



Kids in My Class

Objectives

Vocabulary

- To describe and compare people's characteristics

Reading

- To identify the main idea of a story ('She's Just Like You!')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use comparative adjectives
- To use possessive adjectives and possessive pronouns

Content Connection

- Science:** To learn about twins and other multiple births

Project

- To make a 'Famous Twins' poster

Culture Connection

- Around the World:** To read about a world competition

Writing

- To write parts of a paragraph

Phonics

- To identify and say the letters and sounds *ear* and *air* individually and as part of words

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Hair	Size	Features	Character Traits	Everyday English	Content Words
blonde dark light long straight wavy	short tall	bright glasses	clever friendly funny serious shy	have in common... Just like yours! Oh, really? What's she like?	beard birth category championship competition fraternal identical moustache pair quadruplets rare style triplets twins

Materials

Pupil's Book, Unit 1

- Main unit, pages 4–15
- Class Audio CD, Tracks 1:02–16

Activity Book, Unit 1

- Main unit, pages 2–11
- Extra grammar practice, page 98
- Class Audio CD, Tracks 1:06–17

Assessment

- Unit 1 Practice test
- Unit 1 Unit test
- Unit 1 Oral assessment

Additional Materials

- Flashcards 1–10
- Video (eText), Unit 1
- Interactive activities, Unit 1
- Digital activities (MyEnglishLab), Unit 1

Unit Opener Activities

Family Connection

Have pupils tell their families that they are learning about their classmates and how to describe them. Encourage pupils to draw or make a family portrait at home. Suggest that pupils label each family member with words that describe their appearance or personality. Throughout the unit, allow pupils to revisit their portraits to add descriptive words and report back to the class about what they have added.

Kids in My Class Bulletin Board

Make a bulletin board entitled *Kids in My Class*. Ask pupils to bring in photos of themselves to post on the bulletin board. Create descriptive headings such as *Short*, *Tall*, *Short Hair*, *Long Hair*, *Friendly* and *Serious*. Invite pupils to post their pictures under the heading of their choice. As pupils learn more vocabulary, invite them to create new labels and change the placement of their pictures.



Unit 1

Kids in My Class

1:02



1 Listen, look and say.

Class Yearbook

1



Trish is **tall** and has got **long light** brown hair. She plays the flute.

2



Darren is **short**. He has got **straight** black hair and glasses. He's **shy**.

3



Sylvia has got brown hair. She carries a **bright** pink backpack.

4



Natalie has got **wavy blonde** hair. She's **clever** and likes to read.

5



Brian has got **dark** brown hair and **glasses**. He's **serious**.

6



Larry has got **light** brown hair. He's **friendly** and very **funny**.

1:03



2 Listen, find and say.



3 Play a game.

4 Unit 1 vocabulary (appearance/personality traits)

Warm-Up

- Write descriptive words and phrases on cards or pieces of paper, such as *boy, girl, tall, short, straight hair, long hair, red shirt, blue trousers*. Explain that when you hold up a word or phrase that describes them, they should stand up.
- Hold up a simple description, such as *boy*. Encourage all the pupils to say the word aloud and have all the boys in the class stand up. Do the same with *girl*. Continue with the other cards.

Using Page 4

1 1:02 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will learn and use adjectives to describe people.

- Point to one of the children on page 4 and ask questions about him/her. Ask: *What colour is her hair? What's he wearing?*
- Read the directions aloud. Play audio track 1:02. Have pupils listen, look at the photo for each corresponding description and then repeat the sentences.

MONITOR | Replay the audio and pause after each description while pupils repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask pupils to repeat each description aloud after you, if necessary.

ASSIST | Replay the audio as needed.

2 1:03 Listen, find and say.

- Point to the children in the pictures in Activity 1 and describe each child. Have pupils repeat after you. Randomly describe a child and have pupils point to the child you have described.
- Read the directions aloud. Play audio track 1:03. Have pupils listen, point to each child in the photographs in Activity 1. Ask them to show the answer by raising the correct number of fingers. For example, for *She's got brown hair*, pupils should find the corresponding image on the page, see that it is number 3 and raise three fingers.

MONITOR | Check to make sure pupils are pointing to the correct image. Pupils can also repeat the activity in pairs, showing or saying the correct number for each adjective to each other.

ASSIST | Replay the audio as needed. For additional support, use the flashcards.

3 Play a game.

- Play *I Spy* (see *Game Bank*, page T136, for details) with the class. Say: *I spy with my little eye someone with dark wavy hair*. Have pupils look at one another and guess who you are describing. The pupil who guesses correctly then has a turn to describe someone else using adjectives learnt in this lesson. (Note: you may use the flashcards for this game if it's easier; describe children on the cards rather than pupils in your class.)

MONITOR | Check that pupils can match each description to the correct person. Listen for proper pronunciation, appropriate intonation and correct language use. Pupils can also play the game again in small groups or pairs.

- Assign Activity Book page 2 and direct pupils to digital activities.

Application and Practice Activity

- **21st Collaboration** Have pupils work in small groups to create a series of statements that describe one person in the group. *I'm tall. I've got straight hair. I like pizza.*
- Have each group present their *Who Am I?* riddles to the class. Without giving the names, the group members should take turns making statements about the person they have chosen to describe. Then the class should try to guess who that person is.

OBJECTIVES

To identify and describe features and attributes of people

Key Vocabulary

Adjectives: blonde, bright, clever, dark, friendly, funny, glasses, light, long, serious, short, shy, straight, tall, wavy

21st Century Skills

Collaboration

Materials

Flashcards 1–10

Teacher-made cards with descriptive words and phrases

Audio tracks 1:02–03

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 2

Answers on page T147

OBJECTIVES

To identify and describe features and attributes of people

To sing a song

Key Vocabulary

Adjectives: blond, bright, clever, dark, friendly, funny, glasses, light, long, serious, short, shy, straight, tall, wavy

21st Century Skills

Critical Thinking

Materials

Flashcards 1–10

Index cards

Photos of celebrities such as popular actors, models, musicians or athletes

Audio tracks 1:04–06

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 3

Audioscript on page T137

Answers on page T147

TEACHING TIP

Extending the Lesson

Pupils are often motivated by reading about celebrities. Have pupils look through magazines for pictures of their favourite actors, models, musicians and athletes. Have pupils identify traits such as hair colour, hair length, size etc. Invite them to share a picture with the class and describe the person using some of the key vocabulary words.

Warm-Up

- Help pupils remember the key vocabulary they learnt in the first lesson by saying each adjective aloud and asking them to point to someone in the class with that attribute or feature.

Using Page 5

4 Listen look and sing. Which girl is Marie?

INVOLVE Explain the lesson objective – pupils will sing a song and use adjectives to describe people.

- Read the directions aloud. Play audio track 1:04. Have pupils read along silently.
- Replay the audio and have pupils sing along. Do this several times. Then ask pupils to read the song silently, look at the images in Activity 4 and identify which girl is Marie.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:05). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR Check pupils' comprehension. Ask pupils to point to the girl who is Marie. Point to the girl on the left and ask: *How did she change?* (She's got new glasses and straight hair.) Point to the girl on the right and ask: *How did she change?* (She's taller and she's got curly dark hair.) (Answer: *The girl on the right.*)

ASSIST Replay the audio as needed. Use gestures and simple language to explain unfamiliar words.

5 Look at the people in 1 and say True or False.

- Read the directions aloud. Then read the first statement aloud. Have pupils look at the matching images and descriptions in Activity 1 and determine if the statement is true or not.
- Have pupils complete the activity independently by reading each statement and deciding whether it is true or false.

MONITOR Review answers as a class. (Answers: 1 True, 2 False, 3 False, 4 True, 5 False, 6 False)

6 Ask and answer about people in your class.

- Read the directions aloud. Read the speech bubbles aloud while pupils follow in their books. Have pupils repeat the dialogue aloud after you.
- Choose volunteers to model the dialogue. Have pupils reverse roles and repeat.
- Have pupils work in pairs to ask and answer questions about people in the class, following the model given.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of vocabulary.

THINK BIG 21st Critical Thinking

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Help pupils express their answers in English. (Possible answers: *People in the same family don't always look the same. Sometimes they look similar and sometimes they look different.*)
- Assign Activity Book page 3 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write their name on an index card. Shuffle the cards to give one to each pupil, making sure they don't get their own names. Have each pupil write words that describe the person they selected on the back of the card. Provide a place for pupils to keep the cards.

MONITOR As pupils work, check to make sure they are using a wide range of vocabulary.



Listen, look and sing. Which girl is Marie?



Who's That Girl?

It's the first day of school.
We're back in our classes.
Everybody looks different
And I've got new glasses!

Who's that girl
Standing over there?
She's taller than me.
She's got curly dark hair.

**In my class are the same friends I know.
But we all change. We all grow. (x2)**

It's the first day of school
And I'm back in my chair.
Everybody looks different.
Now I've got straight hair.

Who's that girl?
Oh, wait, that's Marie!
Last time I saw her,
She was shorter than me!

Chorus



5 Look at the people in 1 and say **True** or **False**.

- 1 Sylvia has got brown hair. 2 Natalie wears glasses. 3 Larry is shy.
- 4 Brian is serious. 5 Trish plays the saxophone. 6 Darren is tall.

6 Ask and answer about people in your class.

She's tall and has got long black hair. Who is she?

It's Sarah.

THINK BIG Do people in the same family always look the same?
Do they sometimes look different?

Story

7 Listen and read. Who's taller? Amanda or Christina?

She's Just Like You!

1 Christina tells her dad about the new girl at school.

2 Christina and the new girl have got some things in common.

3 But Christina and Amanda are different in some ways, too.

4 Amanda is shorter than Christina.

5 Christina likes her new classmate.

6 Christina is definitely not shy!

8 Copy the chart. Then read and ✓ or X.

	Christina...	Amanda...
1	has got curly dark hair.	
2	has got long hair.	
3	is tall.	
4	is nice and clever.	
5	is shy.	

THINK BIG Think of a friend. Explain how you are the same and how you are different.

6 Unit 1 reading Unit 1 7

Warm-Up

- Invite pupils to play a game called *Just Like Me*. Model how to play. One person will give clues that talk about someone in the class who is similar to them in different ways. The other pupils will try to guess who that person is. Say: *I know someone who is just like me. We are both (wearing red shirts)*. Encourage the class to guess who you are describing.
- Have the pupil you described come to the front and give clues about another pupil in the class. That person will be the next one to have a turn giving clues. Continue until everyone has had a turn.

Using Page 6

7 1:07 Listen and read. Who's taller? Amanda or Christina?

INVOLVE | Explain the lesson objective – pupils will listen and answer questions about a story.

- Read the story title aloud. Have pupils repeat it. Ask: *Who is the story about?* (Amanda and Christina)
- Read the directions aloud. Draw attention to the question: *Who's taller? Amanda or Christina?* Play audio track 1:07. Have pupils listen and read along silently.

MONITOR | Ask comprehension questions about the story. Ask: *Who's Amanda?* (She's a new girl in Christina's class.) *Who's got dark curly hair?* (both Christina and Amanda) *Is Amanda tall?* (No, she isn't. Christina is taller than Amanda.)

ASSIST | Replay the audio as necessary. Pause after each frame and explain the meaning of comparative adjectives such as *taller*, *longer*, *curlier* and *shorter*, as well as phrases such as *have in common*.

- Have pupils work in pairs to read the speech bubbles aloud to each other and role play the dialogue in the story.

CHALLENGE | Have pupils work in pairs to look at the story and describe Christina's dad. Ask: *Is Christina's dad just like your dad?*



Have pupils write a paragraph saying how Christina's dad is similar to and different from their dad or another male in their family, such as an uncle or grandfather.

Using Page 7

8 Copy the chart. Then ✓ or ✗.

- Read the directions aloud. Have pupils copy the chart into their notebooks.
- Do Item 1 with the whole class and then have pupils complete the activity independently.

MONITOR | Review answers as a class. (Answers: 1 ✓, ✓, 2 ✗, ✓, 3 ✓, ✗, 4 ✓, ✓, 5 ✗, ✓)

ASSIST | Have pupils look at the story frames again. Ask questions such as: *Who has got curly dark hair?* Help pupils find the correct girl (or girls) in the story and make a ✓ or ✗ in the correct column on their chart.

CHALLENGE | Talk about Christina's dad's statement in Frame 6. Ask: *How do we know he is joking with her?* Make sure pupils understand the meaning of 'Just like you!' Explain that sometimes we say the opposite of what we really think and this is meant to be funny.

THINK BIG 21st Communication

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Pair pupils and have them explain how they are the same and different from a friend. Allow time for each pupil to have a turn to explain their differences and similarities to a partner. Help pupils express their responses in English.
- Assign Activity Book page 4 and direct pupils to digital activities.

Application and Practice Activity

- Write *Same* and *Different* in two columns on the board. Call to the front the pupil that you said was 'Just like me!' in the Warm-Up activity. Ask if anyone remembers the ways you and the pupil are the same. Then ask if anyone can tell the ways that you are different. Write their suggestions underneath each heading.
- Have pupils fold a sheet of paper into four parts to make a booklet. Ask pupils to write sentences in the booklet saying how a friend, classmate or relative is similar to and different from themselves.
- Allow pupils to share their booklets with the class.

ASSIST | Offer suggestions to pupils who need help. You can refer to the examples you have written on the board.



For pupils who are struggling with this task, suggest that they write their booklet about you and the pupil you compared yourself with in the Warm-Up activity, using the language written on the board.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Adjectives: clever, curly, dark, long, shy, tall

21st Century Skills

Communication

Materials

Paper, folded into quarters

Audio track 1:07

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 4

Answers on page T147

Summary

Christina tells her dad about Amanda, a new girl in her class and describes the ways in which they are similar and different.

TEACHING TIP

Using Pictures to Predict

Have pupils look at the pictures and discuss who they think the girl and the man might be. Then have them look at the thought bubbles and discuss what they think the girl in the story might be thinking. Ask: *Who do you think the other girl in the thought bubble is?*

1:07

7

Listen and read. Who's taller? Amanda or Christina?

She's Just Like You!

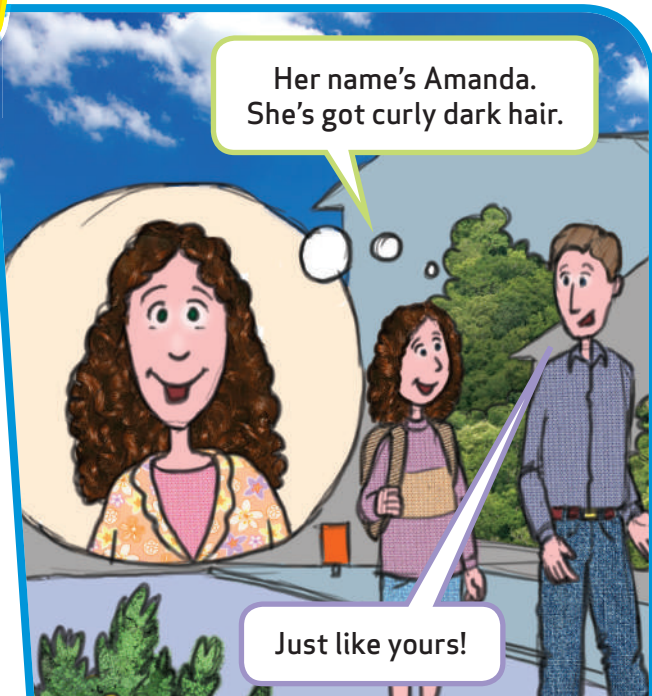
There's a new girl in our class.



Oh, really? What's she like?

1 Christina tells her dad about the new girl at school.

Her name's Amanda. She's got curly dark hair.



Just like yours!

2 Christina and the new girl have got some things in common.

Yes... but my hair is curlier than hers. And her hair is longer than mine.



3 But Christina and Amanda are different in some ways, too.

Is she tall?

No, she isn't. I'm taller than her.



4 Amanda is shorter than Christina.



8 Copy the chart. Then read and ✓ or ✗.

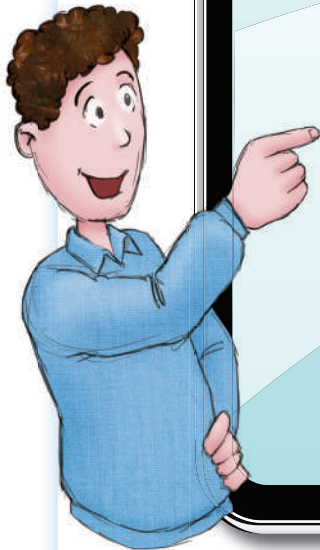
	Christina...	Amanda...
1 has got curly dark hair.		
2 has got long hair.		
3 is tall.		
4 is nice and clever.		
5 is shy.		

THINK BIG Think of a friend. Explain how you are the same and how you are different.

Language in Action



Listen and look at the sentences. Help Sam and Christina make more.



shorter
darker
longer
smaller
brighter

Chris is
taller than
Tom
.

Kevin's hair is
shorter than
John's
.

Mary's backpack is
heavier than
Kim's
.



10 Copy the chart. Then complete.

+er		y +ier		double consonant + er	
1 ?	straighter	curly	3 ?	5 ?	bigger
light	2 ?	4 ?	wavier	red	6 ?

11 Look at the picture. Make sentences using **than**.

heavy light long short tall


- 1 Juan is ? Mia.
- 2 Mia is ? Juan.
- 3 Mia's hair is ? Juan's.
- 4 Juan's hair is ? Mia's.
- 5 Juan's backpack is ? Mia's.



Warm-Up

- Ask a tall (but not the tallest) pupil to stand next to you. Hold your hand over the pupil's head and say: *[Maria] is tall*. Then invite a taller pupil to stand next to the first one. Say: *[Henry] is taller than [Maria]*. Ask: *Who is taller than [Henry]*?
- Play a game. The first volunteer asks: *Who is taller than [name]*? Another volunteer answers *[Name] is taller than [name]*. The next volunteer then asks who is taller than the last pupil named. Continue in this way, lining up the rest of the class in order.

Using Page 8

9  **1:08** Listen and look at the sentences. Help Sam and Christina make more.

INVOLVE

Explain the lesson objective – pupils will use comparative adjectives to compare two people or things.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 1:08. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Read the sentences aloud again. Point out how comparative adjectives are formed by adding *-er*, deleting the final 'y' and adding *-ier* or by doubling the final consonant and adding *-er* at the end.
- Have pupils practise the target language in pairs, using the alternative language on blocks at the top of the board. For example: *Maria is shorter than Mike. Mike's hair is darker than Maria's.*

MONITOR

Check for understanding. Review possible sentences as a class. Ask pairs to say a sentence that they have made aloud.

ASSIST

Make up a phrase using a comparative adjective + *than*. Help pupils complete the sentence by inserting two names or things.

10 Copy the chart. Then complete.

- Read the directions aloud. Explain to pupils that they should copy and complete the chart with either the missing adjective or the comparative.
- Go through the rules for forming comparative adjectives by adding *-er*, *-ier* or doubling the final consonant and then adding *-er* at the end. Elicit or give other examples of comparative adjectives that follow these rules.
- Do the first item as a class. Then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 straight, 2 lighter, 3 curlier, 4 wavy, 5 big, 6 redder)

ASSIST

Write two possible answers for each item on the board (one correct and one incorrect) and have pupils choose and copy the correct one.

11 Look at the picture. Make sentences using *than*.

- Read the directions aloud. Have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 taller than, 2 shorter than, 3 longer than, 4 lighter than, 5 heavier than)

- Assign Activity Book page 5 and direct pupils to digital activities.

Application and Practice Activity

- Have volunteers write these words on index cards: *blonde, bright, curly, dark, friendly, funny, light, long, serious, short, shy, straight, tall, wavy*. Then shuffle the cards and have each pupil choose one and make up a sentence using the adjective in its comparative form to compare two people or things.

OBJECTIVES

To use comparative adjectives to compare people and things

Key Vocabulary

Adjectives: bigger, brighter, darker, heavier, lighter, longer, smaller, shorter, straighter, taller, wavier

21st Century Skills

Social Skills

Materials

Index cards

Audio tracks 1:08–09

Digital activities:
MyEnglishLab

AB

Page 5

Audioscript on page T137

Answers on page T147

TEACHING TIP

21st Social Skills

Remind pupils that when you're talking about or describing someone, it is important to always say things that would make them feel good. It is also important not to say things that would hurt their feelings. Explain that if someone said you were clever, you would feel happy. But if someone said you weren't clever, it would hurt your feelings. Talk about the adjectives they are learning in this unit and how they would feel if the words were used to describe them.

OBJECTIVES

To use comparative adjectives to compare things

To use possessive adjectives and possessive pronouns

To practise unit language in context

Key Vocabulary

Adjectives: bigger, brighter, curlier, darker, heavier, longer, shorter, smaller, straighter, taller, younger

21st Century Skills

Communication

Materials

Classroom realia

Index cards

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 6

Answers on page T147

TEACHING TIP

Formal and Informal Language

Point out to pupils that the grammatically correct way to say *Peter is taller than me* is *Peter is taller than I am*. While this is true, in informal conversation we generally say *Peter is taller than me*.

Warm-Up

- Use objects in the classroom to demonstrate the meaning of the words *bigger*, *smaller* and *heavier*. Then hold up a pencil and say: *Put up your hand if you can name something that is bigger than this pencil*. To convey the meaning of the word *younger*, ask volunteers to tell you their birthdays and make up sentences about them. For example: *Liam is younger than Eva because his birthday comes after hers*.

Using Page 9

12 Read. Then complete the sentences.

INVOLVE Explain the lesson objective – pupils will use comparative adjectives, possessive adjectives and possessive pronouns to compare people and things.

- Write the possessive pronouns *mine*, *yours*, *his*, *hers*, *ours*, *theirs* on index cards. Place each card on an object in the room, making a statement using the adjective. For example, place the *mine* card on your chair and say: *This chair is mine*. Invite pupils to place the cards and make statements, too.
- Read the directions aloud. Have volunteers read the grammar box aloud. Tell them they will be using possessive pronouns to complete the sentences.
- Have pupils complete the activity independently.

MONITOR Review answers as a class. (Answers: 1 yours, 2 his, 3 theirs)

13 Make new sentences.

- Read the directions and the words in the text box aloud. Do the first item as a class. Then have pupils complete the activity independently.

MONITOR Review answers as a class. (Answers: 1 My sister is younger than yours., 2 His book is heavier than hers., 3 Annette's hair is shorter than mine., 4 Their car is bigger than ours.)

14 Make sentences.

- Read the directions aloud. Explain to pupils that they should make complete sentences using the words given. Do the first item as a class and then have pupils complete the activity in pairs.

MONITOR Review answers as a class by asking volunteers to read their sentences aloud. (Answers: 1 My sister is taller than yours., 2 His backpack is heavier than mine., 3 Annette's legs are longer than his., 4 My eyes are darker than hers., 5 Their house is smaller than ours.)

15 Describe things in your class with a partner.

- Read the directions aloud and have two volunteers read the speech bubbles aloud. Elicit or give other possible sentences that make comparisons between pairs of things in the classroom.
- Have pupils continue the activity in pairs. Ask volunteers to read their sentences aloud.

MONITOR While pupils are working, listen for proper pronunciation, appropriate intonation, correct use of target language and vocabulary.

ASSIST Refer pupils to their answers from Activity 13 and Activity 14 for sentence frames and ideas for topics to talk about.

- Assign Activity Book page 6 and direct pupils to digital activities.

Application and Practice Activity

- Play a short *Mad Lib* game. Ask pupils to name some comparative adjectives and write them on the board. Then write this sentence on the board: *A mouse is ... than an elephant*. Have volunteers read the sentence, substituting a different comparative adjective in the blank space.
- Once pupils understand the game, play a more challenging version using possessive adjectives and possessive pronouns, e.g.: *My mouse is ... than yours*.

12 Read. Then complete the sentences.

I	my	mine	she	her	hers
you	your	yours	we	our	ours
he	his	his	they	their	theirs

My sister's hair is longer than **my hair**. My sister's hair is longer than **mine**.
 My brother's hair is curlier than **your hair**. My brother's hair is curlier than **¹ ?**.
 My hair is straighter than **his hair**. My hair is straighter than **² ?**.
 Our class is bigger than **their class**. Our class is bigger than **³ ?**.

13 Make new sentences.

hers mine ours yours

- 1 My sister is younger than **your sister**.
- 2 His book is heavier than **her book**.
- 3 Annette's hair is shorter than **my hair**.
- 4 Their car is bigger than **our car**.



14 Make sentences.

- 1 my sister/tall/yours
- 2 his backpack/heavy/mine
- 3 Annette's legs/long/his
- 4 my eyes/dark/hers
- 5 their house/small/ours

15 Describe things in your class with a partner.



Lisa's glasses are darker than Kim's.



Shaun's backpack is brighter than John's.

16 Look, listen and repeat.

birth common fraternal identical quadruplets rare triplets twins

17 Listen and read. What's more common? Twins or triplets?

Twins, Triplets and Quadruplets



identical twins

What are twins, triplets and quadruplets?

Sometimes, a mother has more than one baby at a time. We've got special names for these kinds of babies. When a mother has two babies, we call them 'twins'. 'Triplets' means three babies and 'quadruplets' means four babies!

How common are they?

Twins are the most common. 1 out of every 32 births is a pair of twins. Triplets are more common than quadruplets – about 1 out of every 625 births are triplets but only 1 out of every 9,000 births are quadruplets. Sometimes, a mother can have five or even six babies at a time but this is even less common.



triplets

Identical or fraternal?

Some twins are 'identical' – they look the same. Other twins are 'fraternal' – they look different. 70% of twins are fraternal twins and 30% are identical twins. So, fraternal twins are more common than identical twins. Identical triplets and quadruplets are very rare. For example, only 8% of triplets are identical and 92% are fraternal. More than 99% of quadruplets are fraternal and less than 1% are identical.



fraternal twins

THINK BIG Do you know any identical or fraternal twins? How would life be different if you were one of a set of quadruplets?



quadruplets

10 Unit 1

content connection (twins, triplets and quadruplets) Unit 1 11

18 Copy the chart. Read 17 again and complete.

Number of babies	Name	Number of births	% identical	% fraternal
2	1 ?	1 out of 32	2 ?	70%
3	3 ?	?	8%	5 ?
4 ?	quadruplets	1 out of 9,000	Less than 1%	7 ?

19 Look at 18. Talk with a partner.

less common more common quadruplets triplets twins



Twins are more common than triplets.



Identical twins are less common than fraternal twins.

PROJECT

20 Make a Famous Twins poster. Then present it to the class.



Warm-Up

- Write the words *brother* and *sister* on the board. Ask if any pupils in the class have got a brother or a sister and let them talk about whether their siblings are older or younger to review target language. Ask if anyone has got a *twin* (if not a *triplet* or *quadruplet*!)
- If there are any twins in the class, invite them to share some of their experiences as a twin with their classmates.

Using Page 10

16 1:10 Look, listen and repeat.

INVOLVE

Explain the lesson objective – pupils will read and talk about twins, triplets and quadruplets. They will also make a 'Famous Twins' poster and present it to the class.

- Read the directions aloud. Play audio track 1:10 and have pupils follow in their books. Play the audio again while pupils listen and repeat.
- Tell pupils that they will learn the meaning of these words in the context of the article. Or, if you wish, have pairs of pupils look up the words in a dictionary before reading the text.

MONITOR

Write words on the board, point to them and say them aloud. Have pupils listen and repeat. (Pupils can also do this in pairs, pointing randomly at words in their books and practising saying them.)

ASSIST

Replay the audio as needed.

17 1:11 Listen and read. What's more common? Twins or triplets?

- Read the directions aloud and have pupils look at the photographs and read the headings in the text. Elicit possible answers to the questions before pupils listen and read the text.
- Play audio track 1:11 and have pupils listen and read along silently.

MONITOR

Ask questions to check for understanding. Have volunteers answer each question and point out where in the text they found the answer. Ask: *What are twins, triplets and quadruplets?* (When a mother has two babies at a time they are called 'twins'; when she has three babies, they are called 'triplets'; four babies at a time are called 'quadruplets'.) *What's the difference between identical and fraternal twins?* (Identical twins look the same; fraternal twins don't.) *What's more common? Twins or triplets? (twins)*

ASSIST | Replay the audio as needed. Have pupils note down any words they don't understand and help them to work out their meanings from context.

THINK BIG 21st Think Creatively

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Ask pupils to note down the names of any identical or fraternal twins they know and how they are same or different. Then ask them to imagine they were one of a set of quadruplets and note what things would be the same and what would be different. Help pupils express their responses in English.

Using Page 11

18 Copy the chart. Read 17 again and complete.

- Read the directions aloud and have pupils copy the chart into their notebooks. Explain that pupils should read the text in Activity 17 to complete the chart. Do the first item as a class and then have pupils complete the activity independently or in pairs.
- Check that pupils understand the expressions '1 out of (32)' and (70) % by giving examples from around the class or by using the teaching tip provided on this page. For example: *1 out of 10 children (10%) has got (green eyes).*

MONITOR | Review answers as a class. (Answers: 1 twins, 2 30%, 3 triplets, 4 1 out of 625, 5 92%, 6 4, 7 more than 99 %)

ASSIST | Model how to find the answers in the text by pointing to and reading aloud the relevant words, numbers or percentages.

19 Look at 18. Talk with a partner.

- Read the directions aloud. Have pupils read the words in the box aloud and ask two volunteers to read the speech bubbles aloud.
- Elicit or give one or two other possible sentences that you could make by looking at the chart. For example: *Quadruplets are less common than triplets.* Have pupils complete the activity in pairs.

MONITOR | While pupils are working, listen for proper pronunciation, appropriate intonation and correct use of language and vocabulary.

20 Make a Famous Twins poster. Then present it to the class.

- Read the directions aloud. Have pupils look at the example of a 'Famous Twins' poster in their book and read the caption aloud.
- Have pupils work alone, in pairs or in small groups to make their posters. They may draw or cut out pictures from old magazines, newspapers or the internet. They should write captions for their posters as well, following the example.

MONITOR | Have pupils present their posters to the rest of the class. Listen for correct pronunciation, appropriate intonation and correct use of language.

ASSIST | While pupils are making their posters, help them make sentences about their twins and to practise talking about their poster.

- Assign Activity Book page 7 and direct pupils to digital activities.

Application and Practice Activity

- Stick pictures of identical twins, identical triplets, identical quadruplets, fraternal twins, fraternal triplets and fraternal quadruplets onto index cards.
- On other index cards, write *identical twins, identical triplets, identical quadruplets, fraternal twins, fraternal triplets and fraternal quadruplets.*
- Have pupils play *Concentration* (see *Game Bank*, page T135, for details). Place the cards facedown. Invite teams to play. The first player turns over two cards. If the cards match (flashcard and phrase card), the player keeps the cards and reads the phrase aloud. If the cards don't match, the player turns the cards back over. The team with the most cards wins.

OBJECTIVES

To learn about twins, triplets and quadruplets

To make a poster

Content Words

birth, common, fraternal, identical, quadruplets, rare, triplets, twins

21st Century Skills

Think Creatively

Materials

A pile of coins or buttons

Old magazines or newspapers

A3 paper, glue, scissors, marker pens

Pictures of (identical and fraternal) twins, triplets and quadruplets (from magazines, newspapers or the internet)

Index cards

Audio tracks 1:10–11

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 7

Answers on page T147

TEACHING TIP

Maths

To help pupils understand the concept of odds, bring in a large amount of coins or buttons. Place ten coins or buttons on the table and point to one to demonstrate *1 out of 10*. Do the same for *1 out of 50* and *1 out of 100*.



Look, listen and repeat.

birth common fraternal identical quadruplets rare triplets twins



Listen and read. What's more common? Twins or triplets?

Twins, Triplets and Quadruplets



identical twins

What are twins, triplets and quadruplets?

Sometimes, a mother has more than one baby at a time. We've got special names for these kinds of babies. When a mother has two babies, we call them 'twins'. 'Triplets' means three babies and 'quadruplets' means four babies!



triplets

How common are they?

Twins are the most common. 1 out of every 32 births is a pair of twins. Triplets are more common than quadruplets – about 1 out of every 625 births are triplets but only 1 out of every 9,000 births are quadruplets.

Sometimes, a mother can have five or even six babies at a time but this is even less common.

Identical or fraternal?

Some twins are 'identical' – they look the same. Other twins are 'fraternal' – they look different.

70% of twins are fraternal twins and 30% are identical twins. So, fraternal twins are more common than identical twins. Identical triplets and quadruplets are very rare. For example, only 8% of triplets are identical and 92% are fraternal. More than 99% of quadruplets are fraternal and less than 1% are identical.



fraternal twins

THINK BIG Do you know any identical or fraternal twins? How would life be different if you were one of a set of quadruplets?



quadruplets

18 Copy the chart. Read 17 again and complete.

Number of babies	Name	Number of births	% identical	% fraternal
2	1 ?	1 out of 32	2 ?	70%
3	3 ?	4 ?	8%	5 ?
6 ?	quadruplets	1 out of 9,000	Less than 1%	7 ?

19 Look at 18. Talk with a partner.

less common more common quadruplets triplets twins



Twins are more common than triplets.

Identical twins are less common than fraternal twins.



PROJECT

20 Make a Famous Twins poster. Then present it to the class.

Famous twins!

John and Edward are brothers. They are singers and TV presenters. They are called Jedward – John + Edward. They are identical twins from Ireland.

1:12
21 Listen and read. How many different categories are there in the competition?

The World Beard and Moustache Championship



In the 1990s, a group of men in Germany started a competition. They compared their beards and moustaches. Soon competitors came from other countries such as Switzerland, Norway and the United States. They held the World Beard and Moustache Championship every two years. The contest has got eighteen different categories, or types, of beards and moustaches.



The English Moustache is long and goes out to the sides. The Dalí Moustache, named after Spanish painter Salvador Dalí, is long and points up.

The Verdi category gets its name from Italian composer Giuseppe Verdi. This style has got a straight beard and a curly moustache. The Freestyle Beard is really fun. Competitors in this category have got beards of all different shapes and styles.



22 Look, read and match.

- The English Moustache
- The Dalí Moustache
- The Verdi
- The Freestyle Beard

THINK BIG Do you know any famous people with strange hair, moustaches or beards? Why do you think people like doing strange things?

Warm-Up

- If you've got a fake moustache and beard (or a real one), use them to introduce the key vocabulary *moustache* and *beard*. Let pupils take turns wearing the fake facial hair as they say the words aloud.
- Show pupils the countries Germany, Switzerland, Norway and the United States on a world map or globe and tell them that they will read about a competition that people from these countries participated in.

Using Page 12

21 **1:12** Listen and read. How many different categories are there in the competition?

- INVOLVE** | Explain the lesson objective – pupils will read and talk about an unusual worldwide competition.
- Write these vocabulary items on the board: *beard*, *category*, *championship*, *competition*, *moustache*, *style*. Have pupils listen for and locate these words in the article.
 - Read the directions aloud. Play audio track 1:12 and have pupils listen, read and follow in their books.

MONITOR | Check for comprehension. Ask: *What countries compete in the World Beard and Moustache Championship?* (Germany, Switzerland, Norway and the United States) *What is a Freestyle Beard?* (one with different shapes and styles) *How many different categories are there in the competition?* (eighteen)

ASSIST | Replay the audio as needed.

22 Look, read and match.

- Read the directions aloud. Have pupils read the labels in the boxes aloud.
- Model how to match the first item to the relevant picture in Activity 21. Then have pupils complete the activity independently.

MONITOR | Review answers as a class. (*Answers: The English Moustache – 2, The Dalí Moustache – 4, The Verdi – 1, The Freestyle Beard – 3*)

ASSIST | Model how to find the description in the text that matches each photograph.

THINK BIG 21st Think Creatively

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Help pupils express their responses in English. For example: *Einstein had strange hair and a moustache. People like doing strange things to get other people's attention.*
- Assign Activity Book page 8 and direct pupils to digital activities.

Application and Practice Activity

- **21st Global Awareness** Have pupils return to the map or globe from the Warm-Up and revisit the countries mentioned in the article.
- Ask pupils to think about what the weather might be like in each of those countries. Explain that while the climate is different in different parts of a large country like the United States, each of the countries has got a cold winter in some parts. Ask: *If you live in a cold place, is it good to have a beard? Why or why not?*
- Have pupils view the Unit 1 video segment. Use the Video Guide.

OBJECTIVES

To read about a world competition

To identify and classify items based on descriptions

Content Words

beard, category, championship, competition, moustache, style

21st Century Skills

Critical Thinking
Think Creatively
Global Awareness

Materials

Fake moustache and/or beard
World map or globe
Audio track 1:12
Video (eText)
Digital activities:
MyEnglishLab

AB

Page 8

Answers on page T147

TEACHING TIP

21st Critical Thinking

Before pupils read about categories in the competition, introduce the idea of categories with some examples from pupils' daily lives. Possible categories are types of drinks, types of clothing or types of hair. Write the category name on the board. Ask pupils to give examples to complete the categories and write their answers on the board under the category name. Ask: *Why would it be important to put things into categories?*

OBJECTIVES

To identify, understand and write parts of a paragraph

Materials

Paper, magazines

Red, green and blue marker pens, pencils

Digital activities:
MyEnglishLab



Page 9

Answers on page T147

Warm-Up

- Ask pupils to bring in a photo of someone they like.
- Have volunteers introduce the person in the picture to the class and use adjectives to describe him/her. Ask pupils to name traits that they've got in common with this person, e.g. *We have both got long curly hair.*

Using Page 13

INVOLVE | Explain the lesson objective – pupils will learn about the different parts of a paragraph: title, topic sentence, detail sentences and final sentence. They will use the Writing Steps to write a paragraph about a person they like.

MONITOR | To check pupils' understanding of the different parts of a paragraph, show pupils a paragraph from a magazine article and have pairs identify the title, topic sentence, detail sentences and final sentence.

23 Read. Then find the **title, topic sentence, detail sentences and final sentence.**

- Read aloud the descriptions of each part of a paragraph with pupils. Help them to identify each part of the paragraph as a class.

MONITOR | Review answers as a class. (*Answers: title – My Best Friend, topic sentence – My best friend's name is Karen., detail sentences – She's taller than me and her hair is longer than mine. Karen is clever and she is funny, too. We like playing computer games at the weekend., final sentence – I'm happy to have a friend like Karen.*)

- Point out the similarities between the topic sentence and the final sentence.

24 Read the sentences and say **title, topic sentence, detail sentences and final sentence.**

- Read the directions aloud. Review the parts of a paragraph and then have pupils complete the activity independently or in pairs.

MONITOR | Review answers as a class. (*Answers: 1 detail sentence, 2 final sentence, 3 detail sentence, 4 topic sentence, 5 title, 6 detail sentence*)

25 Look at 24. Order the sentences to make a paragraph.

- Have pupils write the sentences in order in their notebooks and then check their answers with a partner.

MONITOR | Review answers as a class. (*Answers: 5, 4, 1, 3, 6, 2*)

26 Write about a friend or relative.

- Read the Writing Steps aloud.
- To help clarify the Writing Steps, explain to pupils that they don't have to follow the order of the steps rigidly. For example, they may wish to give their paragraph a title after they have written it.
- Remind pupils that the topic sentence should be a general statement about the person. Their detail sentences will give a bit of information about that person. The final sentence will end the paragraph by conveying the same idea as the topic sentence but express it in a different way.
- Have pupils write a paragraph about a friend or favourite relative.

MONITOR | Check to see that pupils are applying the Writing Steps correctly.

- Assign Activity Book page 9 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils choose a paragraph in a magazine and circle the title with a red marker pen, the topic sentence with a blue marker pen, the final sentence with a green marker pen and use a pencil to underline detail sentences.
- Have pupils notice whether the topic sentence is the first sentence and whether the final sentence seems to be a conclusion to the paragraph.

23 Read. Then find the **title**, **topic sentence**, **detail sentences** and **final sentence**.

A **title** says what you are going to read about.

A **topic sentence** gives the main idea of a paragraph.

Detail sentences give us more information.

A **final sentence** talks about the subject in a different way.



My Best Friend

My best friend's name is Karen.

She's taller than me and her hair is longer than mine. Karen is clever and she is funny, too. We like playing computer games at the weekend.

I'm happy to have a friend like Karen.

24 Read the sentences and say **title**, **topic sentence**, **detail sentence** or **final sentence**.

- 1 She is very nice and a lot of fun.
- 2 I'm always happy to see Aunt Elsie.
- 3 She likes making biscuits with my sister and me.
- 4 My favourite aunt is Aunt Elsie.
- 5 My Aunt Elsie
- 6 She also likes playing games with us.

25 Look at **24**. Order the sentences to make a paragraph.

Writing Steps

26 Write about a friend or relative.

- | | |
|----------------------------------|---|
| 1 Think of a friend or relative. | 2 Make a list of what they are like and why you like him/her. |
| 3 Write a title. | 4 Write a topic sentence. |
| 5 Write three detail sentences. | 6 Write a final sentence. |



1:13 Listen, read and repeat.

1 ear

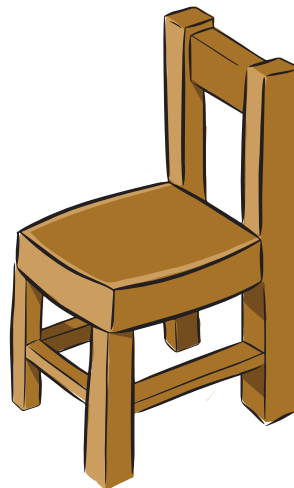
2 air



1:14 Listen and find. Then say.



hear



chair



1:15 Listen and blend the sounds.

1 f-ear fear

2 y-ear year

3 h-air hair

4 p-air pair

5 f-air fair

6 d-ear dear

7 n-ear near

8 s-t-air-s stairs



1:16 Read aloud. Then listen and chant.

A boy with big ears and fair hair,
Hears the twins on the stairs.
A boy with big ears and fair hair,
Hears the twins sit on their chairs.



Warm-Up

- Say the word *ear* aloud and have pupils touch one of their ears. Tell pupils to listen carefully as you say some words. Have them touch one of their ears if the word has got the same sound as *ear*. For example, say: *boy, fear, pen, year, red, table, dear, cat, near*.
- Then say the word *hair* aloud and have pupils touch their hair. Tell pupils to listen carefully as you say some words and have them touch their hair if the word has got the same sound as *hair*. For example, say: *blue, chair, man, doll, fair, stairs, cup, pair*.

Using Page 14

27 1:13 Listen, read and repeat.

INVOLVE | Explain the lesson objective – pupils will identify and name the letters and sounds *ear* and *air* individually and as part of words.

- Read the directions aloud. Play audio track 1:13 and have pupils listen and read each sound as it is said. Have pupils repeat.

MONITOR | As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

28 1:14 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:14 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST | Replay the audio as needed. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

29 1:15 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:15 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

MONITOR | As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

30 1:16 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books. Have them choral-read the chant as a class.
- Play audio track 1:16 and have pupils listen. Replay several times and encourage them to join in.

MONITOR | As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 10 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils make word cards and use them to play *Snap!*
- Divide the class into pairs and have each pair make enough word cards to create a set of ten cards. Have pupils create pairs of cards by writing a word starting with *ear* or *air* on one index card and the same word on another.
- Have each pair play the game by shuffling the cards and then dealing out five each. Pupils should take turns to place down one of their cards and say the word aloud. If the word matches the previous one, the first pupil to say *Snap!* keeps the pair. The pupil who has the most matches wins.
- Have pupils play Unit 1, Game 1 on the eText.

OBJECTIVES

To identify and say the letters and sounds *ear* and *air* individually and as part of words

Materials

Index cards
Audio tracks 1:13–17
Game (eText)
Digital activities:
MyEnglishLab

AB

Page 10
Audioscript on page
T137
Answers on page T147

OUTCOMES

Pupils can use the unit vocabulary.

Pupils can use adjectives to describe people.

Pupils can make comparisons.

21st Century Skills

Social Skills
Self-Direction

Materials

Index cards
Game (eText)
Digital activities:
MyEnglishLab

AB

Page 11
Answers on page T147

TEACHING TIP

21st Social Skills

If pupils have trouble waiting for their turn to add to the story, remind them that you will be giving a ribbon, sticker or another small 'prize' to anyone who shows good manners and is considerate of others.

Warm-Up

- Remind pupils that adjectives are words that describe people, places or things.
- Play a game in which you try to fill the board with as many adjectives as you can. Write adjectives as fast as pupils can say them, adding your own as well.
- Then play *Charades* (see *Game Bank*, page T135, for details) in which you mime some of the adjectives and pupils have to guess which one it is. Then ask volunteers to come up and mime an adjective of their own choice.

Using Page 15

31 Complete the dialogue.

INVOLVE Explain the lesson objective – pupils will review the language they learnt in this unit and assess their progress so far.

- Read the directions aloud and have pupils read the words in the box aloud. Have pupils complete the dialogue independently.

MONITOR Review answers as a class. (Answers: 1 different, 2 glasses, 3 shy, 4 taller, 5 him, 6 darker, 7 yours, 8 blonde, 9 clever, 10 funny)

32 Make cards with the words below. Then play a game.

- Arrange pupils in groups. Give each group a set of ten index cards.
- Read the directions aloud and ask pupils to write each word on a card.
- Model how to play the game. Show pupils how to place the cards facedown. Turn over a card and use the word in a sentence to describe one of the pupils in the group: *Max is shorter than me*. Remind pupils how to form the comparative.

MONITOR Listen and identify pupils who are having difficulty producing language or who are not using a wide range of new vocabulary.

CHALLENGE Have pupils play another round of the game in which they choose two cards. Explain that they should make comparisons and connect them with a conjunction such as *and* or *but*. Provide the model *Max is shorter than me but my hair is longer than his*.

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that pupils should write the skills they feel they can do in their notebooks. Help pupils appreciate their progress. Say: *The I Can statements point out what you have learnt in this unit.*
- Assign Activity Book page 11 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils sit in a circle. Explain that you will be telling a story together and that each person in the circle will add a new part to the story to describe an imaginary friend.
- Begin the story by saying *I am going to the park with my friend. She is tall and clever*. Have pupils take turns around the circle, repeating the previous statement and adding their own description of the imaginary friend. *I am going to the park with my friend. She is tall and smart. She's got long wavy hair.*

MONITOR As pupils participate in the activity, check to see that they are accurately repeating the previous statements and adding their own original statement, rather than copying someone else's description.

- Have pupils play Unit 1, Game 2 on the eText.

31 Complete the dialogue.

blonde clever darker different
funny glasses him shy taller yours

A: Is that your brother?

B: Yes, that's Max. We're not the same, we're very ¹?. He wears ²? and he's shy.

A: You're not ³? .

B: No! And I'm ⁴? than ⁵? .

A: But his hair is ⁶? than ⁷? .

B: Yes. I've got ⁸? hair. His is brown.

A: Is he ⁹? ?

B: Yes, he's very clever. But I'm ¹⁰? !

32 Make cards with the words below. Then play a game.

big bright curly dark heavy light long short small tall



I Can

- make comparisons.
- describe people.
- talk about twins, triplets and quadruplets.
- write a paragraph.