

Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Starter Unit Welcome!	Lily, Charlie, Stella, Joe, Amy; January, February, March, April, May, June, July, August, September, October, November, December.	When is (Stella's) birthday? Stella's birthday is in (September).	–	–
1 A Special Concert	xylophone, drums, piano, saxophone, violin, guitar, flute, trumpet; table tennis, golf, hockey, volleyball; conductor, brass, percussion, strings, woodwind, orchestra; I'm playing (golf). That looks fun. Can I play, too? Yes, of course.	What are you playing? I'm playing the (violin). Are they playing (volleyball)? Yes, they are. No, they aren't.	Music	Be polite in crowds. Let other people see.
2 International Day	Brazil, Italy, the UK, the USA, Japan, Mexico, Spain, Australia; a city, a town, the suburbs, the countryside; tower, statues, building, monument; Nice to meet you. Nice to meet you, too.	Where are you from? We're from (Australia). Where do you live? I live in (a city).	Geography	Don't be shy! Make new friends.
Culture 1 The Super Bowl	stadium, snow, trophy, champion, Super Bowl			
3 The New Store	cell phones, TV, cell phone, tablet, laptop, calculator, camera, games console, cell phone cover, laptop case, watchband, camera bag; use the Internet, chat with friends, learn things, watch videos, shop online; I like this watchband. Do you? Yes, I like it a lot. No, not really.	What does he/she want? He/She wants (a camera). He/She doesn't want (a tablet). What do they want? They want (camera bags).	Information Technology (IT)	Remember to say <i>Happy Birthday</i> to your friends and family.
Project 1 Fun in Cities	Wildlife park, Water slide, Ice rink, Snow park, Ferris wheel, Theme park			

Unit	Vocabulary	Grammar	CLIL	Value
<p>4 Big Numbers</p>	<p>thirty, forty, fifty, sixty-four, seventy-two, eighty-six, ninety-nine, one hundred; a box of chocolates, a bunch of bananas, a bag of apples, a jar of olives; plus, minus, times, divided by, equals, math operations; Which one do you want? I want the big one, please.</p>	<p>How much is this? It's (sixty-two) dollars.</p> <p>How many (chocolates) are in the (box)? There are (thirty-four) (chocolates) in the (box).</p>	Math	Be healthy. Eat lots of fruit. Don't eat too many chocolates!
<p>Culture 2 Money in the USA</p>	dollar, bill, one cent, coins			
<p>5 A Busy Day</p>	<p>get up, get dressed, go to school, come home, do my homework, play with friends, take a shower, go to bed; have breakfast, have lunch, have a snack, have dinner; in the morning, in the afternoon, in the evening, at night; behind, ahead of, sunrise, sunset; I get up at five o'clock in the morning. That's really early! I go to bed at ten thirty at night. That's really late!</p>	<p>What time does he/she (get up)? She/He (gets up) at (eight o'clock).</p> <p>When do you have (breakfast)? I have (breakfast) at (seven o'clock) in the (morning).</p>	Geography	Make time for homework. It's important!
<p>Project 2 Tourism in Cities</p>	Stone, Metal, Concrete, Glass, Bricks, Wood, Palace, Stadium, Tower, Meter			
<p>6 Helping at Home</p>	<p>clean the bedroom, cook dinner, do the laundry, fold clothes, vacuum the carpet, make the bed, wash the dishes, set the table; walk the dog, water the plants, cut the grass, take out the trash; use the crosswalk, wait for the light, wear bright clothes, walk on the sidewalk; My bedroom is a mess! Let's clean it together.</p>	<p>I (always) fold clothes. I (never) cook dinner.</p> <p>How often do you (walk the dog)? I (sometimes) (walk the dog).</p>	Social Studies	Get things done! Work together!

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Unit	Vocabulary	Grammar	CLIL	Value
Culture 3 A Ranch	ranch, calf, cowboy, busy			
7 At the Doctor's	toothache, cold, earache, headache, cough, fever, stomachache, sore throat; stay in bed, go to the doctor, go to the dentist, take medicine; sugar, potato chips, coffee, lemons, sweet, salty, bitter, sour; I have a stomachache. Get well soon! Thank you.	How do you feel? I have (a sore throat). When I have (a fever), I (stay in bed).	Science	Be thoughtful! Tell your friends Get well soon! when they're sick.
Project 3 Transportation in Cities	Seat, Engine, Track, Wheel, Cable, Platform, Toboggan, Tunnel, Escalator, Bridge, River			
8 A Holiday Weekend	visit a museum, go on a boat ride, go shopping, go to the beach, have a picnic, go to the movies, eat at a restaurant, meet friends; paint pictures, watch TV, play computer games, read magazines; plastic bottle, plastic bag, metal can, fishing line; Do you want to come over? Yes, please! When? At three o'clock.	What do you like doing on vacation? I like (visiting a museum). Do you like (painting pictures)? Yes, I do. No, I don't.	Social Studies	Have fun, but always be safe!
Culture 4 Disney World	theme park, ride, roller coaster, exciting			
Valentine's Day	give, heart, messages, wrapping paper;			
Independence Day	remember, flags, band, fireworks			

For more information about planning your classes, go to the *Shine On! Plus* Teacher's Resources on

Oxford English Hub

Unit 1 A Special Concert

Lesson 1 pages 6-7

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from the previous unit.

Language and structures

Active: *musical instruments, xylophone, drums, flute, piano, saxophone, violin, guitar, trumpet*

Review: *Do you like (the piano)? Yes, I do. / No, I don't.*

Extra: *baby, toddler, child, adult*

Materials

Unit 1 flashcards; Class Audio

Warmer

- Play the *Shine On! Plus* song from Starter Unit Lesson 1 (page 2) 01 for students to listen and join in as much as possible.
- Ask students to say the months of the year in order. Ask students about their birthdays and elicit which month it is in, e.g. *When's your birthday?* (*My birthday's in June.*)

1 Listen and repeat. 08

- Books closed. Introduce the new words (Musical instruments) using the Unit 1 flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items in the main picture. Then play the recording again for students to listen, point, and repeat the words.

Transcript

xylophone, drums, flute, piano, saxophone, violin, guitar, trumpet

Extension activity

Mime playing a musical instrument and ask students to call out the correct word. Invite students to mime playing musical instruments for the rest of the class to guess.

2 Listen and number. 09

- Point to the musical instruments and ask students to say the words. Say any musical instruments that students struggle to remember, and reinforce them by holding up the flashcards.
- Play the recording for students to listen and point to the musical instruments.



1 A Special Concert

Lesson 1

- 1 Listen and repeat. 08
- 2 Listen and number. 09

xylophone 2 drums 8

piano 3 saxophone 5 guitar 4

violin 1

Vocabulary Musical instruments Extra baby, toddler, child, adult

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- Point to the eight answer boxes next to each item on pages 6 and 7. Say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*
- Then play the recording again, pausing after the first item to check students have understood (*1 violin*).
- Play the remainder of the recording, pausing after each item for students to number the instruments.
- Check answers by asking *What's number (1)? (violin)*.

Transcript

1 violin 2 xylophone 3 piano
 4 guitar 5 saxophone 6 flute
 7 trumpet 8 drums

Extension activity

Choose one of the instruments. Encourage students to ask questions to guess which instrument you are thinking of, e.g. *Is it a (trumpet)?*

Notes



3 Write. Do you like these instruments? Look and make a ✓.



4 Ask and answer.



3 Write. Do you like these instruments? Look and make a ✓.

- Point to the photos and ask students to name the instruments.
- Allow time for students to write the names of the instruments. They can look at the words in the main picture to check their spelling.
- Check answers and ask students around the class: *Do you like the (piano)?* Encourage them to answer *Yes, I do. / No, I don't.*
- Tell students to ✓ the instruments they like.

Extension activity

Write one of the words for a musical instrument on the board with the letters in jumbled order. Invite students to the board to write the letters in the correct order.

4 Ask and answer.

- Model the dialogue a few times with confident students.

Move around the class as students act out the dialogue in pairs. Encourage them to change the dialogue to make it about different musical instruments.

21ST CENTURY SKILLS

Communication

Students learn how to communicate with each other.

Mega Star: Write the instruments in order, from your favorite to your least favorite.

- Ask students to take out their notebooks and to write the musical instruments from this lesson in order, starting with their favorite and ending with their least favorite. Less able students can refer back to pages 6–7, while more able students should try to write from memory.
- Walk around the class as they work, helping as needed. When they have finished, students should swap with a partner and check their spelling.

- Students can give themselves a point for each instrument they wrote correctly and write their total in the box on page 129 of the Student Book.

Junior Crew's assignment

- Point to Joe's tablet and ask students who they can see (Amy). Read aloud the speech bubble. Tell students that they are going to find out more about musical instruments in this unit. Ask them to look through the rest of the unit quickly and say what musical instruments they can see.

Finisher

- Play *Pass the flashcard* using the word bank (Teacher's Book page 172) for instructions.

EXTRA VOCABULARY

audience
band
bench
camera
clarinet
cymbal
double bass
microphone
musician
performance
stage
trombone
wheelchair

Notes

Lesson 2 pages 8–9

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
To review vocabulary from Lesson 1.

Language and structures

Active: *musical instruments, band, parade, xylophone, drums, piano, flute, saxophone, violin, guitar, trumpet; All together! What are you playing? I'm playing the (violin).*

Review: *big, bus; We need (your help).*

Materials

Unit 1 flashcards; Class Audio; colored pens

Warmer

- Play *Musical flashcards* with the musical instrument flashcards. See Ideas bank (Teacher's Book page 173) for instructions.

1 Listen and read. 10 What can Stella's aunt play? Act it out.

- Before playing the recording, ask students to look at the pictures and name any characters or objects they know.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Ask students the question *What can Stella's aunt play?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Who are Lily and Joe talking to? (musicians) What instruments can you see? (a flute and a violin)* 2 *Where are the musicians going? (a parade)* 3 *Where are the drums, xylophone, and guitar now? (On the bus.) Can all the musicians play in the parade? (No.)* 4 *Who is Stella calling? (Her aunt, May) Can Aunt May come to the parade? (Yes.)* 5 *What instruments does Aunt May have? (drums, xylophone, and guitar) Is Aunt May playing in the parade? (Yes.) Are the musicians happy? (Yes.)* 6 *Can the band play in the parade? (Yes.)*

Divide the class into groups to act out the story.

- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWER

Stella's aunt can play the drums, the xylophone, and the guitar.



Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They read the story again, circle the musical instruments, and then say how many instruments are in the story.

ANSWER

There are five instruments in the story: flute, violin, xylophone, guitar, and drums.

Further practice

Workbook page 4

Notes

Lesson 3 pages 10–11
Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.
To review and expand on the grammar structure from Lesson 2.
To sing a song using the language from the unit.

Language and structures

Active: sports, table tennis, golf, hockey, volleyball; xylophone, drums, piano, saxophone, violin, guitar, flute, trumpet; big band, parade

Review: Are they playing (volleyball)? Yes, they are. / No, they aren't.

Materials

Unit 1 flashcards; Class Audio

Warmer

- Play *Guess the flashcard* with the musical instrument flashcards. See Ideas bank (Teacher's Book page 172) for instructions.

1 Listen and repeat. 12 **Can you play these sports? Make a ✓.**

- Books closed. Introduce the new words using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play it again for students to listen, point, and repeat the words.
- Ask students around the class *Can you play (table tennis)?* Encourage them to answer *Yes, I can. / No, I can't.*
- Tell students to ✓ the sports they can play.

Transcript

table tennis, golf, hockey, volleyball

2 Listen and number. 13

- Play the recording for students to listen and point to the correct pictures.
- Point to the four answer boxes and say *Listen and number. Write 1, 2, 3, or 4.*
- Then play the recording again, pausing after the first item to check students have understood (*1 Stella is playing hockey.*).
- Play the remainder of the recording, pausing after each item for students to number the pictures.
- Check answers by asking *What number is (Stella)? (1) What's (Stella) playing? (hockey).*

1 Lesson 3


1 Listen and repeat. 12 **Can you play these sports? Make a ✓.**



table tennis



golf



hockey



volleyball

2 Listen and number. 13




4



2




3



1

3 Follow the lines and write.

1 

2 

3 

4 

Vocabulary Sports

I'm playing table tennis.

I'm playing hockey.

I'm playing volleyball.

I'm playing golf.

Transcript

- 1 Woman:** What are you playing?
Stella: I'm playing hockey.
2 Woman: What are you playing?
Charlie: I'm playing golf.
3 Woman: What are you playing?
Joe: I'm playing table tennis.
4 Woman: What are you playing?
Lily: I'm playing volleyball.

3 Follow the lines and write.

- Follow the line from the sentence to the picture with your finger.
- Students follow the lines from the pictures to the sentences and complete the sentences with the correct sport, e.g. *I'm playing hockey.*
- Check answers by asking students to trace the lines in their books and then read aloud the correct sentences.

Notes

Learn Grammar



4 Listen and repeat.

5 Listen and make a ✓ or an X. Then ask and answer.



6 Listen and sing. Watch!

Song!

*Listen! What's this?
Are you playing the drums?
Yes, I'm playing the drums.
The piano and the xylophone,
The violin and the saxophone,
Marching in the big band!
In the parade today!*

*Listen! What's this?
Are you playing the flute?
Yes, I'm playing the flute.
The trumpet and the xylophone,
The guitar and the saxophone,
Marching in the big band!
In the parade today! [Repeat]*



Grammar Are they playing volleyball? Yes / No, they are / aren't.

Practice Page 105 11

4 Listen and repeat. 14

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the picture and ask: *Are they playing golf/hockey/table tennis*. Encourage students to answer *No, they aren't. / Yes, they are.*

Transcript

Joe: Are they playing volleyball?
Charlie: No, they aren't.
Joe: Are they playing table tennis?
Charlie: Yes, they are.

5 Listen and make a ✓ or an X. 15 Then ask and answer.

- Point to the pictures and ask students to name the sports (*golf, volleyball, table tennis, hockey*).
- Play the recording for students to listen and make a ✓ or an X. Then play the recording again, pausing after each item for students to answer *Yes, they are. / No, they aren't.*

Transcript

- 1 Are they playing golf?
- 2 Are they playing table tennis?
- 3 Are they playing volleyball?
- 4 Are they playing hockey?

21ST CENTURY SKILLS

Communication

Students ask and answer questions in English.

6 Listen and sing. 16

- Tell students to look at the picture. Ask them what they can see (*a big band in a parade*). Elicit the names of the musical instruments they are playing (*violin, drums, trumpet, flute, xylophone, saxophone, piano, guitar*).
- Play the *In the Parade Today!* song and ask the class to read the lyrics as they listen.
- Create actions for the song as a class. For example, mime playing all the different instruments as they are mentioned. Students can cup their ear

and pretend to listen for *Listen!* and march on the spot for the line *Marching in the big band!*

- Play the song again for students to sing and do the actions.

Finisher

- Play *Odd one out*. See Ideas bank (Teacher's Book page 172) for instructions.

Further practice

Extra Practice Student Book page 105
Vocabulary and Grammar Worksheet

Unit 1 Lesson 3 in Teacher's Resources on
Oxford English Hub
Workbook page 6

Notes

Lesson 4 page 12

Classroom Presentation Tool

Objectives

- To present a CLIL concept (Music).
- To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: orchestra, conductor, brass, percussion, strings, woodwind; drums, xylophone, trumpet, violin, flute

Review: families, different, metal, map, cut, write

Materials

CLIL Worksheet Unit 1 Lesson 4 (Music); CLIL poster for Unit 1 (Music); Unit 1 flashcards; Class Audio; scissors, glue, colored pens

Warmer

- Play the *In the Parade Today!* song from Unit 1 Lesson 3 (page 11) 16 again and encourage students to join in.

1 Look at the orchestra map. What are the four families of instruments?

- Use the orchestra poster to introduce the orchestra map and the families of instruments. Point to each family and read aloud the words.
- Name instruments on the poster and ask students which family each instrument is in.

ANSWER

The four families of instruments are percussion, brass, strings, and woodwind.

2 Read and listen. 17

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students which instruments are in the woodwind/brass/strings/percussion family.

21ST CENTURY SKILLS

Creativity and innovation

Students learn how classical music is performed.

3 What families are the instruments in? Write.

- Point to the instruments in the pictures and ask students to name them. Ask students to look at the text in activity 2 (the orchestra poster) and say which family each instrument is in.



1 Lesson 4

Music

1 Look at the orchestra map. What are the four families of instruments?

2 Read and listen. 17

3 What families are the instruments in? Write.



1

strings



2

brass



3

woodwind



4

percussion



5

percussion

4 Make a 3-D map of an orchestra. Cut and write.

Students write the names of the correct families under the pictures.

- Check answers by asking *What family is number (1) in? (strings) What musical instrument is it? (a violin).*
- Highlight to students that flutes are in the woodwind family because they were originally made of wood.

4 Make a 3-D map of an orchestra. Cut and write.

- Hand out copies of the CLIL worksheet for Unit 1. Divide the class into pairs and make sure each pair has colored pens, scissors, and glue.
- Students work in pairs to color and cut out the instruments. Point out the different-shaped tabs and the marks on the orchestra map, and elicit which instruments go in which space.
- Students write the labels on the orchestra map.
- Students add any additional instruments that they know and draw them in the spaces.

TEACHING TIP

Confident students can complete as many labels as they can and then share ideas in pairs. Less confident students can look back at their Student Books to find and copy the words for the instruments and the families.

Fast finishers

Fast finishers can work in pairs to brainstorm two more instruments for each family and draw or write them on the orchestra map. Write the names on the board in English (e.g. *cello, viola, tuba, trombone, cymbal, clarinet, oboe*).

Finisher

- Play *Kim's game* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 172) for instructions.

Further practice

Workbook page 7

1 Lesson 5

- 1 Listen. Is Jenny good at golf?
- 2 Listen again and circle **True** or **False**.



- 1 Jake and Jenny are playing hockey. True **False**
- 2 Jake is helping Jenny. **True** False
- 3 Jenny's ball is in a tree. True **False**
- 4 Jenny's favorite sport is golf. **True** False

Everyday English!

- 3 Listen and repeat.
- 4 Act it out.

table tennis volleyball hockey

A: I'm playing golf.
 B: That looks fun. Can I play, too?
 A: Yes, of course.

- 5 Make a poster. Present it to your class.



13

Jenny: Can you help me?
Jake: Yes, remember to watch the ball ...
 And go!
Jenny: Oh no. The ball is in the lake.
Jake: That's OK. Try again.
Jenny: OK!
Jake: Good job! You're good at golf.
Jenny: Thanks, Jake. Golf is now my favorite sport!

2 Listen again and circle True or False. 18

- Tell students they are going to listen to the recording again and decide whether each sentence is true or false.
- Check answers by asking students to read aloud the sentences and say whether each one is true or false.

3 Listen and repeat. 19

- Play the recording for students to listen. They play it again, pausing after each line for students to repeat.

Transcript

A: I'm playing golf.
 B: That looks fun. Can I play, too?
 A: Yes, of course.

4 Act it out.

- Model the dialogue a few times with more confident students.
- Encourage students to change the sports and to mime playing the different sports as they act.

5 Make a poster. Present it to your class.

- Tell students they are going to make a poster of their favorite sports. They can draw people playing sports or find photos.
- Hand out sheets of paper. Make sure students have colored pens (or scissors and glue if they are using photos).
- Students draw pictures or stick photos onto their paper and label them with the names of the sports.
- Move around asking students questions about their posters, e.g. *Are they playing (golf)? Do you like (hockey)?*
- Students present their posters. Encourage the class to ask questions.

21ST CENTURY SKILLS

Communication

Students learn how to present their ideas to a group.

Finisher

- Play *Yes or No* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 173) for instructions.

Further practice

Workbook page 8

Lesson 5 page 13

Classroom Presentation Tool

Objectives

- To review the linguistic content of the unit through a listening text.
- To develop listening for specific information.
- To teach an *Everyday English* expression.
- To complete a craft project.

Language and structures

Active: *table tennis, volleyball, hockey, golf; I'm playing (golf). That looks fun. Can I play, too? Yes, of course.*

Review: *ball, tree, good at, lake, help*

Materials

Unit 1 flashcards; Class Audio; colored pens; photos from sports magazines/websites (optional); scissors and glue (optional)

Warmer

- Play *Mystery flashcard* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 172) for instructions.

1 Listen. 18 Is Jenny good at golf?

- Point to the people in the picture. Tell students that the girl is *Jenny* and the boy is *Jake*. Read aloud the question and ask students to guess the answer.
- Play the recording for students to listen and check their guesses. Ask the question again and elicit the answer.

ANSWER

Yes, Jenny is good at golf.

Transcript

Jenny: Hi, Jake.

Jake: Hi, Jenny! How are you?

Jenny: I'm fine, thanks! What are you playing?

Jake: I'm playing golf.

Jenny: That looks fun. Can I play, too?

Jake: Yes, of course ... OK. Let's play.

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of being polite in a crowd.
- To write about a fun event.

Language and structures

Active: trumpet, flute; volleyball, table tennis; hockey, golf; parade, band

Review: event, library, summer, fun, Saturday, small, tall, great, boy, girl, in front of, people, next to

Materials

Unit 1 flashcards; Class Audio; card stock, scissors, glue, paper, colored pens (optional)

Warmer

- Play *Four in a row* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 173) for instructions.

1 Read and listen. 20 **What sports are they playing?**

- Point to the pictures and ask students which instruments and sports they can see.
- Read aloud the question. Then play the recording for students to listen and follow the text. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students which sports the people are playing.

ANSWER

They are playing volleyball and table tennis.

2 Match.

- Read aloud the first question. Point to the letters and ask a more confident student to read aloud the matching answer.
- Students match the remaining questions and answers by writing the correct letters in their Student Books. Check answers by getting one student to ask the question and another to answer.

TEACHING TIP

In a less confident class, read aloud the questions and encourage students to read aloud the matching answers. More confident students can read aloud the questions and answers in pairs.

1 Lesson 6

1 Read and listen. 20 **What sports are they playing?**

The Summer Fun Event

By Joe



I'm playing the trumpet.

I'm playing the flute.

People are playing sports. They're playing volleyball and table tennis. It's a great day!



It's Saturday. It's the Summer Fun Event! I'm next to the library with my friends.

There are many people here. The small boys and girls are in front of the tall people. They can see the parade. They're happy. Here comes the band!

Our Values Joe says: "Be polite in crowds. Let other people see."

2 Match.

1 What day is it?		a He's next to the library.
2 Where is Joe?		b They're in front of the tall people.
3 Where are the small boys and girls?		c It's Saturday.
4 What can the boys and girls see?		d No, they aren't.
5 Are people playing hockey and golf?		e They can see the parade.

3 Complete the Values chart on page 134.

Writing practice Page 105

TEACHING TIP

More confident students can write one question about the text each and then take turns asking their question to the other team.

3 Complete the Values chart on page 134.

- Tell students to turn to page 134 of their Student Books. Read aloud the value for Unit 1. Ask students why it is important to be polite (*Because being rude upsets people.*). Ask students how else we can be polite in crowds (e.g. *by not pushing / not standing on people's feet / not shouting in people's ears.*)
- Ask students whether they are polite in crowds and how they feel when people are not polite in crowds.
- Students write notes on how to be polite in crowds. Then they color the correct number of stars to show how polite they are.

21ST CENTURY SKILLS

Social and cross-cultural interaction
Students learn how to behave correctly in a crowd.

Extension activity

Students can work in pairs or small groups to make posters showing how to behave correctly in a crowd. They can draw pictures showing good and bad behavior and then stick their pictures onto a piece of card stock and write rules underneath, e.g. *Don't push! / Don't shout! / Don't stand on people's feet!*

Finisher

- Play *Tic-tac-toe* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 173) for instructions.

Further practice

Extra Practice Student Book page 105
Workbook page 9

1 Review



1 Look and write.



Instruments		Sports	
drums	xylophone	volleyball	table tennis
violin	piano	golf	hockey

2 Read and circle.



- 1 What **are** / is you play / **playing**?
I'm playing the guitar / **violin**.
- 2 Are **they** / she playing hockey / **golf**?
Yes, they **are** / aren't.

3 Order the letters and write. Then draw.

What are you playing?

m l' l p y i a n g h e t m t r p t u e .
l'm playing the trumpet



15

- Ask students to read aloud the questions and answers with the correct words. More confident students can act out the dialogues for the class.

3 Order the letters and write. Then draw.

- Show students the jumbled letters and explain that they need to write the letters in the correct order to make words. The words will form a sentence and tell them what to draw.
- If you have time, you can practice solving more anagrams. Write words from the Unit 1 vocabulary sets on the board with the letters in jumbled order. You can play this as a game in two teams, with one student from each team racing to solve the puzzle.

21ST CENTURY SKILLS
Critical thinking and problem solving
Students practice solving anagrams.

Extension activity
Play a guessing game. Hand a student one of the flashcards from Unit 1. Tell the student not to show their flashcard to the class.
Demonstrate the game by asking *Are you playing (a musical instrument / sport)?* Encourage the student to answer *Yes, I am. / No, I'm not.* Ask *Are you playing (golf/the piano)?* The student answers *Yes, I am. / No, I'm not.*
Encourage other students to ask questions until they guess the flashcard correctly. The student who guesses the flashcard correctly takes a turn to hold a flashcard and answer questions from the rest of the class.

Extension activity
Take the letters from a game of *Scrabble* and divide the class into groups. Give about 15 letters to each group. Give each group a few minutes to try and make as many words as possible. Students write a list of the words they find. Then have them read aloud their lists to the class. Every correct word can be worth one point. Alternatively, you can award one point for a three-letter word, two points for a four-letter word, and so on.

Finisher
Play the *In the Parade Today!* song from Unit 1 Lesson 3 (page 11) 🎧 16 for students to listen and join in.

Further practice
Unit 1 Test in Teacher's Resources on Oxford English Hub

Review page 15

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the Unit.

Language and structures

Active: xylophone, drums, piano, saxophone, violin, guitar, flute, trumpet; table tennis, golf, hockey, volleyball;
What are you playing? I'm playing the violin. Are they playing (volleyball)? Yes, they are. / No, they aren't. I'm playing (golf). That looks fun. Can I play, too? Yes, of course.

Materials

Unit 1 flashcards; Class Audio; Scrabble letters (optional)

Warmer

- Play *Simon says* with the vocabulary from Unit 1 (e.g. *Simon says play the*

trumpet / play volleyball). See Ideas bank (Teacher's Book page 173) for instructions.

1 Look and write.

- Point to each of the pictures and ask students to say the correct words. Ask students whether each picture shows a musical instrument or a sport.
- Students write the names of the musical instruments and sports under the correct headings. Check answers by asking students to read aloud their lists.

2 Read and circle.

- Point to the pictures. Ask students what instrument they can see in the first picture and what sport they can see in the second picture.
- Tell students to read the sentences and circle the correct words. Point to the circled example answer. They can look back at the grammar presentation boxes in Unit 1 to help them choose the correct words to complete grammar structures.

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