

teacher's book

pop up now

3

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mm publications

Contents



pop
up
now 3
For teachers' inspection ONLY

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UNIT 1 Welcome (Review) Page 8

- L 1**
- What's your name?
 - What's your favourite subject?
 - I live in...
 - Present Simple

toast
Hi! My name's...
I live in...
My favourite subject is...
I'm new here.
I like + subject

- L 5** Make a puppet.

Greeting people.
Introducing oneself and others.
Expressing personal preferences.

- L 2**
- Have got + (adjective) + family members/parts of the body

Have you got a brother/sister/cousin?
Has he/she got long hair/blue eyes?

- L 6** Our World: The School of American Ballet

Asking for and giving information about one's family.
Describing physical appearance.

- L 3**
- What time is it?
 - It's... (time) It's time for breakfast/lunch/dinner.
 - I like/don't like...
 - These/Those

It's time for breakfast/lunch/dinner.
Do you eat... for breakfast/lunch/dinner?

- L 7** Storyline: The Flying Umbrella 1

Asking and answering about time.
Talking about one's preferences in food.
Talking about meals of the day.

- L 4**
- affirmative, interrogative, negative form of *can*.
 - the conjunction *but*

Can you + verb
I/He/She can + verb
I/He/She can't + verb

- L 8** Revision

Expressing one's abilities.

UNIT 2 Everyday life (Review) Page 16

- L 1**
- am/is/are + -ing
am/is/are + not + -ing

man, woman

- L 5** Make a weekend fliplet.

Talking about clothes.
Talking about what people are doing at the moment.

- L 2**
- Present Continuous: interrogative form and short answers
 - What is/are... doing?

parents, fix the car, listen to music, water the flowers, talk on the phone

- L 6** Our World: Ricky Martin

- L 3**
- Present Simple
 - Adverbs of Frequency

visit, stay at home, go shopping, go to the cinema, on... nights, at the weekends, always, never, sometimes

- L 7** Storyline: The Flying Umbrella 2

Talking about one's daily routine.
Talking about free time activities.

- L 4**
- Present Simple vs Present Continuous

firefighter, lifeguard, put out, fire, save, beach, people, in the morning/afternoon/evening, What's your favourite time of day?

- L 8** Revision

Introducing professions.

UNIT 3 Let's do things Page 24

- L 1**
- Future going to (affirmative)
I'm + going to + infinitive
He's/She's + going to + infinitive
 - Info Question: What are you going to do?

have a dancing lesson, party, tomorrow morning/afternoon/evening

- L 5** Make a sailing boat.

Talking about future plans.

- L 2**
- Future Going to (interrogative)
Are they going to + infinitive
Yes, they are./No, they aren't:
Is he/she going to + infinitive

sailing boat, butterfly, octopus, rocket, dragon, paper

- L 6** Our World: Playland

Asking and answering about what item one is going to make.

- L 3**
- Future going to + infinitive
like + verb + -ing
because

mountain

- L 7** Storyline: The Flying Umbrella 3

Asking questions about the future.
Discussing personal preferences.

- L 4**
- Info Questions: What + to be + future going to + infinitive?
 - have sth for breakfast/lunch/dinner

fruit salad, buy, cherry(ies), strawberry(ies)
What + to be + going to + infinitive?

- L 8** Revision

Talking about what people have for breakfast/lunch/dinner.

UNIT 4 This year Page 32

- L 1**
- How many... are there in a... ?

day, month, year

- L 5** Make a calendar.

Talking about the months of the year and the days of the week.

- L 2**
- In the + season

spring, summer, autumn, winter, start
What's your favourite season?

- L 6** Our World: Weather Symbols

Talking about the seasons.

- L 3**
- When's name's/your/his/her birthday?
It's on + date.
 - What's the date today?

1st - 31st

- L 7** Storyline: The cub 1

Asking and answering about dates.

- L 4**
- go + gerund
 - in + city/country

cloudy, windy, windsurfing, skiing, sailing, It's raining, It's snowing

- L 8** Revision

Describing the weather.
Talking about sports.

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UNIT 5

We're going places

Page 40

- L 1** • Future going to
- L 2** • turn left, turn right, go straight
- L 3** • Adjective(size) + adjective (colour) + noun
• Future going to + verb
- L 4** • want to (affirmative/negative/interrogative)
want to + verb
don't want + verb
Do you want to + verb?

brochure, wax museum, film star, aquarium, sports centre, swimming pool

kangaroo/joey, bear/cub, giraffe/calf, vet, calf-calves, turn left, turn right, go straight

purple, shirt, magazine, look for

sledge, star, planet, planetarium

- L 5** Make a 3-D brochure.
- L 6** Our World: A maze in a garden!
- L 7** Storyline: The cub 2
- L 8** Revision

Discussing one's future plans.
Talking about brochures.

Asking for and giving directions.

Talking about sizes and colours.

Asking and answering about what someone wants to do.

UNIT 6

Around the house

Page 48

- L 1** • Prepositions of place
• preposition (behind, in front of) + noun
- L 2** • Whose... is/are this/these?
It's/They're + ...(mine, yours, his, hers)
- L 3** • Why are you...?
Because it's...
- L 4** • the modal verb *must* in the affirmative and negative

in front of, behind, rug

slippers, scarf, pyjamas

scary, funny, boring, hide, cry

furniture, be quiet, throw rubbish in the rubbish bin

- L 5** Make a die.
- L 6** Our World: The traditional Japanese house
- L 7** Storyline: The cub 3
- L 8** Revision

Asking and answering about the location of furniture.

Asking and answering about other people's belongings.

Asking and answering questions about the reason someone is doing something.

Expressing obligation and prohibition.

UNIT 7

The world around us

Page 56

- L 1** • Comparative Degree adjective (-er) + than
- L 2** • Comparative Degree adjective (-er) + than
- L 3** • Superlative Degree the + adjective (-est) + noun
- L 4** • Superlative Degree the + adjective (-est) + noun

young(er), old(er), fat(ter), thin(ner)

strong, slow, big(ger)

loud, fast, lizard, lion

ostrich, high, pyramid

- L 5** Make a paper shoe.
- L 6** Our World: The Solar System
- L 7** Storyline: The biggest cake 1
- L 8** Revision

Comparing and describing family members.

Comparing two people in terms of external appearance and physical strength.

Comparing one person/animal to the rest of the same group.

Describing world facts.

UNIT 8

Food please!

Page 64

- L 1** • There is/are some + countable /uncountable noun
• There isn't/aren't any + countable/uncountable noun
- L 2** • Is there any...?
Yes, there is./No, there isn't.
• Are there any...?
Yes, there are./No, there aren't.
- L 3** • I'd like a...
• Would you like anything for dessert?
Would you like anything to drink?
- L 4** • I'd like + number + kilos/packets/cartons of food

lettuce, olive, yoghurt, fridge, salad, tomato(es)

bread, butter, jam, cheese

menu, pie, chips, dessert, lemonade, cola

kilo, packet, carton, onions, flour

- L 5** Make a menu.
- L 6** Our World: Popular American Food
- L 7** Storyline: The biggest cake 2
- L 8** Revision

Talking about food and drinks.

Asking and answering about food.

Ordering food.

Introducing quantities/packaging of food.

UNIT 9
Going on a trip
Page 72

- L 1** • need + noun
- L 2** • How much is it/are they?
It's/They're £...
• Would you like anything else?
- L 3** • Imperative
- L 4** • It's + time
• I'm going to catch the (time) bus/train.
• by car/bus/train

fishing rod, backpack, basket, torch, camping, trip

pounds

slice of bread, tuna, mayonnaise, cut, mix, place (v.)

bus

- L 5** Make a basket.
- L 6** Our World: Going camping at the weekend?
- L 7** Storyline: The biggest cake 3
- L 8** Revision

Expressing necessity.
Talking about camping.

Asking and answering about prices.

Giving instructions on how to prepare food.

Talking about time and means of transport.

UNIT 10
It was yesterday
Page 80

- L 1** • Where were you yesterday morning/afternoon/evening?
I was/We were at + place.
- L 2** • Where was it?
• Where were they?
• It was/It wasn't + preposition + place.
• They were/They weren't + preposition + place
- L 3** • How was...?
• It was + adjective
- L 4** • Was he/she/it...?
Yes, he/she/it was. No, he/she/it wasn't.
• Were they...?
Yes, they were./No, they weren't.
• There was/There were

shopping centre, skating rink, at home

camera, photo album, attic last... (day of the week), chest

concert, ticket, expensive, interesting, great

dolphin, photo

- L 5** Make picture clues.
- L 6** Our World: A city from the past
- L 7** Storyline: Four red feathers 1
- L 8** Revision

Talking about people's location in the recent past.

Talking about the location of things in the recent past.

Expressing an opinion about a past event.

Asking and answering questions about the location of people/animals in the recent past.

UNIT 11
American Indians
Page 88

- L 1** • Past Simple of regular verbs in the affirmative (third person plural)
• They + (verb +ed)
- L 2** • Past Simple of regular verbs in the affirmative
• He/She/They + (verb +ed)
- L 3** • Past Simple of irregular verbs in the affirmative (first person singular)
• Info Question
• What did you do yesterday?
- L 4** • Past Simple (negative)

tepee, buffalo, hunt, paint

plant corn, cook over a fire, wash clothes

feather, leaf-leaves, found, went, wore, had, saw

cloud, kill, mouse, gave, ate, made

- L 5** Make a Cloud-Eater.
- L 6** Our World: Indian dances
- L 7** Storyline: Four red feathers 2
- L 8** Revision

Describing Indian life and culture.

Talking about the Indian family and their habits in the past.

Asking and answering about what people did in the recent past.

Talking about historical/ mythical events.

UNIT 12
On holiday
Page 96

- L 1** • Did you... yesterday?
Yes, I did./No, I didn't.
- L 2** • Present Simple
• Info Question
• What do you collect?
I collect...
• from + country
- L 3** • Review of previously taught structures and vocabulary
- L 4** • Review of Past Simple

holiday, take a photo, buy-bought

postcard, collect, coin, stamp, country - countries

hotel, get-got

- L 5** Make a photo album.
- L 6** Our World: The Caribbean Islands
- L 7** Storyline: Four red feathers 3
- L 8** Revision

Asking and answering about activities while on holiday.

Talking about collections. Identifying countries.

Identifying and talking about a letter.

Talking about one's holiday.

UNIT 1 LESSON ONE

Aim: To revise structures used for giving personal information.

Language: toast

Structures: What's your name? What's your favourite subject? I live in...

PRESENTATION

NOTE

Before starting this lesson, present the characters of the book. For suggested ideas, look at page 4 of the Introduction.

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 his/her name.

1.

- Draw Ss' attention to the pictures and ask them to identify the two characters. (Brad and Lyn.)
- Ask Ss, *Where are they?* (They're in the school yard.)
- Draw Ss' attention to the second picture and ask them to guess who the man is. (A teacher.)
- Ss listen to the tape and follow in their books.
- Explain the word *break*.
- Ask Ss, *Who is new in Redwood?* (Lyn.) *What's the teacher's name?* (Mr Smith.) *What's Brad's favourite subject?* (English.) *What's Lyn's favourite subject?* (The break.) Explain why this is funny.
- Ss listen to the tape again and repeat phrase by phrase.
- Assign roles to Ss and get them to act out the dialogue.

BEFORE LEAVING

- Ss work in pairs.
- SA* asks, *What's your favourite subject?* SB* answers, *It's...*
- Ss swap roles.

OPTIONAL

- Explain to Ss that they are going to play a guessing game.
- Draw the table on the right, on the board:
- Ask a S* to come to the board and choose one of the boys or girls whose name is on the table.
- The rest of the class has to guess the S's choice by asking him/her questions about the subjects he/she likes, eg. *Does he/she like Maths?* and about his/her place of residence, eg. *Does he/she live in Redwood?*

WORKBOOK

1.

Key:

1. Maths 2. teacher 3. school 4. Music

2.

- Make sure Ss have matched the questions with the correct answers.

Key:

1. I'm Cynthia. 2. Art. 3. Yes, I do.

2.

- Explain to Ss that they should read the sentences in activity 2 and write T for True and F for False in the boxes given.
- Explain the meaning of *True* and *False*.

Key:

1.T 2.F 3.F 4.F

3.

- Draw Ss' attention to the photo. Ask Ss to guess what the two children are doing. (They are talking about the characters in activity 1.)
- Explain to Ss that they should look at activity 2 and correct the false sentences.
- Ss work in pairs and take turns to correct the sentences.
- While Ss are doing this, go round the class and monitor the pairs, helping them when necessary.

Key:

Lyn's favourite subject isn't English. Her favourite subject is the break.

Brad doesn't like Maths. He likes English.

NOTE

Point to Snack in the book. Explain to Ss that his name is Snack and that he is one of the heroes in the book. Ask Ss what he is. (A slice of toast!) Write the word *toast* on the board.

Does he/she live in Greenwood?

- The S who guesses correctly, is the next one to come to the board.

	Mike	Jim	James	Mel	Angela	Kate
Redwood	✓	X	X	X	✓	X
Blackwood	X	✓	X	✓	X	X
Greenwood	X	X	✓	X	X	✓
English	✓	X	✓	✓	X	X
Art	X	✓	✓	X	✓	✓
Maths	✓	✓	X	X	X	✓

3.

- Explain to Ss that this is a personal activity and that they have to answer the questions about themselves.
- Make sure Ss have answered the questions appropriately.
- Point out to Ss that for question 5 they have to use the preposition *in* before the name of the place. Give more examples.
- Ask different Ss, *Where do you live?* and elicit their answers.

NOTE: *Ss=students, *SA=student A, *SB=student B, *S=student, *L1= native language

UNIT 1 LESSON TWO

Aim: To revise the verb *have got*.

Structures: Have got + (adjective) + family members/parts of the body.

Revision:

- Choose a S to come to the board and ask him/her to talk about himself/herself (his/her name, his/her favourite subject, where he/she lives), eg. *My name's... I live in... My favourite subject is...*
- Repeat the procedure with other Ss.

PRESENTATION

Warm up:

- Ask a S, *Have you got a brother or a sister?* Elicit Ss' answers, *I have got...*
- Repeat the procedure with other Ss.

1.

- Draw Ss' attention to the pictures. Ask them to describe the children's physical appearance using the verb *have got*, eg. *She has got blue eyes.*
- Ask Ss to guess the relationship between the children. (Picture 1: Brothers. Picture 2: Brother and sister.)
- Ask Ss to guess who Freddy is. (The boy with the red T-shirt.)
- Explain to Ss that they will listen to the song and they should complete the gaps with the words given in the box.

Key:

- 1. short 2. tall 3. green 4. blue 5. long
- Play the song again and encourage Ss to sing.

2.

- Explain to Ss that they have to look at activity 1 and answer the questions given.
- Make sure Ss have answered the questions correctly.

Key:

- 1. Yes, he has. 2. Yes, he has. 3. No, she hasn't.
- 4. Yes, he has.

3.

- Draw Ss' attention to the photo and ask them what the children are doing. (They are talking about their families.)
- Ask a pair of Ss to read the example aloud.
- Ss work in pairs.
- Explain to Ss that they should ask and answer questions about their family, as in the example.
- While Ss are doing this, go round the class and make sure they are using the correct structures.

BEFORE LEAVING

- Choose a S and ask him/her to describe a member of his/her family (father, mother, sister etc.), eg. *I have got a tall father. My father has got blue eyes and short hair.*
- Repeat the procedure with other Ss.

OPTIONAL

- Explain to Ss that they are going to play a guessing game.
- Choose a S to come to the board and describe one of his/her classmates without revealing his/her name, eg. *He has got green eyes. He/she has got short hair. He/she hasn't got a big nose etc.*
- The rest of the class has to guess.
- If time allows, repeat the procedure with other Ss.

WORKBOOK

1.

- Ss work in pairs.
- Explain to Ss that they have to describe their family by choosing the appropriate structures.
- Ss swap roles.
- Choose a few Ss to talk about their family in front of the class.

2.

- Explain to Ss that they have to look at John's family tree and complete the sentences accordingly.
- Revise family members if necessary.

Key:

- 1. uncle 2. brother 3. grandmother 4. cousins

UNIT 1 LESSON THREE

Aim: To revise questions about the time and preferences in food.

Structures: What time is it? It's... o'clock./It's... half past...
It's time for breakfast/lunch/dinner.
I like/don't like...
These/Those

Revision:

- Choose a pair of Ss to come to the front of the class and talk about their family,
eg. SA: *Have you got a brother/sister/cousin etc?* SB: *Yes, I have.*
SA: *Has he/she got long hair/blue eyes etc?* SB: *Yes, he/she has. No, he/she hasn't.*
- Repeat the procedure with other pairs of Ss.

PRESENTATION

Warm up:

- Write a list of items of food on the board and ask Ss to say what they like and don't like.
- Elicit Ss answers, eg. *I like/don't like...*

1.

- Books open. Ask Ss to identify the food items they can see in the pictures. (Orange juice and eggs.)
- Ask Ss, *How many eggs are there?* (Two.)
- Ss listen to the tape and follow in their books.
- Tell Ss to look at frame 2 and ask, *Does the boy like eggs?* (No, he doesn't.) *Does he like fruit?* (Yes, he does.)
- Ask Ss, *What time is it?* (It's 8:30.) Complete Ss' answer by saying, *It's time for school.*
- Ask Ss why the children aren't eating breakfast. (Because they're late for school.)
- Ask Ss to look at frame 1. Point out the use of *this/that* and give examples. Revise the plurals *these/those* and give examples.
- Ask Ss in L1* to tell you what's going on in the last frame. (The father can't find the toast because it has run away.)

- Ask Ss to identify the toast. (It's Snack.)
- Ss listen again and repeat phrase by phrase.
- Assign roles to Ss and get them to act out the dialogue.

2.

- Draw Ss' attention to the pictures and revise the expressions for the three meals of the day (breakfast, lunch, dinner) that are written under the pictures.
- Revise the time (o'clock, half past).
- Explain to Ss that first they have to draw the time for each picture and then, match the pictures with the correct expressions.
- Make sure Ss have drawn the correct time and matched the pictures with the expressions correctly.

Key:

7:30- It's time for breakfast 1:00- It's time for lunch.
6:30- It's time for dinner.

BEFORE LEAVING

- Draw a clock on the board and ask a S, *What time is it?*
Elicit the answer, *It's...*
- Repeat the procedure with other Ss.

OPTIONAL

- Explain to Ss that they are going to play a game called Silly Answers.
- Ss work in pairs.
- Each pair writes one of the following questions and their corresponding answers on different pieces of paper:
Is this/that your + item of food? Yes, it is. / No, it isn't.
Are these/those your + items of food? Yes, they are. / No, they aren't.
What time is it? It's... o'clock. / It's... half past

Do you like + item of food? Yes, I do. / No, I don't.
How many + items of food are there? There are... items of food.

- Ss put their pieces of paper in two boxes, one for the questions and one for the answers.
- Each pair of Ss takes a turn to come to the front of the class.
- One S from each pair picks a piece of paper from the question-box and reads the question aloud and his/her partner picks a piece of paper from the answer-box and reads it aloud, too.

WORKBOOK

1.

- Explain to Ss that they have to look at the pictures and circle the correct words.

Key:

1. this 2. these 3. those 4. that
2.

Key:

2. It's 10:00. 3. It's 12:30. 4. It's 9:00.

3.

- Go round the class and ask each S to name an item of food they know in order to revise the vocabulary used for food.
- Explain to Ss that this is a personal activity and that they have to write two items of food they like and two they don't like.

UNIT 1 LESSON FOUR

Revision:

- Ss work in pairs.
- SA draws a picture of the items of food he/she has for breakfast/lunch/dinner.
- SA turns to his/her partner and says, *It's time for breakfast/lunch/dinner* according to the picture he/she has drawn.
- SB asks, *Do you eat... for breakfast/lunch/dinner?*
- SA answers accordingly.
- Ss swap roles.

Aim: To revise the verb *can*.

Structures: affirmative, interrogative, negative form of *can*.
the conjunction *but*

PRESENTATION

Warm up:

- Write the words *can-can't* on the board.
- Ask Ss to name some of the activities they can or can't do and write them on the board under *can* and *can't* accordingly.
- Ss work in pairs.
- Each S asks his/her partner whether he/she can do one of the activities on the board by saying, *Can you...?* and elicits the answer, *Yes, I can/No, I can't*.

1.

- Draw Ss' attention to the table in the first activity. Ask a pair of Ss to read the example.
- Ss work in pairs.
- Explain to Ss that they should take turns to ask and answer questions about the activities in the table to fill in the table about their partner.
- While Ss are doing this, go round the class and monitor the pairs, helping them where necessary.

2.

- Draw Ss' attention to the example and read it aloud.
- Explain to Ss that they have to look at the table in activity

1 and report the answers, as in the example.

- Point out the use of *but* in joining two opposite ideas. Explain its meaning in L1 if necessary.
- Choose a few Ss to say the sentences in front of the class.

3.

- Explain to Ss that they are going to listen to the tape and tick (✓) the activities in the table that the boy can or can't do accordingly.
- Allow at least two hearings. Pause the tape where necessary.

Tapescript:

Boy: My name's Peter. I can count to 20 and I can spell "English". I can't play the piano, but I can make a milkshake. I can't ride a bike, but I can say the days of the week.

Key:

- | | | |
|--------|--------|--------|
| 1. Yes | 2. Yes | 3. No |
| 4. Yes | 5. No | 6. Yes |

BEFORE LEAVING

- Ask Ss to make a sentence about an activity they can/can't do before they leave.

OPTIONAL

- Write the following activities on the board: count to 20, spell 'queen', say the alphabet, write my name, sing a song.
- Ss work in pairs.

- SA asks his/her partner whether he/she can do the activities written on the board.
- For every positive answer that SB gives, he/she has to perform the activity. For every negative answer he/she gives, he/she is charged with ten points.
- Ss swap roles.
- The S who has the least points at the end of the game is the winner.

WORKBOOK

1.

- Explain to Ss that they have to look at the pictures and circle the corresponding actions in the grid.

Key:

horizontally: draw, run
vertically: fly, read, sing

2.

- Explain to Ss that they have to look at the pictures and circle *can* or *can't* accordingly.

Key:

- | | | |
|----------|--------|--------|
| 1. can't | 2. can | 3. can |
|----------|--------|--------|

3.

- Explain to Ss that this is a personal activity and that they have to complete the two sentences about two activities they can and can't do.

UNIT 1 LESSON FIVE

For teachers' inspection ONLY

Aim: To revise greetings and structures used for introducing oneself.

Materials: scissors, string, skewer, plasticine, a plastic cup, crepe paper

PRESENTATION

1.

Make a puppet.

- Explain to Ss that they are going to make a puppet and that they are going to use their puppets to revise greetings.
- Read the instructions aloud and explain in L1.
- Go round the class to make sure that Ss are following the instructions correctly.

a conversation. They can ask questions about where they live, the school subjects they like, their abilities and their family.

- Tell Ss to name their puppets and change their voices.
- Ss work in pairs and act out their roles.
- Ss can change partners to continue the activity.
- Choose a few pairs to perform their dialogue in front of the class.

2.

- Draw Ss' attention to the photo. Read the example aloud and explain to Ss that they should use the example to start

WORKBOOK

Pre-reading:

- Ask Ss what time they get up in the morning, go to bed in the evening and what they do in the afternoon.

1.

- Explain to Ss that they have to read the story silently and circle the correct option a, b or c to complete the sentences.
- Tell them to look at each frame and say which parts of the day in the boy's daily routine are mentioned.
(The morning, the afternoon and the evening.)
- Ask Ss to describe the boy in the first frame.
- Read each paragraph separately.
- Ss listen to you and follow in their books.
- Ask Ss to read the first frame to find out the boy's name (Fritz.), what he wears and what he sleeps with (his cricket gloves).
- Ask Ss to read the second frame and answer the question:
What time is it? (It's 4.30 in the afternoon.)
What does Fritz like doing? (He likes rollerblading, swimming and playing cricket.)
- Ask Ss to read the third frame and answer the question:
What time is it? (It's 10:00 pm.)
What can't Fritz do? (He can't sleep.)

Key:

1.a 2.c 3.b

2.

- Explain to Ss that they should look at activity 1 and discuss why Fritz can't sleep.
- Ask Ss to look carefully at the third frame and say what's missing from Fritz's hands. (His cricket gloves.)
- Ask Ss if this is why Fritz can't sleep. (Yes.)
- Ask Ss where Fritz's hat is. (On the ground in the cricket pitch in frame 2.)