

Cam's Tale: Welcome to Our School 

**Learning Objectives:** Students will learn how to greet classmates, offer and accept help, and comprehend and act out a story that previews the target language of the unit.

**Target Language:** *Hi, can you help me?, sure, excuse me, thank you*

**Preview of Vocabulary and Grammar:** school rooms: *art room, auditorium, classroom, gym, library, music room*; school personnel: *counselor, janitor, librarian, principal, secretary, teacher*; school verbs: *be polite, clean brushes, put away books, register, respect the rules, wash brushes*; grammar structures: *You have to (be polite). You don't have to (eat inside). You can (register online).*

**Materials:** bean bag or soft toy to toss

## Warm-up

Start the class by greeting students, learning their names, and greeting them by name. Play **Throw and Ask/Say**.

**Promoting Inclusivity** 

Encourage students to respect each other by including everyone in the activity and ensuring that they use appropriate body language—smiling, eye contact when throwing/catching, and asking and responding to questions.

Starting Point 

Transition students into their seats, saying *It's Cam's Tale Time* and counting down 5, 4, 3, 2, 1. Say: *Let's see what Cam has to tell us today.*

Display the characters in different scenes of *Cam's Tale*, masking or covering the rest of the page. Use this moment to stir students' curiosity before engaging with the text. Read the title. Point to the first picture and ask: *Where are David, Mike, and Emily?*

Point to the third picture. Ask: *What's happened? Who will help David?* Elicit students' ideas. Tell students to open their books, listen, and follow the story in their books. Play Track 1 all the way through. Replay scene by scene, asking questions to check understanding. Point to the first scene and ask: *Who is the new student? (Mike) Why does he need help? (He's lost.)* Point to the second scene and ask: *How do David and Emily help him? (They show him a map).* Point to the third and fourth scenes and ask: *What has happened? (Mike has spilled his water/dropped his water bottle). Who does David ask for help? (The janitor)* Point to the scenes on p. 7 and ask: *What grade are the children in? (4<sup>th</sup> grade) What is Mike's favorite subject? (Art) What class do they go to first? (Art)* Play the track again if necessary.

## Progression

### I Read Cam's Tale and circle.

Have students work individually or in pairs to complete the activity. Give them a few minutes to read the questions and circle the answers. Then let them go back to the text, read, and check their answers. Play **Show of Fingers/Hands**. Ask: *Do you like art, math, English...? Whose favorite subject is (art)?*

**Note:** Students may need revision of the subject names as shown in the text and in the PB exercise (p. 6 Activity 2). Introduce these names in *Show of Fingers/Hands* activity (history, math, art, social science, science, music, geography).

## Further Exploration



Play the track again as students read the text. Pause after Mike says: *Hi, can you help me?* and elicit Emily's words, before continuing with the audio. Pause again after David says: *We have to clean it up.* Ask: *What did David ask the janitor?* Elicit the answer. Ask: *What did the janitor say to David?* Continue to the end of the track, and ask: *How did Emily help Mike?*

## Extra Activities

⊙ Divide students into groups of four and allocate a role to each student – *David, Mike, Emily, Janitor*. Have students read the first part of the tale (p. 6) in their groups. Invite groups of students to the front of the class to act out the first part of the story. Encourage them to use actions and mime to tell the story.

## Flipped Learning Suggestion

Prior to the next class, have students write a list of chores they do at home. Ask them to think about what the other people in their household do to help, too. Have students think about what they do to help at home. How do they help their parents/siblings? Are there other things they could do to help at home?

**Optional:** Ask students to remember how they felt on their first day at school. Who helped them?

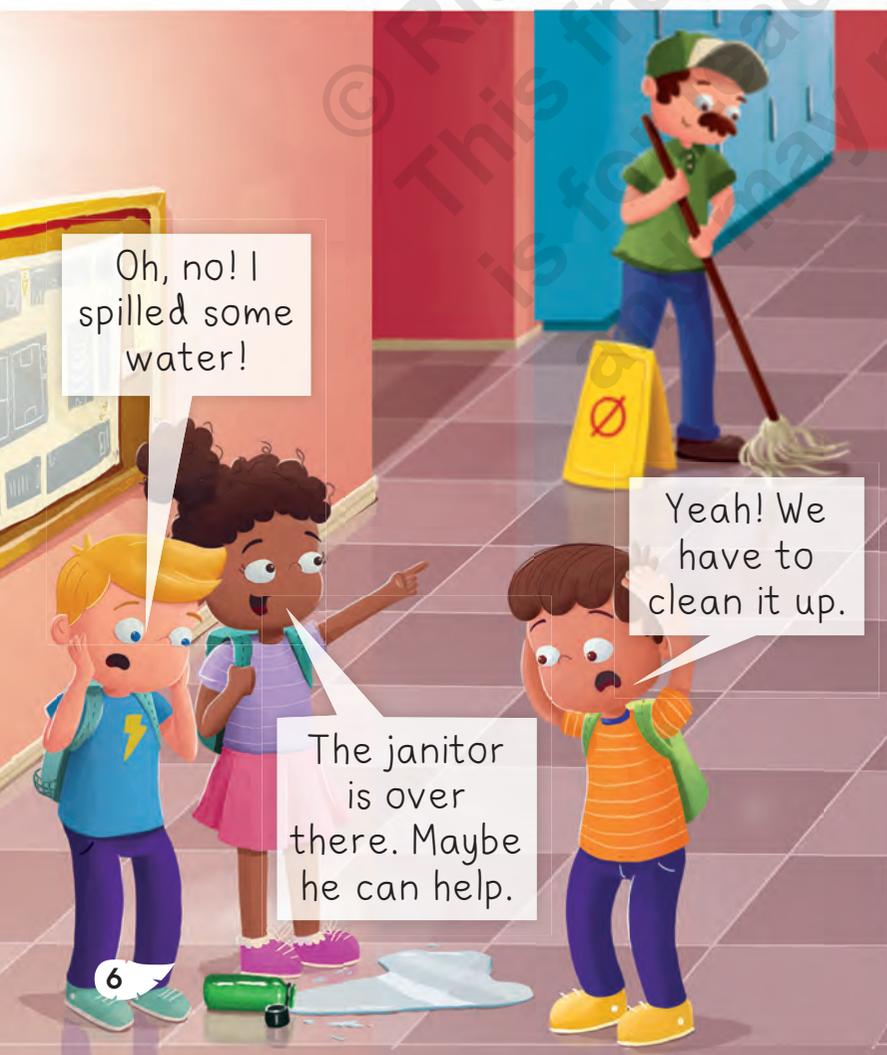
**Homework:** PB p. 6, Activities 1–2

# Back to School

## Cam's Tale: Welcome to Our School



If you're lost, just look at the map.



What grade are you in, Mike?

Fourth grade!

We are too! Let's see your schedule.

Read Cam's Tale and circle.

1. Emily / David / **Mike** is a new student.
2. The students asked a **teacher** / **janitor** / **student** to help them clean up.
3. They are in **third** / **fourth** / **fifth** grade.
4. Mike's favorite subject is **English** / **math** / **art**.
5. Their first class is **English** / **math** / **art**.

We have the same classes! What's your favorite subject, Mike?

I really like art.

**SCHEDULE**

ART	9:00
ENGLISH	10:00
MATH	11:00
RECESS	12:00
SCIENCE	12:30
HISTORY	1:30

That's our first class! It's almost time for it to start.

Great! Uh... Where's art class?

Right there—in the art room! It's important to be on time. Let's go!

**ART ROOM**



# Cam's Tune

**Learning Objectives:** Students will revise Cam's Tale and the target language of the unit, and will participate in a group activity to perform a chant.

**Target Language:** *Hi, can you help me? sure, excuse me, thank you; we help others, we welcome others, we clean up*

**Materials:** bean bag or soft toy to toss

## Warm-up

Play **Throw and Ask/Say** with students saying both their name and other students' names as they throw. Challenge students to play as fast as they can.

## Starting Point

Using the book or a projection, point to different scenes of Cam's Tale on pp. 6–7, and elicit the characters' conversation. Ask questions to prompt students: *How did Mike introduce himself? What did he say? How did Emily and David reply? What did David ask the janitor? How did the janitor reply?*

## Flipped Learning Suggestion

Ask students to share what they do to help at home. Ask: *What chores do you do? What other things do you do to help your parents/siblings?* Then ask: *What can we do to help at school?* Elicit answers.

## Progression

### 2 Read again and circle.

Read the questions aloud, asking *true* or *false*? Give students a moment to circle their answers, allowing them to check the text as needed. For a greater challenge, have students try to answer the questions from memory before checking the text.

Have students read and listen to Cam's Tale one more time to check their answers. Check answers as a class.

**Optional:** Play **This or That**, with one side of the classroom as *true*, and the other as *false*. If students are unsure, they can remain somewhere in the middle. Make *true* and *false* statements based on the text.

## Further Exploration

### Act out Cam's Tale.

Divide the class into groups of four and allocate each student a character from the tale. Play the audio all the way through, instructing students to stand up and mime when their character is speaking. Have groups switch roles. Repeat the activity, this time encouraging students to speak together with their character. Then have students act out the whole of Cam's Tale together, each taking on a role in front of the class.

## Cam's Tune

## Starting Point

### Get ready, listen, go! 2

Before playing the tune, ask: *How did the students help others in the story?* Elicit the different ways students helped others. Say: *I helped someone today. I helped an old lady cross the road.* Ask: *Have you helped anyone today?* Have students volunteer responses. Repeat what each child has said: *(Student) helped...*

Play Track 2, instructing students to listen without looking at the words in their books. Ask: *What ways of helping are mentioned in the tune?* Play the track again if necessary. Have students open their books on p. 8. Play the track again with students following the words in their books.

## Progression

### Mark (✓) the actions you do for others.

Point to each of the pictures on the page. For each one, ask: *What is happening?* Elicit what is happening in each picture and how students are helping each other. Have students look at each picture and tick the ones they do.

### Say Cam's Tune aloud. 3

Pair up students with an inside circle and an outside circle facing each other. Play Cam's Tune without words and have students join in by reading from their books. Repeat. Then repeat with books closed if students know the words. Let them use actions and gestures as they say the tune.

**Learning Objectives:** Students will identify ways they can help to keep their school clean.



## Sustainable Development Goal 13: Climate Change

Students will learn the importance of recycling in helping to reduce global warming and slow climate change.

**Key Question:** How can we keep our school clean?

**Target Language:** *don't leave garbage on the floor, put books away, recycle*

**Materials:** craft supplies for making posters (plain/colored paper, markers)

### Warm-up

Play **Walk, Walk, Stop**. When you call *stop* (or when you stop the music or chant), students are to interact with the classmate (or classmates) closest to them. Instruct students to think of something they need help with, and have them ask: *Excuse me, can you ...?*

### Progression

#### I Read and stick. ★

Put some candy wrappers, wastepaper, empty drink cans, and some books on a table. Ask students: *What is wrong here? What should we do?* Elicit answers and ask two students to clean up, putting garbage/books in the right places.

Have students find the sticker page at the back of the book. Read the three statements aloud and elicit which picture they refer to. Instruct students to stick the corresponding sticker in the appropriate box.

### Further Exploration

#### 2 Mark (✓) the actions that keep your school clean.

Point to each picture and ask: *What is/are she/he/they doing?* Elicit answers. Then ask: *What helps to keep the school clean?* Give students a few minutes to tick the boxes. When they have finished, write *Do* and *Don't* on the board. Ask: *What do we do?* and write answers under *Do*. Repeat with *Don't*. Ask students for other *dos* and *don'ts* to keep the school clean.

#### Critical Thinking 💡

Have students work in pairs. Get each pair to design a poster encouraging students to keep their school clean using *Do* and *Don't*. Invite them to share their creations, and then check off **Cam's Values Code**.

**Optional:** Play **How Many?**. Have students work individually in pairs. Give them a plain piece of paper and a pencil. Point to the recycling bin picture in the SB. Ask: *What can go in here?* Tell them they have five minutes to write or draw as many things as they can that can go in a recycling bin. At the end of time, write suggestions on the board.

#### Flipped Learning Suggestion

Have students prepare for the next lesson by looking at the diagram on SB p. 10. Ask them to think about what activities they do in each room. Who or what might they see in each room?

**Optional:** Have students make a record of all the things they recycle at home before the next lesson.

**Homework:** PB p. 7, Activities 1–2

2 Read again and circle.

1. David is a new student.

True

False

2. Mike was lost.

True

False

3. Emily and David showed Mike a map of the school.

True

False

4. Emily spilled some water.

True

False

5. The janitor cleaned up the water.

True

False

Act out Cam's Tale.



Cam's Tune

Get ready, listen, go!  2

Helping Others!

Helping others is my rule.

We welcome students to our school.

If lost, I help them find their way.

If I spill something, I will stay,

And help to clean the mess away!

Helping others is my rule.

Helping others is always cool!



Mark (✓) the actions you do for others. *Answers will vary.*

Say Cam's Tune aloud.  3



## Cam's Values

### 1 Read and stick. ★

1. When we finish eating, we throw the garbage in the right containers.
2. We study in the library. When we finish, we put our books away.
3. When we have lunch in the cafeteria, we don't leave garbage and food on the tables.



### 2 Mark (✓) the actions that keep your school clean.



Eating in class



Putting wrappers inside your desk



Recycling



Leaving garbage on the floor



Closing bottles properly



**Cam's Values Code** I help keep my school clean.



# Vocabulary

**Learning Objectives:** Students will name and identify places at school.

**Target Language:** school rooms: *art room, auditorium, classroom, gym, library, music room*; school personnel: *counselor, janitor, librarian, principal, secretary, teacher*; school verbs: *be polite, clean brushes, put away books, register, respect the rules, wash brushes*

**Preview of Vocabulary and Grammar:** grammar structures: *You have to (be polite). You don't have to (eat inside). You can (register online).*

**Materials:** Unit 1 Flashcards; slips of paper with problems on them

## Warm-up

Play **Walk, Walk, Stop**. Give each student a slip of paper with a problem on it: *I'm lost. I've spilled my water. I don't know where the art room/library/classroom is?* When you call *stop*, students turn to the person next to them and say: *Hi, can you help me?* and their problem. The other student answers *Sure* and gives a response, for example, *I'll show you the map. I'll get the janitor/borrow a mop. I'll show you the way.* Students then change places. Repeat.

## Starting Point

Gather students in a circle. Put the flashcards for the school rooms on the board. Say: *I'm reading a book. Where am I?* Ask a student to point to the correct picture (library) and say the name. Ask questions for each room: *I'm doing my schoolwork/painting a picture/playing basketball/playing in the band/watching a play. Where am I?*

Review each item showing the flashcards. Hand flashcards to individual students and ask: *Where are you? What are you doing?* Repeat several times giving each student a chance to respond to more than one room.

## Learning Suggestion

Display the diagram on SB p. 10. Have students share their thoughts about who or what they would expect to see in each room and what activities they would expect to do.

## Progression

### I Listen and stick.

Have students return to their seats and open their books at p. 10. Have them find the corresponding sticker page in the back of their books. Instruct students to listen and stick the correct pictures in each space. Play Track 4. Repeat if necessary.

**Optional:** Play **Act and Guess**. Have students take turns to act out an activity which takes place in one of the school rooms. Other students have to guess what they are doing and where they are.

### Complete the sentences.

Read the second sentence for each question, writing the words in bold on the board. Students may know some of the words and phrases, for example: *be quiet/clean brushes/put books away*. Explain the meanings of others: *When you **register** for a club, you write your name on a list.*

*If you are **polite**, you listen to other people when they are speaking.*

*When you **respect** the teacher's **rules**, you do what he or she asks.*

Ask: *What are the rules in our class/your school?*

Have students open their books and complete the exercise. Explain that they need to fill in the names of the rooms shown in the diagram. Check the answers as a class, getting students to read out the sentences.

**Learning Objectives:** Students will name and identify school jobs and responsibilities.

**Target Language:** school rooms: *art room, auditorium, classroom, gym, library, music room*; school personnel: *counselor, janitor, librarian, principal, secretary, teacher*; school verbs: *be polite, clean brushes, put away books, register, respect the rules, wash brushes*

**Preview of Vocabulary and Grammar:** grammar structures: *You have to (be polite). You don't have to (eat inside). You can (register online).*

**Materials:** Unit 1 Flashcards, bean bag, realia, or images of items related to school rooms (book, brush, music instrument, chalk and eraser, etc.); card strips with job descriptions written on them: *I keep the school clean. I help students learn. I help students with problems. I help students find books. I'm in charge of the school. I work in the principal's office.*

## Warm-up

Review the school vocabulary. Play **Random Flashcards**. Lay the flashcards showing the school rooms on the floor and have students take turns to throw the bean bag. Have students match the flashcard to the correct realia and use both words in a sentence.

## Further Exploration

### 2 Listen and number. 5

Ask students: *Can you remember who helped Mike in Cam's Tale?* Elicit the answer. If necessary, show the picture from SB p. 6. Ask: *What does a janitor do in the school?* Have students give their ideas. Then ask: *Which other people work in your school?* Elicit suggestions and write names on the board. Discuss what they do. Show the Unit 1 Flashcards of each person—*teacher, librarian, counselor, janitor, principal, secretary*, saying their names and getting students to repeat. Play Track 5 all the way through without students looking at their books. Say: *Listen for the names.* At the end of the audio, ask: *What names did you hear?* Have students open their books. Instruct them to listen again and number the pictures. Play the first clip in the track and pause. Say: *This*

*is number 1.* Ask: *Where do you write number 1?* (next to the teacher) Play the rest of the track, pausing after each clip for students to write the numbers. Play the track again for them to check their answers.

**Optional:** Stick job flashcards on the board. Read one of the job description cards to the class and ask: *Who am I?* Have students answer and point to the correct picture. Hand out the other cards to students and ask them to read what they say and ask: *Who am I?* Repeat for other jobs.

**Optional:** Place flashcards around the room. Give out job description cards. Students read the card to themselves and move to the correct picture. Other students say who they are and what they do. *You are a janitor. You clean the school.*

### 3 Complete the chart using the words in Activities 1 and 2.

Direct the students to the chart on p. 11. Explain the two columns and have students complete the exercise, writing job names on one side and descriptions on the other. Place the description cards where students can see them if necessary. Encourage them to use their own words, if possible, or the words on the cards. When they have completed the exercise, ask individual students to read out one of their jobs and descriptions.

**Note:** Some students may need more help with writing activities. Talk to each student individually to check progress. Help them with writing and spelling and reassure them that it is alright to use the words on the cards if they need to.

### Cam's Checkpoint ▶ Go to page 138.

Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)

### **Flipped** Learning Suggestion

Have students list the rules of their school/class/home. What can and can't they do. What do they think about the rules? Are the rules fair? Do they want to change them? What rules should they have?

**Homework:** PB pp. 8–9, Activities 1–3

# Vocabulary

Listen and stick.  



Complete the sentences.

1. We play sports in the gym. You can **register** for clubs here.
2. The auditorium is big. When someone speaks, we have to **be quiet**.
3. We paint in the art room. We **clean our brushes** when we finish.
4. We play music in the music room. We are **polite** when people play.
5. There are books in the library. Sometimes we help **put books away**.
6. Most classes are in a classroom. We **respect** the teacher's **rules**.

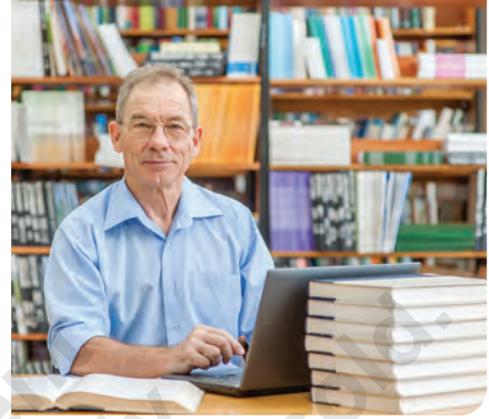
2 Listen and number.  5



4 principal



6 secretary



5 librarian



1 teacher



3 janitor



2 counselor

3 Complete the chart using the words in Activities 1 and 2.

People in my school	Responsibilities at school
<p>principal secretary librarian teacher janitor counselor</p>	<p>register be quiet clean brushes be polite put books away respect rules</p>



# Grammar

**Learning Objectives:** Students will learn and use language to convey permission, obligation, and prohibition.

**Target Language:** *can/can't; have/has to; don't/doesn't have to*

**Materials:** Cards with *P, O, PR, NO* on them; card strips with sentence starters: *You can..., You can't..., You have to..., You don't have to...*

## Warm-up

Review the vocabulary for places in school and jobs. Play **Show of Fingers/Hands**. Ask: *Who saw the (principal) at school (yesterday/on Friday)?* (depending on when the last school day was) *Who went in the (art room)?* Students put up hands/thumbs. If some students are not responding, ask: *Who did you see? Where did you go?*

## Starting Point

Ask: *What rules do we have in this class?* Write them on the board. Prompt responses by asking questions: *Can you...? Do you have to...? Ask: Why do we have rules? Where do we have to follow the rules?*

## Flipped Learning Suggestion

Ask students: *What rules do you have at home?* Get some responses, then ask: *What rules would you like to have?* Then ask them to write down one home rule and one school rule on slips of paper (without student names). Collect them and read them out one at a time. Have students vote on them, thumbs up for a good rule and thumbs down for a rule they don't like.

## Listen and circle. 6

Have students open their books. Point to the first picture and ask: *Where is Ben? What is he doing in picture 1?* Elicit suggestions. Ask: *Do you talk to your friends on the computer? What do you talk about?* Then point to picture 2. Ask: *What do you think Alex and Ben talked about?* Play Track 6 instructing students to listen for that information. At the end of the track, ask the question again, and have them circle the correct answer at the top of the page.

## Progression

### Listen again and number the sentence pairs in order.

Say: *Ben talks about the rules in his friend's school.*  
Ask: *What rules does he mention?*

Elicit answers from students. Then play the track again to check. Direct students to the rules on p. 12. Read the statements with the students, play the track again and have the students number the rules in order 1–3. Check answers as a class.

### Write P (permission), O (obligation), PR (prohibition), and NO (no obligation).

Put the card with P on the board and write the word *permission* underneath it. Say: *If you have permission, you are allowed to do something.* Stick the four sentence starters on the board and ask: *Which one gives you permission?* Ask students to say the answer (you can) and put the card under the P. Repeat with the other cards/sentence starters: PR *prohibition—you are not allowed to do it.* (you can't); O *obligation—you must do it* (you have to); NO *no obligation—you can decide to do it or not do it* (you don't have to). Ask students for examples of sentences for each category.

Ask students: *Do you go to any school clubs? What are they? Do you have any rules?* Encourage students to talk about the clubs they attend and the rules. Play the grammar video for Unit 1: You have to, you don't have to, you can. After students have watched the video, ask: *What things can and can't Sasha and Alex do?*

Point out the *Look!* box and direct students to write *P, O, PR, or NO* next to each of the sentences. Check answers as a class.

**Note:** Students may need reminding of rules for the verb *to have*, including negatives and contractions.

**Optional:** Play **Guess the Words/Sentence**. Divide the class into two teams. Each team writes some rules. One member of team A takes a rule from team B, reads it, and then answers questions from their team, for example, *Is it permitted/allowed? Do you have to do it? Where can/can't you do it?* The student holding the rule can only answer *yes* or *no*. Continue until the team guesses or runs out of time and then swap.

**Learning Objectives:** Students will learn to write rules using language to convey permission, obligation, and prohibition.

**Target Language:** *can/can't; have/has to; don't/doesn't have to*

**Materials:** Cards with *P, O, PR, NO* on them; card strips with sentence starters: *You can..., You can't..., You have to..., You don't have to...*

## Warm-up

Review the grammar. Play **Finish the Sentence**. Divide students into two groups. Have one student from Group A take a slip of paper and read aloud. A student from Group B has to complete the sentence using language to convey permission, obligation, and prohibition.

### 2 Read and circle.

Have students open their books. Ask questions to set the scene: *Where are the students? What are they doing?* Ask: *What other places can you eat in school?* Elicit *cafeteria*. Explain this is a place where you can buy and eat food. Read the text as far as (1). Ask: *What should we circle... can or can't?* Instruct students to read the rest of the text and circle the rest of the answers. Check answers as a class.

**Optional:** Play **This or That**. Designate one half of the classroom as *true* and the other half as *false*. Ask: *Is it true or false?* Make *true* and *false* statements from the reading text.

## Further Exploration

### 3 Write about rules at your school.

Read the sentence starters in the exercise with the class. Say: *In this class, we have to...?* Elicit examples from the students. Repeat with other sentences: *We don't have to/we can/we can't...* . Instruct students to complete the sentences for their school. Explain they can use any starter for the last question. When they have finished, ask some students to read out one of the rules they have written.

Wrap up with one more game of **This or That**, letting students make the *true* or *false* statements about their school/home.

## Extra Activities

- ⊙ Assign half of the class as Ben and the other as Alex. Play the dialogue again and have students speak together along with their assigned character. Switch roles and repeat.
- ⊙ Have students practice the dialogue aloud in pairs. Encourage them to think about how the characters speak as well as what they say. Are they happy/annoyed/jealous? Have them switch roles and practice again.
- ⊙ Finally, for an extra challenge, have students switch the vocabulary in the text for other rules as they practice once again. Model this exercise.

### Cam's Checkpoint ▶ Go to page 138.

Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)

**Note:** Students will need repeated exposure to grammar before being able to internalize it. Use the language in future lessons and motivation tip to help students become familiar with it.

### Flipped Learning Suggestion

Tell students that in the next class they will be learning about a country called the Netherlands. Have students prepare for the next class by using a child-friendly search engine such as Kiddle to find at least two pieces of information about the country. Encourage them to collect some ideas to share with the class from pictures and videos. They should search for the words *Netherlands* and *Van Gogh* in the search engine and see what they can find out.

**Homework:** PB pp. 10–11, Activities 1–4

Listen and circle.  6

What did Ben and Alex discuss? **schedules** / **school rules** / **weekend plans**



Listen again and number the sentence pairs in order.

- 2 They **can** join clubs.  
They **don't have to** join one.
- 3 Ben **doesn't have to** wear a uniform.  
He **can** wear any clothes he likes.
- 1 Ben **has to** be polite.  
He **can't** be rude.

### Look!

Write P (permission), O (obligation), PR (prohibition) and NO (no obligation).

You **can** eat in the cafeteria.     P    

You **can't** eat in the library.     PR   

I **have to** study.     O    

I **don't have to** work.     NO   

My father **has to** work.     O    

He **doesn't have to** study.     NO

## 2 Read and circle.

http://

HOME ABOUT TOPICS search

I had a great first day at my new school! I made two new friends—Emily and David—and we ate lunch together. There is a cool cafeteria in the school. You (1) **can** / **can't** buy your lunch there, or you can bring your lunch from home and eat with your friends. One thing I like is that students (2) **have to** / **don't have to** eat in the cafeteria all the time. For example, on sunny days, you (3) **can** / **have to** eat outside at the picnic tables. Just don't forget that you (4) **can't** / **have to** clean up when you finish. You (5) **can't** / **have to** leave a messy table, either! The janitor cleans the halls, but students (6) **have to** / **can** keep their own desks clean. I like my new school a lot.



## 3 Write about rules at your school. *Answers will vary.*

1. We have to \_\_\_\_\_
2. We don't have to \_\_\_\_\_
3. We can \_\_\_\_\_
4. We can't \_\_\_\_\_
5. We \_\_\_\_\_



## The Netherlands

**Learning Objectives:** Students will explore some features of the Netherlands, the lives of its people, and culture, while building reading and listening skills and expanding their knowledge of the wider world.

**Target Language:** *the Netherlands, Holland, Dutch, You can (visit), You have to (see), We start/go to school..., museum, tulips, capital*



### Sustainable Development Goal 13: Climate Action

The Netherlands is particularly susceptible to flooding as much of it is below sea level. By learning about other countries, students will understand better how they might be affected by climate change.

**Key Question:** Climate change means sea levels are rising. How do we protect land from flooding?

**Materials:** pictures of animals/things from different countries; slips of paper with sentence starters written on them (*you have to/don't have to/can/can't*); small box or bag dice/spinner with colors

**Optional Materials:** pictures/videos/items relating to the Netherlands, pictures of Van Gogh's work including *Sunflowers*; art materials; real flowers for painting

### Warm-up

Play **Where in the World?**. Hold up a picture of something from a particular country, for example, an animal/building/place, and ask: *Where in the world would you find...?* Students guess a country or place. To make it easier, write the names of the countries on the board.

### Starting Point



Play Track 7 and direct students to join in with the words and sit down as soon as Cam announces the location. Teach this as a routine

that will be repeated – sit down when Cam says the name of the country. Use paper to hide the rest of the page or a masking tool. Reveal, one at a time, the map with Cam, the flag, and then the name *The Netherlands*.

### Flipped Learning Suggestion

Invite students to share what they found out about the Netherlands. Show some images or videos of the Netherlands and invite students to share any pictures they have brought in from home.

**Optional:** Show students a video showing how the Dutch use *windmills* to deal with living with the threat of flooding.

### Read, look and complete.

Have students open their books. Before reading, ask students some questions relating to the picture. *What is the picture showing? Why are they wearing orange? What language are the words shown at the back of the picture?* Identify words from the reading passage that students may not know. Write them on the board and explain their meaning – *national, founding father, pride, celebrations*. Have students repeat them. Help with pronunciation where necessary. Have students read the passage to themselves, then take turns reading the passage to the class. Check understanding by asking questions. Instruct students to write the answers in their books.

**Optional:** Have students work in pairs to write some information about their own country or another country they know about. Give out paper and tell them to write the name of the country and make notes about it. Write some suggestions on the board: *where it is, colors of flag, national color, language, any other names?* Students can write and draw pictures. When each pair has finished, have them present to the class.

**2 Read about carrots and the Netherlands.**

Read the passage to the students or let them take turns to read aloud.

🎧 **Circle the carrots that show their original colors.**

Have students circle the correct color carrots. Check answers as a class.

**Optional:** Play *Name It!* Use a dice or spinner with different colors. Students spin or throw to select a color and name a fruit or vegetable that is that color. Repeat with each student taking turns to spin/throw and naming a fruit/vegetable.

### Progression

**3 Listen and mark (✓) the true sentences.**

Point to each picture and ask questions. *What can you see in the picture? Where are the students? What is growing in the field? What colors can you see?* Tell students they are going to listen to a girl talking about the Netherlands. Play Track 8 all the way through. Read the sentences or ask students to read them to the class. Tell students to listen and decide if the sentences are true or false. Play the track again, pausing after each section. Then give them time to read and mark the true sentences. Play the track again, letting students check their answers. Check answers as a class.

### Extra Activities

🎧 Ask:

1. What is the capital of the Netherlands? (Amsterdam)
2. Yes or no? Flevoland is boring. (No.)
3. Yes or no? Sanne's favorite subject is English. (Yes.)
4. How many days do Dutch children go to school? (four days)

### Further Exploration

**4 Connect the dots and answer.**

Have students join the dots to complete the picture. Ask: *Are there clues in the text or listening to suggest who this might be?* Allow students time to

read the text and think about what they heard in the audio. If necessary, play the track again. Encourage them to work out that this is Vincent van Gogh. Ask: *Why was he famous? What did he do?* Give clues to help them guess—he liked art, his paintings are in art galleries. Elicit he was a painter. Show some pictures of his work.

### Developing Global Citizens

**By letting students work out for themselves whose the picture is, they are learning skills to help them make assumptions from information. They are also being encouraged to think for themselves and look for clues in what they read and hear.**

**Optional:** Show students a picture of Van Gogh's *Sunflowers*. Explain that this is a famous painting. Artists all over the world have copied it. Give students art materials to draw/paint/make a collage of the picture. When they have finished, set up a display and let students visit it like in an art gallery. Alternatively, bring in some flowers to the class and let them paint from real life.

### 5 Listen and follow.

Wrap up by asking: *What have we learned today?* Encourage students to respond with anything they have learned about the Netherlands. Then ask: *Where do you think we will go next time?* Let them guess a country and keep suggestions for the next *Big World, Small World* lesson. Play Track 9, and prompt students to say *good-bye* to Sanne and each other.

### Flipped Learning Suggestion

**Have students prepare for the next class by thinking of something they did at home or at school to help their parents/teacher.**

**Optional:** If students have a relative or friend from another country, they can interview them and make notes to report back to the class.

**Homework:** PB pp. 12–13, Activities 1–4



# The Netherlands



Read, look and complete.

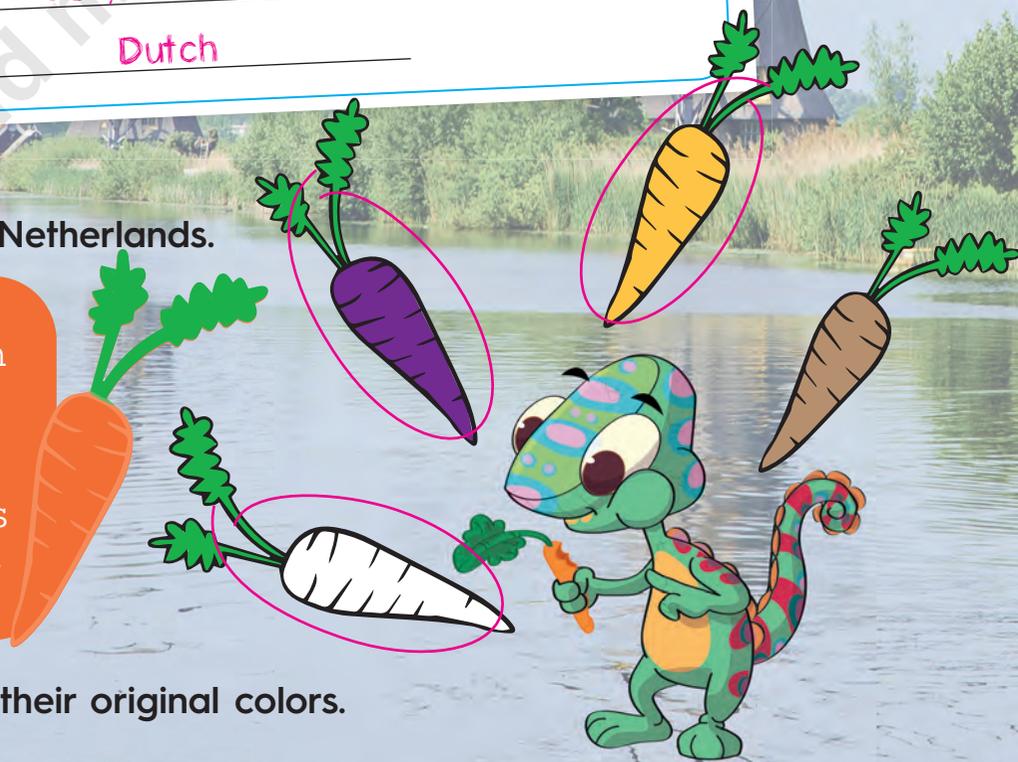
The Netherlands is a country in Europe. People also call it Holland. The official language is Dutch. In the 16th century, orange became the national color of the Netherlands. It refers to the family name of the Dutch royal family and its founding father, William of Orange. Everyone uses orange to show their pride for the Netherlands. When there are soccer games or other national celebrations, people go outside dressed in orange.



1. Another name for the Netherlands: Holland
2. National color: orange
3. Colors of the flag: red, white, blue
4. Official language: Dutch

2 Read about carrots and the Netherlands.

The color orange is so important in the Netherlands that they even created an orange vegetable. That's right—carrots! Before the year 1600, carrots were white, yellow and purple. Dutch farmers started growing orange carrots in honor of William of Orange.



Circle the carrots that show their original colors.

3 Listen and mark (✓) the true sentences. 



1. Flevoland is the capital of the Netherlands.



Hallo! I'm Sanne.  
Let's learn more about my country!



3. There is no school in Holland on Wednesdays.



2. There are colorful tulip fields in Flevoland.



4. Dutch children don't study English at school.

4 Connect the dots and answer.



Which famous Dutch painter is this?

Van Gogh





# Practice

**Learning Objectives:** Students will use vocabulary for places and occupations in the school. They will revise *have/don't have* to talk about obligations.

**Target Language (Review):** school rooms: *art room, auditorium, classroom, gym, library, music room*; school personnel: *counselor, janitor, librarian, principal, secretary, teacher*; school verbs: *be polite, clean brushes, put away books, register, respect the rules, wash brushes*; grammar structures: *You have to (be polite). You don't have to (eat inside). You can (register online).*

**Materials:** blank cards; Unit 1 Flashcards; Grammar video for Unit 1.

## Warm-up

Play **This or That**, with *true* or *false* sides of the classroom. Make *true* and *false* statements about the Netherlands from information that the students learned in the previous lesson. As an alternative, let students make statements or ask *yes/no* questions.

## Flipped Learning Suggestion

Check which students have completed the interview with a relative/friend. Ask them to report back to the class saying who they interviewed, where they came from, and giving information/answering questions about that country.

## Starting Point

Play **Finish the Sentence** to review grammar and vocabulary. Have students choose the sentence starters/places themselves—*In the art room you have to... (clean your brushes)*. After a round or two, change so the sentence starts with *The (principal) says... .*

## Flipped Learning Suggestion

**Ask:** *Did you do anything yesterday/last week to help your parents or a teacher at home or school? What did you do?*

Play the Grammar Video for Unit 1 again to remind students of rules for permission, prohibition, obligation, and no obligation.

## 1 Listen and mark (✓). 10

Direct students to p. 16 in their books and have them look at the pictures. Ask: *What can you see? What are the students doing?* Tell students to listen and identify things that students have to do in art class. Play Track 10. Let students listen and mark the things that the teacher talks about. Play the track again and check as a class.

## 2 Listen again and circle.

Give students a few minutes to read the questions. Ask: *Do the students have to do homework in art class?* Elicit: *No, the students don't have to do homework.* Play the track again, pausing after: *No, we don't have to do homework in art class.* Check students have circled correctly. Then play the rest of the track. Repeat if necessary. Check answers by asking students to read out the full sentences.

## 2 Read and write the occupation.

Display the Unit 1 Flashcards of occupations in the classroom with pictures and names showing. Play **Act and Guess** to revise vocabulary. Whisper an occupation to a student or a pair of students and have them act out something they do. Let other students guess. When students have guessed correctly (or if they can't guess) ask the student acting to confirm by saying: *I'm a (janitor)* and explain the role – *I clean the school.* Repeat with other roles.

Direct students to the exercise at the bottom of the page and have them complete the sentences. Check answers as a class.

## Cam's Checkpoint ▶ Go to page 138.

Before students do the Checkpoint, review the target language using flashcards. Elicit sentences like those in Activity 1. Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)

**Learning Objectives:** Students will ask for help and respond to requests for help appropriately and talk about rules in a class, and will review the sound /ð/.

**Target Language (Review):** school rooms: *art room, auditorium, classroom, gym, library, music room*; school personnel: *counselor, janitor, librarian, principal, secretary, teacher*; *Hi, can you help me? Sure...*

## Warm-up

Play **Show Me in 30 Seconds**. Have students take turns to act out a school job and have their classmates guess the job.

## Progression

### 1 Listen, say and write! 11

Play Track 11 and have students listen and repeat. Then play the track again and instruct them to write each word. Give a few minutes for them to check what they have written. Play the track again to check and ask individual students to spell the words. Let students make corrections if necessary.

### 2 Identify a sound in common.

Read out the words one at a time. Ask: *What sound do these words all have in common?* Say them again, stressing the /ð/ sound. Write the words on the board and ask students to come up and circle the letters that make that sound. Ask if they can think of other words with the same sound. Have students work in pairs to write down some words and feed back to the class.

### 2 Listen and read along. Then say the tongue twister. 12

Direct students to the picture on p. 17. Ask: *Where are the children? What class are they in? What is the boy doing?* Play Track 12 and have students listen and read. Then divide the class into pairs with a *teacher* and *boy* in each pair. Let them speak along with the track. Repeat without the words several times, each time getting students to say it faster and faster, and swapping roles. Finally, let the pairs perform for the class.

## Further Exploration

### Cam's Chat

#### 1 Listen and number in order. 13

Have students read the parts of the dialogue. Ask: *Which sentence do you think comes first?* Elicit answer: *Hi, can you help me?* Tell students to write number 1 in that box, then listen and number the rest. Play Track 13. Check as a class.

#### 2 Practice the dialogue using the words below.

Model the dialogue with a student. Then put students in pairs to practice using the additional words – *English, math, science, gym* instead of *art*. Switch pairs and have them practice the dialogue again. Remind students of the importance of helping others, emphasizing that this is useful language when making new friends.

### Promoting Well-being

**Being part of a group is important for emotional well-being. Learning how to ask for help and how to respond positively when asked for help, improves the feeling of belonging for those asking and receiving.**

### Pair Work

Pair students up and help them to find their corresponding pages (p. 143 or p. 147). Tell students that they are in different classes. Say: *Student A, you are in Mr. Smith's class. Student B, you are in Ms. Jones's class.* Instruct them to take turns asking and answering the questions. Go around the pairs to assist them. When all the pairs have finished, check answers as a class.

## Extra Activities

- 2 Have students make up their own rules, and ask and answer questions with another student.

### Flipped Learning Suggestion

Ask students to imagine they have a friend or relative coming to stay at their house. Make some notes about the house rules, telling their guest the things they have to do, don't have to do, can and can't do in their home.

**Homework:** PB pp. 14–15, Activities 1–5

# Practice

Listen and mark (✓).  10



clean the brushes



put the brushes away



wash hands



be polite to classmates



respect the rules



do homework

⊙ Listen again and circle.

- The students **have to** / **don't have to** do homework.
- Emily **has to** / **doesn't have to** clean the brushes.
- Mike **has to** / **doesn't have to** put the brushes away.
- David **has to** / **doesn't have to** put the brushes away.
- All the students **has to** / **have to** wash their hands.

2 Read and write the occupation.

- This person helps clean the school.
- This person can tell you more about books.
- You can talk to this person if you have a problem.
- This is the person responsible for the school.
- You can ask this person for a pass if you are late.

\_\_\_\_\_ janitor \_\_\_\_\_

\_\_\_\_\_ librarian \_\_\_\_\_

\_\_\_\_\_ counselor \_\_\_\_\_

\_\_\_\_\_ principal \_\_\_\_\_

\_\_\_\_\_ secretary \_\_\_\_\_

# Speaking

1 Listen, say and write.  11

- |                 |                |                 |
|-----------------|----------------|-----------------|
| 1. <u>want</u>  | 3. <u>mop</u>  | 5. <u>watch</u> |
| 2. <u>large</u> | 4. <u>wash</u> | 6. <u>art</u>   |

2 Identify a sound in common. the /a/ sound

2 Listen and read along. Then say the tongue twister.  12

- Hello, what do you need?  
 –Hi! I need a large mop to wash the floor.  
 –To watch the floor?  
 –No, to wash the floor!  
 –To wash which floor?  
 –To wash the art room floor!



## Cam's Chat

1 Listen and number in order.  13

- 2 Sure! What do you need?
- 3 Uh... Where's art class?
- 1 Hi, can you help me?
- 4 Right there, in the art room.

2 Practice the dialogue using the words below.

English math science gym

## Pair Work!

**STUDENT A**

Go to page 143.

**STUDENT B**

Go to page 147.





# Writing

**Learning Objectives:** Students will complete a list of school rules using words to describe permission, obligation, and prohibition.

**Target Language:** *You can/can't..., You have to/don't have to...;* ordinal number: *first–sixth*

**Materials:** copies of Activity 1 with ordinal number words blanked out and cut into sentences; slips of paper with unpunctuated sentences on school rules

## Warm-up

### Flipped Learning Suggestion

Tell students some of your house rules using the target language. Then choose a student and ask: *What are the rules if I come to stay at your house?* Have students ask other students about their house rules. If students haven't written notes, they can answer without them or make them up.

## Starting Point

### Read

#### 1 Read and complete.

Have students open their books and look at the picture. Ask: *What are the rules in this class?* Have students read out the rules in the picture. Ask: *Are they the same as the rules in your class? Which ones are the same/different?* Read out the text, getting students to say the missing words. Then have students take turns to write the missing words in the sentences. Check as a class.

**Optional:** Ordinal number words: print out several versions of the rules from Activity 1, enough for one set per pair. Cut into strips and blank out the ordinal number words. Distribute the mixed-up strips to pairs and have them put it in the correct order, and add the ordinal words without looking in their books.

## Progression

### Think

#### 2 Read and complete

Review punctuation by completing the examples with the whole class. Give further examples of each rule. Let students check their own work for the examples section.

#### ⊙ Add capital letters and punctuation.

Write the first sentence on the board as written in the book. Ask: *What do we need to change?* Elicit capital *M* and *F*. Ask: *Why are these capitals?* Then have students complete the other questions individually. Ask them to swap books and check each other's work.

### Checking Work

Encouraging students to check their work with their classmates is an important exercise in collaboration, communication, and critical thinking. By checking their work together, students interact and communicate with one another. You should also encourage them to give constructive and positive feedback if possible. Always try to check answers as a class after students have checked each other's work to make sure they have the correct answers.

**Optional:** Write some school rules without any punctuation on slips of paper. Use the names of teachers in the rules, for example, *mr roberts teaches us on Tuesday*. Let students choose one at random and then write the correct version on the board. As an alternative, let students write their own rules.

**Optional:** Play *This or That*. Designate an area of the classroom as *Do* and another area as *Don't*. (Place cards with the words on them on the wall.) Tell students to listen to some statements and decide if they are *do* or *don't*. Give an example: *Eat in the classroom—is that do or don't?* Elicit an answer and have students move to the correct place in the room. Repeat with other rules. Have students play as a group or as individuals.

**Learning Objectives:** Students will write a list of rules in their school using words to describe permission, obligation, and prohibition.

**Target Language:** *You can/can't...*, *You have to/don't have to...*; ordinal number: *first–sixth*

**Materials:** cards with sentences showing obligation, permission, and no obligation from the unit, music for **Dance-Off**

## Warm-up

Play **Dance-Off**. When you say *freeze*, read one of the sentence cards stating an obligation, no obligation, or permission from the unit. Have a volunteer say if it is *obligation*, *no obligation*, or *permission*.

## Further Exploration

### Plan

#### 3 Write six rules you have at school.

Direct students to open their books. Have them think about the rules in their school and write three dos and three don'ts. Go around the class to help them, giving prompts if necessary by asking open-ended questions. *How does the teacher make sure everyone can hear him or her? Is there a rule that helps with that?* When all students have finished, ask individual students to read out some of their rules.

#### Asking Open-Ended Questions

Asking open-ended questions helps develop critical thinking skills. Rather than answer *yes* or *no*, students need to use deeper reasoning to work out the correct answer or think of how to say or write something.

## Draft

#### 4 Write about your school rules using the model in Activity 1.

Review the model in Activity 1. Have students read it again and identify the words that give permission, prohibition, obligation, or no obligation (*can/can't*, *have to/don't have to*). Write these on the board. Tell students to use these words to write their rules. They should use the notes they made in their plan. Explain that the rules can be written in any order. Tell students to read through their work when they have finished and check for correct punctuation, for example, capital letters, periods, commas.

**Optional:** When students have finished their rules, tell them they are going to help each other check their work. Encourage them to make positive comments and helpful suggestions. Ask: *What is a nice way to tell someone they have made a mistake?* Elicit responses: *Is that correct, do you think that is right, I'm not sure if that's right.* Ask students to swap books, read what they have written, and make suggestions.

## Reflect

#### 5 Read and circle.

Read the sentences aloud and instruct students to look at their paragraphs and circle *yes* or *no*. Allow them to make any appropriate changes but let them know that they will write a final draft in the Practice Book.

## Extra Activities

☉ Invite volunteers to share their writing with the class. Play **Show of Fingers/Hands** for each set of rules. Alternatively, pair students up and have them read their paragraphs to each other.

**Homework:** PB pp. 16–17, Activities 1–4

# Writing

## Read

Read and complete.



Today was the first day of class, so our teacher explained the rules. First, you (1) have to be polite to your classmates. Second, you (2) can't speak if you don't raise your hand. Third, you (3) don't have to wear a uniform on Fridays. Fourth, you (4) have to speak quietly, not loudly. Fifth, you (5) can leave the classroom—but you have to ask the teacher first. Sixth, you (6) can eat your lunch in the cafeteria, but not in the classroom.

## Think

2 Read and complete.

Use capital letters... to begin a sentence.	Example: <u>M</u> oday was the first day of class.
for names, places and days of the week.	No uniform on <u>F</u> ridays.
Use... a <b>period</b> (.) after a statement.	Example: Our teacher explained the rules <u>.</u>
a <b>comma</b> (,) after ordinal numbers and to list activities.	First <u>,</u> you have to be polite to your classmates.

⊙ Add capital letters and punctuation.

1. My name is Fred.
2. Third, we have to ask permission.
3. Sixth, we have to clean up.
4. Mrs. Brown is from Brazil.

3 Write six rules you have at school. *Answers will vary.*

Do...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Don't...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 Write about your school rules using the model in Activity 1. *Answers will vary.*

### Rules at My School

Today was the first day of class, so our teacher explained the rules.

First \_\_\_\_\_

Second \_\_\_\_\_

Third \_\_\_\_\_

Fourth \_\_\_\_\_

Fifth \_\_\_\_\_

Sixth \_\_\_\_\_

### Reflect

5 Read and circle.

*Answers will vary.*

- |  |     |    |
|--|-----|----|
| 1. The text includes a list of rules at school.          | Yes | No |
| 2. The list uses correct capitalization and punctuation. | Yes | No |

