

teacher's book

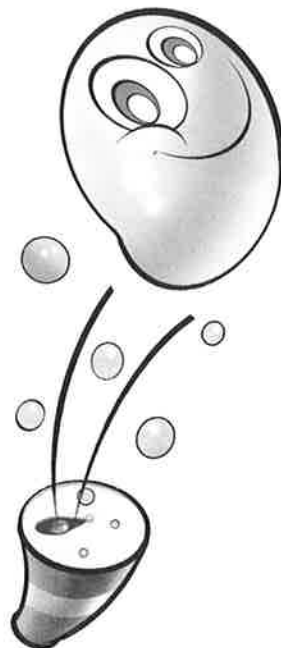
Pop Up now 4

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mmpublications



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up
now
For teachers' inspection ONLY

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POP UP 4
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UNIT 1 That's life (Review)

Page 8

- L 1**
- Present Simple
 - verb *can*
 - verb *have got*
 - verb *be*
- L 2**
- Adverbs of frequency (always, usually, sometimes, never)
- L 3**
- Present Simple vs Present Continuous
 - Info Questions (What)
- L 4**
- Info Questions (Who, What, Where)

Language

neighbourhood, garden, tree house, take the ...for a walk

make the bed, take out the rubbish, do the washing-up, usually

chase, neighbour

uniform, pilot, taxi driver, baker, dentist

Consolidation

- L 5** Make your page.
- L 6** Our World: Big Brothers and Big Sisters (famous, player, team, together)
- L 7** Storyline: Mr Doyle's amazing inventions 1 (strange, money, break, say-said)
- L 8** Revision

Functions

Giving personal information.

Talking about household chores.

Discussing *Help Your Neighbour Day*.

Talking about free time activities.

Talking about one's daily routine.

Talking about what people are doing at the moment.

Talking about professions.

Discussing volunteer work.

UNIT 2 Looking back (Review)

Page 16

- L 1**
- Past Simple of regular and irregular verbs (affirmative)
- L 2**
- Past Simple of regular and irregular verbs (affirmative / negative)
- L 3**
- Past Simple of regular and irregular verbs (interrogative)
 - Short answers
 - Info Questions (How old, Where, What)
 - Adverb of Time (ago)
- L 4**
- Present Simple vs Past Simple
 - Info Questions (How, Why)

diary, hide-hid, fall-fell

horse and cart, steamboat, travel take-took, swim-swam

farm, hard, free time, life, electricity

oil lamp, washing machine, electric cooker, use, by hand

- L 5** Make electricity.
- L 6** Our World: Can you live without electricity? (without, different, invention, light)
- L 7** Storyline: Mr Doyle's amazing inventions 2 (dark, press a button, break-broke, come-came)
- L 8** Revision

Talking about what people did in the recent past.

Describing life 150 years ago / in the distant past.

Comparing life in the past and present.

Introducing household items.

Presenting the life of famous inventors.

UNIT 3 Water all around

Page 24

- L 1**
- Future *going to* (affirmative)
 - Info Questions (Where, What, Who)
 - Time expressions with *next*
- L 2**
- Give + me
 - I think it's...
 - love + (verb + -ing)
- L 3**
- Future *going to* (interrogative)
 - Short answers
 - Object pronouns (you, it, us)
- L 4**
- Object pronouns (him, her, them)

ocean, snorkelling, flipper, mask, bathing suit, meet

love, dive, think, amazing, exciting

seahorse, shark, whale

bodyboarding, wave, shell, rock, child, necklace

- L 5** Make an ocean diorama.
- L 6** Our World: Water (Earth, sea, salt, ice, waste (v), top)
- L 7** Storyline: Mr Doyle's amazing inventions 3 (show (v), idea)
- L 8** Revision

Asking and answering about one's future plans.

Talking about free time activities related to water.

Expressing personal opinion about places.

Introducing sea animals.

Talking about collections.

Suggesting reactions to difficult situations.

Discussing the importance of water.

UNIT 4 The right choice

Page 32

- L 1**
- some + countable nouns in plural / uncountable nouns
 - a/an + countable noun
 - Offering in a form of a question
 - Do you want + some...?
- L 2**
- a can / piece / box / bag of + uncountable / countable plural nouns
- L 3**
- How much + uncountable noun...?
 - How many + countable plural noun...?
- L 4**
- Would you like a/some...?
 - How much is it/are they?
 - It's/They're...€/cents.

sugar, lemon, steak, pear, peanut, ketchup, peach-peaches

cola, glue, markers, box-boxes, can, piece

healthy, meal, exercise(v), hour, glass-glasses, try

bottle, crisps, 1 euro=100cents

- L 5** Make a car bank.
- L 6** Our World: Recycling (recycling, again, newspaper, easy, grey)
- L 7** Storyline: The school play 1 (play (n), costume)
- L 8** Revision

Talking about food and shopping.

Talking about quantities / packaging of food and drinks.

Asking and answering about health habits.

Talking about prices.

Introducing addition and cents.

Introducing the topics of recycling and vegetarianism.

Introducing the idea of saving money.

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UNIT 5

Getting about

Page 40

UNIT 6

Let's have fun

Page 48

UNIT 7

Amazing animals

Page 56

UNIT 8

What a day!

Page 64

Structures

- L 1**
- Gerund as a subject
 - By + means of transport

- L 2**
- How long does it take?
 - How are we going to get there?
 - What time does it leave/arrive?
 - How much is the ticket?

- L 3**
- Imperative

L 4

- L 1**
- too + adjective

- L 2**
- Comparative Degree: adjective (-er/-ier) + than
 - Info Questions (Which)

- L 3**
- Comparative Degree: more + adjective + than
 - Irregular form: good → better

- L 4**
- Other forms of comparison: not as + adjective + as

- L 1**
- Past Simple
 - Linking words (and, so, because, but)

- L 2**
- Past Simple
 - Adverbs of Sequence (First, Then, Finally)

- L 3**
- Past Simple
 - When + verb in the Past Simple

- L 4**
- Past Simple in story telling
 - Info Questions (Where, What, Why, Who)

- L 1**
- Past Continuous (affirmative)

- L 2**
- Past Continuous (interrogative)
 - What was/were... doing at...?

- L 3**
- Past Continuous (negative)

- L 4**
- Past Continuous (interrogative)
 - Short answers

Language

comfortable, tiring, cheap, seat

leave, arrive,
1 hour=60 minutes

pavement, crossing, seat belt,
cross, put

airport, passport, suitcase, check-in counter, flight, passenger, flight attendant

silly, nice, try on

heavy-heavier, smart-smarter,
deep-deeper

wild, roller coaster, more, good-better

go-kart, race, win, modern,
winner, as, other

squirt, attack, suddenly, stop-stopped, put-put, run-ran,
Me too!

endangered animals, hunter,
cage, feed-fed

alone, difficult, scared, jungle,
look after

surprised, cave, little, wolf-wolves, shout

radio, song, news, hate, wake up,
hear-heard, this morning

noise, story, tell, call

wait, shine, wet, bored

treasure, dig, explore, sand

Consolidation

- L 5** Make a funny vehicle.

- L 6** Our World: Ride, Fly, Drive (bicycle, wheel, accident, 1 minute =60 seconds)

- L 7** Storyline: The school play 2 (bus stop, ready)

- L 8** Revision

- L 5** Make a brochure.

- L 6** Our World: Madame Tussaud's (popular, find out million)

- L 7** Storyline: The school play 3 (happen, upset, only, leave-left)

- L 8** Revision

- L 5** Make a story book.

- L 6** Our World: Dinosaurs (dinosaur, die out-died out)

- L 7** Storyline: Jason's jungle adventure 1 (ask, ill, village, sit-sat)

- L 8** Revision

- L 5** Make a treasure chest.

- L 6** Our World: Never again (baboon)

- L 7** Storyline: Jason's jungle adventure 2 (finish, insect, bow and arrow)

- L 8** Revision

Functions

Talking about travelling.

Expressing an opinion about different means of transportation.

Giving information about the history of transportation.

Talking about street safety.

Introducing airport language.

Asking and answering about timetables of different means of transportation.

Talking about clothes.

Asking and answering about world facts.

Comparing different free time activities / places and expressing an opinion about them.

Introducing different places and ways of entertainment.

Getting acquainted with famous museums.

Comparing people, animals and things.

Talking about how to look after animals and organisations that do so.

Talking about wild animals in the jungle.

Talking about endangered animals.

Introducing story telling.

Talking about extinct species (dinosaurs).

Talking about mystery and adventure.

Describing past events / actions.

Telling the time.

Narrating a story.

Talking about pirates and treasures.

UNIT 9

School life

Page 72

- L 1**
- How often?
 - How many times?
 - Frequency adverbs (once, twice, three times a week etc.)
- L 2**
- have to (affirmative)
- L 3**
- have to (interrogative)
 - Info Question
What do/does... have to...?
- L 4**
- Indefinite pronouns: everyone/no one

subject, French, Science, Geography, History, once, twice, time-times

schoolyard, fair, poster, decorate, outside
forget, apron, dirty, cafeteria, sell

everyone, no one, delicious

- L 5** Make a paper game.
- L 6** Our World: Chinese New Year School Fair (end, beginning, celebrate, celebration, lucky)
- L 7** Storyline: Jason's jungle adventure 3 (brave)
- L 8** Revision

Introducing school subjects.

Describing school events / fairs.

Talking about obligations / things people have to do.

Discussing fire drills at school.

UNIT 10

Get sporty

Page 80

- L 1**
- Superlative Degree
 - the + adjective (-est/-iest) + noun
- L 2**
- Superlative Degree: the + most + adjective + noun
 - Info Questions (Which)

world, record, game, score, beach

most, table tennis, gymnastics, karate, ice-hockey

coach, excited, lose, practise, pass, best, goal, Good luck, Sure

lazy, tired, near

- L 5** Make a sports poster.
- L 6** Our World: The basics of cricket (field, hit, bat)
- L 7** Storyline: Brett's big day 1 (kick, take part)
- L 8** Revision

Talking about world records.

Introducing more sports.

Expressing a personal opinion about sports.

Talking about personal abilities / talents.

Discussing how lazy / sporty one is.

Discussing how different sports are played.

Discussing how popular different sports are.

UNIT 11

What's the matter?

Page 88

- L 1**
- Should (affirmative / negative)
- L 2**
- What's the matter?
 - I've got + a headache... etc.
 - My head...etc. really hurts.
- L 3**
- Indefinite pronouns: someone, something
- L 4**
- Indefinite pronouns: something, nothing

plug, stairs, burn, finger, match-matches, knife-knives, cut-cut

stomach, back, headache, stomachache, earache, toothache, backache, hurt(v)

something, someone fly(n)

knee, bleed, nothing, cupboard

- L 5** Make a health poster.
- L 6** Our World: What are germs? (learn, inside, body, soap)
- L 7** Storyline: Brett's big day 2 (floor)
- L 8** Revision

Giving advice concerning home safety.

Talking about health problems and illnesses and giving advice.

Describing an accident.

Talking about germs.

Discussing hygiene.

Talking about how to treat a wound.

UNIT 12

Where are you from?

Page 96

- L 1**
- Where are you from? I'm from + country / I'm + nationality
 - What language do you speak?
 - I speak + language
- L 2**
- General Review
- L 3**
- General Review
- L 4**
- General Review

United States (USA)-American-English,
United Kingdom (UK)-British-English
Egypt-Egyptian-Arabic,
Mexico-Mexican-Spanish,
Korea-Korean-Korean speak

Brazil-Brazilian, parade, popcorn, festival
sight

capital, city, building, flat, judo, belt, write, Japan-Japanese

- L 5** Make a country puzzle.
- L 6** Our World: Spain (rice, grapes)
- L 7** Storyline: Brett's big day 3 (match, win-won)
- L 8** Revision

Introducing different countries, nationalities and languages.

Talking about cultural differences.

Talking about and describing a festival.

Talking about famous sights and famous people.

Giving personal information in an informal letter.

Giving information about different countries.

UNIT 1 LESSON ONE

For teachers' inspection ONLY

Aim: General Review (Present Simple, verb *can*, verb *have*, verb *be*)

Language: neighbourhood, garden, tree house, take... for a walk

Structures: Present Simple Verb *can* Verb *have* Verb *be*

PRESENTATION

Warm up:

- Ask Ss* to introduce themselves to the class by saying, *Hi! My name's / I'm...*
- Ss work in pairs and ask their partner her name.
- Ask Ss general personal questions, e.g. *What do you do at the weekends? Can you...? etc.*

1.

- Pre-teach new vocabulary.
- Draw Ss' attention to the pictures and ask them to identify the characters (Brad, Lyn, Vicki and Rick.)
- Draw Ss' attention to the last picture and ask them to guess, *Whose dog is this?* (It's Brad's dog.)
- Ss listen to the tape and follow in their books.
- Ask Ss to describe Brad's house. (It's small but it has a big garden.)
- Ask Ss, *What does Brad do at the weekends?* (He plays basketball with his dad.)
Where do they play basketball? (In the garden.)
Where does he do his homework? (In the tree house.)
Where's his school? (In his neighbourhood, in

Sommerfield.)

How does he go to school? (He walks there but he likes riding his bike, too.)

Where are the children in the third photo? (On holiday, in Tenerife.)

What's the dog's name? (Einstein.)

When does Brad take Einstein for a walk? (In the evening.)

- Ask Ss why Brad says that Einstein takes him for a walk. (Because he's so big that he pulls Brad along when he takes him out for a walk.)
- Read the headings given aloud and explain to Ss that they should match the headings with the correct paragraphs.

Key:

1. c 2. b 3. d 4. a

- Ss take turns to read parts of the text.

2.

- Ask Ss to write 4-5 sentences about themselves, having as a guide activity 1 and the general headings. (Pets, School, House, Family, Friends).
- Choose Ss to read their sentences to the class.

BEFORE LEAVING

- Ask Ss to introduce themselves to the class again and say a couple of sentences about themselves, too, e.g. *Hi! I'm... I go to the cinema at the weekends. etc.*

OPTIONAL

Class survey: Find a Student who...

- Write the following five sentences on the board and ask Ss to copy them on a piece of paper.
...watches TV every evening.
...rides a bike to school.
...eats pizza at the weekend.
...does his/her homework every day.
...goes to the park at the weekend.

- Divide the class into two groups.
- Each S in the two groups has to ask five other Ss questions, in order to complete the initial sentences.
- Once Ss have completed the task, have some of them report their results to the class.
- Explain to Ss that they should ask each other and answer questions in order to complete the sentences.
- Have a few Ss report their results to the class.

WORKBOOK

1.

- Explain to Ss that they are going to listen to the tape and answer the questions given.

Tapescript:

This is Rick. Remember him? He's Brad's best friend. They live in the same neighbourhood. Rick lives in a big house. There's a swimming pool in the garden. Rick and Brad go to the same school. Rick walks to school. He doesn't ride his bike and he doesn't get up early because his house is opposite the school. Yes, opposite. Lucky him! Rick has got a rabbit. His name is Fuzz. He's so cute!

Key:

1. Yes, they do. 2. No, he hasn't. 3. Yes, he does.
4. No, he doesn't. 5. Yes, he has.

2.

- Explain to Ss that they should look at the pictures and complete the sentences, as in the example.

Key:

2. goes ice-skating (goes to the skating rink) / doesn't go
3. collect leaves / don't collect
4. plays football / doesn't play

NOTE: *Ss=students

UNIT 1 LESSON TWO

Aim: • To revise the Present Simple and the frequency adverbs.
• To introduce *usually*.

Language: make the bed, take out the rubbish, do the washing-up

Structures: subject + frequency adverb + verb

Revision:

- Ask Ss questions about themselves, e.g. *What do you do at the weekends? Where do you go at the weekends? Can you...?* etc and elicit their answers.

PRESENTATION

Warm up:

- Ask Ss to say some of the things they *always*, *sometimes* and *never* do every day.

1.

- Pre-teach new vocabulary.
- Draw Ss' attention to the boxes and ask them what they mean. You might need to explain that the shaded part of the box indicates how often an activity takes place.
- Point out the new adverb of frequency *usually*.
- Explain to Ss that they are going to listen to the tape and hear what Lyn does every day and they should match the adverbs of frequency with the activities in the picture. Point out that they should match one adverb with two activities.

Tapescript:

Lyn lives in a nice, big house with her parents. It's never in a mess because they clean it every day. Lyn gets up early and usually makes her bed in the morning. She always feeds her

cat Rusty after breakfast. She sometimes takes out the rubbish before she goes to school. Her mum does that, too. In the evening, Lyn always does the washing-up after dinner. She never waters the flowers in the garden. Her dad likes doing that.

Key:

Lyn always does the washing-up. She always feeds Rusty. Lyn sometimes takes out the rubbish. Lyn never waters the flowers.

- Ask Ss questions about the chores they do at home and how often they do them.

2.

- Draw Ss' attention to the chart and the example given and read them aloud.
- Explain to Ss that this is a personal activity and they should tick the appropriate boxes on the chart.
- Ss work in pairs and take turns to say their sentences, as in the example.

BEFORE LEAVING

- Ask Ss to say a couple of sentences about themselves, using adverbs of frequency.

OPTIONAL

- Draw the chart on the right on the board and ask Ss to copy it on a piece of paper.
- Ask Ss to tick the appropriate boxes about themselves.
- Ss work in groups of four.
- Ss put their charts in the middle of a desk. One S* thinks of another S in the group and says sentences about him/her according to his/her chart without telling the others who that person is, e.g. He never has breakfast. He always plays basketball at the weekends, etc. The other Ss in the group try to guess who that person is.
- Ss take turns.

	always	usually	sometimes	never
have breakfast				
play basketball at the weekends				
go to the cinema				
drink milk in the morning				

WORKBOOK

1.

- Explain to Ss that they should complete the sentences in the first column about themselves and the sentences in the second column about their parents, using the adverbs of frequency. Point out that they should form true sentences.

Key:

Open activity

2.

- Explain to Ss that they should read the text given and tick (✓) the correct pictures.

Key: a b ✓ c d ✓ e f ✓

NOTE: *S=student

UNIT 1 LESSON THREE

Aim: To distinguish between permanent and temporary actions/situations.

Language: chase, neighbour

Structures: Present Continuous vs Present Simple

Revision:

- Ask Ss to say a sentence about themselves using an adverb of frequency.

PRESENTATION

Warm up:

- Ask Ss to make sentences about actions they do every day. e.g. I go to school every day. I watch TV every day etc.
- Ask a few Ss to come to the front of the class and mime different actions. The rest of the class should guess the actions by saying, *He is sleeping* etc. Answer, *Yes he is!* / *No he isn't*, for each correct or wrong answer accordingly.
- Ask Ss in L1* what the difference between the two tenses is. (We use the Present Continuous for actions happening now. We use the Present Simple for habitual actions.)

1.

- Pre-teach new vocabulary.
- Draw Ss' attention to the picture and ask them what each person is doing.
- Read the sentences above the picture and explain to Ss that they are going to listen to the tape and they should tick the people Grandma Joy is talking about.
- Ss listen to the tape and do the activity.

Tapescript:

Grandma Joy:

Date: Saturday, 12th of September

Time: 9:30 a.m.

I am sitting on my veranda and it's a sunny day.

Let's see what the neighbours are up to!

Ah ha! Look at Vicki's mum. She's watering the flowers in her garden. She waters her garden on Tuesdays and Saturdays.

Her flowers are nice. But mine are nicer!

Oh, now look over there! Rick helps his dad every weekend.

Today he and his dad are painting their house. Uggh, what an ugly colour. I don't like it.

Einstein is chasing Mrs Gordon's cat. Einstein chases that old cat every day and never catches him. What a dumb dog. Hey... Einstein, get out of my rose bushes! You, BAD DOG! And that's Bob Nolan, Lyn's uncle. (clear throat) "Hello Bob!"

Bob: "Hello Martha!"

Grandma Joy: *He plays tennis every morning, but today he's reading a sports magazine.*

Oops! I forgot! I am playing tennis with the ladies this afternoon! I have to go!

Key:

1.✓ 2.✓ 3. 4.✓ 5. 6.✓

- Play the tape again and ask Ss the following questions, *When does Vicki's mum water her garden?* (On Tuesdays and Saturdays.) *What does Bob Nolan do every morning?* (He plays tennis.) *What's he doing now?* (He's reading a sports magazine.)

2.

- Explain to Ss that they should look at activity 1 and answer the questions given. Alternatively, Ss can write their answers.

Key:

1. She's watering her garden.
2. He helps his dad.
3. He's chasing Mrs Gordon's cat.
4. He plays tennis.

3.

- Read the questions in the bubbles aloud.
- Ss work in pairs and take turns to ask and answer the questions given about themselves.

BEFORE LEAVING

- Ask Ss to mime an action and say what they're doing, e.g. I'm playing football.
- Then, ask them to say one of their habitual actions, e.g. I play football every Saturday morning.

WORKBOOK

1.

- Explain to Ss that they should look at the pictures and write sentences, as in the example. Point out that the cross (X) indicates the negative sentence while the tick (✓) indicates the affirmative one.

Key:

2. Ben and Lydia aren't riding their bikes. They're walking.
3. Danny isn't taking a photo. He's buying postcards.
4. Betty and Mary aren't cooking. They're watching TV.

2.

- Explain to Ss that they should look at the pictures and write sentences using the verbs given.
- Point out that the first picture shows what these people usually do while the second one shows what they're doing now.

Key:

1. Debbie usually washes the car, but now she's sleeping.
2. Jack usually plays cricket, but now he's chasing a dog.
3. Frank usually takes his dog for a walk, but now he's listening to music.

UNIT 1 LESSON FOUR

- Aim:**
- To introduce different professions.
 - To ask for information.
 - To revise question words.
 - To reinforce the Present Simple.

Language: uniform, pilot, taxi driver, baker, dentist

Structures: Info Questions (Who, What, Where)

Revision:

- Ss work in pairs.
- SA mimes an action and SB asks him, *What are you doing?* SA answers accordingly. Then, SB asks SA, *What do you do every Sunday?* SA answers.
- Ss swap roles.

PRESENTATION

Warm up:

- Pre-teach new vocabulary.
- Ask Ss what their favourite profession is and why.

1.

- Draw Ss' attention to the fizzy bubble and explain that this is the new hero of the book.
- Ask Ss to name as many jobs as they can.

2.

- Draw Ss' attention to the photos and ask them to name the people's jobs. (Pilot and taxi driver.)
- Ss listen to the tape and follow in their books.
- Ask Ss, *What's Gary's job?* (Pilot.)
What does he always wear? (A uniform.)
Where's he going today? (To France.)
- Get Ss to read the text.
- Draw Ss' attention to the text about Jessica Wilson and explain that they should use the prompts given and form sentences, as in the text about Gary Bolton. Alternatively, Ss can write the sentences.
- Ss work in pairs and take turns to say the sentences.
- Choose a few Ss to say the sentences aloud.

Key:

Jessica Wilson is a taxi driver.

She never wears a uniform.

She sometimes works at the weekends but never at night.

She usually drives around town.

Today, she's driving to the mountains.

- Ask Ss, *Where does she usually drive?* (Around town.)
Where's she driving to today? (To the mountains.)

3.

- Explain to Ss that they should refer to the two texts in activity 2 and answer the questions given.
- Remind Ss that *who* is used for people, *where* for places and *what* for things and actions.
- Ss work in pairs and take turns to ask and answer the questions. Alternatively, Ss can write the answers.
- Choose Ss to answer the questions aloud.

Key:

1. Jessica Wilson.
2. Gary Bolton.
3. A taxi.
4. A uniform.
5. She sometimes works.
6. To France.
7. To the mountains.

BEFORE LEAVING

- Ask Ss, *Where do you usually go on Saturday nights?*
What do you always do on Sunday mornings?
- Elicit Ss' answers.

WORKBOOK

1.

- Point to each picture and ask Ss to name the jobs.
- Explain to Ss that they should read the questions and check (✓) the correct answer(s). Point out that there may be more than one correct answer.

Key:

1. a doctor, a nurse
2. a postman, a taxi driver
3. a police officer, a pilot, a postman
4. a firefighter, a lifeguard

OPTIONAL

- Ss work in pairs or in small groups.
- One S thinks of a profession without telling the others.
- The other S/Ss should try to guess the profession by asking him/her questions using *what*, *where*, e.g. *What do you always/never wear?* *Where do you work?* *Are you a/an...?* etc.
- Ss take turns.

2.

- Explain to Ss that they should complete the questions with the question words given.

Key:

- | | | |
|----------|----------|---------|
| 1. Where | 2. Who | 3. What |
| 4. Who | 5. Where | 6. What |

NOTE

Tell Ss to bring a photo of themselves with them for the next lesson.

UNIT 1 LESSON FIVE

For teachers' inspection ONLY

Aim: To revise taught structures and vocabulary.

Materials: scissors, glue, cardboard, a photo of the S, 4 pieces of coloured or white paper, markers

PRESENTATION

1.

Make your page.

- Explain to Ss that they are going to make a page like Brad's in Lesson One with information about their family, friends, pets, house or school.
- Read the instructions aloud and explain in L1.
- Go round the class to ensure that they are following the instructions correctly.

- Choose Ss to come to the board and present their page to the class.
- Alternatively, Ss can talk about their page in small groups.

2.

- Play the tape and ask Ss to follow the song in their books.
- Play the song again and encourage Ss to sing.
- Ask Ss, *Where does the boy live?* (In Milwaukee.)
What does his dog like? (He likes playing frisbee with him.)

WORKBOOK

1.

- Explain to Ss that they are going to read a story.
- Draw Ss' attention to the frames and ask them what the people are doing in each one.
- Ask Ss what they find funny in each frame.
- Instruct Ss to read the story silently and ask: *What day is it today in Kingston?* (Saturday.) *What's so special about this Saturday?* (It's "Help Your Neighbour Day".) *What are the people doing?* (They're helping their neighbours.) Explain to Ss that "Help Your Neighbour Day" is when people living in the same neighbourhood help each other.
- Read each frame separately.
- Ss listen to you and follow in their books.
- Draw Ss' attention to Frame 1 and ask the following questions:
What's Pete doing? (He's taking Mr Delby's dogs for a walk.)
How many dogs has Mr Delby got? (Seven.)
What does Mr Delby do every day? (He takes his dogs for a walk.)
Who is taking his dogs for a walk today? (Pete.)
- Draw Ss' attention to Frame 2 and ask the following questions:
What does Julie usually do every evening? (She does her homework.)
What is she doing today? (She's taking out Mrs Brighton's rubbish.)
Why aren't the bags heavy? (Because there isn't any rubbish in them and Julie doesn't know that!)
- Draw Ss' attention to Frame 3 and ask the following questions:
What are Joe and Mrs Wilm doing? (They're painting Mrs Wilm's house.)
Does Joe like painting? (No, he doesn't.)
Who is Max? (Joe's friend.)
- Draw Ss' attention to Frame 4 and ask the following questions:
What does Kevin usually do on Saturdays? (He usually goes shopping.)
What's he doing today? (He's fixing Sally's bike.)
- Get Ss to read the story.

2.

- Explain to Ss that they should refer to the previous activity and answer the questions given.

Key:

1. He takes his dogs for a walk.
They're chasing a cat.
2. She does her homework.
Mrs Brighton.
3. No, he doesn't.
Because Joe is painting Mrs Wilm.
4. He usually goes shopping.
No, he can't.