

# 12 Let's have fun!

## In this unit, students will:

- name holiday activities.
- use *going to* + verb to talk about future plans.
- read about summer camps.
- ask and answer questions about the future with *going to*.
- listen to and say a chant about summer holidays.
- identify the schwa /ə/, as in *banana, holiday* and *travel*.
- write about their next holiday.
- identify the value *Plan your free time*.

## Language

### Words

*art gallery, dinosaur, funfair, museum, ride, sculpture, summer camp, theme park, water park, wildlife park; chef, circus, juggle, skill, star, unicycle*

### Grammar

- I'm going to see some dinosaurs.*
- Is she going to learn to juggle?*  
*No, she isn't.*

### Phonics

/ə/ *banana, holiday, travel*

## Twenty-First Century Skills

### Collaboration

Work together to draw a picture and guess the action, Lesson 2

### Communication

Choose a summer camp, Lesson 3

### Creativity

Write a postcard about an imagined holiday, Lesson 7

### Critical Thinking

Interpret information in a table, Lesson 4

## In the Unit Opener, students will:

- respond to a photo showing a girl sitting on a swing and an unusual treehouse.
- discuss their holiday preferences.

**Resources:** Home School Connection Letter, Classroom Presentation Tool

**Materials:** a small suitcase containing items associated with a beach holiday, such as sun cream, a book and swimming costume, a large map of the world

## Use the Photo

- Ask students to open their books to page 117. Focus their attention on the photo and ask some simple questions to engage the whole class. For example, ask **What can you see?** (a house in a tree, a swing, mountains, clouds, a girl) **What is the girl doing?** (She's sitting on a swing. She's looking at the mountains.) **Where is she?** (Ecuador) **Do you want to be there? Why? Why not?** Listen to students' responses.
- Direct students' attention to the questions at the bottom of the page. Put students into pairs. Say **Look at the questions. Don't write. Talk to your partner about the answers.** When students finish, ask pairs to share their answers with the class.
- Ask students to locate Ecuador on the world map. Tell them about treehouses using information from the *About the Photo* box.

## TEACHER TIP

Students are more likely to repeat good behaviour if it is reinforced with praise. But praise needs to be specific and sincere to work well and should focus on congratulating good behaviour, rather than individual students. For example, instead of saying *You are very good at speaking*, praise the student for speaking well on that particular occasion. For example, say *I listened to you and you were very clear and confident. Well done!* To be sincere, make sure you don't praise mediocre performance. Be aware that too much praise can be detrimental. Save your most enthusiastic praise for students when they do better than usual.

## Introduce the Theme

- Display the suitcase. Ask **Where am I going?** (on holiday) Write the word *holiday* on the board.
- Take out one item from the suitcase at a time, hold each one up and ask students to name it if they're able. Then, ask **Where am I going on my holiday?** (to the beach)
- Ask **Who goes to the beach on holiday? Who visits their grandparents or family? Who goes to the mountains? Who stays at home? Who goes to different cities or countries?** Pause after each of these questions to let students answer. Then, follow up by asking students for details. For example, ask **Where do your grandparents live?** and **What cities do you visit?**
- Practise the language from Units 10 and 11. Write on the board *last summer*. Then, ask **What did you do? Where did you go? Was it fun?** Ask several students to respond.
- Say **The theme of this unit is Let's have fun!** Write this on the board, then say **We have fun on holiday, at the beach.** **What else do we do to have fun?** Ask each student to say a way he/she has fun.

# Let's have fun!



## ABOUT THE PHOTO

This photo shows a treehouse and swing in Baños, Ecuador. Today, many people think of treehouses as fun places for children to play, but people have lived in treehouses for thousands of years and some people still live in them today. For example, the Korowai people of Indonesia live in treehouses because there's a lot of rain and flooding. Treehouses help keep them dry, cool and away from mosquitoes.

Treehouse in the sky, Baños, Ecuador

**Look at the photo. Answer the questions.**

What is she doing? **She's sitting on a swing.**

Where do you go on holiday? **Sample answer: I go to my grandparents' house in the countryside.**

What do you like playing on holiday? **Sample answer: I like playing in the sea and playing computer games.**

# 1 Words

## 1 Listen and point. TR: 175



art gallery



funfair



museum



summer camp



theme park



water park



wildlife park



dinosaur



ride



sculpture

### ABOUT THE PHOTO

The photo shows the dinosaur hall in Berlin's Museum of Natural History, Germany. The skeleton is of *Giraffatitan* (or giant giraffe). At more than thirteen metres tall, this display is the tallest mounted dinosaur in the world. For a long time, palaeontologists believed that *Giraffatitan* was the biggest dinosaur in the world, but taller and heavier species are being discovered every few years. The biggest dinosaur we know is called *Patagotitan*, discovered in 2017. It weighed around 69 tonnes, about the same as twelve adult elephants. But that's still smaller than the blue whale, which is the biggest animal to have ever lived on Earth! This giant weighs, on average, about 130 tonnes, more than twice the *Patagotitan*.

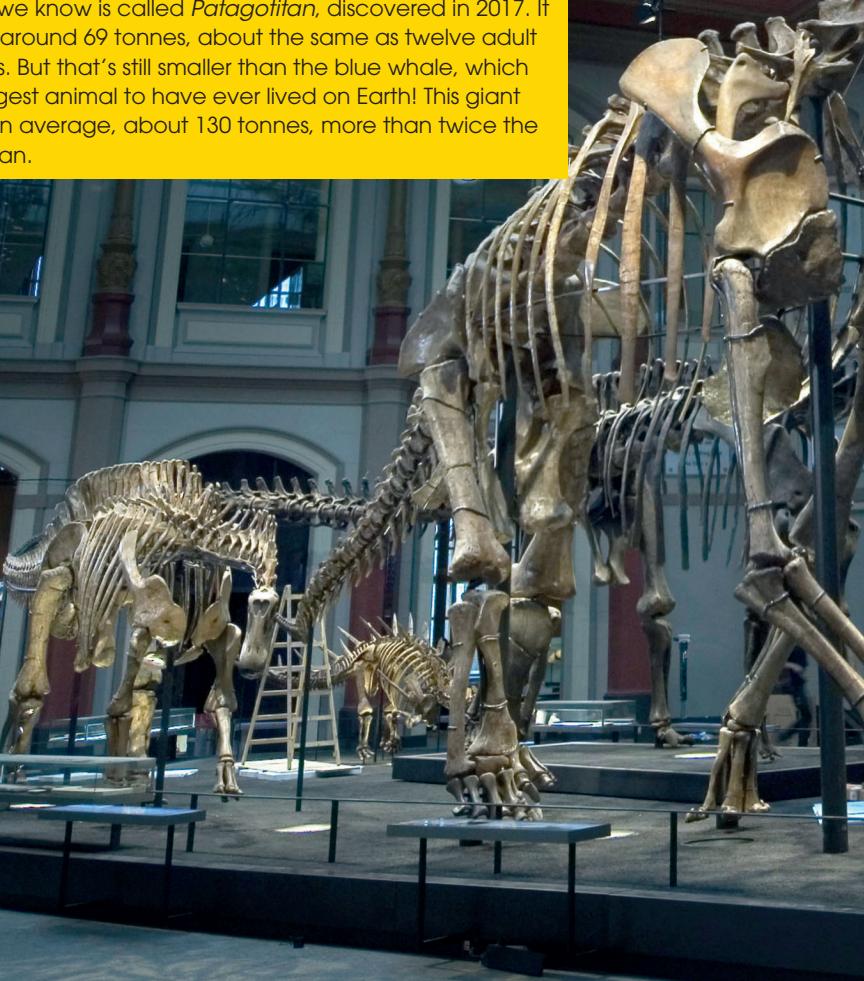
## 2 Listen and repeat. TR: 176

## 3 Say.

I'm on a ride.

You're at the funfair.

Yes!



LESSON  
1

## Words

## In this lesson, students will:

- name holiday activities.

**Resources:** Audio Tracks 164–165, Classroom Presentation Tool, Flashcards 202–211, Workbook page 94, Workbook Audio Track 48

**Materials:** a range of tourist brochures or online articles for local attractions

## Warm Up

- Show the students travel brochures (or online articles) for attractions in your local area. Include those for museums, galleries, theme parks and water parks if possible. Say **Look! There are lots of things to do near here.** Name each attraction and ask if anyone has been there. If so, ask **Did you like it? Do you think other students would like it?** Place the brochures/articles spread out on a table at the front of the classroom.
- Invite students to come to the front and stand next to the brochure for the place they're most interested in. Ask students to say which they chose and why. Say **Now let's learn how to talk about these places in English.**

## 1

- Ask students to open their books to page 118. Say **Today, we're learning holiday activities.** Read the instructions aloud. Play **TR: 164** and tell students to point to each word.
- Show each flashcard to the class, say the word or expression and ask a student to take the flashcard and display it anywhere in the classroom where others can see it.
- When all the flashcards are displayed around the classroom, play **TR: 164** again and ask students to point to the flashcards.
- Extra Support** Teach the words in related groups (*theme park, ride, funfair*); (*art gallery, museum, dinosaur, sculpture*).

## 2

- Read the instructions aloud. Point to the activity and say **Listen and repeat.** Play **TR: 165.** Ask students to repeat the words in chorus. Play **TR: 165** again and ask individual students to repeat the words.
- Use the flashcards for this lesson to practise the words. Hold up a flashcard and point to different students one at a time and elicit the word or words.
- To check understanding, ask

**Where can you see paintings?** (art gallery)

**What else can you see in an art gallery?** (sculptures)

**What ride can you go on at a theme park?** (roller coaster)

**Which is usually bigger: a theme park or a funfair?**

(theme park)

**Is there a funfair in this town?**

**Where can you see dinosaurs?** (museum)

**Is a wildlife park the same as a zoo?** (no)

**Where can you see animals from your car?** (wildlife park)

**What can you do at summer camp?** (make friends, explore the countryside, etc.)

- Extra Challenge** Write the words on the board in two boxes.

Ask students to close their books, match a word from the first box with a word from the second box and record the new expressions in their notebooks. Answers: *art gallery, funfair, dinosaur museum, summer camp, theme park, water park and wildlife park.*

art	fun
dinosaur	summer
theme	water
wildlife	

camp	gallery
museum	park
park	park
fair	

## 3

- Write on the board *I'm looking at ..., I'm in a ..., and I'm on a ...* Complete one sentence with the class, for example, say **I'm looking at some giraffes.** Ask **Where am I?** (a wildlife park) Put students into pairs. Point to the sentence stems on the board and say **Take turns to say what you are doing. Your partner must guess where you are.**
- When students have made sentences and guesses for all the places, ask students to share their sentences for the class to guess.

## Optional Activity

- Display the Lesson 1 flashcards 202–208 on the board (the places). Put students into groups. Say **How much money is it to get into each of these places? Five dollars? Fifty?** Agree with the class on a price for each place by inviting different students to suggest a price (set an appropriate maximum). To get the class reaction for each suggestion, ask **Is that about right? A lot, or not much?** When you have agreed on the ticket price for each place, say **You only have [an appropriate amount] for the whole summer. Decide in your groups which places you want to go and why, but remember, you can't spend more than [the set limit].**
- Walk around and make sure students are deciding together on the attractions for their group. When they are ready, ask students from each group to tell the class where they want to go and why. Discuss any differences and conclude and say **So the [water park] is the most popular place in the class.**

## Wrap Up

- Shuffle the flashcards. Take one, look at it without showing the class and say, for example, **I'm at the art ...?** (gallery) **At the funfair, I went on a lot of ...?** (rides) Reveal the flashcard to confirm each answer. Ask different students to complete the sentences.

**Additional Practice:** Workbook page 94

**In this lesson, students will:**

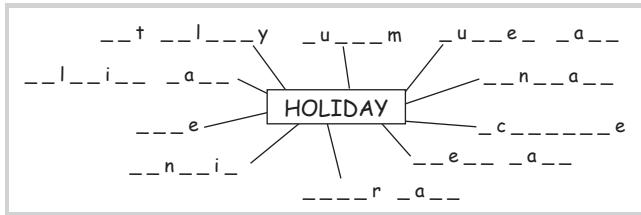
- use *going to* + verb to talk about future plans.

**Resources:** Audio Tracks 166–167, Classroom Presentation Tool, Flashcards 186–195, 202–211, Workbook page 95

**Materials:** a calendar, pieces of paper with sentences (one per student), a bag

**Warm Up**

- Before the lesson, write on the board:



- Put students into teams. Say **Guess a letter. You win one point for every letter and five points for every word.** Ask a team to guess a letter. If they say *T*, write the letter *T* every time it occurs (it occurs three times) and give that team three points. Tell the teams to take turns to suggest letters. Keep going around the teams until all the words have been revealed. Answers clockwise from top left: *art gallery, museum, summer camp, dinosaur, sculpture, theme park, water park, funfair, ride, wildlife park.*
- Use the Photo** Ask students to open their books to pages 118–119. Ask **Where is this?** (a museum) **What can you see?** (a dinosaur) **Yes. Who likes dinosaurs? What did this animal eat?** (plants and leaves) **That's right. It used its long neck to eat leaves in the trees. Who would like to go to this museum?** Ask them if there is a similar museum in their country.

**1**

- Point to the chant. Say **Let's listen to a chant.** Play **TR: 166.**
- Play **TR: 166** again, pausing after each line for students to repeat it.
- Divide the class into two groups. Turn to the students on your left and say **This side of the class says the green words.** Turn to the right and say **This side of the class says the purple words.** Play **TR: 166** again, this time with each group chanting their part.

**2**

- Focus students' attention on the grammar box. Say **In this lesson, we're talking about future plans.** Indicate the future by holding up a calendar, point to today and then wave your hand over the days following that day. Play **TR: 167** and tell students to follow in their books. Tell the class to repeat the sentences.
- Say **When I want to talk about the future, I can use going to with a verb. For example, I'm going to see dinosaurs at the museum.** Write on the board: *I + am + going to + verb* (see dinosaurs). Show the contraction: *I am → I'm.*

- Turn to students and ask **What are you going to do during the holidays?** Invite students to answer. If they don't answer with *going to*, repeat what they say using the new structure.

- Extra Challenge** When students say what they're going to do during the holidays, ask them to use other forms of this structure by answering questions such as **What's [Yasmin] going to do?** and **What are [Leila and Sara] going to do?**

- Extra Support** Write the structure with all the different persons on the board: *I'm going to/You're going to/He's going to/* and so on.

**3**

- Read the instructions aloud and point to item 1. Say **I've got a book. I \_\_\_\_\_ about art. Choose a word from the box.** (learn) **And if it's I?** (I'm going to learn.) **Right. Let's look at item 2. Which verb goes with a roller coaster?** (go on)

- Give students two minutes to do the activity on their own. Tell them to compare answers in pairs before asking students to share their answers with the whole class.

- Extra Challenge** Ask students to put the sentences into the negative, for example, *I'm not going to learn about art.* Say other sentences, and ask different students to put them into the negative. For example, say **They're going to swim in the sea.** (They aren't going to swim in the sea.)

**4**

- Before the lesson, write sentences using *going to* on pieces of paper, for example, *I'm going to pick an apple.* Students should be able to draw each sentence. Write on the board *tomorrow* and draw a stick figure looking at a dinosaur. Say **Look at my picture. What am I going to do? Put up your hand if you know.** Tell students to guess. Insist on whole sentences, for example, *You're going to visit the museum.*

- Show the class one of the pieces of paper. Say **Now you draw what you're going to do. For example, if it says I'm going to go on holiday, draw yourself packing your suitcase.**

- Put students into groups of three or four. Put the pieces of paper in a bag and ask each student to take a piece of paper from the bag. Say **You've got one minute to draw the action in the sentence. Your group must guess the action.** When each student's sentence has been guessed, tell students to swap their bag of sentences with another group. Repeat until all the students have drawn at least two sentences.

**Optional Activity**

- Tell students to play a similar game to Exercise 4, but acting out instead of drawing. Model the game by pretending to prepare to go swimming. Put on your swimming goggles, test the water and dive in. Elicit the sentence: *You're going to swim/go swimming in a swimming pool.*

- Divide the class into groups and let students choose the actions to perform.

**Wrap Up**

- Write on the board *I, you, he, she, we, they.* Display the Lesson 1 flashcards from Units 11 and 12 and point to the pronouns on the board. Ask students to make sentences with *going to.* For example, point to *they* and display *sleep in a tent* flashcard: *They're going to sleep in a tent.*

**Additional Practice:** Workbook page 95



### 1 Listen and chant. TR: 177

I'm going to see some dinosaurs. I'm not going to look at art.

You're going to a museum.

That's right! Yes, I am.

She's going to see some lions. She isn't going to leave the car.

She's going to go to a wildlife park.

That's right! Yes, she is.

We're going to ride on a roller coaster. We aren't going to stay at home.

You're going to visit a theme park.

That's right! Yes, we are.

### 2 Listen and read. TR: 178

*I'm going to see* some dinosaurs.

*You're going to visit* a theme park.

*She isn't going to leave* the car.

*We aren't going to stay* at home.

### 3 Choose a verb and write. There is one verb you don't need.

clean    go    go on    go to    learn    look at    take

- 1 I've got a book. I 'm going to learn about art.
- 2 We are excited. We 're going to go on a roller coaster.
- 3 She's got a ticket. She 's going to go to the museum.
- 4 He's got his camera. He 's going to take photos.
- 5 The tent is in the car. They 're going to go camping.
- 6 Today's boring. I 'm going to clean my room!

### 4 Draw pictures. Guess.

You're going to visit a museum.

That's right.

1 Look at the words. Listen and repeat.  TR: 179

chefs stars circus juggle skills unicycle

## ABOUT THE PHOTO

This photo shows children juggling with the Afghan Mobile Mini-Circus for Children. The circus aims to teach children in Afghanistan important skills for life, not just circus skills. For example, the circus helps children learn to make friends, help each other, be responsible and enjoy their free time.

## 2 Look at the photo. Which summer camp is it? Circus camp

3 Listen and read.  TR: 180

Are you going to have fun this summer? Here are three summer camps where children learn something new!

**Cooking camp**

Do you like cooking? You're going to love Masterchef summer camp! In the mornings you're going to learn to cook with professional **chefs** and the young **stars** of the TV programme *Masterchef*! In the afternoons, you're going to have fun in the Spanish countryside.

**Circus camp**

Can you **juggle**? Well, you're going to learn! There are lots of fun **skills** to learn at a circus school in California, like walking on a rope and riding a **unicycle**. You're going to sleep in a tent, climb trees and make lots of friends.

**Wildlife photography camp**

Go camping in the forests and mountains of Nilgiri in India, discover the animals that live here and learn about taking fantastic photos at the same time! You're going to see tigers and Asian elephants and many more wild animals.



## 4 Read again. At which summer camp do ...

- 1 you learn new skills from adults and children? [cooking camp](#)
- 2 people find different skills they are good at? [circus camp](#)
- 3 you work in a kitchen? [cooking camp](#)
- 4 you see dangerous animals? [wildlife photography camp](#)
- 5 people make lots of friends? [circus camp](#)
- 6 you sleep in a tent? [circus camp](#) and [wildlife photography camp](#)

## 5 Which summer camp are you going to choose? Why?

# LESSON 3

# Reading

## In this lesson, students will:

- read about summer camps.
- answer questions about the text.

**Resources:** Audio Tracks 168–169, Classroom Presentation Tool, Flashcards 212–217, Workbook page 96

**Materials:** three small balls, a large map of the world

## Warm Up

- **Use the Photo** Display the photo on pages 120–121. Ask *Can anyone do this?* If a student says yes, invite him or her to demonstrate with small balls or other soft objects.
- Say *These children are in Afghanistan. We're going to read about how these children – and others – learn special skills.* Show where Afghanistan is on the world map and tell students about the mobile circus using information from the *About the Photo* box.

**1**

- Ask students to open their books to page 120. Read the instructions aloud. Focus students' attention on the new words. Play **TR: 168** and ask students to listen and repeat the words as a class. Play **TR: 168** again, this time holding up the flashcard as students repeat each word.
- To teach the new words, display the chef flashcard and say *This is a chef. What can a chef do?* (He/She can cook.) Say *Cooking very well is a skill.* Say *Some chefs are famous. They are on TV. They are stars.* Display the circus flashcard and say *You can see people juggling and riding on unicycles at a circus.* Point to the photo and say *These children are juggling.* Display the unicycle flashcard and say *He's riding a unicycle.* Say *Juggling and riding a unicycle are also skills.*

**2**

- Read the instructions aloud and tell students to scan the text. When they say *circus camp*, ask *Why do you think that?* (Because the children are juggling.)

**3**

- Read the instructions aloud. Play **TR: 169** and pause at the end of the first section. Write on the board *At cooking camp ...* Ask students to finish the sentence so that it summarizes the content, for example, *At cooking camp, you learn how to cook with chefs.*
- Put students into pairs. Say *Now listen and read about the other two camps and write one sentence about each camp.* Play **TR: 169**, pausing after the second and the last section. When students finish, ask pairs to read their sentence for each camp aloud.
- Play **TR: 169** again, this time without pausing. Encourage students to read aloud along with the audio.

- **Reading Strategy: Summarizing** Encourage students to think about the main ideas of what they have read by asking them to summarize the text. At this level a simple approach is to ask students to write one sentence about each section or paragraph. Use sentence starters to help students.

For example: *The three types of camp we read about are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.* One thing you learn at each camp is \_\_\_\_\_. Give them time to discuss what to write in pairs and collaborate on the summary.

**4**

- Read the instructions aloud and point to item 1. Give students the key words: *learn new skills, adults and children.* Say *Which camp mentions adults and children?* (cooking camp) *That's right. It says learn to cook with professional chefs and young stars. Write cooking camp.*
- Ask students to complete the activity and then compare their answers with a partner. Review answers as a class.
- **Extra Challenge** Put students into pairs. Tell them to cover up the activity. Write on the board *At which summer camp do ...?* Say *Let's write questions like this. What questions can we ask for the answer cooking camp?* Elicit suggestions, for example, *At which summer camp do children meet TV stars?* Respond positively if it is a valid question, even if it isn't the one in the activity. Tell students to write two questions for each summer camp. Then ask them to read their questions aloud for other students to answer.
- **Extra Support** Give students the key words: *2 different skills; 3 kitchen; 4 dangerous animals; 5 make lots of friends; 6 tent.*

**5**

- Read the instructions aloud. Write and say *I'm going to go to the Wildlife Photography Camp because I like taking photos and I want to see elephants in the wild.* Ask students to write a similar sentence on their own. When they finish, say *Find another student who chose the same camp as you and for the same reasons. Sit with this person.* Tell students to walk around the classroom, asking and answering to find out their classmates' preferences. When they finish, discuss students' responses as a class.

## Optional Activity

- Put students into pairs and tell them to invent their own summer camp and write a short text about it. Suggest some unusual/creative possibilities, such as an underwater camp. Write the following questions on the board: *What is the name of your camp? Where is it? What skills are children going to learn there? Who is going to teach them? Where are they going to stay and sleep? What are they going to see?*
- When students finish, ask them to read their descriptions aloud. Tell the rest of the class to choose their favourite three camps and say why.

## Wrap Up

- Ask students to record the new words they learnt in their notebooks. Remind them that they should write the new words along with pictures and example sentences.

**Additional Practice:** Workbook page 96

LESSON  
4

## Grammar

**In this lesson, students will:**

- ask and answer questions about the future with *going to*.

**Resources:** Audio Track 170, Classroom Presentation Tool, Flashcards 202–211, Workbook page 97, Workbook Audio Track 49

**Materials:** at least eight photos of things about to happen

**Warm Up**

- Say *After school today I'm going to [go to the gym]. What about you?* Ask students to write five sentences saying what they are going to do after school today. Walk around and check for accuracy.
- Invite students to read their sentences aloud.

1

- Ask students to open their books to page 121 and point to the grammar box. Say *In Lesson 2 we practised going to. In this lesson, we are asking questions with Are you going to ...?* Play TR: 170 and ask students to read along. Play TR: 170 again and pause the audio after each sentence for students to repeat.
- Ask a student to repeat one of the sentences from the Warm Up and write it on the board, for example, *I'm going to play computer games.* Ask *Are you going to play tennis?* (No, I'm not.) *Are you going to play computer games?* (Yes, I am.) Put students into pairs and tell them to take turns to ask and answer using their sentences from the Warm Up.

2

- Read the instructions aloud and point to item 1. Say *The question is about Joe. Do we use are or is to ask about a boy?* (is) Ask a student to make the question *Is Joe going to visit a museum?*
- Tell students to complete the activity in pairs. Walk around to check that students are correctly forming the questions. Review answers as a class.

**Answers:** 1 Is Joe going to visit a museum?; 2 Are Padma and Sunil going to go to a theme park?; 3 Is Kristiina going to go to the funfair?; 4 Are Jimena and Joe going to a theme park?; 5 Is Jimena going to have a day at the art gallery?; 6 Is Joe going to visit an art gallery?

3

- Read the instructions aloud. Point to the table and say *Look at the names. They are the same children as in Exercise 2.* Point to responses A–F and say *These are the answers to the questions in Exercise 2. Item 1 Is Joe going to visit a museum? Find museum in the chart. Is there a tick under museum in Joe's row or an X? (a tick) Right! So look at the answers. Which is the correct answer?* (D Yes, he is.) *That's right. Let's write number 1 next to D.*
- Tell students to complete the activity on their own. Invite pairs of students to ask and answer each question.

- Extra Challenge** Once students have been asking and answering questions for a few minutes, tell one student in each pair to close his/her book. The other student asks the questions. Tell them to swap roles after two minutes.

- Extra Support** Do the activity as a class.

4

- Put students into pairs. Say *Now ask each other questions about Joe and his friends.* Ask a pair to demonstrate in front of the class and insist they use the full question and short answer, as in the model dialogue. Encourage them to ask about places that weren't in Exercises 2 and 3, such as summer camp, the forest, a wildlife park or their grandparents' house.

5

- Say *I'm thinking about what I am going to do on holiday.* Act out reading on the beach. Tell students to guess *Are you going to read on the beach?* Then say *Yes, I am!* Ask students to think of three things they are going to do during the summer.
- Give students a minute to think about how to act out these activities. When they are ready, tell students to stand up and walk around acting out activities to different people. When students finish, invite them to say one thing a classmate is going to do this summer.

**Optional Activity**

- Before the lesson, choose photos that students can interpret in different ways. Do an image search online for 'He's going to fall,' 'They're going to eat,' 'She's going to jump,' 'It's going to fly,' 'He's going to sleep,' and so on. Print these photos or download them to show on screen. Be sure to display them where students can see them.
- Put students into pairs. Say *Look at the photos and talk to your partner. Ask questions about what is going to happen.*
- Tell students to work in pairs, asking each other questions about each photo. When they finish, point to each photo one at a time and invite students to ask the class their questions. Encourage different interpretations.

**Wrap Up**

- Review the Lesson 1 words in the context of this lesson's grammar. Hold up a Lesson 1 flashcard and, without looking at it, ask *Are you going to visit an art gallery?* Invite students to answer *Yes, I am* if the flashcard is the art gallery or *No, I'm not* if it isn't. Keep asking questions until you get the answer *Yes, I am.*
- Hand out a flashcard to a student and tell him/her to ask questions. Continue in this way with all the flashcards.

**Additional Practice:** Workbook page 97



## 1 Listen and read. TR: 181

*Are you going to have fun this summer? Yes, I am.*  
*Is she going to learn to juggle? No, she isn't.*

## 2 Make questions.

- 1 Joe / visit a museum?
- 2 Padma and Sunil / go to a theme park?
- 3 Kristiina / go to the funfair?
- 4 Jimena and Joe / go to a theme park?
- 5 Jimena / have a day at the art gallery?
- 6 Joe / visit an art gallery?

## 3 Look at the chart. Match the questions (1–6) in Exercise 2 with the answers (A–F).

	summer camp	theme park	camping	wildlife park	funfair	museum	art gallery	visit grandparents
Joe	✓	✗	✗	✗	✗	✓	✗	✓
Padma	✗	✓	✓	✗	✗	✗	✗	✗
Sunil	✗	✓	✗	✗	✗	✗	✓	✗
Kristiina	✗	✗	✗	✓	✗	✗	✗	✓
Jimena	✓	✗	✗	✗	✓	✗	✓	✗

- A No, he isn't. 6      D Yes, he is. 1  
 B No, she isn't. 3      E Yes, she is. 5  
 C No, they aren't. 4      F Yes, they are. 2

## 4 Ask and answer.

Is Joe going to go to summer camp?  
 Yes, he is.

## 5 Act and say.

Are you going to fly in a plane?  
 Yes, I am.

**1** Listen and read.  TR: 182

**Chorus**

**We're going to have a good time, we're going to have some summer fun.**

**Summer's coming and we're feeling cool.**

**It's time to close our books and say goodbye to school!**

**Holidays are here, and I'm feeling fine.**

**We're going to have some fun, we're going to have a good time.**

**Chorus**

**Are you going to fly away in a super plane?**

**Are you going to take a trip on a high-speed train?**

**Are you going to stand under a waterfall**

**Or see your friends and play basketball?**

**Chorus**

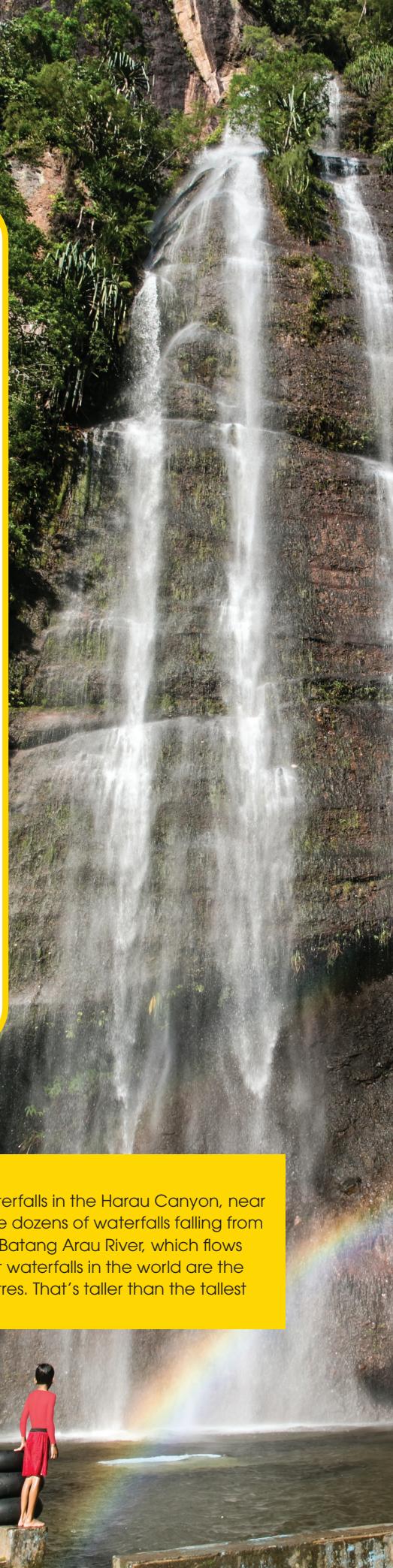
**I'm not going to travel, I'm going to stay at home,**

**But I've got things to do with friends, and on my own.**

**I'm going to take some photos, read a book or two,**

**And jump on my bed like a kangaroo!**

**Chorus**



**2** Listen and chant.  TR: 183 and 184

**3** Chant and act.  TR: 185

**ABOUT THE PHOTO**

This photo shows one of several waterfalls in the Harau Canyon, near Payakumbuh in Indonesia. There are dozens of waterfalls falling from heights of 80 to 300 metres into the Batang Arau River, which flows through the valley below. The tallest waterfalls in the world are the Angel Falls in Venezuela, at 979 metres. That's taller than the tallest skyscraper!

**VALUE**

**Plan your free time.**

*Workbook, Lesson 6*



# LESSON 5 Chant

## In this lesson, students will:

- listen to and say a chant about summer holidays.
- identify the value *Plan your free time*.

**Resources:** Audio Tracks 171–173, Classroom Presentation Tool, Workbook page 99

**Materials:** a large map of the world, poster paper (one sheet per student)

## Warm Up

- Use the Photo** Hold up pages 122–123 of the Student’s Book and point to the photo. Ask *What’s this?* (a waterfall) Say *This waterfall is in Indonesia*. Ask students to locate Indonesia on a world map. Then, continue talking about the photo. You may want to share some of the information about waterfalls from the *About the Photo* box. Ask *What do you think you can do at this place?* (swim, float in the black rings, swim under the waterfall, have a picnic)

1

- On the board, write ten words from the chant in random order, for example, *basketball, cool, photos, plane, etc*, mixed in with five words not in the chant, for example, *football, pool, beach, bus, tent*. Say *Let’s listen to a chant about holidays. Which of these words do you hear?* Play TR: 171.
- When the audio ends, invite students to come to the board and tick a word that they heard.
- Tell students to open their books to page 122. Play TR: 171 again, encouraging students to follow along with their finger. Then, check answers as a class.
- Ask *How do the children feel about the summer holidays?* (They’re feeling cool. Summer is going to be fun.)

2

- Tell students to listen again and practise chanting along with the audio, quietly at first to practise chanting in English. Play TR: 172.
- Play TR: 172 again, turning the sound down halfway through each line and encouraging the class to say the missing words.
- Extra Support** Play TR: 172, pausing after each line to give students time to practise chanting in short bursts.

3

- Put students into pairs. Say *Now let’s think about actions for the chant. Read the chant and decide on actions for each line with your partner. For example, what actions can we do with the first line?* For example, you might suggest pretending to close a book for *It’s time to close our books*.
- When students are ready, tell them to stand in a large circle to act and watch each other’s actions. Play TR: 173. When the audio ends, ask students which actions they most enjoyed.
- Value: Plan your free time** At this point, you can introduce the value into the lesson. Say *The value of this lesson is Plan your free time. That means thinking about what you want to do and planning when you will do it.* You may choose to ask students to practise planning their free time by asking them to write down three free blocks of time they have this week and three activities they want to do. For example, a student may say *I want to play football*. Then, tell them to match the time block with the most appropriate activity and tell a partner. For additional practice, ask students to complete Lesson 6 of the Workbook in class or at home.

## Optional Activity

- Draw a suitcase on the board. Ask *What am I going to do on holiday? Where am I going to go?* Start to draw items in your suitcase. For example, if you are going to go to a theme park, you could draw a camera, entrance tickets, money and a T-shirt in your suitcase. Elicit questions like the ones in the chant to find out where you’re going, for example, *Are you going to go to a theme park?*
- Hand out poster paper. Say *Now you draw your suitcase.* Make sure students draw a big suitcase so that they can show the class. When students have drawn three or four items, put students into pairs to ask and answer about their holidays. Invite students to come to the front to show their suitcases and tell other students to ask them questions.

## Wrap Up

- From the chant, say *I’m not going to travel, I’m going to stay at home.* Ask *What are you going to do at home?* Tell students to brainstorm things to do at home during the holidays, for example, learn to cook a new dish or play with friends.

**Additional Practice:** Workbook page 99

**In this lesson, students will:**

- identify the schwa (/ə/), as in *banana*, *holiday* and *travel*.
- identify stressed and unstressed syllables.
- spell familiar words that contain the /ə/ sound.

**Resources:** Audio Tracks 171, 174–177, Classroom Presentation Tool, Flashcards 2, 7, 27, 59, 81, 102, 117, 138, 161, 192, 218–221, Workbook page 98, Workbook Audio Track 50

**Warm Up**

- Write on the board *pineapple*, *tomato* and *lemonade*. Ask *How many syllables are in these words?* (three) *Yes*. *Pine-ap-ple. To-ma-to. Le-mo-nade. Let's say the words. Listen. There's one syllable, or part, that we say louder. That is the syllable that has the stress. Where's the stress?* Repeat the words again so that students hear the stress in the first syllable in *pineapple*, second syllable in *tomato* and third syllable in *lemonade*. Underline the stressed syllables in the words on the board.

1

- Hold up page 123 of the Student's Book and point to item 1. Say *Listen. Underline the stressed syllable like I did before.* Play TR: 174, but pause after the first item. Say *Is it SUMmer or suMMER.* (SUMmer) *Right. So we underline su.* Play the rest of TR: 174. Ask students to write the words with the correct stress on the board and confirm the answers.
- Extra Support** Do each one with the class. Play TR: 174. Tell students to focus on finding the stressed syllables as they listen.

**Optional Activity**

- Ask students to look at the chant on page 122. Say *Read the words of the chant we learnt in the last lesson. Find all the words with more than one syllable. The first word is going. Where's the stress? (going) OK. The second word is summer. Where's the stress? (summer)* Put students into pairs to find the others and underline the stressed syllables. (*coming, feeling, goodbye, holidays, away, super, under, waterfall, basketball, travel, photos, kangaroo*) Say *Now listen to the chant again. Were you correct?* Play TR: 171.

2

- Write *circus* on the board with the three words from the Warm Up. Point to the four words on the board. Say *Listen to how I pronounce these syllables.* Underline *pple* in *pineapple* and say the word. Do the same for the first *to* in *tomato* and the *mo* in *lemonade* and the *cus* in *circus*. Say */pəl/, /tə/, /mə/, /kəs/. Repeat: Pineapple. Tomato. Lemonade. Circus.* Ask *Are these syllables stressed?* (no) *Are these syllables unstressed?* (yes)

- Read the instructions aloud. Play TR: 175. Ask students to say each word correctly. Say *It's the same sound as the underlined letters in pineapple, tomato, lemonade and circus. This is the most common sound in English. It's called the 'schwa'. It's in a lot of words. All vowels can make it: a, e, i, o and u, if it is in an unstressed syllable.*

3

- Put students into pairs. Read the instructions aloud. Say *Circle the syllables with /ə/. Remember that it isn't in the stressed syllables.* Walk around and check that students can identify the unstressed syllables with /ə/.
- When students have completed the chant, play TR: 176. Ask them to read the chant silently and check their answers. Then ask students to say the syllables with /ə/ for the class to check. Write the answers on the board.
- Play TR: 176 again and tell students to chant this time. Walk around the classroom, listening to students and checking they are pronouncing the sounds correctly.
- Extra Challenge** Say *It isn't only words with more than one syllable. Often, little words like of, to, but and was are pronounced with a /ə/. For example, we don't say I'm going /tu:/ fly .... we say I'm going /tə/ fly ... We don't say /ta/ when we just see the word to.* Ask students to listen to identify other instances of the sound, in *to*, *a* and *and*. Remind them of the grammar on page 53 and point out that in the expression *a glass of water*, *a* and *of* are pronounced with /ə/.

4

- Direct students' attention to the first photo. Ask *What is this? (an art gallery) Yes. And what's the pronunciation? Is there an /ə/ sound? (yes, in *the*) Good. What's the missing vowel? (e) Yes, so let's write e here.* Tell students to complete the other words with the correct letters.
- Ask students to check their answers in pairs. Then play TR: 177 and tell them to repeat the words.

**Wrap Up**

- Test students on identifying the schwa in words using the following flashcards: *Brazil, Italy, river, collect stickers, salad, parrot, moustache, stomach, supermarket* and *ride on a motorbike*. Display a card, for example, *Brazil*. Ask *What's this? How many syllables? Where's the stress? Is there a schwa? Where?* Continue in this way with all the flashcards. (*Brazil, Italy, river, collect stickers, salad, parrot, moustache, stomach, supermarket, ride on a motorbike*)

**Additional Practice:** Workbook page 98



**1 Listen.** Underline the stressed syllables.

TR: 186

- |            |             |
|------------|-------------|
| 1 summer   | 4 banana    |
| 2 kangaroo | 5 waterfall |
| 3 holidays | 6 travel    |

**2 Listen again.** How do we say the syllables in **bold**? TR: 187

- |            |             |
|------------|-------------|
| 1 summer   | 4 banana    |
| 2 kangaroo | 5 waterfall |
| 3 holidays | 6 travel    |

**3 Circle.** Listen and chant. TR: 188

I'm going to fly over Africa  
In a helicopter today.  
We're going to see big animals  
Like giraffes and elephants.

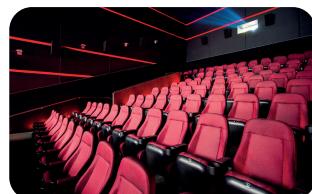
**4 Write the vowel(s).** Say the words. Listen and repeat. TR: 189



1 art gall\_e\_ry



4 daught\_e\_r



2 cin\_e\_m\_a



5 din\_o\_saur



3 roll\_e\_r coast\_e\_r



6 zebr\_a

## PRACTICE

## 1 Look and write.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

- theme park  
summer camp  
water park  
funfair  
wildlife park  
sculpture

## 2 Read and answer. Write T (true) or F (false).



- 1 Khalid's going to ride on the roller coaster. \_\_\_\_
- 2 Khalid's going to see wild animals. \_\_\_\_
- 3 Khalid's going to see sculptures. \_\_\_\_
- 4 Khalid's going to visit his cousins. \_\_\_\_
- 5 Khalid's going to stay at home next weekend. \_\_\_\_

Hi Jamal,

I'm at a theme park with my family. It's so much fun! We're going to ride on the roller coaster and visit the dinosaur museum. My mum is going to visit the art gallery to see the sculptures, but I'm not. I think it's boring!

Next weekend, I'm going to stay in a summer camp with my cousins. What about you? Are you going to travel or are you just going to stay at home?

From,

Khalid

## Writing

We use **and** to talk about an extra thing.

*I'm going to play with my cousins **and** pick fruit with my grandparents.*

We use **or** to talk about choices.

*Are we going to go kayaking **or** go swimming?*

## 3 Write a postcard.

LESSON  
7

## Practice

**In this lesson, students will:**

- read a postcard and answer questions about a holiday.
- use *and* and *or* correctly.
- write about their next holiday.

**Resources:** Classroom Presentation Tool, Workbook page 98

**End-of-unit resources:** Anthology Story 5, Anthology teaching notes page 141, Unit 12 Test, Units 7–12 Tests, Units 1–12 Tests, Workbook: Cambridge English Qualifications A1 Movers Practice Test, ExamView Assessment Suite

**Materials:** a selection of postcards

**Warm Up**

- **Use the Photo** Display the photos on page 124. Say *Look at the photos. Listen and tell me which photo I'm talking about.* Read the following sentences aloud in random order. Say *You can learn different things and meet new friends at this place during the holidays.* (Photo 1) Say *You pay to play games and go on rides at this place.* (Photo 2) Say *You get very wet at this place.* (Photo 3) Say *You can see lots of animals at this place.* (Photo 4) Say *This is a type of art that is a solid object.* (Photo 5) Say *This moves very fast. It's fun but can be scary.* (Photo 6)
- Ask *Which place in the photos would you like to visit?* Listen to students' responses.

**1**

- Read the instructions aloud. Ask students to write the correct word for each photo.
- Have students compare their answers in pairs, before you review them as a class.

**Answers:** 1 summer camp; 2 funfair; 3 water park; 4 wildlife park; 5 sculpture; 6 theme park

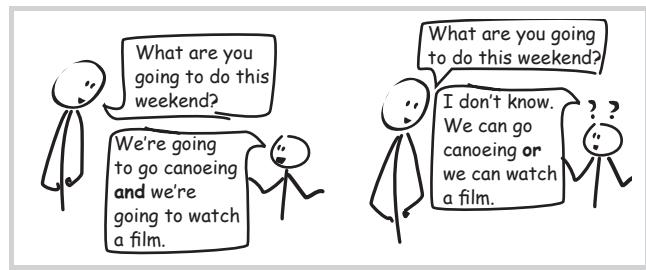
**2**

- Draw students' attention to the reading text in this exercise and ask *What type of reading text is this?* (A postcard) Ask *Do you or your family write postcards on holiday?*
- Read the instructions aloud and then read out the postcard.
- Read out item 1 and elicit the answer from the class (T/true).
- Ask students to complete the rest of the activity individually and then have them compare their answers with a partner. Review answers as a class.

**Answers:** 1 T; 2 F; 3 F; 4 F; 5 F

**Writing**

- Write on the board two mini-conversations.



- Say *What's the first child going to do?* (go canoeing and watch a film) *That's right. And the second child?* (He doesn't know. He must choose between two things.) Ask a student to read the writing box aloud.

**3**

- Read the instructions aloud. Say *You are on holiday. It's a two-week holiday, you're at the end of week one and there is one week to go. First, write the name of the place where you are. Now write four activities that you imagine doing there.* Tell students to brainstorm ideas for their chosen place.
- Show the class postcards or pass them around. Say *You decide to write a postcard to your best friend or a family member.* Show how to write a postcard, with the message on the left and address and stamp on the right. Say *Now write the name of the person you are going to write to.*
- Say *Look at your list of activities. Decide two things that you already did on holiday, maybe yesterday or three days ago. Decide two things that you are going to do on holiday, maybe tomorrow or next week.*
- Write on the board a structure for students to follow: 1 Start your postcard – Say Hi. 2 Paragraph 1 – Say what you did last week. 3 Paragraph 2 – Say what you're going to do next week. 4 Finish – Say goodbye!
- Walk around and check students are using the correct verb forms for the past and the future. Suggest ideas and correct as necessary.
- When students finish, ask them to display their postcards around the classroom for each other to read.

**Wrap Up**

- Ask students to write two sentences about what they're going to do on their next holiday, one with *and*, the other with *or*. When students finish, invite them to share their sentences.

**Additional Practice:** Anthology Story 5, Workbook page 98