learners with penfriends and establish who has the friend who lives the furthest away. If the learners don't have penfriends, they can talk about people they know in different places.

1 Talk about it

- Tell learners to read the four questions and give them a few moments to think about their answers.
- Check understanding by asking learners the questions, before allowing time for them to ask and answer the questions in pairs.

Answers
 Learners' own answers.

2 Read

- Point to the girl in the picture and ask: *What's her name?* Then ask: *Where is she from?* and encourage learners to guess.
- Tell the class that Camila wrote the letter and they are going to read it and find out where she lives and what she likes doing. Tell them they will have time to read the letter again later.
- Allow time to read before inviting learners' responses and giving feedback. If learners are not familiar with the region, show Argentina/Patagonia on the world map.

Answers

She lives in Patagonia in Argentina. She likes cooking, trekking and tennis.

3 Read

- Now tell the class to read the headings and discuss what the function of the headings could be. Explain they are going to read the letter again and match each heading to a paragraph.
- Allow time to read the letter again before giving feedback on answers.

Answers

1 b 2 c 3 a

Language detective

- Write *love/like/enjoy/prefer* on one side of the board and *hope/want/learn* on the other.
- Ask learners if they know the difference between the verbs in the two columns. If they don't know, tell them to read Camila's letter again and identify any sentences with these verbs in. (They won't find *learn, hope* or *enjoy*.) Encourage them to make observations on the form of the verbs these verbs precede.
- Show learners the **Language detective** box and elicit more examples about learners and their families.

4 Listen 4

- Tell the class they are going to listen to some sentences and write the verbs in the correct column.
- Play the recording, pausing to allow learners time to write.

Audioscript: Track 4

- 1 I enjoy fishing with my brother and my dad.
- 2 'I hope to participate in future Olympics,' said Tom Daley.
- 3 I'm learning to cook with my mum.
- 4 I love cooking!
- 5 I want to be a violin teacher when I grow up.

Answers

verbs + to + infinitive	verbs + ing
hope	enjoy
learn	love
want	


5 Use of English

- Write activities from the previous lesson on the board (e.g. *play tennis, go swimming, do judo*).
- Nominate learners and ask questions using the verbs from the **Language detective** box, for example: *What does your mum like doing? What do you want to do after class? What do you hope to do at the weekend?*

- Write full sentence replies on the board, for example: *My mum likes playing tennis.* This provides a framework for the activity.
- Learners write at least one sentence for each verb *love/like/enjoy/prefer/hope/want/learn.*
- Allow time for this while you circulate and offer help where necessary.
- After class feedback on any typical mistakes, learners should tell partners what they have written.


Answers

Learners' own answers.

-  For further practice, see Activity 1, the Language detective box and Activity 2 in the Activity Book.

Writing tip

- Tell learners to read the text again and look for all the words that begin with capital letters.
- Ask learners why the capital letters are used and show learners the **Writing tip**.

-  For further practice, see Activities 3 and 4 in the Activity Book.

6 Write

- **Portfolio opportunity:** Tell learners they are going to write a reply to Camila, giving information about themselves and their families.
- There are four steps for writing the letter, so this is an ideal homework activity. However, if learners need extra support, use Camila's letter to help them and discuss some ideas about the kinds of things they could write.

Answers

Learners' own answers.

Wrap up

- Mix up the letters and read them to class. Ask learners to guess who wrote which letter.

Activity Book

1 Read

- Open the Activity Book at page 10. Learners become more familiar with the verb patterns from the **Language detective** box. They are then asked to insert the sample phrases into a letter.

Answers

- 1 We all enjoy swimming
- 2 They don't like swimming
- 3 they love running
- 4 My sister is learning to paint
- 5 I want to hear

Language detective

- Learners look at the **Language detective** box to revise the use of the *ing* form after *like* and *love* and the infinitive after *want* and *hope*.

2 Read

- Learners practise the use of the *ing* form after *like* and *love* and the infinitive after *want* and *hope* by answering questions about Faye and her family.

Answers

- 1 She enjoys swimming in the lake.
- 2 They love running to catch sticks.
- 3 She's learning to paint.
- 4 She loves gardening.
- 5 She wants to hear about where you live and the activities you like doing.

3 Punctuation

- Learners use capital letters to punctuate the sentences.

Answers

- 1 I live in Canada with my family.
- 2 My name's Faye and my brother's name's Ben.
- 3 I enjoy swimming in the lake with my family.
- 4 My sister goes to painting class on Tuesdays and Thursdays.

4 Challenge

- Learners read the information about Fei Yen and use it to write her letter to a penfriend.

Answers


Learners' own answers.

Differentiated instruction

Additional support and practice

- In **Lesson 3**, the language focus was on the pronunciation of the third person singular present simple ending. To revise this, ask questions about Camila which prompt third person singular replies, for example: *Does she live in a house or flat? What time does she get up? How does she get to school?*
- Learners use the words *too*, *but* and *whereas* from **Lesson 1** and compare themselves with Camila, for example: *Camila likes cooking, whereas I don't. I/We both like cooking.*

Extend and challenge

-  **Photocopiable activity 1: Sports Snakes and Ladders.** A fun way to practise sports which combines vocabulary from **Lesson 3** and *ing* vs infinitive from **Lesson 4**.