CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

2

SUPER MINDS

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Better Learning

Thanks and acknowledgements

Acknowledgements

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Photography and illustrations

The photographs and illustrations in the teaching notes are reused from the Student's Book.

The photographs and illustrations in the Introduction are reused from the Student's Book, Workbook, Practice Book, Flashcards, Presentation Plus and Practice Extra.

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Map of the course

Back to school (pages 4–9)

Vocabulary	Language focus	Story
The classroom: *bookcase, wall, board, clock, door, cupboard, window, chair, crayon, floor*	*There's a (cap).* *There are some (pictures).* *(Sit down).* *Don't (sit down).*	*The burglars* **Value** Helping people

▶ Song: 10, 20, 30, 40, 50!

1 My day (pages 10–21)

How do we know the time?

Vocabulary	Language focus	Story	Skills	Think and learn
Daily routines: *get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed*	*When do you (have breakfast)?* *At (seven) o'clock.* *What's the time?* *It's (nine) o'clock.* *(Claire gets up) at (eight) o'clock.*	*What a day!* **Value** Offering to help **Phonics** The letter sounds *ee* and *ea*	• Reading and writing • Listening and speaking	**Maths:** Time **Project:** Draw and write about a sundial with Roman numbers.

▶ Song: What's the time? ▶ Creativity: Create that! ▶ Revision: Think back

2 The zoo (pages 22–33)

Where do animals live?

Vocabulary	Language focus	Story	Skills	Think and learn
Animals: *polar bear, bear, zebra, crocodile, hippo, tiger, parrot, monkey, snake*	*(Freddy) likes / doesn't like (spiders).* *Does (Mark/Emma) like (bananas)?* *Yes, he/she does. / No, he/she doesn't.*	*The zoo keeper* **Value** Helping people **Phonics** The letter sounds *ie* and *y*	• Reading, listening and writing • Listening and speaking	**Environmental studies:** Habitats **Project:** Draw and write about a habitat with three different animals.

▶ Song: In the zoo ▶ Creativity: Do that! ▶ Revision: Group check

3 Where we live (pages 34–45)

How can we find places?

Vocabulary	Language focus	Story	Skills	Think and learn
Places in a town: *train station, hospital, cinema, playground, café, shop, street, bus stop, park, school, swimming pool*	*Has your town got a (swimming pool)?* *Yes, it has. / No, it hasn't.* *The (cinema) is between the (toy shop) and (Green Street).* *The (hospital) is behind the (playground).*	*The tree on the track* **Value** Perseverance **Phonics** The letter sounds *tr*, *gr* and *dr*	• Reading, speaking and writing • Listening	**Geography:** Places in town **Project:** Design a town.

▶ Song: It's good to have a friend ▶ Creativity: Create that! ▶ Revision: Think back

4 The market (pages 46–57)

How can we buy food?

Vocabulary

Food:
tomatoes, beans, greens, potatoes, kiwis, lemons, bread, mangos, grapes, eggs, watermelons

Language focus

Would you like a (tomato) / some (bread)?
Yes, please. / No, thank you.
Are there any (pears) in the (fridge)?
Yes, there are. / No, there aren't any.
Is there any (bread) in the (basket)?
Yes, there is. / No, there isn't any.

Story

Bad apples

Value

Cheating doesn't pay

Phonics

The letter sounds *w* and *wh*

Skills

- Reading, speaking and writing
- Listening

Think and learn

Maths: Weights
Project: Find out how much food and vegetables weigh and do food sums.

▶ Song: Would you like an apple?
▶ Creativity: Do that!
▶ Revision: Group check

5 My bedroom (pages 58–69)

What does furniture look like?

Vocabulary

Furniture:
poster, wardrobe, mirror, armchair, lamp, bed, table, sofa, rug

Language focus

I like this/that (book).
I like these/those (book)s.
Whose (sock)s are these?
They're (Fred)'s.
Whose (hat) is this?
It's (May)'s.

Story

Tidy up!

Value

Tidiness

Phonics

The letter sound *oo*

Skills

- Reading
- Listening, speaking and writing

Think and learn

Science: Materials
Project: Draw a room you like and label the materials.

▶ Song: Give me a piece of wood
▶ Creativity: Create that!
▶ Revision: Think back

6 People (pages 70–81)

How are faces different?

Vocabulary

The face:
eyes, face, glasses, hair, cheeks, ears, nose, tears, chin, mouth

Language focus

Are you (angry)?
No, I'm not (angry).
I'm (tired). /
Yes, I'm (happy and excited).
Our/Their birthdays are in (May).

Story

Thunder's birthday

Value

Being a good loser

Phonics

The letter sounds *a_e*, *ai* and *ay*

Skills

- Reading and writing
- Listening and speaking

Think and learn

Art: Portraits
Project: Draw and write about a portrait of a person you like.

▶ Song: Do you know my face?
▶ Creativity: Do that!
▶ Revision: Group check

7 Off we go! (pages 82–93)

Where can transport go?

Vocabulary

Transport:
helicopter, ship, lorry, boat, scooter, skateboard, motorbike, taxi, bus

Language focus

I'd like to go to (Africa) by (plane).
What are you doing? I'm (fly)ing (a plane).
Are you (fly)ing (a plane)?
Yes, I am. / No, I'm not.

Story

The bus trip

Value

Being generous

Phonics

The letter sounds *u_e*, *ew*, *ue* and *oo*

Skills

- Listening and speaking
- Listening, reading and writing

Think and learn

Geography: Transport
Project: Make a transport calendar.

▶ Song: Far or near
▶ Creativity: Create that!
▶ Revision: Think back

8 Sports club (pages 94–105)

What do we need to play sports?

Vocabulary	Language focus	Story	Skills	Think and learn
Sport: *badminton, table tennis, tennis, basketball, baseball, volleyball, swimming, football, hockey, athletics*	*(Fly)ing (a kite)'s (difficult).* *What sport do you like doing?* *I like (swimming).* *So do I. / I don't. / Me too!*	*The football club* **Value** Including people **Phonics** The letter sounds *o*, *oa* and *o_e*	• Listening, speaking and writing • Reading	**Physical education:** Sports equipment **Project:** Make a leaflet about your favourite sport.

▶ Song: Playing sport is easy ▶ Creativity: Do that! ▶ Revision: Group check

9 Holiday plans (pages 106–117)

What makes a good holiday?

Vocabulary	Language focus	Story	Skills	Think and learn
Holidays: *read a comic, go hiking, visit cousins, help in the garden, take riding lessons, build a tree house, keep a scrapbook, learn to swim, go camping*	*Can I build a tree house?* *Yes, of course you can.* *Can we go fishing?* *Yes, of course we can.*	*Dream holidays* **Value** Teamwork **Phonics** The letter sounds *z* and *s*	• Reading • Listening and speaking	**Environmental studies:** Helping the environment **Project:** Make a scrapbook page about a place to go on holiday.

▶ Song: Holidays are the best ▶ Creativity: Create that! ▶ Revision: Think back

Key to teaching notes icons

Cambridge Life Competencies Framework

Cognitive control functions

Stickers

Story

Values

In the teaching notes, these two icons use the colours shown here in order to help contrast the two areas for teachers. For students, both kinds of icon use one colour.

Welcome to SUPER MINDS SECOND EDITION

Rediscover *Super Minds!*

Welcome to *Super Minds 2nd Edition*, a thoroughly updated and enhanced new edition of a much-loved English course from this renowned author team.

Accompany your students on exciting adventures with the intrepid characters, as they enjoy creative projects, authentic CLIL content, and the flexibility of the extensive skills practice, whilst working towards B1 level on the Common European Framework of Reference for Languages (CEFR).

Aligned to the Cambridge Life Competencies Framework, *Super Minds 2nd Edition* has a particular focus on developing Critical and Creative Thinking skills. In addition, throughout the course, students will develop their working memory, inhibitory control and cognitive flexibility, three key cognitive control functions for young learners. Together with the universal values introduced in each story, these skills help create curious and successful lifelong learners, and socially responsible individuals.

Super Minds 2nd Edition is supported by a comprehensive digital package in *Cambridge One*, a new-generation learning environment, including big-screen quality animated videos for the classroom, Practice Extra with digital activities for home or lab learning, together with comprehensive data views, rewards, and the capacity to assign homework digitally.

Super Minds 2nd Edition is a course that combines the very best of rich classroom experience with contemporary pedagogical research.

Super Minds 2nd Edition: The thinking course, revisited

Super Minds **is much loved by millions of learners of English in over 70 countries. Since its publication we have carried out extensive research to find out what teachers and learners love about *Super Minds*, and what could be updated and made even better.**

While this new and improved 2nd Edition of *Super Minds* maintains its easy-to-use, comprehensive language syllabus and unit structure, the experience of teaching and learning with the course is thoroughly refreshed and contemporary.

What have we kept?

The things teachers and learners love:

- relatable characters who enjoy exciting adventures
- fun and catchy songs and chants which aid engagement in the classroom and at home
- interactive and engaging projects and activities
- authentic CLIL content and extensive skills practice
- a comprehensive language syllabus.



What have we improved?

***Super Minds 2nd Edition* represents a significant update. Here's how *Super Minds 2nd Edition* has changed:**

1 New design

- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be charmed by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A full-colour Workbook gives learners further practice and consolidates learning.

2 Fresh and updated content

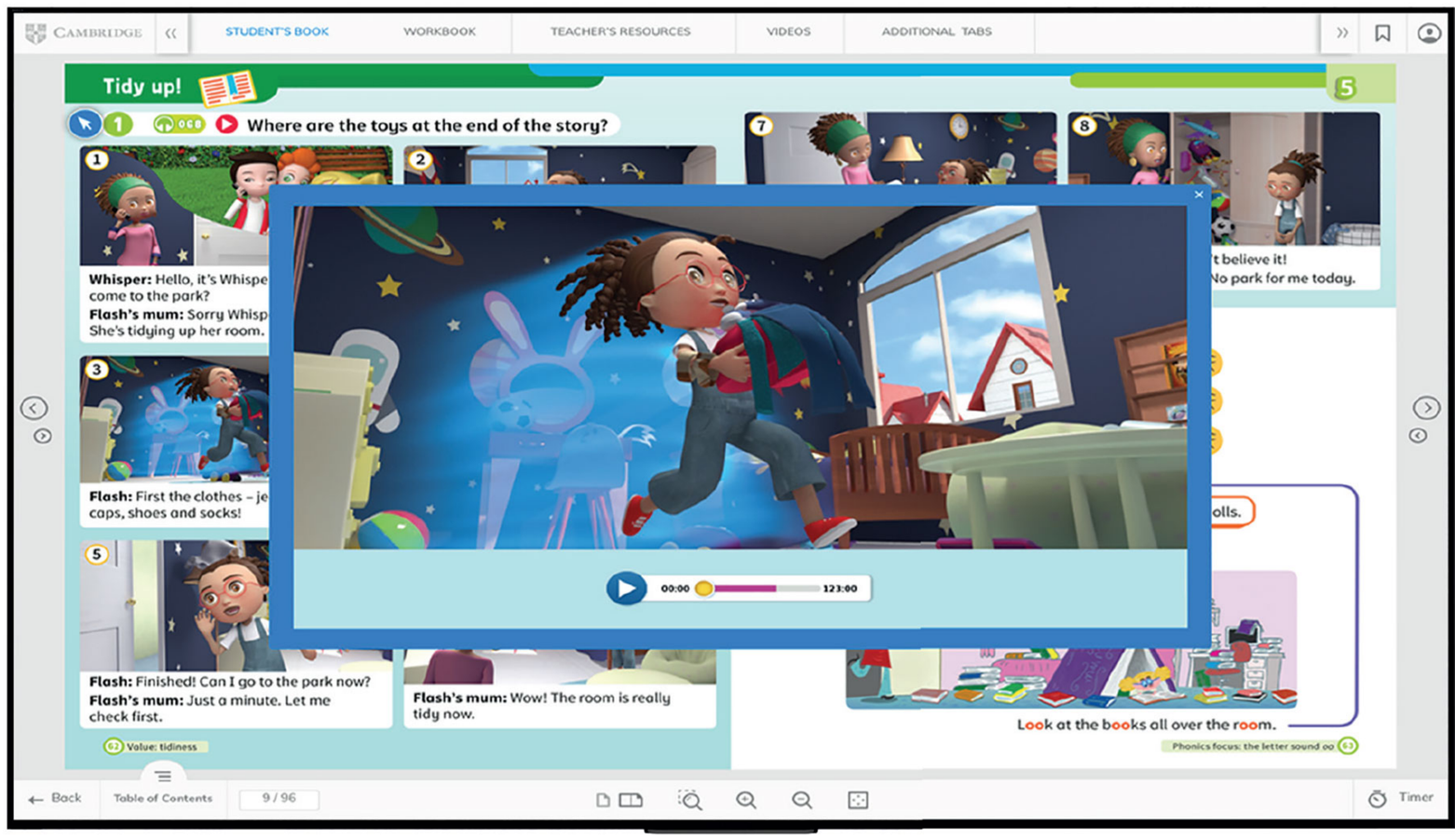
- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated *Language focus* videos at all levels.
- New *Think and learn* CLIL content and videos linked to topics students will be studying in their first language.
- Creative and Critical Thinking strands have been updated and developed in line with the Cambridge Life Competencies Framework. Activities are mapped to the Framework and explained in the Teacher's Book.
- Activities designed to enhance cognitive control functions which will lead to more successful language learning.
- New *Big Questions* at the beginning of every unit give students a gradual introduction to Enquiry-Based Learning.

3 Enhanced digital support

- Extensive digital support for teachers and students is accessed through our new learning environment, *Cambridge One*.
- Presentation Plus gives easy access to resources in the classroom, including the new animated videos.
- Practice Extra provides extra digital activities for students in a carefully tailored environment designed specifically for Primary learners. It includes interactive games to review language and *Brain Break* activities to aid motivation and help recharge the brain.



Practice Extra



Presentation Plus

The Cambridge Life Competencies Framework

Our world is changing fast and we need to prepare our students with the skills and experiences that go beyond learning an additional language.

Our job as Primary educators is complex. How do we prepare our students for a future which may be dramatically different from the present? Experts say there are some key skills which will be essential for the citizens of tomorrow: working together with people from around the world, thinking creatively to solve problems, analysing sources more critically, communicating our views effectively, and maintaining a positive mindset in an increasingly complex world.

The Cambridge Life Competencies Framework supports teachers in this challenging area – we understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities.

Competency

Communication | Collaboration | Learning to Learn | **Creative Thinking** | Critical Thinking | Social Responsibilities | Emotional Development

Core Areas

Preparing for creativity | **Generating ideas** | Implementing ideas and solving problems

Components

Generating multiple ideas | **Elaborating on and combining ideas** | Imagining alternatives and possibilities

Example 'Can Do' statements

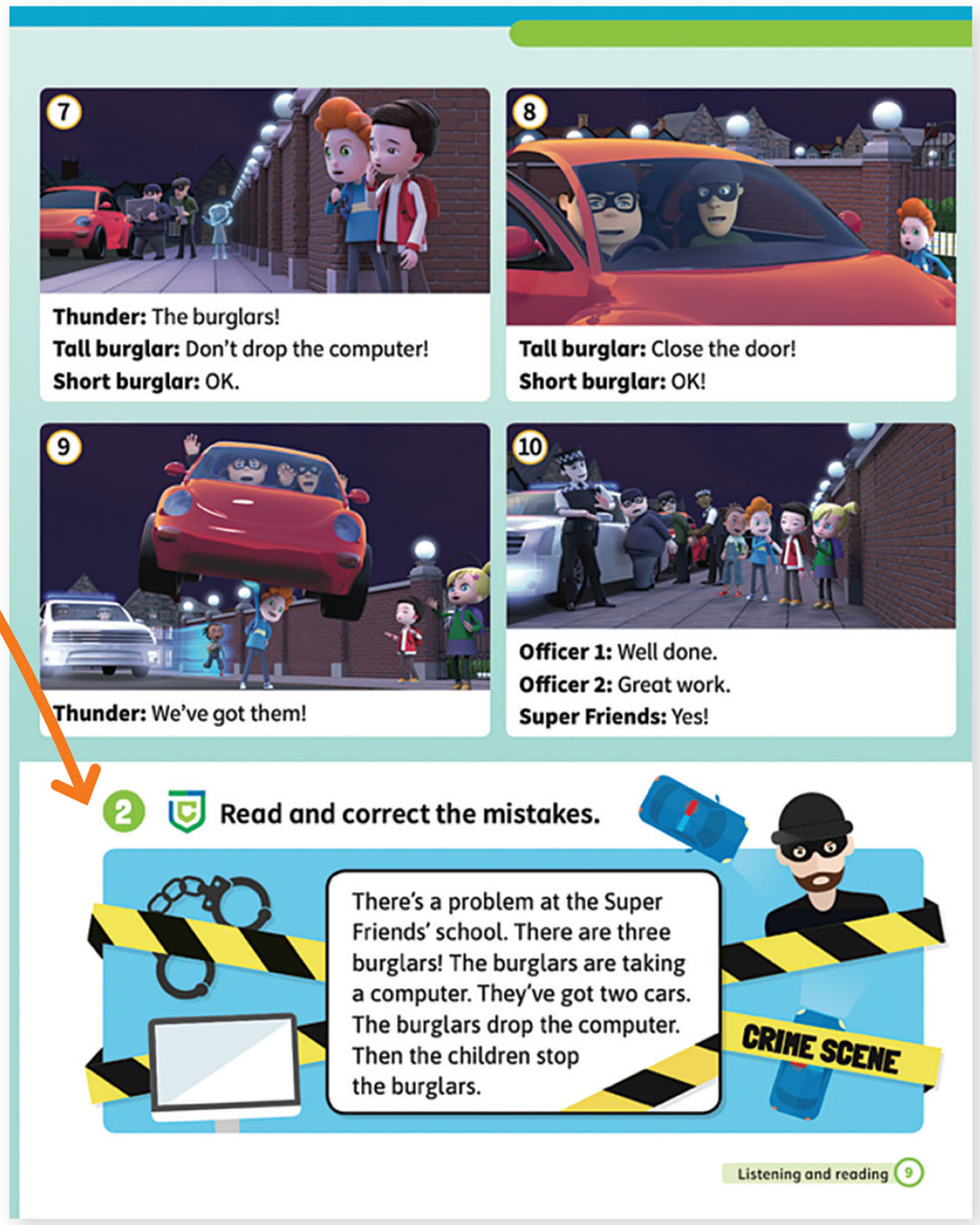
Finds new uses for objects and explains these ideas in detail

Super Minds 2nd Edition and the Cambridge Life Competencies Framework

The Cambridge Life Competencies Framework underpins the Critical and Creative Thinking strands of *Super Minds 2nd Edition*, helping to create curious and successful lifelong learners.

Critical Thinking

This activity from the Introductory Unit of the Student's Book helps learners evaluate ideas, arguments and options by identifying inconsistencies in stories.





Creative Thinking

This project in Unit 3 of the Student's Book helps learners develop Creative Thinking skills by using different media to make and describe their own designs.

For more information about the *Cambridge Life Competencies Framework*, go to languageresearch.cambridge.org/clc

Cognitive control functions

Successful language learning requires our learners to be in control of their own learning and of themselves. To do this, they need to:

- set goals
- organise learning over time
- focus attention to be able to stay on task
- adapt behaviour in order to overcome challenges and reach goals.

To manage these behaviours successfully, the brain uses **cognitive control functions** which determine students' success in learning and have a significant influence on their future success and wellbeing.

Activities in *Super Minds 2nd Edition* have been designed to enhance the **three core areas** of learners' cognitive control functions:

Working memory

is the ability to hold information in mind so that certain tasks can be completed.

This activity in the Introductory Unit of the Workbook helps to improve learners' working memory.





Inhibitory control

refers to the abilities to focus attention and control our emotional and behavioural responses.

This activity in Unit 1 of the Workbook helps to improve learners' inhibitory control.

Cognitive flexibility

is needed for solving problems, and enables students to look at issues from different viewpoints, to think 'outside the box' and to adapt to changing conditions.

This activity in Unit 3 of the Student's Book helps to improve learners' cognitive flexibility.



Unit walkthrough

Key vocabulary

is presented in an opening illustration which features the *Super Minds* characters and sets the scene for the main story of the unit. Full-colour digital or printed flashcard sets help learners practise vocabulary.

The Big Question

is a new feature that gives a gradual introduction to Enquiry-Based Learning. Each *Big Question* is directly related to the unit topic and is explored throughout the unit with further ideas for exploitation available in the Teacher's Book.

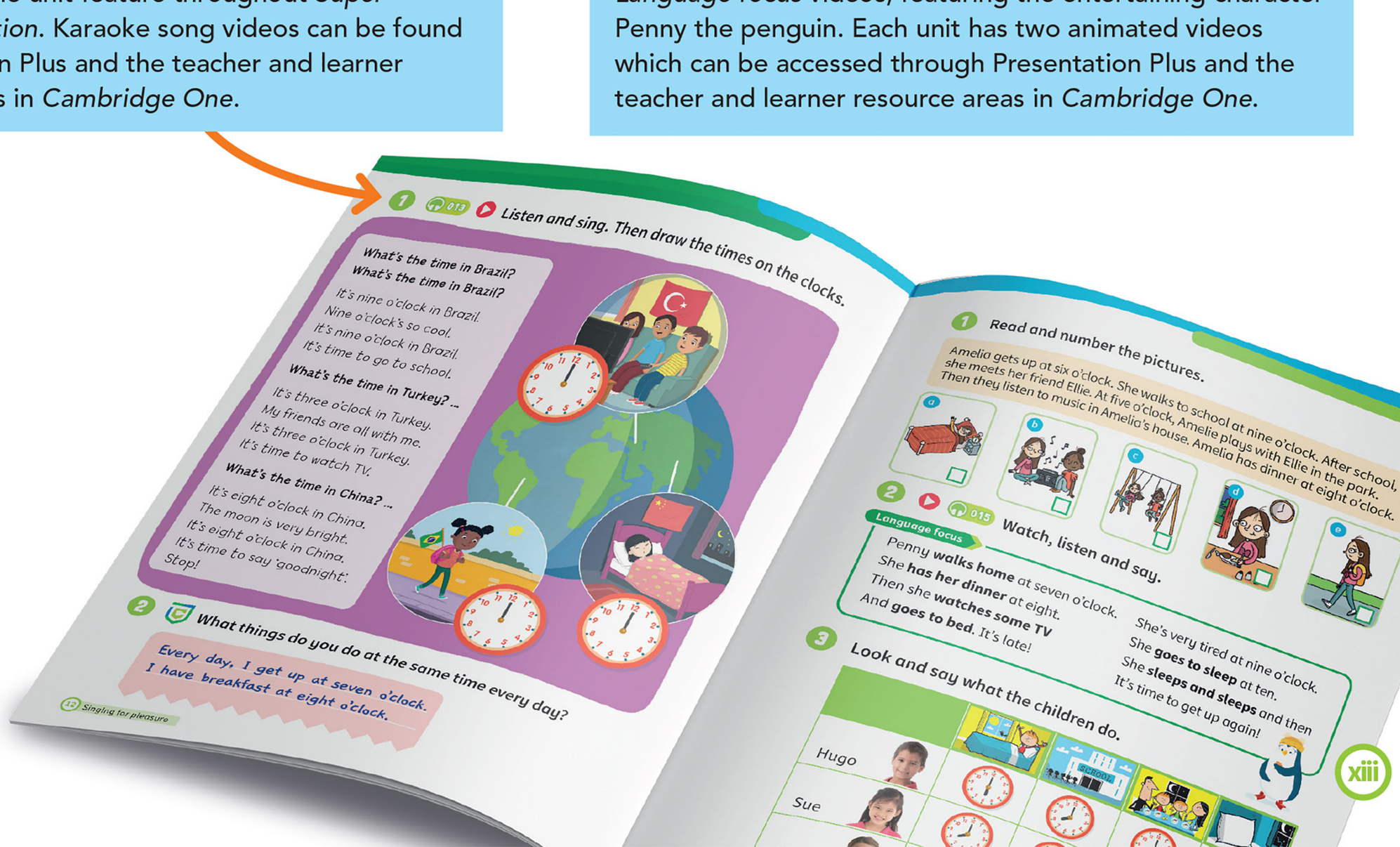


Fun and informative songs

practising and extending the vocabulary and language of the unit feature throughout *Super Minds 2nd Edition*. Karaoke song videos can be found in Presentation Plus and the teacher and learner resource areas in *Cambridge One*.

Contextualised language

is presented in new 2nd Edition story-based animated *Language focus* videos, featuring the entertaining character Penny the penguin. Each unit has two animated videos which can be accessed through Presentation Plus and the teacher and learner resource areas in *Cambridge One*.



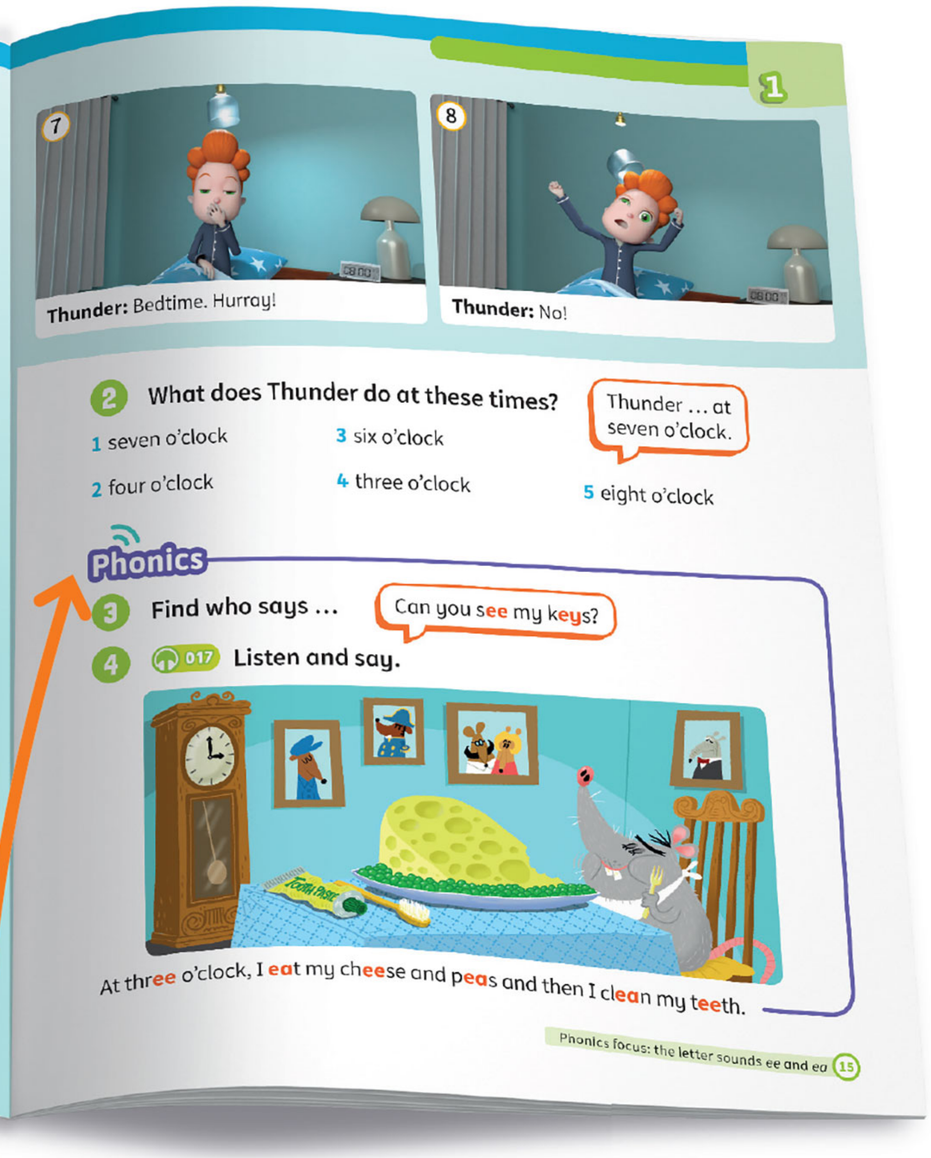
Episodic adventure stories

linked to the unit theme run throughout each level and feature the classic *Super Minds* characters.

Brand new big-screen quality animated story videos

are a new feature of the 2nd Edition, and can be accessed through Presentation Plus and the teacher and learner resource areas in *Cambridge One*.





Universal values

are introduced with each story and supported with extension activities in the Teacher's Book. Thinking about values and applying them when interacting with others is a key life competency and helps build socially responsible individuals.

Phonics

in each unit link to the story. Further phonics practice can be found in the corresponding pages of the Workbook.



Extensive Skills pages

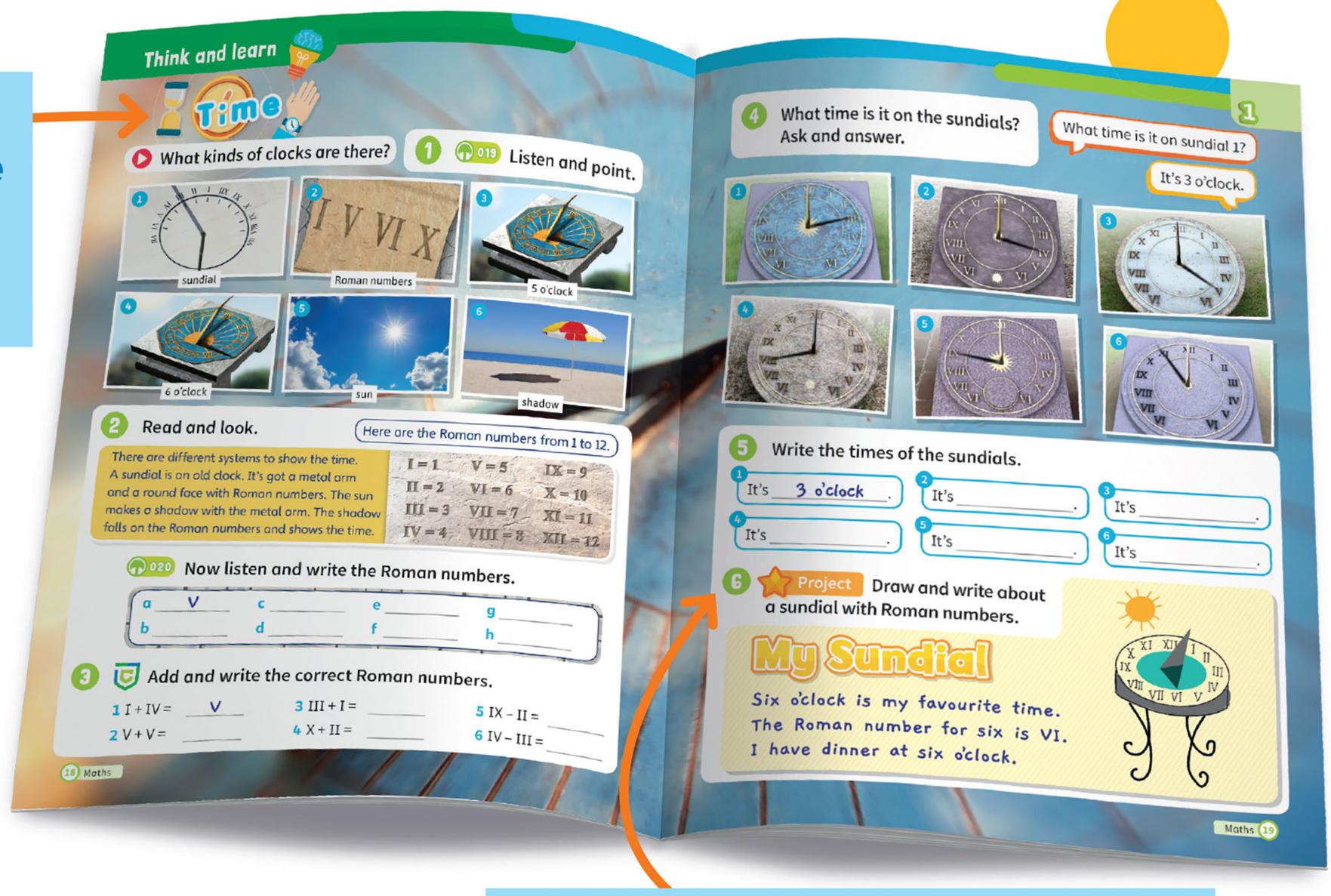
give practice of listening, speaking, reading and writing skills to extend learning.

Think and learn CLIL projects

integrate content and language, with students learning about other curriculum subjects in English so that their English is expansive. The CLIL syllabus has been specially designed to cover similar topics to those that students will be encountering in their first language at the same stage.

Brand new documentary-style videos

present the topic and the vocabulary of the CLIL pages.



Project

Each *Think and learn* spread culminates in a project that can be carried out in class or set as homework.

Create that! and *Do that!*

offer further opportunities for students to develop their creativity as well as practise their listening skills.



Think back and *Group check*

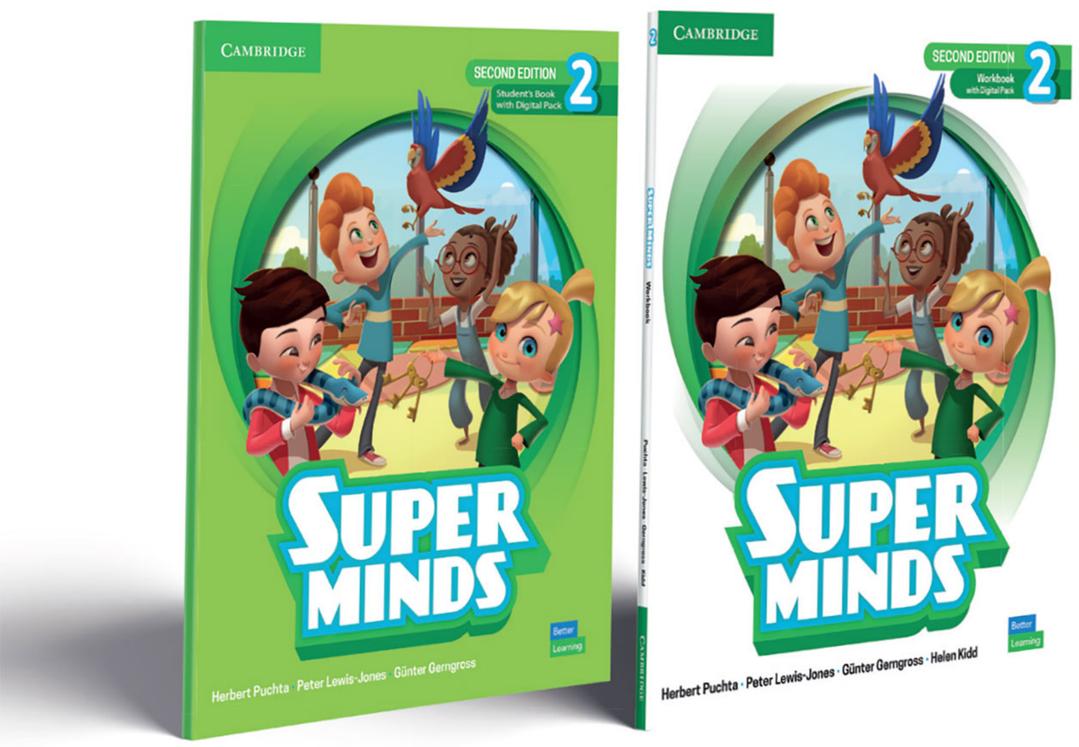
review pages consolidate learning and alternately promote independent and collaborative learning.

Components overview

Student's components

The **Student's Book** contains 10 units, each with a fun and relevant topic for learners and its own vocabulary and language focus. The back of the Student's Book also contains an additional *Language focus* section for each unit, and two pages of colourful stickers to practise language and skills in corresponding activities throughout the book.

The **Workbook**, now full-colour for the 2nd Edition, correlates page by page with the Student's Book, making it easy to use both books in class. The Workbook also includes a code for students to access the Digital Pack, including Practice Extra.



Student's Book | Workbook

The **Super Practice Book** is an additional and optional component for students that practises both language and skills, with teacher and parent notes also available. This component has been updated for the 2nd Edition to include speaking and listening in addition to reading and writing pages.



Super Practice Book

Teacher's components

The **Teacher's Book** features the Student's Book pages interleaved on each spread, ensuring that your classroom experience is as smooth as possible. It includes activity-by-activity mapping to Critical and Creative Thinking in the Cambridge Life Competencies Framework, as well as to cognitive control functions.

Flashcards help learners practise key vocabulary from the unit, with an illustration or photo on one side and target language on the other. Digital flashcards are available for all levels, with the option of a set of printed flashcards for each level from Starter to Level 4.



Flashcards

Poster packs are available, with five vibrant posters for each level, providing teachers with an eye-catching, engaging resource for language practice. The posters focus on key language from the Student's Book, and include extra words from the corresponding Young Learners English syllabus to extend students' vocabulary. Accompanying activity notes offer a variety of interactive, engaging activities to fully exploit the posters.

Digital components

***Super Minds 2nd Edition* is supported by a comprehensive digital package for the teacher and the student. It is designed to be flexible and offers rich support for the classroom, while offering age-appropriate additional support for students, whether in the classroom or at home.**

The digital package can be found all in one place in our new learning environment *Cambridge One*, ensuring the digital experience is smooth and intuitive. Teachers can access the content using the unique code found on the inside front cover of this Teacher's Book. Students will find their access code on the inside front cover of their Workbook.

The *Super Minds 2nd Edition* digital package contains the following components.

For teachers:

Presentation Plus provides page-faithful reproductions of the Student's Book and Workbook, and includes:

- hotspots to audio and video content and interactive reproductions of activities
- interactive games and digital flashcards
- quick and easy access to the Teacher's Book notes corresponding to the Student's Book or Workbook page.

Teacher Resources include:

- a wide range of downloadable photocopiable activities
- teacher's notes, parent's notes and answer keys for the Super Practice Book
- downloadable, printable tests for Starter Level
- access to all the course audio and video.

Test Generator provides the option of ready-made or customisable tests at different levels of challenge for Levels 1 to 6.

For students:

Practice Extra includes:

- online activities which consolidate the classroom learning, including animations and interactive games to engage students
- *Brain Breaks* activities designed to aid motivation and help recharge the brain.

Learner Resources provides students with access to the wealth of audio-visual content that *Super Minds 2nd Edition* has to offer.

Portfolio provides students with the opportunity to evidence their project work.

Practice Extra

Presentation Plus

Back to school

1 001 **Listen and look. Then listen and say the words.**



2 002 **Listen and chant.**

Walk to the window.
Walk to the door.

Touch the cupboard.
Jump on the floor.

Walk to the bookcase.
Walk to the wall.

Look at a crayon.
And that's all!

Learning outcomes:
- to name and talk about classroom objects
- to say a chant

New language: *bookcase, wall, board, clock, door, cupboard, window, chair, crayon, floor, And that's all!*

Recycled language: character names: *Flash, Whisper, Misty, Thunder*

Cognitive control functions: Working memory

Flashcards: 1–10 (classroom words)

Warm-up

Aim: to review student names and greetings
- Go up to a student and say *Hello. I'm* (name). *What's your name?*
- The student replies, e.g. *Hello. I'm/It's* (name) or *My name's* (name).
- Students then greet all the students sitting around them in the same way.

Presentation

Aim: to present classroom objects
- Hold up each flashcard in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Hand out the flashcards for students to stick on the relevant objects, e.g. *board* on the board. If you don't have all of the objects in the classroom, draw them on the board and stick the flashcards next to them, e.g. *bookcase*.

1 001 SB p4 Listen and look. Then listen and say the words.

Aim: to practise classroom objects
- Draw students' attention to the pictures in the Student's Book. These have been specially developed to help the students say the words in the songs and chants.
- Use the picture at each stage of the activity to help with understanding and to provide context.
- Ask students if the picture is like their classroom.
- Play the recording.

For script see TB p119.
- Students point to the objects when they hear them.
- Play the recording again.
- Students point to and say the words.
- Students practise pointing and saying the words in pairs.

2 002 SB p4 Listen and chant.

Aim: to practise saying a chant for pleasure
- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p4.
- Play the recording again, pausing after each line for students to repeat.
- Practise the chant as a class.
- Divide the class in half. Groups say alternate lines, pointing to the relevant place in the classroom as they say it.

1 WB p4 Look and match.

Aim: to review things in the classroom

Key: Students draw lines from the words to the corresponding items in the picture.

Ending the lesson

Aim: to review key language from the lesson
- Collect the flashcards from the objects in the classroom.
- Students close their books.
- Make ten pairs/groups. Point to an object, e.g. the floor, and tell one group to make a label (of the word) for it.
- Repeat for the other nine groups with the other words. Don't say the words.
- Groups make their labels and stick them on the objects.

Extension activity

Aim: to review vocabulary
- Tell students to look at the picture in the Student's Book.
- Elicit some of the other things they can see, e.g. *I can see some books.*
- Start a chain: the next student says, e.g. *I can see some books and a computer.*
- After about eight objects, start another chain.

0

Learning outcomes:
- to practise *There's a (clock)* and *There are some (books).*
- to talk about objects using *some* and *a(n)*

New language: *There's a ..., There are some ..., Come closer., Can you guess who's there?*

Recycled language: singular and plural nouns, vocabulary from Level 1: the house, the classroom, *cap, apple*

Cognitive control functions: Inhibitory control

Materials: flashcards 1–10 (the classroom), an apple, a ruler and a book (optional)

Warm-up

Aim: to review things in the classroom
- Stick the flashcards on the board.
- Write a number under each one.
- Students draw a 2 × 2 grid with a number in each square.
- Play a bingo game, calling out the objects at random.
- If students have the corresponding number, they cross it out.
- The first to cross out all four and call out *Bingo!* is the winner.

1 SB p5 Look, read and tick ☑.

Aim: to present and practise *There's a ...* and *There are some ...*
- Using realia or the picture in the Student's Book, elicit *apple, ruler* and *book*.
- Students look at the picture and read the sentences silently.
- They do the activity individually.
- Check answers as a class.
- Elicit what they notice about the words (we use *There's a* with singular and *There are some* with plurals).

Key: Students tick 2, 3 and 5.

2 003 SB p5 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Listen for weak forms of *a* and *some*.

For script see SB p5.
- Students practise saying the sentences in pairs, substituting things in the room and pointing to them.

3 SB p5 Close your eyes. Listen to your teacher and answer.

Aim: to give students further practice with *There's a ... , There are some ...*
- Ask students to look around the classroom and memorise everything they can see.
- Students close their eyes.
- Ask individual students *What is there in our classroom?* With eyes still closed, students answer from memory *In our classroom, there's a ...*

1 WB p5 Look, read and tick ☑.

Aim: to review *There's a/an ... , There are some ...*

Key: 2 yes, 3 no, 4 yes, 5 no, 6 no

2 WB p5 Read and circle.

Aim: to give further practice with *There's a ..., There are some ...*

Key: 1 There's, 2 There are, 3 There's

3 WB p5 Write about your classroom.

Aim: to personalise the new language

Ending the lesson

Aim: to review the spelling of the objects in the classroom
- Write the ten classroom words on the board in jumbled letter order.
- Invite students to come to the board and write each word correctly.
- Other students in the class can help them by calling out the spelling.

Extension activity

Aim: to enable students to have a written record of *There's a ... , There are some ...*
- Elicit two or three sentences about things in the classroom, e.g. *There's a board. There are some chairs.*
- Brainstorm words for things in the classroom (including other known words) and make a word map on the board.
- Individually, students write six sentences about the classroom. They head their writing *My classroom*. Each sentence begins with *There's* or *There are*.

1 Look, read and tick ☑.



1 ☐ There are some crayons.

2 ☐ There's a clock.

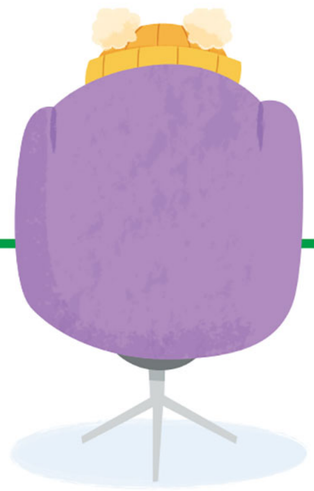
3 ☐ There are some rulers.

4 ☐ There's a rubber.

5 ☐ There are some books.

6 ☐ There's a pencil case.

2 003 Watch, listen and say.



Language focus

There's a cap on the floor.

There are some pictures on the wall.

There's a bed by the door.

But that's not all, that's not all.

There's a bookcase with some books.

Come closer. Take a look.

There's a big clock. **There's a** chair.

Can you guess who's there?

3 Close your eyes. Listen to your teacher and answer.



1 004 Listen and sing. Then number the pictures.

10, 20, 30, 40, 50!
The Super Friends are in the city.
60, 70, 80, 90!
Thunder, Flash, Whisper, Misty.

Count from one to ninety-nine.
The Super Friends are feeling fine.
Now from ninety down to ten.
The Super Friends are back again.

Misty's number's 22.
You don't see her, but she sees you.
Whisper's number's 66.
He can talk to ducks and chicks.

10, 20, 30, 40, 50!

Count from one to ninety-nine ...

Thunder's number's 33.
He can lift a big, big tree.
And Flash's number's 88.
She's so fast, she's really great.



2 Work with a friend. Draw numbers in the air and guess.

Is it 55?
No, it isn't.
Is it 88?
Yes, it is!

Learning outcomes:
- to sing a song
- to write and say numbers *1–100*

New language: numbers *21–100*, *count*, *chick*, *lift*, *air*

Recycled language: numbers *1–20*, vocabulary from Level 1

Critical thinking: Solves simple puzzles (e.g. word puzzles)

Cognitive control functions (WB): Working memory

Flashcards: 11–20 (numbers)

Warm-up

Aim: to review numbers *1–20*
- Call ten students to the front of the class. Whisper numbers between *one* and *ten* to them at random. They put themselves in a line from *one* to *ten*.
- Repeat with ten more students for numbers *11–20*.
- The class chants the numbers, e.g. *ONE clap, clap, TWO, clap, clap* and the student steps forward from and back to the line as he/she says his/her number.

Presentation

Aim: to present numbers *21–100*
- Show each flashcard (10, 20, 30, 40, 50, 60, 70, 80, 90, 100) in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Write some numbers on the board, e.g. *47, 52, 83*.
- Elicit how to say the numbers.
- Invite students to come to the board to write a number for the class to say.
- Stick the flashcards on the board and write the word under each one.
- Point to the word. Students repeat.

1 004 005 SB p6 Listen and sing. Then number the pictures.

Aim: to practise numbers *1–100* and to sing a song with the class
- Use the pictures to support meaning whenever possible.
- Play the audio (004). Students follow the song in their Student's Books. They point to the numbers on the board as they hear them.

For script see SB p6.
- Play the audio again, in sections. Students repeat.
- Play the song video, pausing for students to repeat.
- Make four groups. Groups take turns to sing a verse. Use the karaoke version of the video or audio (005).

2 SB p6 Work with a friend. Draw numbers in the air and guess.

Aim: to give students further practice with numbers
- Students work in pairs.
- One student writes a number in the air for the other to guess.
- As a follow-up, ask ten students to go to the front. Volunteers write numbers in the air for one of the ten students at the front to guess. The student who guesses the most numbers is the winner.

1 001 WB p6 Can you remember? Listen and write.

Aim: to review numbers

For song lyrics see SB p6.

Key: 2 sixty-six, 3 thirty-three, 4 eighty-eight

2 WB p6 Look and match.

Aim: to give students practice in recognising the numbers as words

Key: 70 – seventy, 100 – one hundred, 66 – sixty-six, 14 – fourteen, 51 – fifty-one, 40 – forty, 92 – ninety-two, 39 – thirty-nine, 80 – eighty

Ending the lesson

Aim: to give students further practice with numbers
- Students draw a 3 × 3 bingo card in their notebooks.
- They choose nine numbers from the song and from WB Activity 2 and write them in their squares.
- Choose and read numbers from the song and Workbook. Students cross out numbers when they hear them.
- The first student to cross out all nine shouts *Bingo!* and is the winner.

Extension activity

Aim: to practise spelling of numbers with the class
- Call out ten numbers at random.
- Students write them in full in their notebooks.
- They check spelling in pairs and then check in their Student's Books and Workbooks.
- Remind them to check they have used the hyphen.

Learning outcomes:
- to understand, respond to and give classroom instructions
- to use imperatives

New language: imperatives: *Stand up. / Don't stand up.*

Recycled language: vocabulary from Level 1

Warm-up

Aim: to review classroom instructions
- Give different positive instructions for students to follow, e.g. *Put your ruler on your desk. Put your book on your ruler. Put a blue pencil in your book. Put your pencil case in your bag. Stand up, turn around and sit down.*

1 006 SB p7 Listen and number the pictures. Then read and draw lines.

Aim: to present and practise positive and negative classroom instructions
- Students look at the pictures in the Student's Book.
- Play the recording. Students listen and number.

For script see TB p119.
- They compare their answers in pairs.
- Play the recording again and check understanding using mime.
- Students read the sentences and match them with the pictures.

Key: Pictures on the left: 3, 2, 4; pictures on the right: 5, 1, 6

Matching: 1 f, 2 c, 3 a, 4 b, 5 e, 6 d

2 007 SB p7 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p7.
- Students work in pairs, taking turns to give an instruction for their partner to do / not do.

3 SB p7 Play the listening game.

Aim: to give students further practice with positive and negative classroom instructions
- Give instructions for students to follow, e.g. *Point to the door.*
- Students follow the instruction only when you say *Simon says* first.
- Start with positive instructions. When students are confident with these, add negative ones.
- Confident students can take on the role of the teacher and give instructions to the class.

1 WB p7 Write the words in the correct order.

Aim: to practise word order in classroom instructions

Key: 2 Don't sit down. 3 Open your book. 4 Don't stand up.

2 WB p7 Look at Activity 1. Number the pictures.

Aim: to practise matching visual with written information

Key: 2 b, 3 c, 4 a

3 WB p7 Look and write.

Aim: to practise instructions

Key: 2 Stand up, 3 Don't, 4 sit down

Ending the lesson

Aim: to review classroom instructions
- Mime some actions for the class to give you the instruction, e.g. pressing a book closed so as not to open it (*Don't open your book*), about to stand up but staying sitting (*Don't stand up*).

Extension activity

Aim: to give students practice in writing and responding to classroom instructions
- Each student writes four classroom instructions, two positive and two negative ones.
- They don't show them to their classmates.
- In pairs, students take turns to give and respond to the classroom instruction, using your mime from the Ending the lesson activity as a model.
- Give students further practice using open pairs.

1 006 Listen and number the pictures. Then read and draw lines.













a Sit down.

b Open your book.

c Don't sit down.

d Don't stand up.

e Don't open your book.

f Stand up.

2 007 Watch, listen and say.

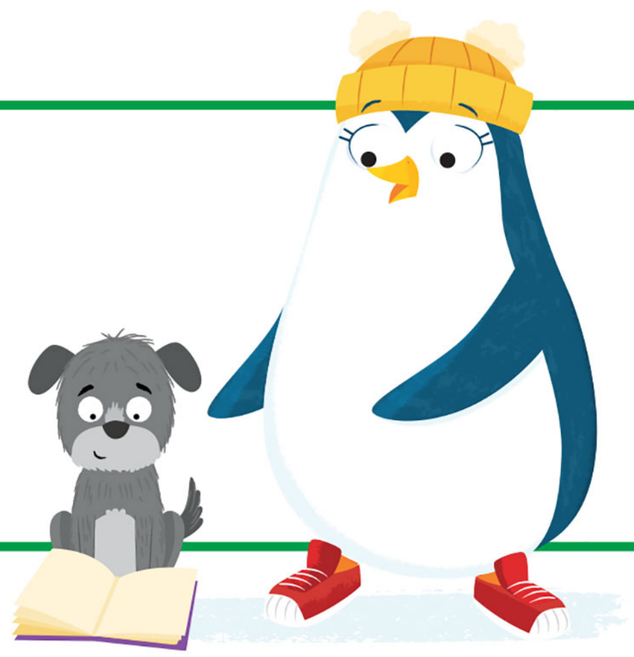
Language focus

Open the book. **Open** the book, please.

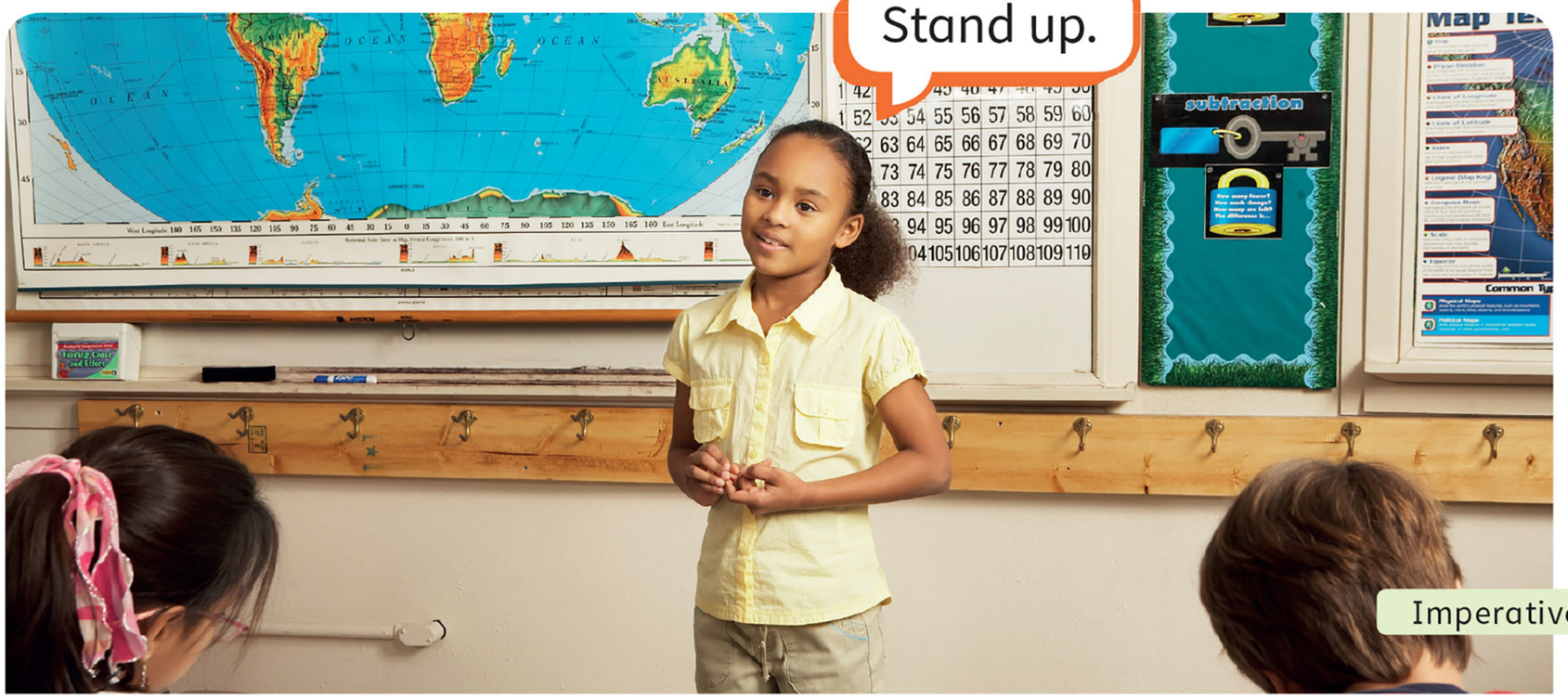
Stand up. **Stand up**, please.

Don't sit down! **Don't** sit down, please!

Yes!



3 Play the listening game.



The burglars

1 008 What do the burglars take from the school?



Thunder, Flash and Whisper: Bye!

Misty: Now let's go home.



Bird: Whisper, there's a problem at your school.

Whisper: Let's go to the school. Quick!

Misty: Now?



Whisper: Can you check this out, Flash?

Flash: No problem.



Flash: There are two burglars taking our computer.

Thunder: What can we do?

Misty: I've got an idea. Wait here!



Misty: Oooooh!

Tall burglar: What's that?



Misty: Aaargghh!

Short burglar: There are some monsters in here.

Tall burglar: Let's go!

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *Great work., Well done., We've got them!, Quick!, check out, burglar, drop*

Recycled language: character names, vocabulary from Level 1

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to introduce or review the characters in the story
- Elicit from the students the names of the four Super Friends (Misty, Thunder, Flash and Whisper).
- Ask students to mime their super powers (Misty can disappear, Thunder can lift heavy objects, Flash can run very fast, Whisper can speak to animals).
- Elicit which Super Friend is their favourite (if they met them in Level 1).

The burglars

1 008 SB pp8–9 **What do the burglars take from the school?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Pre-teach *burglar* by pointing to the picture of one of the burglars.
- Play the audio. Students listen and read to find what the burglars take from the school.

For script see SB pp8–9.
- Play the whole *Super Friends* video.
- Play the video again. Pause to check comprehension. Ask comprehension questions, e.g. *What is the problem? How many burglars are there?*
- Check understanding of new words, e.g. *quick, check out, drop.*

Key: A computer

1 002 WB p8 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p119.

Key: 1 1st picture (Thunder), 2 1st picture (bird), 3 2nd picture (burglar)

2 WB p8 **Look and write the numbers.**

Aim: to review the story

Key: a 3, (b 1), c 4, d 2

Ending the lesson

Aim: to practise the story
- Put students into groups of seven.
- Students each take a role of one of the characters (the police officers and the bird can be the same student).
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play for the class.

Stronger students: Ask students to underline these words in the story: *your school, our computer.* Students replace the words with new ones, e.g. *Whisper, there's a problem at your house. Let's go to your house. There are two burglars taking your bike.* Students perform the new version of the story for the class.

Extension activity

Aim: to review phrases and grammar from the story
- Call out phrases from the story in turn, e.g. *What's that?*
- Students say who is speaking.
- Ask students to underline all the instructions they recognise in the story, e.g. *Quick! Wait here! Don't drop the computer! Close the door!*
- Ask students to find sentences with *There is* and *There are* in the story, e.g. *There's a problem at your school. There are two burglars taking our computer. There are some monsters in here.*

Learning outcomes:
- to interpret deeper meaning from a story
- to review language from the story and the unit

Recycled language: character names, vocabulary and grammar from the unit

Value: helping people

Critical thinking: Identifies inconsistencies in stories

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Flashcards: 1–20 (the classroom, numbers)

Warm-up

Aim: to refresh students' memory of the story
- Mime running very fast. Elicit from students who in the story can do this.
- Repeat for the other characters.
- Students take turns to come to the front and mime a super power for the class to say the name of the character.
- Play the recording of the story again.

2 SB p9 Read and correct the mistakes.

Aim: to check students' comprehension of the story
- Students read in pairs and circle the mistakes in the text.
- Check the corrections orally as a class.
- Students write the correct version of the text in their notebooks as volunteers write it on the board.

Key: There's a problem at the Super Friends' school. There are **two** burglars! The burglars are taking a computer. They've got **one car**. The burglars **don't** drop the computer. Then the children stop the burglars.

Picture dictionary

Aim: to review vocabulary for classroom objects and for numbers
- Students look at the Picture dictionary pages for the classroom and numbers 10 to 100 (WB pp118–119).
- In pairs, they take turns to point to one of the pictures/numbers and say the word.
- Students then label the pictures/numbers using words from the word bank.

Key: bookcase, chair, clock, cupboard, door, floor, wall, window, crayon twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Value

Aim: to discuss the value of helping people
- Focus on the parts of the story where the characters help each other. Discuss why helping is important and when and who students usually help.

Note: This discussion will probably need to take place in L1.

1 WB p9 Write and circle.

Aim: to enable students to demonstrate what they have learned

Key: 2 twelve, one hundred, 3 are

2 WB p9 Look and write the numbers.

Aim: to review instructions

Key: 1 b, 2 a

3 WB p9 Read. Then draw and write.

Aim: to use grammar from the unit
- Students go around the classroom and show their work. They compare what they have written in their Workbooks.

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite song, chant or game is from the unit.
- Do the song, chant or game again with the class.

Extension activity

Aim: to review spelling
- Spell out some of the words from the unit, e.g. *B-U-R-G-L-A-R*.
- Students say the word, e.g. *burglar*. Then they find it in their Student's Book and point to it as they show it to you.
- Repeat for other new or known words.
- Ask volunteers to write the words on the board.
- Ask some students to spell out words for the class to find.



Thunder: The burglars!

Tall burglar: Don't drop the computer!

Short burglar: OK.



Tall burglar: Close the door!

Short burglar: OK!



Thunder: We've got them!

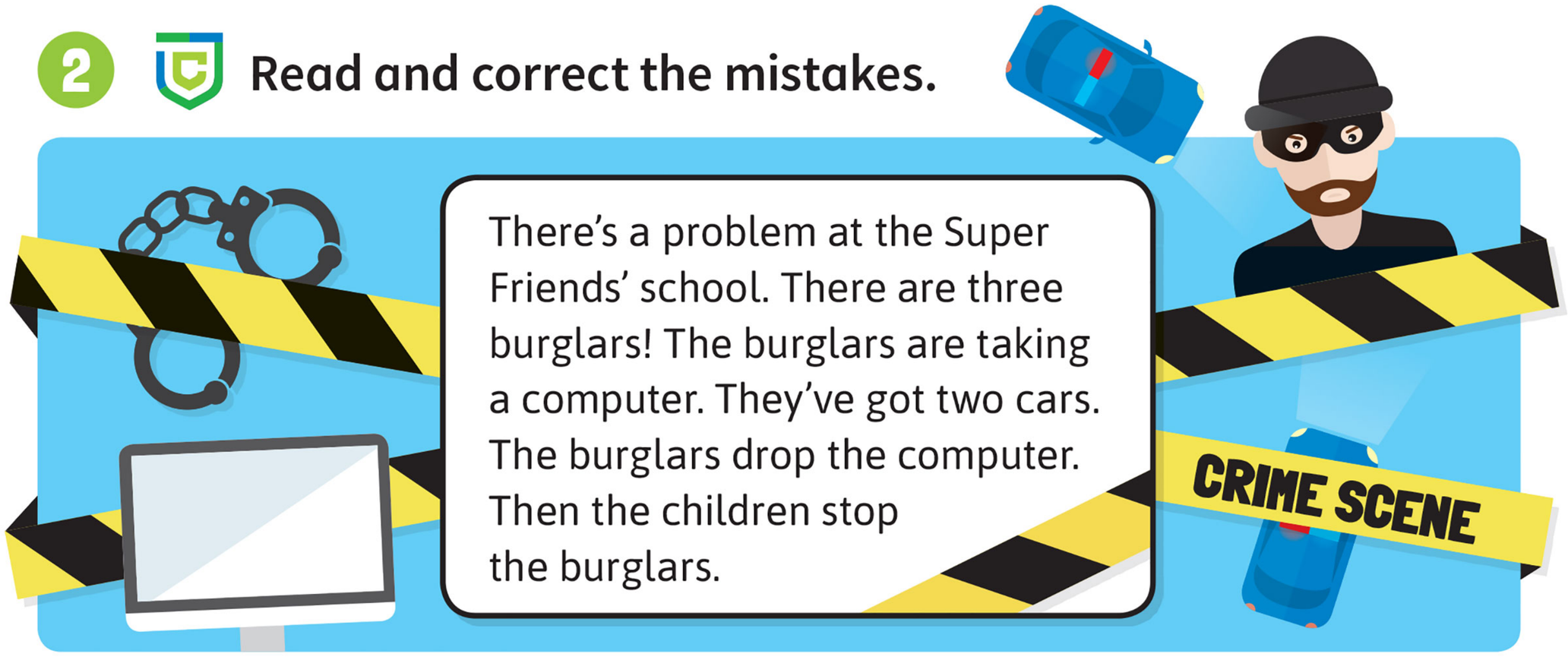


Officer 1: Well done.

Officer 2: Great work.

Super Friends: Yes!

2 Read and correct the mistakes.



1 My day

1 get up

2 get dressed

3 have breakfast

4 brush your teeth

5 go to school

6 have lunch

7 play in the park

8 have dinner

9 go to bed

1 009 Listen and look. Then listen and say the words.

BIG QUESTION How do we know the time?

2 010 **Listen and chant.**

Get up early,
Yawn, yawn, yawn.
Have your breakfast,
Crunch, crunch, crunch,
Brush your teeth,
Brush, brush, brush.

Go to school,
Run, run, run.
Have some lunch,
Munch, munch, munch.
Go out and play,
Hip, hip hooray!

Learning outcomes:
- to name and talk about daily routines
- to say a chant

BIG QUESTION to start to explore the Big Question *How do we know the time?*

New language: *get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed, early, go out, yawn, crunch, munch; Hip, hip, hooray!*

Recycled language: rooms in a house

Cognitive control functions: Working memory

Flashcards: 21–29 (daily routines)

Warm-up

Aim: to present the concept of what routines are
- Ask students what routines they follow.
- Encourage them to mention their morning, afternoon and evening routines.
- Elicit the importance of following routines. Students can answer in L1.

Presentation

Aim: to present daily routines
- Using the flashcards and mime, present each daily routine.
- Say the phrase for students to repeat and mime.
- Hold up each flashcard for students to mime and then say the phrase in chorus.
- Stick the flashcards on the board and elicit a possible sequence.
- Put the flashcards in the agreed sequence.

1 009 SB p10 Listen and look. Then listen and say the words.

Aim: to practise daily routines
- Students look at the pictures in their Student's Books and compare the sequence with the one on the board.
- Discuss the differences.
- Elicit the names of the characters students can see in the pictures and which rooms they are in.
- Play the recording.

For script see TB p119.
- Students point to the actions and the words when they hear them.
- Play the recording again. Students repeat and mime the actions.
- Students point and name in pairs.

BIG QUESTION How do we know the time?

Aim: to encourage students to find out about how we know the time
- Read the Big Question. Ask students to think about objects they are familiar with that help us know the time, e.g. *clocks, watches, mobile phones.*
- Encourage students to think of how people knew the time when there were none of these objects, e.g. the position of the sun, or sandglasses.

Note: Some of the discussion will need to be in L1.

2 010 SB p10 Listen and chant.

Aim: to give students further practice saying the daily routines
- Students look at the chant. Pre-teach *yawn*, *crunch, munch* and *Hip, hip hooray!*
- Use the pictures in Activity 1 to support meaning.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p10.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- One group chants and the other mimes the actions.
- Swap groups and repeat.
- In pairs, students take turns to tell each other some routines they follow and in which order they follow them.
- Monitor performance.

1 WB p10 Write the words.

Aim: to practise collocations

Key: 2 go, 3 have, 4 have, 5 go, 6 get, 7 get, 8 brush, 9 play

Ending the lesson

Aim: to review key language from the lesson
- Mime an action for students to guess, using *Is it (go to bed)?*
- The student who guesses correctly mimes another action.

Extension activity

Aim: to develop memorisation skills
- Students look at the pictures in SB Activity 1 for one minute.
- They close their Student's Books. Say an action, e.g. *Have breakfast.*
- In pairs, students try to remember what is in the picture, e.g. *Flash is in the kitchen.*
- Encourage students to mention any familiar objects they remember from the corresponding scene.
- Repeat for some of the other pictures.

1

Learning outcomes:
- to ask and answer questions about the times they follow routines
- to practise present simple questions and answers with *When*

New language: *When do you (have breakfast)? At (eight o'clock). What's the time? It's (nine) o'clock.*

Recycled language: daily routines, *clock*

Flashcards: 21–29 (daily routines)

Warm-up

Aim: to review daily routines
- Show each flashcard to the students.
- Students write the action in their notebooks.
- They compare answers in pairs.
- Flash the flashcards again.
- Check with the class, eliciting the spelling.

Presentation

Aim: to present *o'clock*
- Draw an analogue clock on the board showing ten o'clock.
- Elicit/Teach *It's ten o'clock.*
- Explain to students how an analogue clock works. Ask how many hands they see and if they are the same size. Tell students that the shorter hand measures the hours and the longer one the minutes.
- Draw more clocks and practise with other times on the hour.

Extra support: Draw clocks that show the shorter hand only, for students to find it easier to identify the hour first.

1 011 SB p11 Listen and draw lines.

Aim: to practise *o'clock*
- Point to each of the clocks in Activity 1 and ask *What's the time?* Encourage different students to answer.
- Point to picture 1 and say *Get up.* Elicit the other routines in the pictures from students.
- Play the recording. Students listen and draw lines from the pictures to the corresponding clocks.

For script see TB p119.
- Play the recording again. Check answers with the class.

Key: 1 c, 2 b, 3 d, 4 a

2 012 SB p11 Watch, listen and say.

Aim: to present *When do you (have breakfast)? At (eight o'clock).*
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p11.
- Students practise the questions and answers from the chant in pairs. Then they swap roles.

3 SB p11 Ask and answer. Then draw the times on the clocks.

Aim: to give students practice with questions and answers
- Focus students' attention on the sample dialogue.
- Put students into pairs.
- Student A asks Student B about the routines written under the clocks by using *When do you ...?*
- Student B answers by using *At ... o'clock* and Student A draws the times on the clocks in his/her book.
- Then it is Student B's turn to ask questions and write the times.

1 WB p11 Read, look and draw the time.

Aim: to review telling the time

Key: Students draw the hour hand on the clock to show it is eight o'clock.

2 WB p11 What's the time? Read and circle.

Aim: to practise comprehension of the new language

Key: 2 four, 3 seven, 4 twelve

3 WB p11 Write and draw the times for you.

Aim: to personalise telling the time

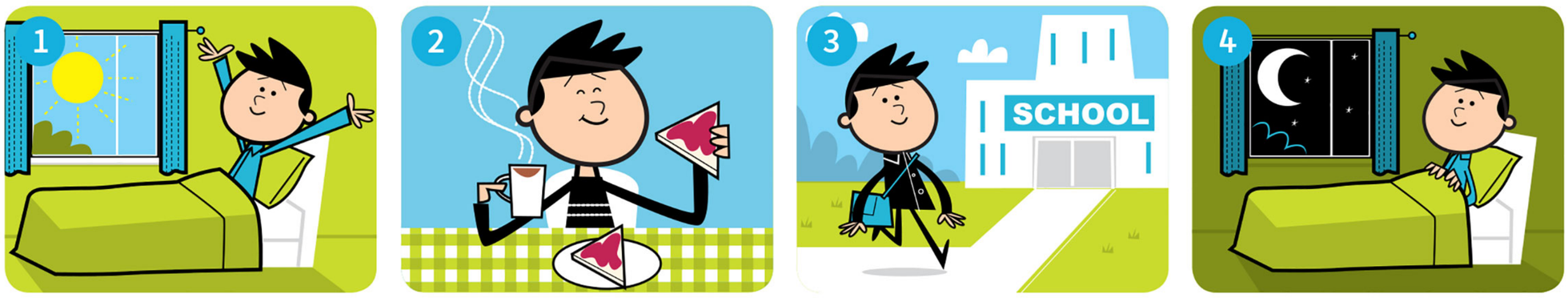
Ending the lesson

Aim: to review new language from the lesson
- Put students into different pairs from the ones in SB Activity 3. Students draw four clocks in their notebooks and complete them as they ask and answer about times of daily routines.

Extension activity

Aim: to give students practice with telling the time
- Students draw a 3 x 3 bingo card in their notebooks.
- They draw a clock showing the hour in each square.
- Say different times. Students cross out the clocks when they hear the times.
- The first student to cross out all nine clocks shouts *Bingo!* and is the winner.

1 011 Listen and draw lines.



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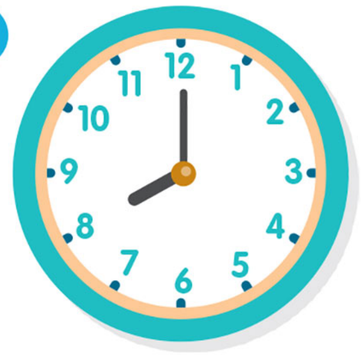


b



c



d



2 012 Watch, listen and say.

Language focus

When do you have breakfast?
At eight **o'clock**.

What's the time?
It's eight **o'clock**.



3 Ask and answer. Then draw the times on the clocks.





get up



have breakfast



go to school



go to bed

1 013 Listen and sing. Then draw the times on the clocks.

What's the time in Brazil?
What's the time in Brazil?

It's nine o'clock in Brazil.
Nine o'clock's so cool.
It's nine o'clock in Brazil.
It's time to go to school.

What's the time in Turkey? ...

It's three o'clock in Turkey.
My friends are all with me.
It's three o'clock in Turkey.
It's time to watch TV.

What's the time in China? ...

It's eight o'clock in China.
The moon is very bright.
It's eight o'clock in China.
It's time to say 'goodnight'.
Stop!



2 What things do you do at the same time every day?

Every day, I get up at seven o'clock.
I have breakfast at eight o'clock.

Learning outcomes:
- to sing a song
- to practise using the present simple first person singular affirmative

New language: *Brazil, Turkey, China, bright, say 'goodnight', watch TV*

Recycled language: daily routines, times

Creative thinking: Responds to songs, rhymes and poems in a variety of ways

Critical thinking (WB): Makes predictions and estimations from given information

Cognitive control functions (WB): Working memory; Cognitive flexibility

Materials: globe and torch (optional), a set of the following word cards for each group of four (optional): *watch, have* (x2), *go* (x2), *get, brush, play* (on blue card); *dressed, TV, lunch, your teeth, to school, in the park, to bed, dinner* (on green card)

Warm-up

Aim: to review daily routines and times
- A student tells you the time.
- Ask the class if they know what time it is in other countries.
- Explain that the earth rotates while the sun shines on only one part of the earth at a time.
- You may want to show the concept by shining a torch at a globe. Students will see that one part of the planet receives light, while the opposite is dark.
- Ask where Brazil, Turkey and China are. Some volunteers point to the countries on the globe.

1 013 014 SB p12 **Listen and sing. Then draw the times on the clocks.**

Aim: to sing a song with the class
- Students look at the pictures in their Student's Books. They guess where they think the children are from.
- Play the audio (013). Students follow the song in their Student's Books.

For song lyrics see SB p12.

- Play the audio again for students to draw the times on the clocks. Students check answers in pairs.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (014) to practise the song in two groups.

Key: Turkey: 3 o'clock, China: 8 o'clock, Brazil: 9 o'clock

2 SB p12 **What things do you do at the same time every day?**

Aim: to synthesise ideas and information
- Ask students to think of the routines they follow every day.
- They write them in their notebooks, following the model in their Student's Book.
- Ask some volunteers to read their routines to the class.

1 003 WB p12 **Can you remember? Listen and write *Brazil, Turkey* or *China*.**

Aim: to check students' understanding of the song

For song lyrics see SB p12.

Key: 2 China, 3 China, 4 Brazil, 5 Brazil, 6 Turkey

2 WB p12 **Read and write the times.**

Aim: to give students practice with calculating time differences

Key: 1 one, 2 six

Ending the lesson

Aim: to review key language from the lesson
- Write the names of two countries and ask students to identify them on the globe.
- Write the times of the two countries, e.g. Buenos Aires 8 o'clock, Dubai 3 o'clock.
- Encourage students to identify the time difference between them, e.g. seven hours.
- Write another example, e.g. Mexico City 12 o'clock, London 6 o'clock and elicit the time difference (six hours).
- Using the examples, make up a new version of the song in Activity 1 with the class, e.g. *What's the time in Tokyo? ... It's eight o'clock in Tokyo. ... It's time to have breakfast.*

Extension activity

Aim: to practise collocations
- Make groups of four.
- Give each group a set of word cards. They place them face down on the desk.
- Students take turns to turn over a blue and a green card.
- If the cards collocate (*have ... lunch*), then the student makes a sentence and keeps the cards. If they do not collocate, the student turns them face down again.
- The game continues until all the cards are paired.

Note: The game can be played with all the cards face up on the table. Students make pairs of words and then sequence the actions.

1

Learning outcomes:
- to read a text and sequence pictures
- to talk about other people's daily routines, using the present simple third person singular affirmative and telling the time

New language: present simple third person singular affirmative

Recycled language: daily routines, times

Warm-up

Aim: to review times
- Students draw six circles to represent clocks in their notebooks.
- Say four different times, e.g. *Two o'clock, Nine o'clock.*
- Students draw the times on their clocks and then check in pairs.
- In pairs, each student says two more times for their partner to draw on his or her clocks.

1 SB p13 Read and number the pictures.

Aim: to present the present simple third person singular affirmative
- Give students time to look at the pictures in the Student's Book.
- Read the first sentence with the class and number the picture of Amelia getting up (picture a) as number 1.
- Students read the text quickly and silently to sequence the other pictures.
- Check with the class by reading the text aloud.
- Elicit the sentence about the first picture from students and write it on the board.
- Ask what they notice about the verb (it has an *s*).
- Tell the class that sometimes an *s* is added and sometimes the verb changes (*has*).
- Write the verb *go* on the board and ask students what has changed in it in the text (it has *es*). Explain that we add *es* to verbs ending in *o*.
- Write the verb *do* on the board and ask a student to change it.

Key: b 4, c 3, d 5, e 2

2 015 SB p13 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p13.
- Students practise the sentences in pairs.
- Ask a student to go to the front. Say sentences for the student to mime: *(Jenny) walks home. (She) has her dinner.*

3 SB p13 Look and say what the children do.

Aim: to give students practice with talking about routines
- Demonstrate the activity with one or two students.
- Put students into pairs. They take turns to talk about what the three children do.
- Monitor to check and support as necessary.
- Elicit sentences from the class as a final check, e.g. *Sue____at seven o'clock* (has dinner).

1 WB p13 Look and write.

Aim: to give students practice with writing the present simple

Key: 2 has, 3 watches, 4 goes, 5 goes, 6 sleeps

2 WB p13 Write words to complete the sentences.

Aim: to give students practice with the present simple

Key: 2 has, 3 goes, 4 plays, 5 has, 6 goes

Ending the lesson

Aim: to practise key language from the lesson
- Write the simple infinitives of the verbs on the board (*get, have, go, walk, play, watch*).
- With books closed, students try to remember the third person of each one and how to spell it.
- Check by eliciting a sentence using the third person form from different pairs and elicit the spelling of the verb each time.

Extension activity

Aim: to give students further practice with writing the present simple third person affirmative
- Students use the text from SB Activity 1 as a model to write a short text about a friend.
- Encourage students to change times and activities.
- Put students into groups of four. They swap and read each other's texts.

1 Read and number the pictures.

Amelia gets up at six o'clock. She walks to school at nine o'clock. After school, she meets her friend Ellie. At five o'clock, Amelie plays with Ellie in the park. Then they listen to music in Amelia's house. Amelia has dinner at eight o'clock.

a 

b 

c 

d 

e 

2 Watch, listen and say. 015

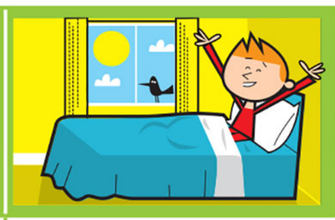
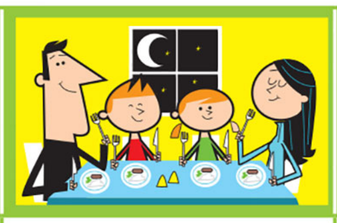
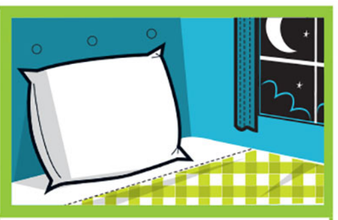
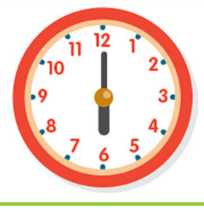
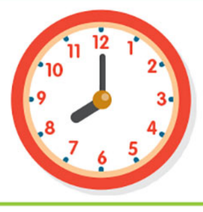
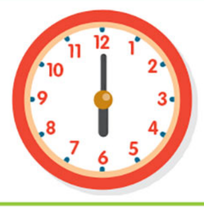
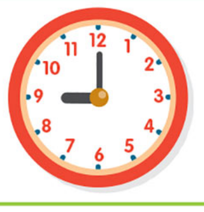
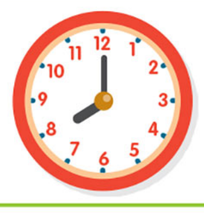
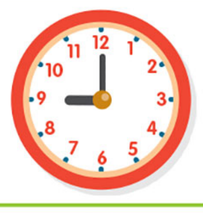
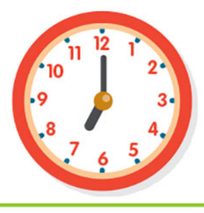
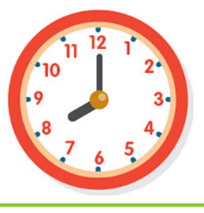
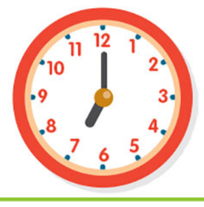
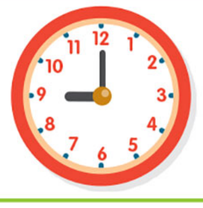
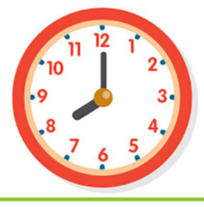
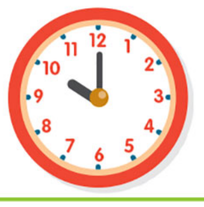
Language focus

Penny **walks home** at seven o'clock.
She **has her dinner** at eight.
Then she **watches some TV**
And **goes to bed**. It's late!

She's very tired at nine o'clock.
She **goes to sleep** at ten.
She **sleeps and sleeps** and then
It's time to get up again!



3 Look and say what the children do.

				
Hugo 				
Sue 				
Claire 				

What a day!

1 016 What does Thunder have for dinner?



Thunder: Oh no!



Thunder: Not again.



Misty: Careful, Thunder.

Thunder: Oops!



Thunder: What's the problem, Mum?

Mum: Can you see my keys? They're under the car.



Mum: Careful, Thunder!

Thunder: Sorry, Mum.



Thunder: Mmm! I love chicken. It's not such a bad day after all.

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *What a day!, Not again., Careful!, It's not such a bad day after all., bedtime, keys*

Value: offering to help

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Critical thinking (WB): Draws conclusions from given information

Warm-up

Aim: to review the characters and the story
- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their super powers.
- Elicit some of the phrases and words from the previous episode. Students can use *There is / There are* to talk about the story, e.g. *There are some burglars in the school. Misty has an idea.*

What a day!

1 016 SB pp14–15 **What does Thunder have for dinner?**

Aim: to present a picture story
- Pre-teach *a bad day*. Ask students what could happen to them on a bad day.
- Elicit who students can see in the first picture (Thunder).
- Play the audio. Students listen and decide if it is a bad day for Thunder or not.

For script see SB pp14–15.
- Elicit opinions from the class.
- Play the whole *Super Friends* video. Then play the video again, pausing to check comprehension. Ask what happens to Thunder.
- Elicit from students if they have the same opinion about Thunder's day as they had before.
- Talk with the class about the value (offering to help). Ask students who helps who in the story (Thunder helps his mum).

Key: Thunder has chicken for dinner.

1 004 WB p14 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p119.

Key: 1 1st picture (Misty), 2 1st picture (Thunder), 3 2nd picture (Thunder's mum)

2 WB p14 **Look and write the numbers.**

Aim: to check comprehension of key phrases

Key: 1 a, 2 c, 3 b

3 WB p14 **Who says it? Match.**

Aim: to check comprehension of key phrases

Key: 1 b, 2 a, 3 c

Ending the lesson

Aim: to practise the story
- Put students into groups of three.
- Students each take a role of one of the characters.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Stronger students: Ask students to underline these words in the story: *keys, chicken.* Students replace the words with new ones, e.g. *Can you see my jacket? Mmm! I love ice cream.* Students perform the new version of the story for the class.

Extension activity

Aim: to review ideas and concepts from the story
- Write *bad day* in a circle on one side of the board and *good day* in a circle on the other side of the board.
- Elicit one or two ideas from students about a good day and a bad day and start the word maps.
- In groups of four, students think of more ideas. Monitor and help as necessary.
- Elicit their ideas and write some of them on the board to complete the word maps.
- Students copy the word maps into their notebooks.

Learning outcomes:
- to interpret deeper meaning from a story
- to practise saying the long vowel sound /iː/, as in *see*
- to review language from the story and the unit

Recycled language: *keys, see, cheese, peas, teeth, eat, clean*

Phonics focus: Your students will be able to identify and say the long vowel sound /iː/, spelt *ee* (*cheese*) and its alternative spellings *ea* (*peas*) and *ey* (*key*). They can contrast it with the short vowel sound /ɪ/ as in *fish*.

Value: offering to help

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to review phrases from the story
- Ask *A bad day or a good day?* Mime different actions, e.g. falling over. Students say *Bad day* or *Good day.*
- Students take turns to mime actions for the class to say if it is a good or a bad day.

2 SB p15 What does Thunder do at these times?

Aim: to focus on detail in the story
- Play the recording of the story again. Students follow it in their Student's Books.
- Students complete the activity individually in their notebooks and then check in pairs.
- Check with the class, encouraging students to use the language in the speech bubble.

Key: 1 gets up, 2 helps his mum, 3 has dinner, 4 walks home, 5 brushes his teeth / goes to bed

3 SB p15 Find who says ...

Aim: to present the long vowel sound /iː/
- Write *see* on the board, using a red pen for the *ee*. Separate out the two phonemes in the word and say each one separately (*s - ee*) before saying the whole word.
- Show students how they must stretch their lips out in a smile to make the long /iː/ sound. Explain that /iː/ is a long vowel sound. It can be spelt in many ways, but the most common are *ee* and *ea*.
- Students repeat *Can you see my keys*? after you and find the speech bubble in the story (frame 4). Point out that *key* also has the /iː/ sound (and so does *monkey*).

Key: Mum

4 017 SB p15 Listen and say.

Aim: to practise the sound /iː/
- Play the recording. Students look at the picture, read and repeat.

For script see TB p119.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

1 WB p15 Which children are helping? Look and tick ☑.

Aim: to focus students on the value of offering to help

Key: Picture 2

2 005 WB p15 Listen and say.

Aim: to practise contrasting the long vowel sound /iː/ with the short vowel sound /ɪ/

For script see TB p119.

3 006 WB p15 Listen and circle. Point and say.

For script see TB p119.

Key: 2 pins, 3 chips, 4 feet

Ending the lesson

Aim: to review words with the sound /iː/, including some special words (i.e. those that need to be learned as a whole)
- Dictate the sound sentence while students write. They check in the Student's Book.
- Remind students of some special words with the sound /iː/: *me, he, she, we* and *be*.

Extension activity

Aim: to discuss the value of offering help
- Focus on the parts of the story where Thunder offered to help his mum.
- Elicit why this value is important and examples of when students offer to help.

Note: Some of this discussion may need to take place in L1.



Thunder: Bedtime. Hurray!



Thunder: No!

2 What does Thunder do at these times?

Thunder … at seven o'clock.

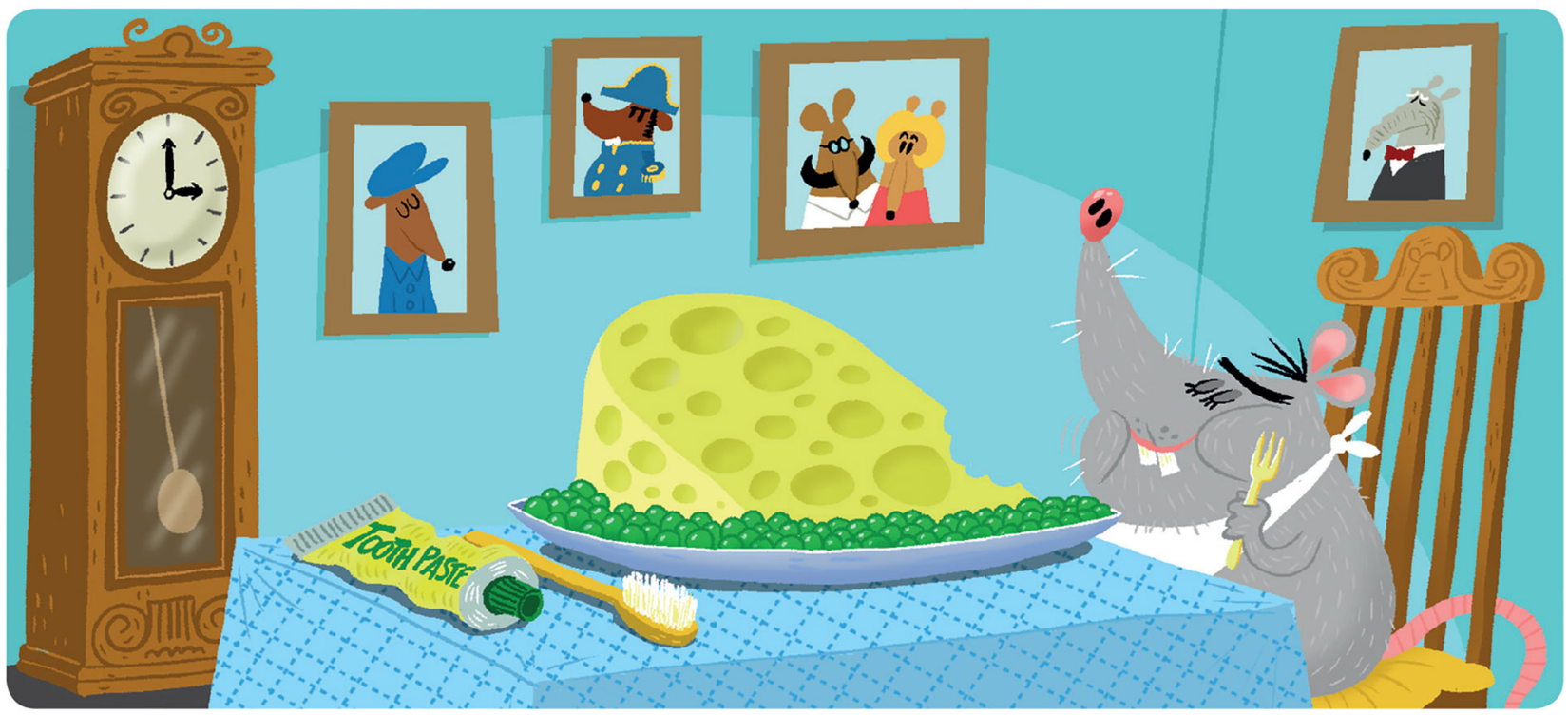
1 seven o'clock
2 four o'clock
3 six o'clock
4 three o'clock
5 eight o'clock

Phonics

3 Find who says …

Can you s**ee** my k**ey**s?

4 017 Listen and say.



At thr**ee** o'clock, I **ea**t my ch**ee**se and p**ea**s and then I cl**ea**n my t**ee**th.

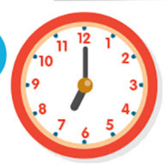
Skills

1 Read and circle.

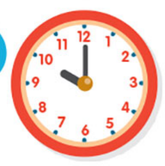
Sam is a firefighter. His house is in Cambridge, but he works in London. At seven o'clock, he leaves his home and walks to the train. Then he takes the train to London. He arrives at eight o'clock. Sam works in a team with 11 friends. At five o'clock, Sam leaves work. At six o'clock, his train leaves London. Then he arrives in Cambridge at seven o'clock. He gets home at eight o'clock. He wants to go to sleep! What a long day for Sam!



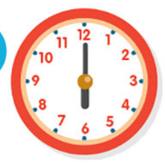
1 Sam leaves his house.

a  / b 

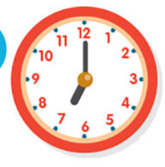
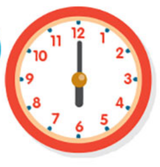
2 He arrives in London.

a  / b 

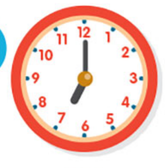
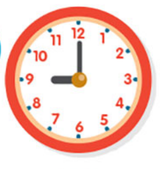
3 He leaves work.

a  / b 

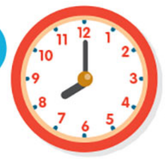
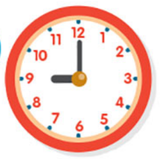
4 His train leaves London.

a  / b 

5 The train arrives in Cambridge.

a  / b 

6 Sam gets home.

a  / b 

2 Draw and write about your favourite day of the week.



My favourite day is Monday. I get up at seven o'clock. I have breakfast at eight o'clock. Then I go to school. I like school. My favourite class is on Monday morning. It's English! I get home at four o'clock. I do my English homework.

Learning outcomes:
- to read for specific information
- to write about a day of the week from a model
- to review daily routines

New language: *firefighter, work, leave, arrive, get home*

Recycled language: daily routines

Creative thinking: Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Flashcards: 21–29 (daily routines)

Warm-up

Aim: to review daily routines
- Display the flashcards around the room.
- Point to each one in turn and elicit the verb/phrase. Elicit them in a random sequence, not a logical one.
- Pre-teach *work, leave, arrive, get home* and write them on the board in the simple infinitive.

1 SB p16 Read and circle.

Aim: to practise reading for specific information (scanning)
- Tell students that the text is about a firefighter called Sam.
- Tell them to read the six statements below the text first and to guess which times are correct.
- Students read the text silently to find the answers.
- They check in pairs, re-reading silently as necessary.
- Check with the class, eliciting the sentence each time.

Key: 1 a, 2 b, 3 b, 4 b, 5 a, 6 a

2 SB p16 Draw and write about your favourite day of the week.

Aim: to give students practice writing from a model
- Students first write notes about their day. Ask them to write the day, the activities and the times.
- Students then use the written model from Activity 2 and their notes to write.
- Monitor and help as students are writing their drafts. Remind them to use the model.
- Once you have checked their work, ask students to write a final draft and draw pictures.

1 007 WB p16 Read the questions. Listen and write a name or a number.

Aim: to practise listening for specific information (scanning)

For script see TB p119.

Key: 2 8, 3 7, 4 8, 5 Dawn

2 WB p16 Draw and write about someone in your family.

Aim: to give students practice writing from a model
- Student B does the same with Student A's draft, e.g. *On Monday, Jane gets up at seven o'clock. …*
- Go around the classroom to check spellings.

Extension activity

Aim: to give students practice with information transfer skills
- Students read through the text about Sam again.
- In pairs, they create a timeline to show Sam's day. Start the timeline on the board if necessary.
- They write short phrases on the timeline, e.g. *leaves his home* above *seven o'clock*.
- Students compare their timelines with other pairs.

Stronger students: Students change the times in the text about Sam by rewriting it in their notebooks. Then they exchange notebooks with a partner who draws the analogue clocks for each of Sam's activities.

Ending the lesson

Aim: to practise writing verbs in the present simple third person
- Put students into pairs.
- Students A and B swap their final drafts of SB Activity 2. Student A rewrites Student B's draft in the third person.

1

Learning outcomes:
- to listen for specific information
- to talk about their day
- to review the present simple for daily routines

Recycled language: daily routines, present simple, times, *then*

Warm-up

Aim: to review daily routines
- With Student's Books closed, elicit what students remember about Sam's day (SB p16).
- If students did the Extension activity in the previous lesson, they can look at the timeline to help them remember.

1 018 SB p17 Listen and draw the times.

Aim: to practise listening for specific information
- Tell students to look carefully at the pictures in the Student's Book.
- Elicit the possible routines in each picture, e.g. *Picture 1: wake up.*
- Students guess who the woman is.
- Play the recording. Students listen and draw the times on the clocks.

For script see TB p119.

Key: Students draw the times:
1 seven o'clock, 2 eight o'clock,
3 four o'clock, 4 six o'clock,
5 seven o'clock, 6 nine o'clock

2 SB p17 Talk about your day.

Aim: to give students speaking practice
- Elicit all the verbs students know to talk about their daily routines.
- Students make notes individually about what they do during the day. Encourage them to use their imagination (it does not have to be true).
- In pairs, students practise talking about their day to their partner.
- Volunteers talk about their day to the class, using their notes.

Stronger students: Students listen to their partners' routines. Then they report the ones they remember to the class, using the third person, e.g. *Jane gets up at seven o'clock.*

1 WB p17 Look and read. Write *yes* or *no*.

Aim: to give students practice in reading for specific information

Key: 2 yes, 3 no, 4 yes, 5 yes, 6 yes, 7 no, 8 no

2 WB p17 Write two more true sentences about Paul.

Aim: to practice new language from the unit

Key (possible answers): Paul has got a computer. The children go to bed at eight o'clock. In the evening, Paul watches television.

Ending the lesson

Aim: to practise productive speaking
- Volunteer students take turns to show the picture of their person from WB p16 Activity 2 to the class and to read aloud what they wrote.
- Set a listening activity to keep students' attention, e.g. they mark all the different activities on a timeline.

Extension activity

Aim: to give further practice with information transfer
- Students swap texts from SB p16 Activity 2 and draw and decorate timelines for each other's days.
- Ask them to draw clocks with the times next to each drawing.

1 018 Listen and draw the times.





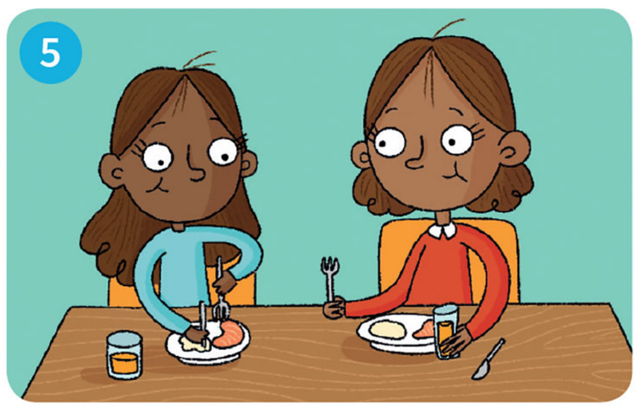




















2 Talk about your day.



I get up at … I have breakfast at …





Think and learn

Time

What kinds of clocks are there?

1 019 Listen and point.



sundial



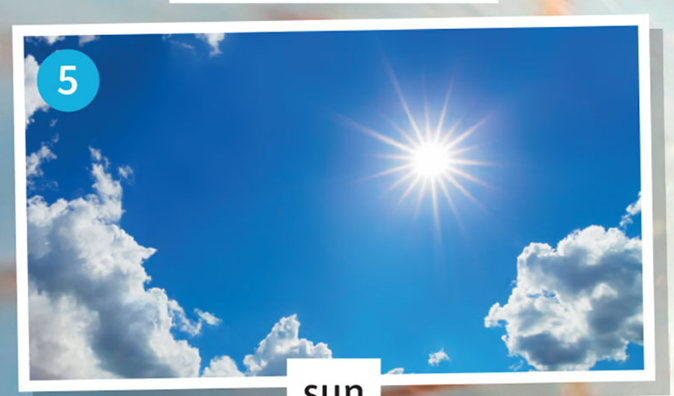
Roman numbers



5 o'clock



6 o'clock



sun



shadow

2 **Read and look.**

Here are the Roman numbers from 1 to 12.

There are different systems to show the time. A sundial is an old clock. It's got a metal arm and a round face with Roman numbers. The sun makes a shadow with the metal arm. The shadow falls on the Roman numbers and shows the time.

I = 1	V = 5	IX = 9
II = 2	VI = 6	X = 10
III = 3	VII = 7	XI = 11
IV = 4	VIII = 8	XII = 12

020 **Now listen and write the Roman numbers.**

a V	c _____	e _____	g _____
b _____	d _____	f _____	h _____

3 **Add and write the correct Roman numbers.**

1 I + IV = V	3 III + I = _____	5 IX – II = _____
2 V + V = _____	4 X + II = _____	6 IV – III = _____

Aim:
- to integrate other areas of the curriculum through English: Maths
- to recognise and write Roman numbers

BIG QUESTION to explore the Big Question *How do we know the time?*

New language: *sundial, Roman numbers, sun, shadow*

Recycled language: times

Critical thinking: Demonstrates understanding of links between new ideas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to deepen understanding of the unit Big Question
- Remind students of the discussion you had about different ways of telling the time, e.g. clocks, watches, mobile phones, sandglasses.
- Also remind students of the discussion you had about time differences around the world.

Note: Some of the discussion will need to be in L1.

SB p18 What kinds of clocks are there?

Aim: to deepen understanding of the unit Big Question
- With Student's Books closed, play the video.

For videoscript see TB p120.

- Ask students what they remember.
- Ask students to watch again and answer *What kinds of clocks are there?*
- Play the video again and elicit answers.

Key: There are big clocks, small clocks, clocks with Roman numbers, and sundials.

1 019 SB p18 Listen and point.

Aim: to identify vocabulary from the video
- Ask students to look at the pictures to identify which they saw in the video.
- Ask students to point to the corresponding picture as you play the recording.

For script see SB p18.

2 SB p18 Read and look.

020 Now listen and write the Roman numbers.

Aim: to teach students Roman numbers
- Ask a volunteer to read the text.
- Give students time to get visually familiar with the Roman numbers.
- Ask what three recurrent symbols there are in the Roman numbers (I, V, X).
- Elicit what number each Roman symbol stands for (I = 1, V = 5, X = 10).
- Finally, play the audio. Students listen and write the Roman numbers.

For script see TB p120.

Key: b IV, c IX, d X, e III, f VII, g XII, h VIII

3 SB p18 Add and write the correct Roman numbers.

Aim: to enable students to add and subtract with Roman numbers
- Do the first sum with the class.
- Put students in pairs. They solve the rest of the Maths problems together.
- Check answers as a class.

Key: 2 X, 3 IV, 4 XII, 5 VII, 6 I

1 WB p18 Look and write.

Aim: to review new vocabulary

Key: 2 sun, 3 Roman numbers, 4 shadow

2 WB p18 Look at the words in Activity 1 and complete the sentences.

Aim: to review new vocabulary

Key: 2 Roman numbers, 3 sun, 4 shadow

3 WB p18 Look and draw lines.

Aim: to review Roman numbers

Key: V – 5, VI – 6, IX – 9, X – 10, XII – 12

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today, e.g. *Roman numbers and systems to tell the time.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' knowledge of Roman numbers
- Teach students two other symbols for Roman numbers: L (50) and C (100).
- Write Arabic numbers (40, 60, 90, etc.) and elicit their Roman counterparts (XL, LX, XC, etc.)

1

Learning outcomes:
- to extend the focus on Maths through English
- to complete a project

Recycled language: times, Roman numbers

Creative thinking: Uses different media to make and describe his/her own designs

Critical thinking (WB): Solves simple puzzles, e.g. word puzzles; Makes predictions and estimations from given information

Materials: paper plates (one per student), coloured pens or pencils, rulers; a clock with Arabic numbers (1, 2, 3…) made with a paper plate and paper needles, a butterfly clip (optional)

Warm-up

Aim: to reinforce the concept of how a sundial works
- Talk about the position of the sun in the sky throughout the day.
- Explain that a sundial has a pole in its centre. As the sun shines on it, a shadow is cast. The shadow changes position at different times of the day.
- Draw a big clock on the board and mark the hour lines on it.
- Students complete the hours using Roman numbers.

4 SB p19 What time is it on the sundials? Ask and answer.

Aim: to give students practice identifying the time
- Individual students tell you what time it is on each sundial.
- Pairs practise asking each other the time.

Key: 2 4 o'clock, 3 5 o'clock, 4 8 o'clock, 5 9 o'clock, 6 11 o'clock

5 SB p19 Write the times of the sundials.

Aim: to give students practice identifying the time
- Students write the times from Activity 4.

Key: See Activity 4

6 Project SB p19 Draw and write about a sundial with Roman numbers.

Aim: to enable students to apply what they have learned about sundials and Roman numbers
Note: Students can either draw a sundial as in the SB model, or use paper plates to make them.
- Hand out the paper plates and tell the class they are going to design sundials.
- Students look at pictures of sundials and decide what their sundial will look like.
- Use a paper plate to demonstrate. Use a ruler to mark the main hour lines with dots (XII, III, VI, IX). Then add the other dots for the remaining eight numbers.
- Mark the centre of the paper plate where the sundial pole should be.
- Students write the Roman numbers on the hour lines they have marked.
- Tell students your favourite time and draw a shadow on your plate.
- Students think about a time of day they like, e.g. dinner time, bed time, the time they watch TV. They draw a shadow onto their sundial to show their favourite time.
- Students write sentences about their favourite time.
- Take photos of the sundials and save them to students' digital portfolios.

4 WB p19 Look and write.

Aim: to give students practice in applying their knowledge about Roman numbers

Key: b four, c seven, d one, e eleven, f two

5 WB p19 Look and write the times.

Aim: to give students practice in identifying the time

Key: a seven o'clock, b two o'clock, c seven o'clock

6 WB p19 Look at the clocks in Activity 5. Complete the sentences.

Aim: to encourage students to interpret information

Key: a, b, c

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've …*
- Elicit from students what they did today, e.g. *learned more about telling the time and I've made my own sundial clock.*
- Write it on the board. Students copy it into their notebooks.

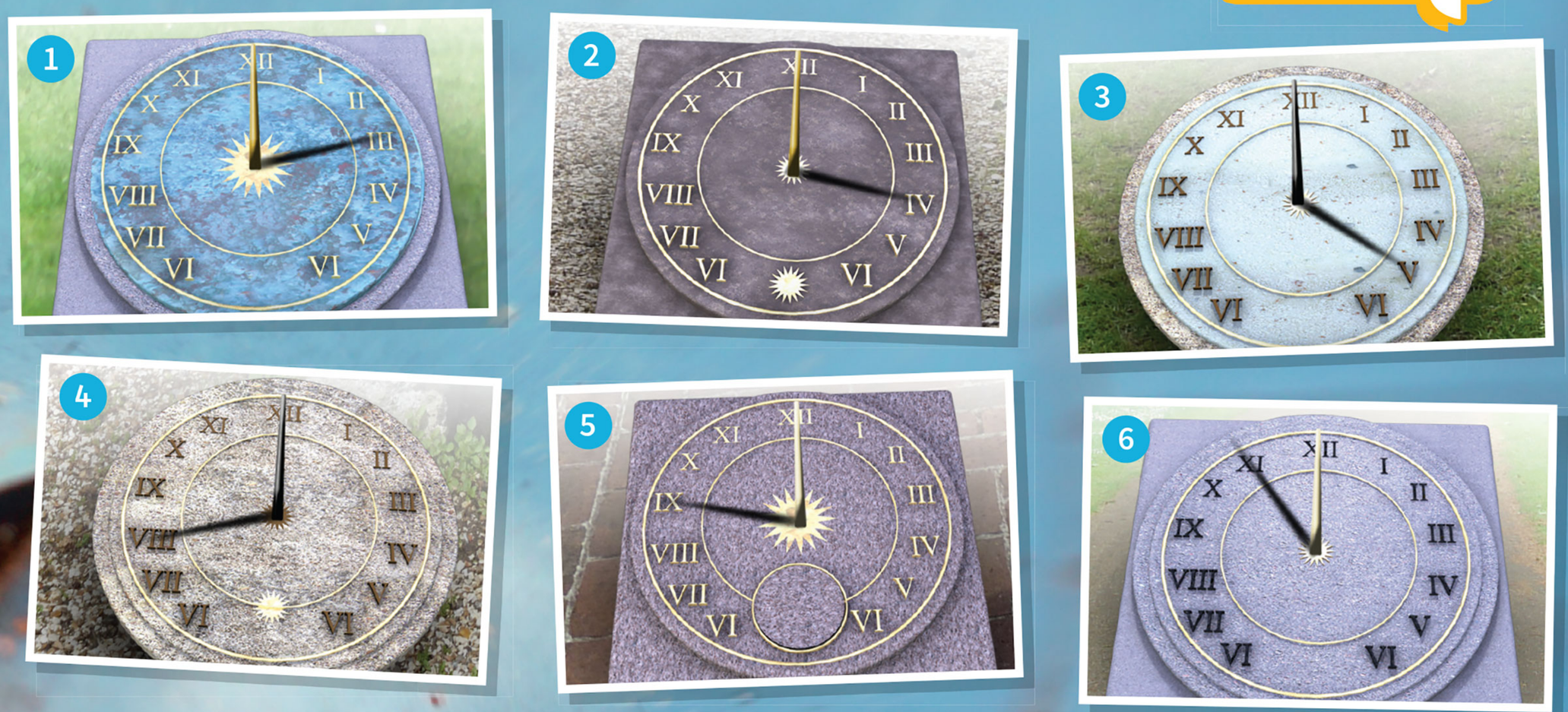
Extension activity

Aim: to make an analogue clock with Arabic numbers
- Students make a clock, using Arabic numbers (1, 2, 3…).
- Teach students that shorter needles mark the hour and longer ones mark the minutes.
- Students can make their clocks at home and bring them to class to play games.

4 What time is it on the sundials? Ask and answer.

What time is it on sundial 1?

It's 3 o'clock.



5 Write the times of the sundials.

1 It's 3 o'clock.

2 It's _____.

3 It's _____.

4 It's _____.

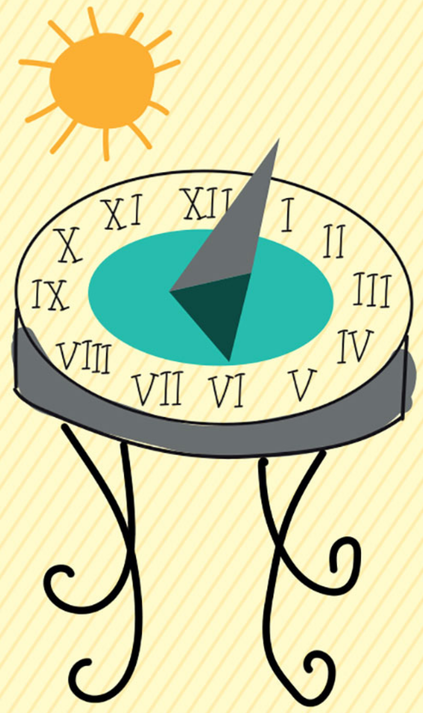
5 It's _____.

6 It's _____.

6 Project Draw and write about a sundial with Roman numbers.

My Sundial

Six o'clock is my favourite time.
The Roman number for six is VI.
I have dinner at six o'clock.



Create that!

1 021 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'm in … It's … o'clock.
In your picture, you're …





Aim:
- to listen, imagine and draw to demonstrate meaning
- to describe daily routines

New language: *look out, somewhere*

Recycled language: daily routines, imperatives

Creative thinking: Chooses options to create something new

Cognitive control functions: Inhibitory control

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: paper, stapler, coloured pens or pencils

Warm-up

Aim: to review instructions
- Give students some simple instructions to start the lesson, e.g. *Take out your English book. Put it on your desk. Take your pencil case out of your school bag.*

1 021 SB p20 **Listen and imagine. Then draw your picture.**

Aim: to give students practice in listening and to trigger imagination
- Tell students they will be listening to a recording that requires silence and concentration.
- Make sure their books are closed.
- Ask students to sit comfortably and breathe deeply to relax.
- Students close their eyes and listen to the recording.

For script see TB p120.
- When the recording is over, students open their books and draw.
- Play the recording again, if necessary.
- Circulate as they draw their pictures.

2 SB p20 **Work with a friend. Compare your pictures.**

Aim: to give students practice in speaking
- Ask a volunteer to show his/her drawing to the class. Guide the student to describe his/her drawing. Ask questions, e.g. *Where are you? What's the time?* Ask what some of the things in the drawing are.
- Students work in pairs. They show each other their pictures and describe them.

1 WB p20 **Make a diary.**

Aim: to enable students to follow a set of visual and written instructions to make a diary

Ending the lesson

Aim: to give students practice in following instructions
- Play a game of 'Simon says' using the instructions to follow daily routines. When you say *Simon says* before the instruction, students mime it. When you do not say *Simon says*, students do not mime it.
- You could use instructions such as: *get dressed, get your schoolbag, have breakfast, run to school.*

Extension activity

Aim: to enable students to compare and discuss their diaries
- Put students into groups of four.
- They take turns to read aloud what they do each day (from WB Activity 1).
- Students close their diaries.
- In groups, students say what they can remember about the others in their group.

Learning outcomes:
- to review language from the unit by doing a quiz
- to reflect on learning

BIG QUESTION to think about how the unit has helped them explore the Big Question *How do we know the time?*

Recycled language: vocabulary and grammar from the unit

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Materials: a clock with movable hands

Warm-up

Aim: to review routines
- Say *I have breakfast at …* and show the time using a clock. Students have to complete your sentence with the time.
- Ask questions, such as *When do you …?* and then mime going to bed.
- Continue reviewing with students what they have learned in the unit.

1 SB p21 Read and circle.

Aim: to enable students to review language from the unit by doing a quiz
- Make sure students know how to answer by circling one option for each sentence, using the picture clues.
- Students do the quiz alone. The first time, they do it without looking back through the unit.
- Put students in pairs to check each other's work.
- Students then look back to check questions they did not know.
- Check answers with the class.

Extra support: Students do the quiz in pairs instead of doing it alone.

Key: 1 b, 2 c, 3 a, 4 b, 5 c, 6 a, 7 c, 8 a

Picture dictionary

Aim: to review vocabulary for daily routines
- Students look at the Picture dictionary page for daily routines (WB p120).
- In pairs, they take turns to point to one of the pictures and say the phrase.
- Then students write the words under the pictures.

Key: get dressed, get up, go to bed, go to school, have breakfast, have lunch, have dinner, play in the park

1 WB p21 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 eleven, 3 gets up

2 WB p21 Look and write.

BIG QUESTION

Aim: to enable students to revisit the Big Question and consolidate learning

Key: 1 sun, 2 shadow, 3 Roman numbers, 4 sundial

3 WB p21 Read. Then draw and write.

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learned
- Put students into groups of four.
- Each student opens their Workbook at p21.
- Students take turns to read aloud what they have written for Activity 3 and to say something about their picture.
- Encourage students to compare what they have written and drawn.

Think back 1

1 Read and circle.



1 I … at seven o'clock in the morning.

a get dressed b get up c have breakfast



2 I … at eight o'clock in the evening.

a go to school b brush my teeth c have dinner



3 When … you brush your teeth?

a do b doing c does



4 … the time?

a When's b What's c Is



5 He … to bed at ten o'clock.

a going b go c goes



6 She … in the park at five o'clock.

a plays b playing c play



7 In the story, … helps get Mum's keys from under the car.

a Misty b Whisper c Thunder



8 What time is it on the sundial?

a It's 6 o'clock. b It's 9 o'clock. c It's 11 o'clock.

2 The zoo

1 022 Listen and look. Then listen and say the words.



BIG QUESTION **Where do animals live?**

2 023 **Listen and chant.**

Come on, let's go to the zoo,
The animals are there for you.

Hippo, monkey, parrot, too.
Polar bear in the zoo.

Zebra, tiger, snake and bear.
A crocodile is also there!

Come on, let's go to the zoo,
The animals are there for you.

Learning outcomes:
- to name and talk about animals
- to say a chant

BIG QUESTION to start to think about the Big Question *Where do animals live?*

New language: *polar bear, bear, zebra, crocodile, hippo, tiger, parrot, monkey, snake, zoo*

Recycled language: *let's go, come on*

Cognitive control functions: Working memory

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Flashcards: 30–38 (animals)

Warm-up

Aim: to review animals
- Mime or make the noise of an animal students are already familiar with, e.g. a cat.
- Students guess the animal.
- Elicit the spelling and write the name of the animal on the board.
- Repeat with other animals.
- Circle the wild animals in one colour and the domestic ones in another.

Presentation

Aim: to present new animals
- Use the flashcards to present the new animals.
- Say the words for students to repeat after you.
- Repeat the words more times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board and elicit the name of the animals at random.

1 022 SB p22 Listen and look. Then listen and say the words.

Aim: to practise new vocabulary
- Students look at the picture in their Student's Books.
- Ask where the characters are, to introduce the word *zoo.*
- Students tell you what animals they can see.
- Play the first part of the recording and ask *Do they or don't they like the zoo?* (They like it.)

For script see TB p120.

- Play the second part of the recording.
- Students point to the animals when they hear their names.
- Play the recording again. Students repeat the name of the animals.
- Students practise pointing and naming in pairs.

BIG QUESTION Where do animals live?

Aim: to encourage students to talk about animal habitats
- Read the Big Question. Ask students to think about wild animals and mention as many as they can remember.
- Encourage students to say whether they have seen them in the zoo and what their natural habitat is.

Note: Some of the discussion will need to be in L1.

2 023 SB p22 Listen and chant.

Aim: to give students further practice saying the animal names
- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p22.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups. One group chants and the other claps the rhythm.
- Say the chant and change the order of some of the animals, e.g. *Monkey, hippo, parrot, too.*
- Students identify the differences in the lyrics.
- Volunteers alter verses and the class identify the differences.

1 WB p22 Find the animals and write. Look →, ↓ and ↘.

Aim: to practise spelling

Key: 2 hippo, 3 snake, 4 monkey, 5 bear, 6 parrot, 7 crocodile, 8 tiger, 9 polar bear

Ending the lesson

Aim: to review key language
- Mime one of the recently taught animals and make its sound.
- Students guess the animal.
- The student who guesses correctly mimes another animal and makes the sound.

Extension activity

Aim: to practise spelling of new words
- Make pairs of students.
- Ask pairs to choose five animals from the ones in Activity 1.
- Students make a word search puzzle similar to the one in WB Activity 1.
- Pairs exchange their word search puzzles and solve them.

Aim:
- to talk about likes and dislikes, using the present simple third person singular affirmative and negative

New language: *like, live, grass*

Recycled language: animals, *cheese, peas*

Flashcards: 30–38 (animals)

Warm-up

Aim: to review animals
- Flash each flashcard quickly in front of the students in random order.
- Students call out the animal.
- Elicit the spelling from the class.

Presentation

Aim: to present the present simple third person singular affirmative and negative
- Draw pictures of a banana and an apple on the board.
- Draw a stick figure of an animal and give it a name, e.g. *Henry.*
- Point to the banana and Henry and say *Henry likes bananas*. Rub your stomach to emphasise the meaning. Write the sentence on the board.
- Do the same with the apple, but say *Henry doesn't like apples.* Look disgusted. Write the sentence on the board.

1 SB p23 Look, read and write the names.

Aim: to practise the present simple
- Students look at the pictures in their Student's Books.
- Read the first sentence as a class and check students know what to do.
- Students read the sentences silently and individually and write the names under each character.
- Students compare answers in pairs.
- Check answers and understanding of vocabulary with the class.

Key: a Tim, b Bill, c Ben, d Monica, e Tony, f Mary

2 024 SB p23 Watch, listen and say.

Aim: to give students further practice with talking about likes and dislikes
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p23.
- Students practise the sentences in pairs. Ask some pairs to say the chant in front of the class.

3 SB p23 Draw an animal. Tell a friend about it.

Aim: to give students oral practice of descriptions
- Demonstrate how to do the activity using the example on the Student's Book page. Teach the word *grass.*
- Each student draws an animal and makes notes about it, but they do not write the text.
- In groups of three or four, students take turns to talk about their animals. Remind them to use the model in the Student's Book.

1 WB p23 Read and circle.

Aim: to practise identifying likes and dislikes

Key: 1 likes, 2 doesn't like

2 WB p23 Look and write *likes* or *doesn't like*.

Aim: to practise the written form of new language

Key: 2 doesn't like, 3 likes, 4 doesn't like, 5 likes, 6 doesn't like

Ending the lesson

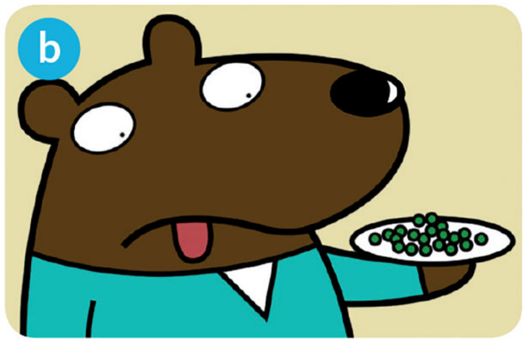
Aim: to review new language from the lesson
- Write at least six known food words on the board, e.g. *chicken, peas, carrots, apples, bananas, milk.*
- Students copy the list and put a tick or cross next to each to express likes and dislikes.
- Students swap papers.
- Elicit from different students some of their partner's likes and dislikes, e.g. *Anna likes chicken. She doesn't like peas.* If possible, encourage the use of *but*, e.g. *Anna likes chicken, but she doesn't like peas.*

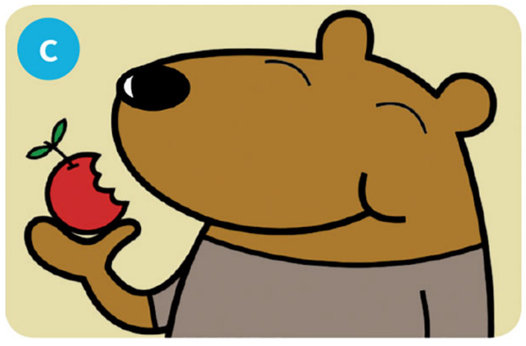
Extension activity

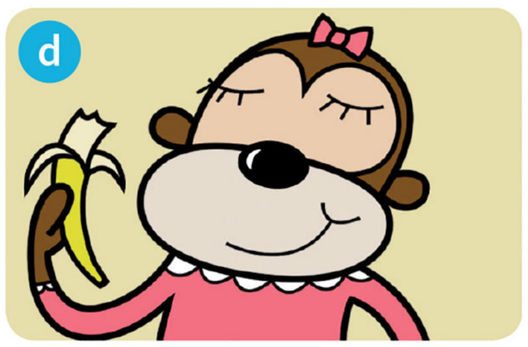
Aim: to give students practice with writing the new language
- Students write the sentences about their partner from the Ending the lesson activity in their notebooks.

1 Look, read and write the names.













1 Monica the monkey likes bananas.
2 Mary the monkey doesn't like cheese.
3 Tony the tiger likes chicken.
4 Tim the tiger doesn't like carrots.
5 Ben the bear likes apples.
6 Bill the bear doesn't like peas.

2 024 Watch, listen and say.

Language focus

Penny **likes** fish.
She **doesn't like** peas.
Don't give Penny
Any peas, please!

Penny **likes** fish.
She **doesn't like** cheese.
Don't give Penny
Any cheese, please!



3 Draw an animal. Tell a friend about it.



This is Simon the snake. He lives in the grass. He eats frogs and spiders. He doesn't like apples and bananas.

1 025 Listen and sing. Then tick ☑ the animals in the song.

Snakes like grass
And tigers do too.
They like life
Here in the zoo.
Snakes like grass ...

In the zoo, in the zoo
Here in the zoo
Yes, they like life
Here in the zoo.

Bears like trees
And parrots do too.
They like life
Here in the zoo.
Bears like trees ...

In the zoo, in the zoo ...

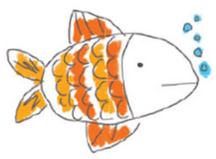
Crocodiles like water
And hippos do too.
They like life
Here in the zoo.
Crocodiles like water ...

In the zoo, in the zoo ...



2 Look, think and draw.

Which animals like ...

water	grass	trees
		

Learning outcomes:
- to sing a song
- to practise talking about likes and dislikes

New language: *life*

Recycled language: animals

Critical thinking: Sorts and classifies objects and activities according to key features (e.g. types of animal or transport)

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Substitutes words and lines to a song or poem

Cognitive control functions (WB): Working memory

Flashcards: 30–38 (animals)

Warm-up

Aim: to review spelling of animal words
- Write the animal words in jumbled letter order on the board.
- In pairs, students unjumble them.
- Check with the class. Students come and write the word correctly under the jumbled word.

Stronger students: Students write jumbled words on the board for the class to unjumble.

1 025 026 SB p24 **Listen and sing. Then tick ☑ the animals in the song.**

Aim: to sing a song with the class
- Students look at the picture in their Student's Books. Elicit which animals they can see.
- Play the audio (025). Students follow the song in their Student's Books.

For song lyrics see SB p24.
- Use the picture to support / check meaning.
- Play the audio again for students to tick the animals in the song. Check answers.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (026) to practise the song in three groups.

Key: Students tick: snake, tiger, bear, parrot, crocodile, hippo

2 SB p24 **Look, think and draw.**

Aim: to practise categorising
- Students look at the table in their Student's Book.
- Explain how the activity works.
- Students draw the three-column table in their notebooks.
- They work in pairs.
- Students draw the animals from the song in the appropriate column, e.g. a snake under *grass.*
- They also think of other animals for each category and draw them under the right column, e.g. a monkey under *trees.*

Stronger students: Students draw and write the animals in the table.

1 008 WB p24 **Can you remember? Listen and write.**

Aim: to review the song

For song lyrics see SB p24.

Key: 2 tigers, 3 Bears, 4 parrots, 5 Crocodiles, 6 hippos

2 WB p24 **Draw and write a new verse.**

Aim: to trigger students' creativity

Ending the lesson

Aim: to improve memory
- Pairs of students write a verse from the song in SB Activity 1 with missing words that are not animals, e.g. *Snakes like* _____, *and tigers do*_____.
- Pairs exchange their incomplete verses for others to complete from memory.
- They exchange verses again to check results.

Extension activity

Aim: to encourage creativity
- Make groups of four.
- Students use the new verses they wrote in WB Activity 2 and put them together to sing a new complete song to the class.
- Use the karaoke version of the song for groups to perform their new verses.

2

Learning outcomes:
- to ask and answer questions about likes and dislikes
- to use the present simple third person singular question form with inversion, and short answers

New language: *baby, sleep, swimming, play, a lot*

Recycled language: animals, food

Warm-up

Aim: to review the present simple third person singular questions and answers
- Draw a simple 6 × 3 table on the board. Along the top write six animal names. Down the side write three foods.
- Ask questions, e.g. *What does the monkey like?*
- Students invent answers using the foods, e.g. *The monkey likes apples, but it doesn't like chicken.*
- Put ticks and crosses in the table.
- Students then ask and answer the questions and complete the table.

Note: Keep the table on the board until the end of the lesson.

1 027 SB p25 Listen and circle.

Aim: to present the present simple third person singular questions and answers
- Give students time to look at the picture.
- Read the first question and two possible answers with the class.
- Ask students what they notice about the question form (there's no question word).
- Play the recording.

For script see TB p120.
- Students complete the activity silently and compare their answers in pairs.
- Check with the class.

Key: 1 a, 2 b, 3 a, 4 b

2 028 SB p25 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p25.
- Students take turns to practise the questions and answers in pairs.

3 SB p25 Look at the table. Ask and answer.

Aim: to give students practice with asking and answering questions
- Demonstrate the activity first.
- Put students into pairs. They take turns to ask and answer questions about Ryan and Becky.
- Monitor to check and support as necessary.
- Elicit questions and answers in open pairs as a final check.

1 WB p25 Look, read and tick ☑

Aim: to give students practice with present simple questions and answers

Key: 1 b Yes, he does. 2 a Yes, he does. b No, he doesn't. 3 a Yes, he does. b No, he doesn't.

2 WB p25 Look and write *does, doesn't* or *like*.

Aim: to give students further practice with present simple question forms

Key: 2 like, 3 doesn't, 4 Does, 5 like, 6 does

Ending the lesson

Aim: to practise key language from the lesson
- Use the table from the Warm-up to review questions and answers.
- Point to an animal and a food and elicit a question with *Does*.
- Elicit the answer by pointing to the tick or cross in the table.
- Repeat for all the animals.

Extension activity

Aim: to give students further practice with writing the present simple third person questions
- Students use SB Activity 1 as a model.
- They each draw a picture of a baby animal.
- In pairs, they take turns to ask and answer about their baby animals.
- Under their picture they write a short text about their animal, e.g. *This is my baby hippo. It sleeps …*

1 027 Listen and circle.



1 Does the baby tiger sleep a lot? **a** Yes, it does. **b** No, it doesn't.

2 Does it eat meat? **a** Yes, it does. **b** No, it doesn't.

3 Does it play? **a** Yes, it does. **b** No, it doesn't.

4 Does it like swimming? **a** Yes, it does. **b** No, it doesn't.

2 028 Watch, listen and say.

Language focus

Does Penny **like** crocodiles?
No, she **doesn't**.

Does Penny **like** snakes?
No, she **doesn't**.

Does Penny **like** hippos?
No, she **doesn't**.

Does Penny **like** polar bears?
Yes, she **does**!



3 Look at the table. Ask and answer.

Does Ryan like snakes?

Yes, he does.

				
Ryan				
Becky				

The zoo keeper

1 029 Which animals can you see in picture 8?



Thunder: Look at the monkey.



Zoo keeper: Help!

Flash: The zoo keeper doesn't know what to do.

Thunder: Let's help him.



Flash: Got you!

Zoo Keeper: Wow!



Zoo Keeper: How does he do that?



Whisper: Come here, Snake.

Snake: Yes, Whisper.



Zoo Keeper: No, my keys! Don't throw them.

Misty: I can help.

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *zoo keeper, Got You!, throw, Thank you all so much!, I can help*

Recycled language: language from the story

Value: helping people

Warm-up

Aim: to review the characters and the story
- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their super powers.
- Elicit things that happen on a bad day / a good day to review the previous episode.

The zoo keeper

1 029 SB pp26–27 **Which animals can you see in picture 8?**

Aim: to present a picture story
- Elicit who the students can see in picture 8. Pre-teach *zoo keeper.*
- Play the audio. Students listen and follow in their books to decide which animals they can see in picture 8.

For script see SB pp26–27.

- Students compare their ideas in pairs. Elicit from the class.
- Play the whole *Super Friends* video. Then play the video again, pausing to check comprehension.
- Talk with the class about the value (helping people). Ask students who helps who in the story (the Super Friends help the zoo keeper: Flash catches the parrot; Thunder catches the hippo; Whisper catches the snake; Misty gets his keys back for him from the monkey).

Key: A monkey, a parrot, a hippo and a snake.

1 009 WB p26 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p120.

Key: 1 2nd picture (zoo keeper), 2 1st picture (Misty), 3 1st picture (Thunder)

2 WB p26 **Read the story. Then read and tick ☑.**

Aim: to review the storyline

Key: 1 No, he doesn't. 2 Yes, she does. 3 Yes, she does.

3 WB p26 **Look and write the numbers.**

Aim: to check comprehension of key phrases

Key: 1 c, 2 a, 3 b

Ending the lesson

Aim: to practise the story
- Put students into groups of five.
- Students each take a role of one of the characters: Thunder, Flash, the zoo keeper, Misty and Whisper. One of the students should take the role of the snake as well as one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story
- Write some key phrases from the story on the board.
- Elicit from students who says them.
- Focus on *I can help.* Elicit from students other ways they can help the zoo keeper, e.g. *feed the animals.*
- Students draw a picture of how they can help.

Stronger students: Students write words or sentences in speech bubbles in the drawings, e.g. a child telling a visitor: *Don't throw rubbish, please! / Don't feed the animals, please!* or a child telling visitors what an animal likes: *The lion likes meat. / The hippo likes water.* Students can also write phrases or full sentences under the drawings, e.g. *feed the animals, clean the animals.*

Learning outcomes:
- to interpret deeper meaning from the story
- to practise saying the long vowel sound /aɪ/, as in *my*
- to review language from the story and the unit

Recycled language: language from the story

Phonics focus: Your students will be able to identify and say the sound /aɪ/, spelt *ie* and its alternative spellings *i_e* and *_y*. They contrast it with the short vowel sound /ɪ/.

Value: helping people

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to review phrases from the story
- Ask *Who helps the zoo keeper?* Write the four animals on the board.
- Elicit which Super Friend helps which animal. Students mime how the Super Friends help.

2 SB p27 **Match the Super Friends with the animals.**

Aim: to focus students on details in the story
- Play the recording of the story again. Students follow it in their Student's Books.
- Students complete the activity individually and then compare answers in pairs.
- Check with the class.

Key: Flash – parrot, Whisper – snake, Misty – monkey, Thunder – hippo

3 SB p27 **Find who says ...**

Aim: to present the sound /aɪ/, as in *my*
- Write *my* on the board, using a red pen for the *y*. Say *m – y* using the long vowel sound /aɪ/.
- Students repeat *My keys!* after you.
- Students find the speech bubble in the story (frame 6).

Key: The zoo keeper

4 030 SB p27 **Listen and say.**

Aim: to practise the sound /aɪ/, spelt *ie* and its alternative spellings *i_e* and *_y*.
- Play the recording. Students look at the picture, read and repeat.

For script see TB p120.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Explain that often the *e* at the end of a word makes the vowel say its name (e.g. *like* rhymes with the letter *i*, *make* rhymes with the letter *a*, and *home* with *o*).
- Students take turns to repeat the sentence in pairs.

1 WB p27 **Who is helping? Look and tick ☑.**

Aim: to focus students on the value of helping people

Key: Picture 2

2 WB p27 **What's in Kim's bin? What's on Mike's kite? Say and write.**

Aim: to practise contrasting the long vowel sound /aɪ/ with the short vowel sound /ɪ/

Key: Kim's bin: lizard, hippo, pin; Mike's kite: fly, spider, why, tiger

3 010 WB p27 **Listen, say and check your answers.**

For script see TB p120.

Ending the lesson

Aim: to review and write words with the long vowel sound /aɪ/, and contrast it with the short vowel sound /ɪ/
- Students close their Student's Books.
- Dictate the sound sentence while students write. They check in the Student's Book.
- Students write two columns in their notebooks: *i* and *ie*. Say the words *bin, pie, my, six, sit, big, nine, like*. Students write the words in the correct sound column. Check answers as a class.
- Teach the special word *I* (as in *I'm a teacher*), pronounced /aɪ/.

Extension activity

Aim: to discuss the value of helping people
- Focus on the parts of the story where the Super Friends help the zoo keeper.
- Elicit from students why this value is important and examples of when they help people themselves.

Note: Some of this discussion may need to take place in L1.



Thunder: Great, Misty.



Misty: Here you are.

Zoo Keeper: Thank you all so much!

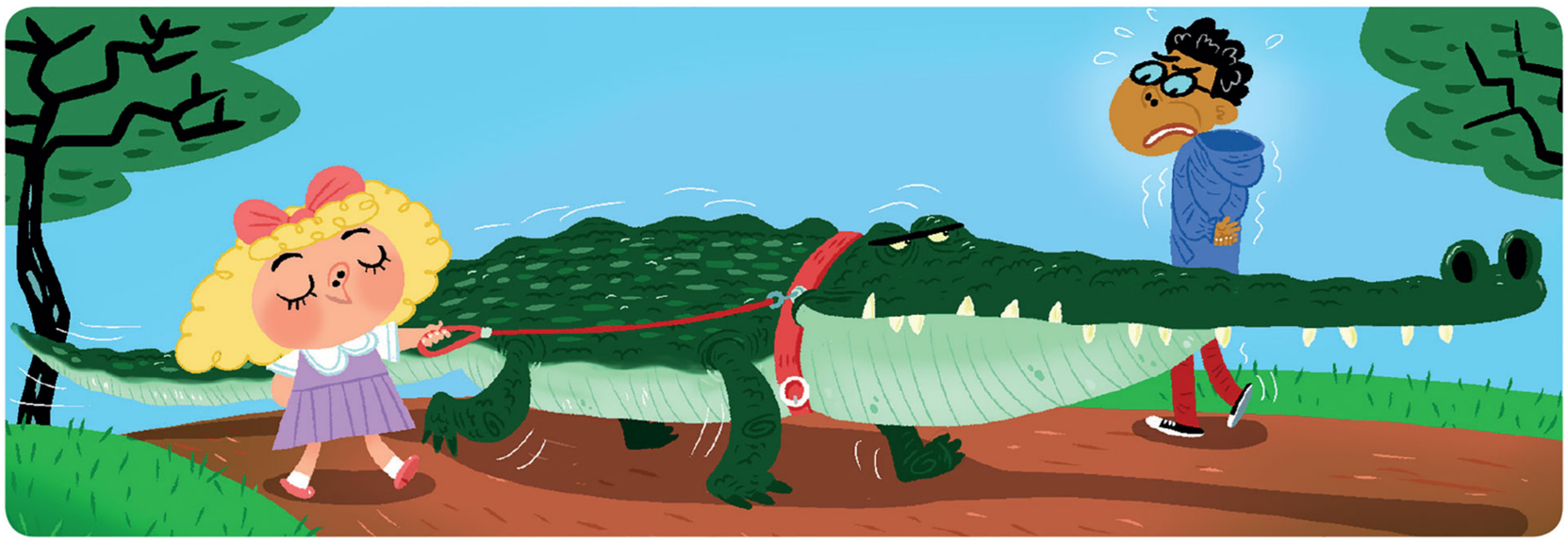
2 Match the Super Friends with the animals.



Phonics

3 Find who says … My keys!

4 030 Listen and say.



Don’t try and smile at my crocodile, Mike!

Skills

1 Read and tick ☑ the boxes.



1 The park opens at 6:00. ☐ yes ☐ no

2 There's a hippo at the park. ☐ yes ☐ no

3 You can talk to the park rangers. ☐ yes ☐ no

4 There isn't food at the park. ☐ yes ☐ no

2 031 **Listen and answer.**

1 What's the crocodile's name?

2 Where's he from?

3 How old is he?

4 What's his favourite food?



3 **Write about an animal. Say and guess with a friend.**

My favourite animal is very big. It likes meat, but it doesn't like water. What is it?

Learning outcomes:
- to read for specific information
- to listen for specific information
- to write a description from a model

New language: *near, restaurant, safari park, park ranger, Africa, open, What about ...?*

Recycled language: animals

Creative thinking: Creates content for peers to use in class activities

Cognitive control functions: Cognitive flexibility

Flashcards: 30–38 (animals)

Warm-up

Aim: to review animals
- Write *Animals* in a circle on the board.
- Elicit the animals students know and build a word map.
- Use flashcards to remind them of the animals they already know.

1 SB p28 Read and tick ☑ the boxes.

Aim: to practise reading for specific information (scanning)
- Tell students that the text is about a safari park called *Green Bay*.
- Pre-teach *near, restaurant, safari park, park ranger, Africa, open, What about ...?*
- Tell students to read the four statements first and to guess what the answers could be.
- Students read the text to find the answers.
- They check in pairs, re-reading silently as necessary.
- Check with the class, eliciting the sentence from the text which gives the answer each time.
- Students do not need to read the whole text aloud.

Key: 1 no, 2 yes, 3 yes, 4 no

2 031 SB p28 Listen and answer.

Aim: to practise listening for specific information
- Students read the questions before they listen.
- Play the recording.

For script see TB p120.

- Students compare answers in pairs.
- Play the recording again. Check answers with the class.

Key: 1 The crocodile is called Ben. 2 He's from Africa. 3 He's ten years old. 4 His favourite food is fish.

3 SB p28 Write about an animal. Say and guess with a friend.

Aim: to practise writing a description
- Students think of an animal. Read the model in Activity 3 to help them write a short description of their chosen animal.
- Students work in pairs and read their descriptions for students to guess what the animal is.

1 011 WB p28 Listen and circle.

Aim: to practise listening for specific information

For script see TB p120.

Key: 1 b No, it doesn't. 2 a Yes, it does. b No, it doesn't. 3 a No, it doesn't. b No, it doesn't.

2 WB p28 Write questions with *like* and answers.

Aim: to practise question forms with *does*

Key: 2 Does the zebra like bananas? No, it doesn't. 3 Does the snake like cheese? No, it doesn't. 4 Does the crocodile like water? Yes, it does.

Ending the lesson

Aim: to practise question forms with *does*
- In open pairs, students ask and answer questions using WB Activity 2 as a model.

Extension activity

Aim: to practise information transfer skills
- Students draw three word maps: *1 Animal names, 2 What animals eat, 3 Where animals live* and complete them in groups.

2

Learning outcomes:
- to listen for specific information
- to speak about a picture, using prepositions of place

Recycled language: *in, on, near*

Materials: Unit 2 stickers, scissors

Warm-up

Aim: to review prepositions of place
- Using classroom objects, review prepositions of place.
- Give students instructions, e.g. *Put your ruler in your book.*
- Volunteers give instructions to the class.

1 032 SB p29 Listen and stick. Exam skills

Aim: to practise listening skills
- Students find their stickers (cheese, ball, hat, flower, bananas) and cut them out together with the backing paper.
- Say the word for each sticker. Students hold up the relevant sticker.
- Play the recording. Students follow the instructions and place the stickers where they belong (they don't stick them in yet – see Activity 2).

For script see TB p120.

Key: 1 the hat on the hippo, 2 the flower in the water, 3 the bananas near the monkey, 4 the ball on the lion, 5 the cheese near the zebras

2 SB p29 Look and say.

Aim: to practise speaking skills
- Demonstrate the activity for the class by using the model in the Student's Book, e.g. *The cheese is near the zebras.*
- Students do the activity in pairs, taking turns to say where each sticker is.
- Students hide their Student's Books from each other. Student A puts his/her stickers in different places and tells Student B where they are. Student B listens and puts his/her stickers in the same place.
- Students look and check.
- Students swap roles.
- Finally, students stick their stickers in the correct places (from Activity 1).

1 WB p29 Read and complete. Exam skills

Aim: to give students practice in reading for detail

Key: 2 black, 3 zoo, 4 grass, 5 water, 6 monkey

Ending the lesson

Aim: to review prepositions
- Elicit sentences from SB Activity 1 to describe where things are, e.g. *The hat is on the hippo.*
- Students write the sentences in their notebooks.
- Ask students to draw a new object somewhere in the scene on page 29, e.g. *a clock on the hippo.*
- Students write a sentence about their new object in their notebooks.

Extension activity

Aim: to give further practice with writing
- Individually, students choose an animal and draw a picture of it.
- They use the text in WB Activity 1 as a model and write a text about their animal in their notebooks.
- Make pairs. Students ask each other questions about their animal.
- Elicit questions students already know before doing the oral activity: *What has ... got? Where is it from? What's its favourite food? Does it like ... ?*

Extra support: On the board, write a simpler version of the model from WB Activity 1 for students to complete: *I've got ..., I'm from ..., I like ..., I don't like ...*

1 032 Listen and stick.



2 Look and say.

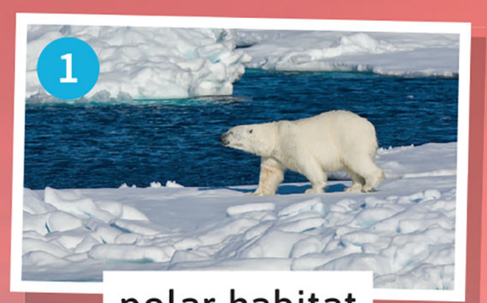
The cheese is …

Think and learn

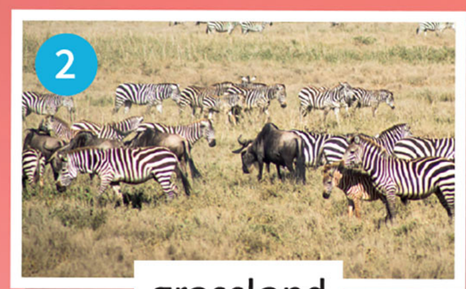


What habitats are there?

1 033 Listen and point.



polar habitat



grassland



rainforest

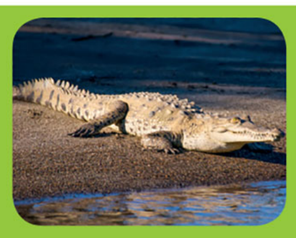
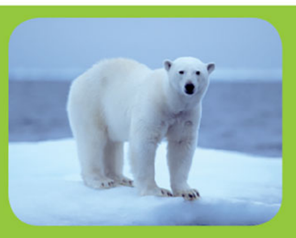


ocean

2 Look, read and say what habitats the animals live in.

Animals live in different habitats. A habitat is a home for plants and animals. There are lots of different habitats. Some are very cold like the polar habitats and some are hot like the grassland and rainforest habitats. Some are water like the ocean habitat. They are all habitats where animals live.

Zebras live in grassland.

 zebra	 crocodile	 monkey	 fish	 polar bear	 lizard
grassland	grassland	grassland	polar habitats	polar habitat	grassland
	rainforest	rainforest	rainforest		rainforest
			ocean		

3 Draw a penguin and a parrot in their habitats.

penguin

parrot

Aim:
- to integrate other areas of the curriculum through English: Environmental Studies

BIG QUESTION to explore the Big Question *Where do animals live?*

New language: *habitat, grassland, ocean, polar habitat, rainforest, live*

Recycled language: animals

Critical thinking (WB): Critically compares ideas, objects, eras etc. to find differences or similarities

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to introduce the concept of what a habitat is
- Tell students that animals' homes are called *habitats* and write the word on the board.
- Elicit different habitats students can think of and make a web on the board under the word *habitats.*
- Students mention animals they are already familiar with. Volunteers write their names in the right category in the web.
- Mention that some animals live in various habitats. Encourage students to think of examples, e.g. *fish.*

SB p30 What habitats are there?

Aim: to deepen understanding of the Big Question
- With Student's Books closed, ask *What habitats are there?* Play the video.

For videoscript see TB p120.
- Ask students what they remember.
- Play the video again and pause to elicit answers.

Key: There are polar habitats, grassland habitats, rainforest habitats and ocean habitats.

1 033 SB p30 Listen and point.

Aim: to identify habitats
- Play the recording. Students follow the text silently in their Student's Books and point to the pictures.

For script see SB p30.
- Play the recording again. Students repeat the words.

2 SB p30 Look, read and say what habitats the animals live in.

Aim: to enable students to consolidate the concept of what a habitat is
- Read the text about habitats to the class. Then ask students basic comprehension questions, e.g. *Where do animals and plants live?*
- Ask students to look at the table and to identify habitats and animals.
- Use the model speech bubble to show students how to say where each animal lives, e.g. *Zebras live in grassland.*
- Students work in pairs.
- Go around the class to monitor performance.

3 SB p30 Draw a penguin and a parrot in their habitats.

Aim: to enable students to link animals to specific habitats
- Ask the class where the penguin and parrot live.
- You could ask students to choose just one of the birds to draw in its habitat.
- Mention one of the birds and ask the students who have drawn it to stand up and show their drawings to the class. Do the same with the other bird.

1 WB p30 Look and write.

Aim: to consolidate understanding of new vocabulary

Key: 2 grassland, 3 rainforest, 4 polar habitat

2 WB p30 Read, look and write the animals.

Aim: to deepen the topic of habitats

Key: grassland: zebras, parrots, tigers, crocodiles, snakes; ocean: fish, crocodiles, snakes; rainforest: parrots, tigers, fish, crocodiles, snake

Lesson review

Aim: to extend students' understanding of habitats
- Ask students to choose one of the animals from WB Activity 2 and draw it in its two or three habitats.

Extension activity

Aim: to extend the topic of habitats
- Ask students to search for other habitats animals can live in, e.g. the desert or the mountains.
- Ask them to find out which animals live in these habitats, e.g. camels in the desert.

Learning outcomes:
- to extend the focus on Environmental Studies through English
- to complete a project

New language: *tuna fish, butterfly*

Recycled language: habitats

Critical thinking: Formulates and verifies hypotheses

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

Cognitive control functions: Cognitive flexibility

Critical thinking (WB): Sorts and classifies objects according to key features (e.g. types of animal or transport)

Materials: a piece of A4 paper per pair, coloured pens or pencils, glue, scissors and pictures of animals if available

Warm-up

Aim: to review habitats and animals
- Say the name of an animal and ask the class to say the habitat.
- Repeat with all the animals that have been taught in the unit.

4 SB p31 What habitats do you think these animals live in? Tell your friend.

034 Now listen and tick ☑.

Aim: to give students practice identifying animals and their habitats
- Let students work on the table alone first.
- Then put them into pairs to compare their choices.
- Play the recording. Students tick the right options.

For script see TB p121.

Key: elephant: grassland, rainforest; tuna fish: ocean; frog: grassland, rainforest; butterfly: rainforest, grassland; snake: rainforest, grassland, ocean

5 Project SB p31 Draw a habitat with three different animals. Write about your picture.

Aim: to enable students to apply what they have learned about habitats
- Students work in pairs. Give each pair a piece of paper and tell the class they are going to draw habitats.
- Pairs decide on the habitat they would like to draw: polar habitat, grassland, rainforest or ocean.
- Pairs look at the example. They agree on three animals that they would like to include in their habitat. Help them with the names of new animals, if necessary.
- Students then draw and colour their habitats and the animals in them. Tell them that it does not matter if their drawings are very simple. Students can also stick photos of animals into the habitats, if available.
- Encourage students to talk about their habitats as they are working.
- Finally, students write sentences below their habitat, saying what kind of habitat it is and what animals there are in it.
- The finished habitats can be displayed around the classroom. Alternatively, take photos of them to save to their digital portfolios.

3 WB p31 Look and write numbers.

Aim: to give students practice in applying their knowledge about habitats

Key: b 4, c 1, d 2, e 4, f 2, g 3, h 1

4 WB p31 Draw two animals in their habitats.

Aim: to give students practice in solving problems

Key (possible answers): zebra, grassland; polar bear, polar habitats

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today, e.g. *learned about habitats and animals.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to interpret information
- As a follow-up to the project, ask a pair of students who worked together for the project (A) to choose another pair (B).
- Pair A cover the text accompanying their drawings and show their poster to pair B. Pair B describe the habitat and the animals in it.
- Go around the classroom to monitor.

4 **What habitats do you think these animals live in? Tell a friend.**

I think elephants live in …

	 elephant	 tuna fish	 frog	 butterfly	 snake
polar habitat					
grassland					
rainforest					
ocean					

034 **Now listen and tick ☑.**

5 **Project** **Draw a habitat with three different animals. Write about your picture.**

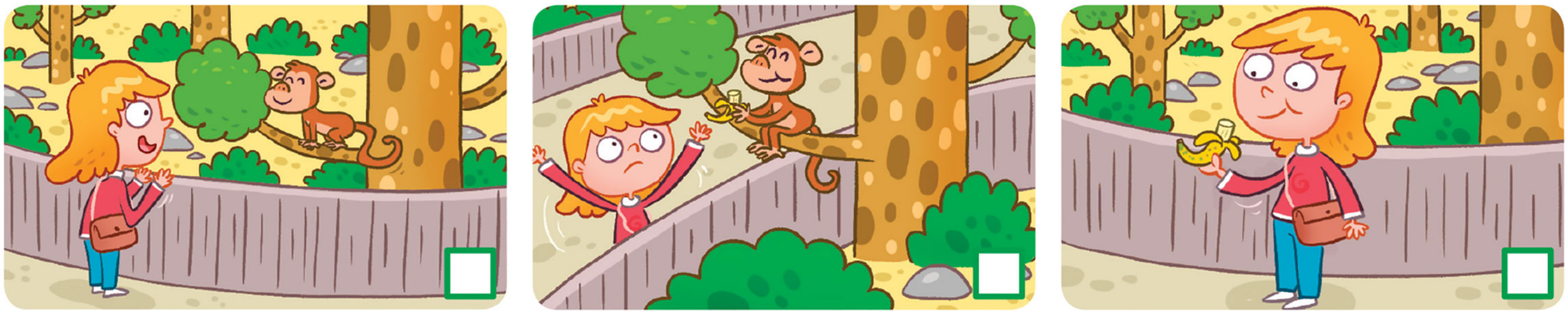


This is a rainforest habitat. It is hot here. There are snakes, parrots and monkeys here.

Do that!

1 035 **Listen and act out with your teacher. Then listen again and number the pictures.**





2 **Read the sentences from the story and draw lines.**

a Oh no! The monkey's got it!

b Hey, where's the banana?

c You're hungry. Peel a banana.

d Watch the monkey in the tree.

e You are at the zoo. Look around.

f Eat your banana.

3 **Listen to a friend and act it out.**



You are at the park. Look around.
There's a duck in the pond.
You're hungry. Eat some bread.
Oh no! The duck's got it!



Aim:
- to practise the language through listening and responding physically
- to practise giving instructions

New language: *hungry, peel, Look around.*

Recycled language: vocabulary and grammar from the unit

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: For the WB making activity: paper, wool, tape, glue, coloured pens or pencils, scissors

Warm-up

Aim: to review following instructions
- Ask students to mime what you say.
- Include these actions: *look at (the board), eat a sandwich, get dressed*. Introduce the verb *look around.*

1 035 SB p32 **Listen and act out with your teacher. Then listen again and number the pictures.**

Aim: to give students practice in listening and following instructions
- With Student's Books closed, students act out with you as you play the recording.

For script see TB p121.

- Play the recording for a second time for students to number the pictures in their books.

Key: 3, 1, 5, 2, 6, 4

2 SB p32 **Read the sentences from the story and draw lines.**

Aim: to increase students' ability to identify a sequence of events
- Put students in pairs and ask them to do Activity 2 together.
- Check results as a class.

Key: (e, d), c, f, b, a

3 SB p32 **Listen to a friend and act it out.**

Aim: to give students practice with productive and interactive speaking
- Tell students that they have to choose a new place, animal and food to invent a new version of the story in Activity 2.
- Read the speech bubble example to show how the activity works.
- Students each make up a story.
- In pairs, they tell their story to their partner to act out.

1 WB p32 **Make a zoo.**

Aim: to enable students to follow a set of visual and written instructions to make a zoo

Ending the lesson

Aim: to review language from the unit
- Students choose one of the finger puppets they made in WB Activity 1.
- They go around the classroom with their finger puppet on.
- When you say *Stop!* they pair up with the student who is the nearest and ask a question about their partner's finger puppet, e.g. *What's its favourite food?*
- Continue with the activity three more times.

Extension activity

Aim: to enhance creativity
- Make groups of four students.
- Students choose one of their finger puppets from WB Activity 1.
- Groups invent short dialogues that include all four puppets.

Extra support: Elicit potential questions for the dialogues on the board for students to choose from, e.g. *What's your name? What's your favourite food? How old are you? Where are you from? Do you like ...? Do you eat ...?*

2

Learning outcomes:
- to review language from Units 1 and 2
- to collaborate and reflect on learning

BIG QUESTION to think about how the unit has helped them explore the Big Question *Where do animals live?*

Recycled language: vocabulary and grammar from Units 1 and 2

Creative thinking: Substitutes words and phrases to create new texts

Cognitive control functions: Working memory

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions: (WB): Cognitive flexibility

Flashcards: 21–29 (routines) and 30–38 (animals)

Warm-up

Aim: to review routines and animals
- Divide the class into two groups: group A and group B.
- Place the flashcards (routines and animals) in a pile.
- Groups take turns to take a flashcard and say what it represents.
- The winner is the group that says the most words correctly.

1 SB p33 How many words can you remember? Draw pictures.

Aim: to review vocabulary and spelling
- Write the headings *Daily routines* and *Animals* on the board. Elicit the names of the items in Activity 1.
- Students copy the category headings in their notebooks and draw more items in each group.
- Tell students to leave some space below each picture.
- Students share their results.

2 SB p33 Write and say the words.

Aim: to review vocabulary for daily routines and animals
- Students write labels below the pictures they drew for Activity 1. Monitor and check spelling.
- In pairs, students take turns to point to one of their pictures and say the word.

3 036 SB p33 Listen and number.

Aim: to practise listening and revise unit language
- Give students time to look at the picture. Explain that the speech bubbles are in the wrong order. Read the activity instructions.
- Play the recording for students to listen only.

For script see TB p121.
- Play it again, pausing so they can write numbers. Check answers.
- Play the recording again for students to listen and repeat. They can practise the dialogue in pairs, swapping roles.

Key: 1 Look! Jane likes snakes. 2 Yes. But she doesn't like hippos or tigers. 3 No? Do you like snakes? 4 Yes, I think they're nice. 5 Me too!

4 SB p33 Write a new dialogue. Act it out.

Aim: to review grammar and practise writing
- Show students how to make a new dialogue by completing the gaps.
- In pairs, students write a new dialogue. Monitor and help with spelling.
- Students practise their new dialogue in pairs.

1 WB p33 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 like, 3 doesn't like

2 WB p33 Look and write.

Aim: to enable students to revisit the Big Question and consolidate learning

Key: 1 grassland, 2 ocean, 3 rainforest, 4 polar

3 WB p33 Read. Then draw and write.

Aim: to enable students to personalise the topic

Picture dictionary

Aim: to review vocabulary
- Students complete the Picture dictionary page for animals (WB p121).

Key: crocodile, hippo, monkey, snake, polar bear, parrot, tiger, zebra

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

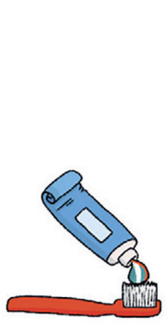
Aim: to enable students to share what they have learned
- Students work in groups. They take turns to read aloud what they have written for WB Activity 3 and say something about their pictures.

Group Check Units 1 and 2

2

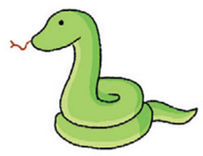
1 How many words can you remember? Draw pictures.

Daily routines





Animals





2 Write and say the words.

3 036 Listen and number.



No? Do you like snakes? ☐

Me too! ☐

Look! Jane likes snakes. 1

Yes. But she doesn't like hippos or tigers. ☐

Yes, I think they're nice. ☐

4 Write a new dialogue. Act it out.

Look! _____ likes _____.

Yes. But _____ doesn't like _____ or _____.

No? Do you like _____?

Yes, I think they're nice.

_____

3 Where we live

1 train station
2 hospital
3 cinema
4 playground
5 café
6 shop
7 street
8 bus stop
9 park
10 school
11 swimming pool

1 037 **Listen and look. Then listen and say the words.**

BIG QUESTION How can we find places?

2 038 **Listen and chant.**

There's a park in our town,
A playground and
a cinema, too.
There's a café on the street.
Let's go there, me and you!

There's a shop in our town,
A bus stop and a train
station, too.
A hospital, a swimming pool.
Let's go there, me and you!

Learning outcomes:
- to name and talk about places in town
- to say a chant

BIG QUESTION to start to think about the Big Question *How can we find places?*

New language: *town, train station, hospital, cinema, playground, café, shop, street, bus stop, park, school, swimming pool, Let's go there!*

Recycled language: *school*

Cognitive control functions: Working memory

Flashcards: 39–49 (places in town)

Warm-up

Aim: to introduce the topic of what a town is
- Ask different students *Where do you live?* to review names of streets and buildings.
- Ask questions using known words, e.g. *Do you live near the school?*

Presentation

Aim: to present places in a town
- Use the flashcards to present each place in a town.
- Say the words for students to repeat.
- Do this three or four times.
- Hold up each flashcard for students to say the words in chorus.
- Stick the flashcards on the board and elicit the place names at random.

1 037 SB p34 Listen and look. Then listen and say the words.

Aim: to practise places in town
- Students look at the town in their Student's Books.
- Play the recording.

For script see TB p121.

- Students point to the places when they hear the words.
- Play the recording again. Students repeat the place names.
- Students practise pointing and naming in pairs.

BIG QUESTION How can we find places?

Aim: to encourage students to talk about places
- Read the Big Question. Ask students what they do when they go to a new town or city and they do not know where a place is. They may mention maps or asking people where a building is.

Note: Some of the discussion will need to be in L1.

2 038 SB p34 Listen and chant.

Aim: to give students further practice saying the place names
- Use the picture to support meaning whenever possible.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p34.

- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- One group chants and the other claps the rhythm.
- Swap groups and repeat.
- Ask students to alter the chant so that their town/city is mentioned: *There's a park in* (name of the town/city), *A playground and a cinema, too.*
- Students who live in the same town/city can chant together.

1 WB p34 Look and draw lines.

Aim: to identify places

Key: Students draw lines from the words to their corresponding pictures.

2 WB p34 Match and write the words.

Aim: to practise spelling and chunking in words

Key: 2 café, 3 shop, 4 park, 5 hospital, 6 school

Ending the lesson

Aim: to review key language from the lesson
- Flash each flashcard quickly in front of the class.
- Students say what it is.

Extension activity

Aim: to practise interactive speaking
- This is an extension of the Warm-up.
- Provide an oral model for students to work from by telling them about where you live, e.g. *My flat is near the school. I can walk to the train station. There are some shops near my house.*
- Students take turns to say some sentences about where they live.

Aim:
- to talk about what is in their town/city using *have got*

New language: *Has … got … ? Yes, it has. No, it hasn't.*

Recycled language: places in town

Creative thinking: Creates content for peers to use in class activities

Cognitive control functions: Inhibitory control

Flashcards: 39–49 (places in town)

Warm-up

Aim: to review places in a town
- Display the flashcards in a line on the board.
- Elicit each word.
- Take one flashcard away. Elicit all the places, including the word for the missing flashcard.
- Continue taking away flashcards until there are none on the board.
- Students say the words from memory.
- Replace the flashcards one by one in the same way.

Presentation

Aim: to present *have got*
- Draw a simple map of a town on the board.
- Draw and label four places, e.g. *cinema, shop, bus stop, park.*
- Say, e.g. *The town has got a shop.*
- Repeat for the other places.
- Say negative sentences for places not on the map, e.g. *The town hasn't got a school.*
- Check understanding at each stage.

1 SB p35 Look at the picture. Read and circle.

Aim: to practise *have got*
- Students look at the picture.
- Check they know what to do.
- Students read the questions silently and individually and circle the answers.
- They compare answers in pairs.
- Check answers with the class.

Key: 1 Yes, it has. 2 No, it hasn't.

2 039 SB p35 Watch, listen and say.

Aim: to present question forms and short answers and to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p35.
- Students practise the sentences in pairs. Ask some pairs to say the sentences in front of the class.

3 SB p35 Imagine a town and write five things it has got. Then ask and answer.

Aim: to give students practice with using *has got*
- Demonstrate the activity by making your own list and using the example on the Student's Book page as a model.
- Check students know what to do.
- Each student imagines a town and writes a list of five places. They don't show it to their partner.
- In pairs, students take turns to ask and answer using *has got.*

1 WB p35 Read and circle.

Aim: to give further practice with *has got*

Key: 2 hasn't, 3 Has, 4 has

2 WB p35 Look, read and tick ☑.

Aim: to review new vocabulary

Key: 2 Yes, it has. 3 No, it hasn't. 4 No, it hasn't. 5 Yes, it has. 6 No, it hasn't.

3 WB p35 Write about your town.

Aim: to personalise the new language

Ending the lesson

Aim: to review new language
- Write some of the town words in jumbled letter order on the board.
- Students unjumble them in pairs.
- Elicit the correct spelling and write the words on the board.

Extension activity

Aim: to give students practice with writing the new language
- Play a bingo game.
- Students each draw 2 × 2 grids.
- Display the flashcards on the board and ask volunteers to write the corresponding words under them.
- Students write four places, one in each square of their grids.
- Say the places at random. If students have the corresponding place, they make a cross in the square.
- The first student to cross all four squares and call out *Bingo!* is the winner.

1 Look at the picture. Read and circle.



1 Has Top Town got a cinema? Yes, it has. / No, it hasn't.

2 Has Top Town got a café? Yes, it has. / No, it hasn't.

2 039 Watch, listen and say.

Language focus

Has your town **got** a cinema?

No, it **hasn't**!

Has your town **got** a swimming pool?

Yes, it **has**!



3 Imagine a town and write five things it has got. Then ask and answer.



1 040 Listen and sing. Then draw lines.

It's good to have a friend from the town.
Listen carefully and write it down.
Please write it down.

Has your town got a playground?
Yes, it has, Sue.
Please tell me how to get there
I can go with you.

It's good to have a friend ...

Has your town got a bookshop?
Yes, it has, Jack.
Please tell me how to get there.
I can draw it on my map.

It's good to have a friend ...

Has your town got a café?
No, it hasn't, Jack and Sue.
But let's go to my house.
There's cake and fruit for you.

It's good to have a friend ...



2 Write a new verse for the song.

Has your town got _____?

_____

Please tell me how to get there.
I can go there with you.

Learning outcomes:
- to sing a song
- to practise *have got*

New language: *bookshop, map, write down, Please tell me how to get there.*

Recycled language: places in town

Creative thinking: Substitutes words and lines to a song or poem

Cognitive control functions (WB): Working memory

Flashcards: 39–49 (places in town)

Warm-up

Aim: to review spelling of town words
- Write the first two letters of each of the town words on the board.
- In pairs, students complete the words without looking in their books.
- Check with the class. Students come and select the correct flashcards and write the words on the board.

1 040 041 SB p36 **Listen and sing. Then draw lines.**

Aim: to sing a song with the class
- Students look at the pictures in the Student's Book. Elicit which places they can see.
- Play the audio (040). Students follow the song in their Student's Books.

For song lyrics see SB p36.

- Play the audio again for students to draw lines. Check answers.
- Play the song video, pausing after each verse for students to repeat.
- Use the karaoke version of the video or audio (041) to practise the song in three groups.

Key: verse 1 – 2nd picture, verse 2 – 1st picture, verse 3 – 3rd picture

2 SB p36 **Write a new verse for the song.**

Aim: to practise writing skills
- Ask students to use the verse template in Activity 2 to write a new verse.
- Some volunteers can sing their new verses in front of the class.

1 012 WB p36 **Can you remember? Listen and write.**

Aim: to review the song

For song lyrics see SB p36.

Key: 2 ?, 3 ✓, 4 ✓, 5 ✗, 6 ?

2 WB p36 **Write about the town with *has got* and *hasn't got*.**

Aim: to practise *has got* in writing

Key (possible answers): 1 The town has got a playground. 2 The town has got a bookshop. 3 The town hasn't got a café.

Ending the lesson

Aim: to review new vocabulary
- Ask students to write the three questions in the song in their notebooks.
- They answer the questions, talking about where they live.

Stronger students: Students write more questions using *Has your town got …?*, e.g. *Has your town got a hospital?* Then they exchange their notebooks with a partner and write answers to the questions, using *Yes, it has. / No, it hasn't.*

Extension activity

Aim: to practise creativity
- Make groups of four.
- Each group writes a new verse for the Student's Book song, changing the places so that it is true about their town. If they do not live in a town, then students can imagine a perfect town.
- Monitor the groups and give help as needed.
- Use the karaoke version of the song for groups to perform their new verses.

Learning outcomes:
- to use prepositions of place to say where places are in a town

New language: prepositions of place: *between, behind, in front of, next to*; *tree*

Recycled language: places in town

Critical thinking (WB): Critically compares ideas, objects, eras etc. to find differences or similarities

Cognitive control functions (WB): Cognitive flexibility

Materials: Unit 3 stickers

Warm-up

Aim: to review known prepositions *in, on, near*
- Use classroom objects to review prepositions of place.
- Place a school bag next to a student and ask another student where it is.
- Repeat for the other known prepositions.

1 042 SB p37 **Write the words. Then listen and check.**

Aim: to present and practise prepositions *between, behind, in front of, next to*
- Present the new prepositions in the same way as in the Warm-up.
- Write the four new prepositions on the board.
- Give students time to study the map and to read the sentences.
- Students write the answers in pencil.
- Play the recording for students to listen and check.

For script see TB p121.
- Students compare answers in pairs.
- Play the recording again and check with the class.

Key: 1 school, 2 café, 3 (train) station, 4 cinema

2 043 SB p37 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p37.
- Students practise the sentences in pairs.

3 SB p37 **Decide where to stick these places on your map. Then tell a friend.**

Aim: to give students practice in using prepositions of place
- Students find the Unit 3 stickers.
- Students stick their stickers where they choose on their map, without showing their partner.
- In pairs, they ask and answer about one another's maps as in the example speech bubbles.
- Then they look at one another's maps.

1 WB p37 **Write the words in the correct order.**

Aim: to give students practice with prepositions

Key: 2 The fish is in front of the rock. 3 The fish is behind the rock. 4 The rock is between the fish and the tree / the tree and the fish.

2 WB p37 **Read and write the words.**

Aim: to practise spelling of places

Key: 2 toy shop, 3 cinema, 4 school, 5 bookshop

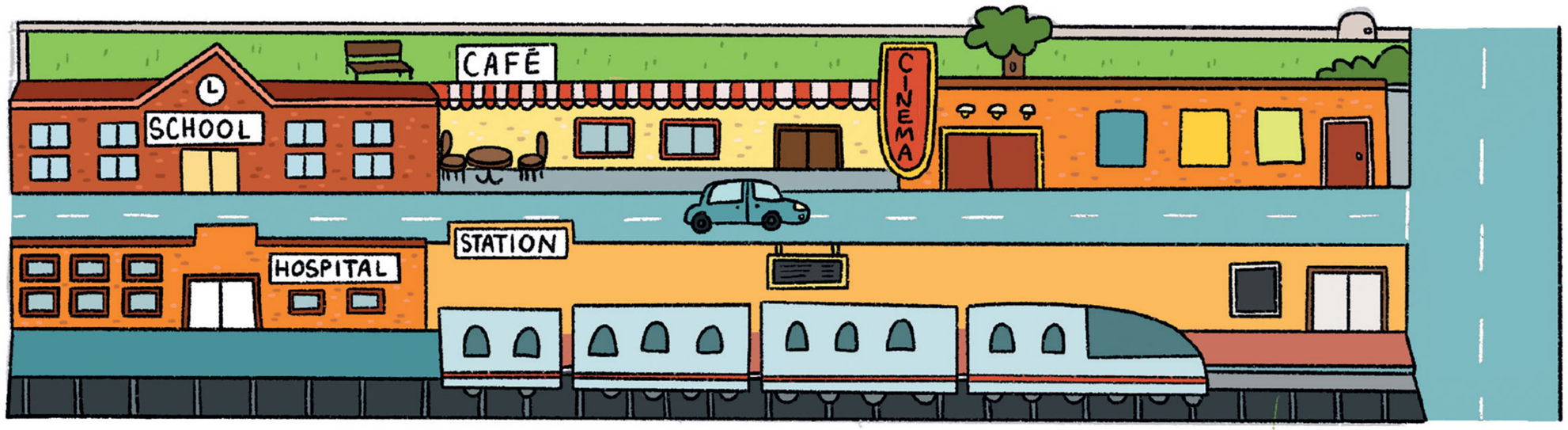
Ending the lesson

Aim: to practise key language from the lesson
- Invite four students to come to the front.
- Give them instructions, e.g. (Name), *stand between* (name) *and* (name). (Name), *sit in front of them.*
- Repeat with other students and other instructions.

Extension activity

Aim: to give students further practice with prepositions and places in a town
- Students use WB Activity 2 as a model.
- They each draw a simple map of a town with places to label.
- They write a short text about the town, as in the model.
- Students swap texts and complete each other's maps.

1 042 Write the words. Then listen and check.



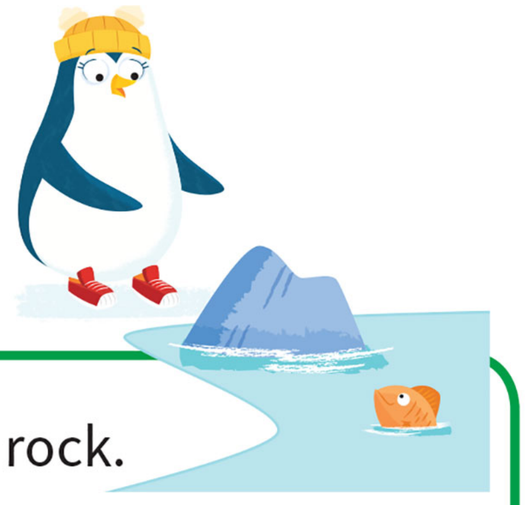
1 The café is between the _____ and the cinema.

2 The car is in front of the _____.

3 The hospital is next to the _____.

4 The tree is behind the _____.

2 043 Watch, listen and say.



Language focus

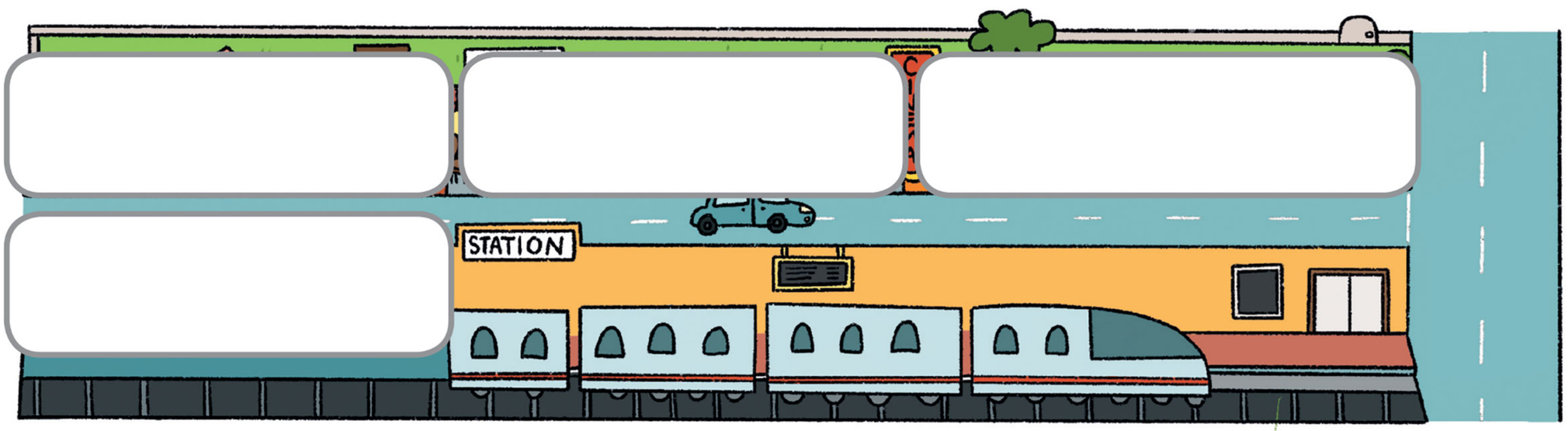
The fish is **next to** the rock. The fish is **behind** the rock.

The fish is **in front of** the rock. The fish is **between** the tree and the rock.

3 Decide where to stick these places on your map. Then tell a friend.

Where's your hospital?

It's next to the café.



The tree on the track

1 044 **Which pictures show a tree on the train track?**



Thunder: Look. The train is leaving the station.

Misty: But there's a tree on the track!



Whisper: Run, Flash! Run and stop the train!

Flash: OK.



Flash: Stop! Stop the train!

Driver: Wow. She's fast!



Flash: It's no good. Hmm. Let's try something else.



Driver: She's next to my train again. What does she want?



Driver: S–T–O–P.

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *track, is leaving, kids, fast, driver, stop, train, try, something else*

Recycled language: language from the story

Value: perseverance

Warm-up

Aim: to review the story
- Elicit what students remember about the zoo keeper in the previous episode and how the Super Friends help him. (Flash catches the parrot, Thunder catches the hippo, Whisper catches the snake, and Misty takes the keys from the monkey.)

The tree on the track

1 044 SB pp38–39 **Which pictures show a tree on the train track?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit the place the students can see in the first picture (the train station).
- Pre-teach *track*.
- Ask *Which pictures show a tree on the train track?*
- Play the whole *Super Friends* video. Students watch and listen for where they can see the tree on the track and for how Flash stops the train (she writes *STOP* out of dust).

For script see SB pp38–39
- Students compare their ideas in pairs. Elicit from the class.
- Ask students who is persevering in the story (Flash).
- Then play the video again, pausing to check comprehension. Ask, e.g. *What's the problem? Who is fast? Who is next to the train?*
- Talk with the class about the value of perseverance. Elicit situations that need perseverance, e.g. learning a sport that requires a lot of practice, or studying something difficult.
- Play the audio. Students listen and repeat.

Key: Pictures 1, 6, 7 and 8

1 013 WB p38 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p121.

Key: 1 2nd picture (Misty), 2 1st picture (Flash), 3 2nd picture (driver)

2 WB p38 **Read and match.**

Aim: to check understanding of the story

Key: 2 e, 3 a, 4 f, 5 d, 6 b

3 WB p38 **Order the sentences. Write numbers.**

Aim: to check understanding of the story

Key: 5, (8), (4), 3, 7, 2, 6, (1)

Ending the lesson

Aim: to practise the story
- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story
- Write some key phrases from the story on the board, e.g. *It's no good. Let's try something else.*
- Elicit from students who says them (Flash).
- Elicit from students other ideas for how Flash can stop the train.

Learning outcomes:
- to interpret deeper meaning from a story
- to practise consonant blends containing the letter sound *r* as in *train*, *green* and *drum*
- to review language from the story and the unit

New language: *drum*

Recycled language: language from the story

Phonics focus: Your students will be able to decode and say consonant blends at the beginning of words.
Note: Words beginning with *wr* are always pronounced *r* (e.g. *write* is pronounced as *rite*).

Value: perseverance

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *What is on the track? What does Flash do to stop the train? What does the driver say at the end?*

2 SB p39 Point to pictures in the story and make sentences.

Aim: to focus students on details in the story
- Play the recording of the story again. Students follow it in their Student's Books.
- Make sure students know what to do.
- Students complete the activity individually and then compare answers in pairs.
- Check with the class.

Key (possible answers): Picture 3: The driver is in the train. Picture 6: The tree is on the track. Picture 5: Flash is next to the train. Picture 6: Flash is in front of the train. Picture 1: The train is in the station.

3 SB p39 Find who says ...

Aim: to present the consonant blend *tr*
- Write *tree* on the board, using a red pen for the *tr*. Blend the word by saying the consonants together: *tr – ee*.
- Students repeat *But there's a tree on the track!* after you.
- Students find the speech bubble in the story (frame 1).

Key: Misty

4 045 SB p39 Listen and say.

Aim: to practise consonant clusters at the beginning of words
- Play the recording. Students look at the picture, read and repeat.

For script see TB p121.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

1 WB p39 Which boy perseveres? Look and tick ☑.

Aim: to focus students on the value of perseverance

Key: Picture 2

2 WB p39 Look and write.

Aim: to practise consonant blends

Key: 2 br, 3 dr, 4 br, 5 cr, 6 gr, 7 tr, dr

3 014 WB p39 Listen, say and check your answers.

For script see TB p121.

Ending the lesson

Aim: to review words with consonant blends containing *r*
- Dictate the sound sentence while students write. They check in the Student's Book.
- Write *tr, gr, cr, br* and *dr* on the board. Individually or in teams, students come to the front and write words starting with the consonant blends.

Extension activity

Aim: to discuss the value of perseverance
- Focus on the parts of the story where Flash didn't give up.
- Elicit why this value is important and ask for examples of when students have persevered with something.

Note: Some of this discussion may need to take place in L1.



Flash: Stop!



Driver: Thanks, kids!

Flash: No problem.

2 Point to pictures in the story and make sentences.

The Super Friends are	on	the hill.
The driver is	next to	the train.
The tree is	in front of	the track.
Flash is	in	the station.
The train is		the town.

Phonics

3 Find who says …

But there's a **tr**ee on the **tr**ack!

4 045 Listen and say.



In **Tr**icia's play**gr**ound, there's a **gr**een **dr**um and a **gr**ey **tr**ain.

Skills

1 Read and write the names.



Emma



Noah

My favourite place in town is the swimming pool. I go there on Mondays and Thursdays. I have swimming lessons. My teacher is Steve. He's really nice. The pool is very, very big. I have a lot of fun!

By _____

My favourite place in town is the park. My dad takes me there at the weekends. I really like playing on the big slide. I love playing football there too. There is an ice cream shop in the park. I have chocolate ice cream. It's great!

By _____

2 Read again and answer the questions.

Noah goes to the …

1 Which days does Noah go to the swimming pool?

2 What's his swimming teacher's name?

3 Who does Emma go to the park with?

4 What does Emma eat in the park?

3 Draw and write about your favourite place.

My favourite place is Madrid. It's a beautiful city in Spain. I go there to see my cousin. He lives there with his family. I like the Prado. It's a famous museum.



4 Now tell a friend.

My favourite place is …

Learning outcomes:
- to read for specific information
- to read for detail
- to write a description from a model
- to describe a place

New language: *lessons, museum, slide, take, ice cream shop*

Recycled language: places in town

Creative thinking: Creates texts that express personal interests, emotions, or identity

Critical thinking (WB): Makes predictions and estimations from given information

Flashcards: 39–49 (places in town)

Warm-up

Aim: to review places and what people do there
- Hold up a flashcard, e.g. park, and elicit what it is and what students can do there.
- Repeat for four or five other places in a town.

1 SB p40 Read and write the names.

Aim: to practise reading for specific information (scanning)
- Tell students that the text is about two people's favourite places.
- Pre-teach *lesson* and *slide.*
- Tell students to read the texts quickly and write the names.
- Students read the texts to find the answers.
- They check in pairs, re-reading silently as necessary.
- Check with the class.

Key: Noah (swimming pool), Emma (park)

2 SB p40 Read again and answer the questions.

Aim: to practise reading for detail
- Students read the questions before they re-read the texts.
- Students compare answers in pairs.
- Check answers with the class. Elicit the parts of the text where they found the answers. Students can read these sections aloud, but not the whole text.

Key: 1 Noah goes to the swimming pool on Mondays and Thursdays. 2 His name is Steve. 3 She goes with her dad. 4 She eats chocolate ice cream.

3 SB p40 Draw and write about your favourite place.

Aim: to practise writing a description
- Students read the model text in silence first. Then ask basic comprehension questions, e.g. *What's the boy's favourite place? Where is Madrid?*
- Students work individually or in pairs to write a description. Tell them they can choose any town/city in the world.
- Go around the classroom to check work.
- Ask students to draw their favourite place.
- Students swap descriptions for peer correction.

4 SB p40 Now tell a friend.

Aim: to practise reading
- In pairs, students take turns to read out their descriptions.

1 015 WB p40 Listen and write *S* (Sarah), *O* (Oscar) or *C* (Cheryl).

Aim: to practise listening for specific information

For script see TB p121.

Key: 1 O, C, (S); 2 S, O, C; 3 C, S, O; 4 S, O, C

2 WB p40 Read and write.

Aim: to practise reading skills

Key: bookshop

Ending the lesson

Aim: to review language from the lesson
- Write the places on the board or use the flashcards. Include places such as *bookshop* or *ice cream shop* as well.
- Take a show of hands to find out which is the class's favourite place.
- Elicit reasons why from the students who chose it.

Extension activity

Aim: to give students practice with information transfer skills
- Students use the model speech bubble text in WB Activity 2 to write about their favourite place in town: *I go to my favourite shop/place with … on …days. I …*
- Volunteer students read their text out for the class to guess the place.

Learning outcomes:
- to listen for specific information

New language: *Of course you can., ticket, Come on.*

Recycled language: places in a town, food, animals

Warm-up

Aim: to review places and what people do
- Play a guessing game. Say, e.g. *I want to have something to eat. Where am I?* (In a café.)
- Repeat for the other places in a town. Use different prompts, e.g. *I can see some water. Where am I?* (In a swimming pool or park.)

1 046 SB p41 Listen and tick ☑ the box. Where are they? Exam skills

Aim: to practise listening skills
- Tell students to study the pictures in the Student's Book before they listen.
- Play the recording for the first pictures.

For script see TB p121.

- Check answers as a class.
- Pre-teach the word *ticket* and the expressions *of course you can* and *come on.*
- Play the rest of the recording up to the end.
- Students compare their answers in pairs.
- Check answers with the class.

Key: 1 b, 2 a, 3 c, 4 a

Stronger students: Students write simple sentences about three of the places on Student's Book p41. These will be hints for other students to guess the places they have chosen, e.g. *The water is cold.* (swimming pool), *I like this story.* (bookshop), *I'm hungry. Let's eat a sandwich.* (café), *There's a baby zebra next to its mum.* (zoo). Students then read the sentences for the class to guess.

This activity can be a game between two groups. The group that guesses the most places is the winner.

Alternatively, students can write a quiz with three options to choose from, e.g. *1 There's a baby zebra next to its mum.*
a) school b) playground c) zoo
(Answer: c)

1 WB p41 Look at the pictures and the letters. Write the words. Exam skills

Aim: to give students practice in spelling

Key: 2 shops, 3 cinema, 4 station, 5 hospital, 6 playground

Ending the lesson

Aim: to review spelling out
- Spell out some of the words from this lesson and the previous one, e.g. *S L I D E.*
- Students guess the word as quickly as they can.
- The student who guesses correctly spells out another word for the class to guess.
- As a follow-up, have a spelling contest.
- Divide the class into four groups.
- Call out students from different groups in turn and ask them to spell a word from the unit out loud.
- The winning group is the one which makes the fewest mistakes.

Extension activity

Aim: to review language from the lesson and practise spelling
- In pairs, students make word puzzles.
- They can include places in town, animals and food.
- Pairs exchange their puzzles with other pairs to solve.
- Go around the classroom to monitor work.

1 046 Listen and tick ☑ the box. Where are they?

1


bus stop



zoo



bookshop

2


playground



café



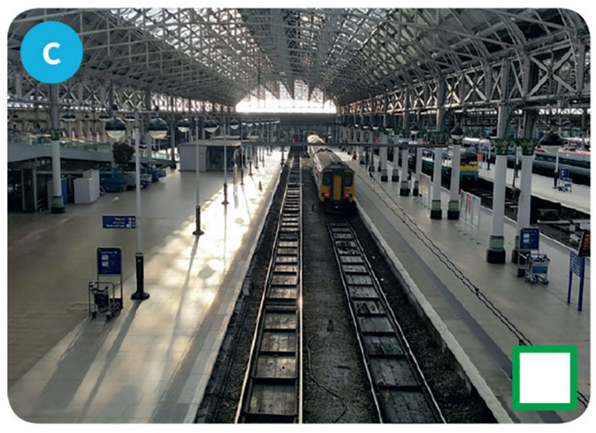
farm

3


hospital



cinema



train station

4


swimming pool



school



bus stop

Think and learn

Places in town

What's in towns?

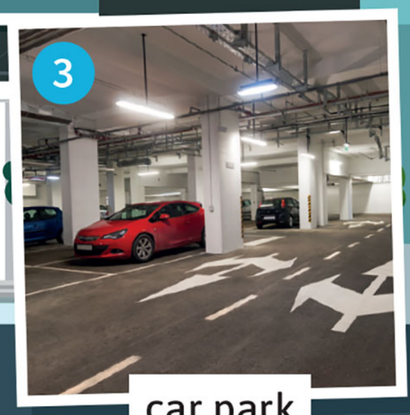
1 047 Listen and point.



monument



sports centre



car park



museum



market

2 Has your town got these places? Where are they?

My town has got a museum. It's next to the cinema.

3 Look and read. Where is the café? What is it next to?



We can find places on some maps with letters and numbers. Say the number first, then the letter. On this map, the school in square 3D. The café is in square 3A.

Aim:
- to integrate other areas of the curriculum through English: Geography
- to identify and name places in towns

BIG QUESTION to explore the Big Question *How can we find places?*

New language: *monument, sports centre, car park, museum, market, find*

Recycled language: places in a town, prepositions, *have got*

Critical thinking (WB): Sorts and classifies objects and activities according to key features (e.g. types of animal or transport)

Warm-up

Aim: to review prepositions
- Elicit from students all the prepositions they already know.
- Ask volunteers to write them on the board.
- Invite other volunteers to draw objects on the board to represent each preposition, e.g. a tree next to a house.

SB p42 What's in towns?

Aim: to deepen understanding of the unit Big Question
- With Student's Books closed, play the video. Ask students what they remember.
- Ask students to answer the question *What's in towns?*

For videoscript see TB pp121–122.

Key: There are car parks, train stations, bus stops, restaurants, cafés, sports centres, hospitals, markets, bookshops, cinemas, playgrounds, schools, monuments and museums in towns.

1 047 SB p42 Listen and point.

Aim: to learn new vocabulary
- Using the pictures in Activity 1, elicit from students the places they already know.
- Play the recording for students to listen and point.

For script see SB p42.

2 SB p42 Has your town got these places? Where are they?

Aim: to practise speaking
- Make small groups.
- Ask groups to talk about the places their town/city has got and hasn't got and where those places are.
- Read the speech bubble as an example.
- Monitor to check students use *have got* and prepositions correctly.

3 SB p42 Look and read. Where is the café? What is it next to?

Aim: to identify where places are
- Give students time to analyse the map.
- Read the text aloud and ask the questions in the instruction.

Key: The café is in 3A. It is next to the cinema.

1 WB p42 Look and write.

Aim: to practise new vocabulary

Key: 2 car park, 3 monument, 4 museum, 5 sports centre

2 WB p42 Where can you find each object? Look and draw lines.

Aim: to link ideas

Key: 2 museum, 3 market, 4 sports centre

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' ability to link ideas
- Students choose a place from WB Activity 1 and write it in their notebooks.
- They draw as many things as they can that they associate with that place, e.g. for a museum, they may draw a painting, a vase, tourists and tickets.
- Ask students to walk around the classroom and find partners who have chosen the same place. They compare pictures.

Learning outcomes:
- to extend the focus on Geography through English
- to complete a project

New language: *go shopping*

Recycled language: places in town, *have got*

Critical thinking: Sorts and classifies objects and activities according to key features (e.g. types of animal or transport)

Creative thinking: Uses different media to make and describe his/her own designs

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Materials: a piece of A3 paper per pair of students, coloured pens or pencils, rulers

Warm-up

Aim: to review what you can do in different places
- Orally review what you can do in different places. Mention a place and ask students what you can do there.
- Alternatively, you may want to do the activity the other way round. You mention an activity and students say the place, e.g. *eat* (*café*), *buy* (*market, café*).

4 SB p43 Look at Activity 3 again. Ask and answer.

Aim: to give students practice identifying places on a map
- In pairs, students ask each other questions about the map in Activity 3.
- Use the example speech bubbles to make sure students understand what they have to do.

Key: 1 There's a playground. 2 There's a museum. 3 It's in square 1D. 4 It's in square 2B.

5 SB p43 Read and think. Draw lines.

Aim: to give students practice in linking ideas
- Read the text and teach new vocabulary.
- Demonstrate reading the text and then drawing a line from a phrase to a picture.
- Check answers as a class.

Key: 1 a, 2 d, 3 c, 4 b

6 Project SB p43 Design a town.

Aim: to enable students to build on their knowledge about towns/cities
- Students work in pairs. Give each pair a piece of paper and tell the class they are going to design towns.
- Pairs copy the grid onto their pieces of paper.
- Pairs then agree on six places that they want in their town.
- Pairs draw simple pictures for each place on their maps. They can add details, like streets and trees, as in the example.
- Pairs then think of a name for their town. Encourage them to be creative.
- Pairs can present their towns to other pairs. They describe them and say what they can do in each place. Encourage students to look at the example speech bubble to help them.
- Students' town plans could be saved to their digital portfolios.

3 WB p43 Look and write the letters and numbers.

Aim: to give students practice in interpreting maps

Key: 2 4B, 3 1A, 4 3B, 5 3A, 6 3C

4 WB p43 Look at Activity 3. Write words to complete the puzzle.

Aim: to give students practice in solving problems

Key: hospital, playground, market, museum, park; cinema

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to interpret information
- As a follow-up to the project, ask a pair of students who worked together for the project (A) to choose another pair (B).
- Pair A show their map to pair B. Pair B have to describe what they see.
- Go around the classroom to monitor work.

4 Look at Activity 3 again. Ask and answer.

1 What's in square 2D?

2 What's in square 3C?

3 Where's the market?

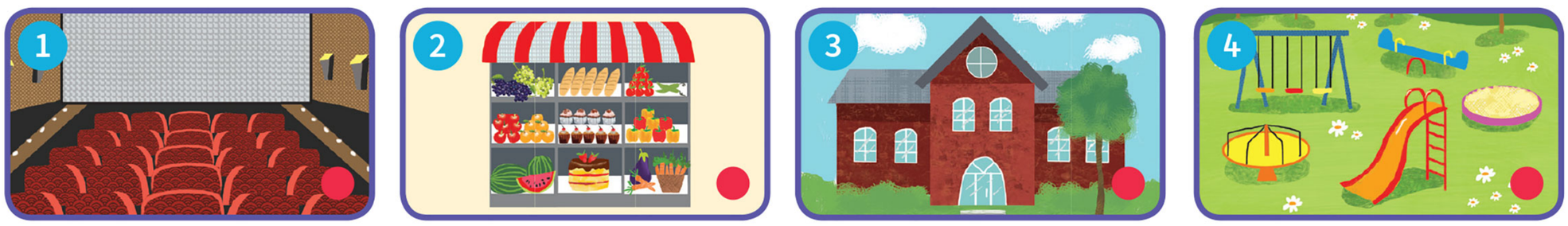
4 Where's the train station?

What's in square 2D?

There's a …

5 Read and think. Draw lines.

In towns, there are places to eat, places to do sport, places to buy food and go shopping. There are lots of places in towns to have fun. There are also places to learn like schools and museums and places, like hospitals, for people to get help.



- a watch films and learn
- b play and have fun
- c learn interesting things
- d go shopping

6 Project Design a town.

- Choose six places
- Draw a map and a grid
- Name your town
- Talk about your town

The name of my town is Kids Town. It's got a sports centre in square 2A. You can do sport there.



Create that!

1 048 Listen and imagine. Then draw your picture.





2 **Work with a friend. Compare your pictures.**

In my picture, I'm with Penny at …
We're next to …
In your picture, you're …





Aim:
- to listen, imagine and draw to demonstrate meaning
- to describe a place

New language: *hear, take your hand, smile, place*

Recycled language: vocabulary and grammar from the unit

Creative thinking: Chooses options to create something new

Cognitive control functions: Inhibitory control; Working memory

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: soft music; for the WB making activity: boxes and tubes, tape and glue, coloured paper, tissue, coloured pens or pencils

Warm-up

Aim: to prepare students for Activity 1
- Ask students to close their eyes and be silent.
- They breathe deeply as they rest their heads on their desks.
- Play some soft music.
- When you consider the class is ready for Activity 1, ask students to open their eyes.

1 048 SB p44 Listen and imagine. Then draw your picture.

Aim: to trigger students' imagination
- Pre-teach the words *hear, take your hand* and *smile* before asking students to do Activity 1.
- Students close their eyes again. Play the recording.

For script see TB p122.
- Students follow the instructions.
- When they open their eyes again, they draw a picture in their books.
- Play soft music while students are drawing.

2 SB p44 Work with a friend. Compare your pictures.

Aim: to give students oral practice
- Put students in pairs and ask them to do Activity 2 together.
- Monitor work.
- Ask students to go around the classroom and find partners who are in the same places as they are. Students ask their classmates *Where are you?*
- Students who are in the same places stay together, e.g. students who are with Penny at the zoo stay together.
- Check the place that is the most popular.

1 WB p44 Make a box town.

Aim: to enable students to follow a set of visual and written instructions to make a box town

Ending the lesson

Aim: to increase students' creativity
- Write a set of incomplete instructions on the board, using the script from SB Activity 1 as a guide, e.g. *Close your eyes. You are with (Jenny). You go to (a café). What can you see? What can you hear? What's next to you and behind you? Open your eyes and draw.*
- Put students into groups of four and ask them to complete the text.
- Monitor work.
- Read the instructions yourself to different groups so that everyone draws at the same time.

Extra support: Instead of asking students to complete the instructions, write a new set yourself and read it for students to imagine and draw a picture, e.g. *Close your eyes. You are with your mum. You go to a farm. What can you see? What can you hear? What is next to you and behind you? Open your eyes and draw.*

Extension activity

Aim: to enable students to compare and discuss their box towns
- Put students into groups of four.
- They take turns to describe their box towns (WB p44 Activity 1) and say where the places are, using prepositions.

Learning outcomes:
- to review language from the unit by doing a quiz
- to reflect on learning

BIG QUESTION to think about how the unit has helped them explore the Big Question *How can we find places?*

Recycled language: vocabulary and grammar from the unit

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Flashcards: 39–49 (places in town)

Warm-up

Aim: to review places in a town
- Use the flashcards to review places in a town.
- Show each flashcard quickly to the class. Students say the place.
- Elicit from students things they can do in each place, e.g. *do sport, have fun, learn, go shopping, eat, play*.
- Place three flashcards on the board and ask volunteers to write the activities they can do in each place, e.g. *School: study, play, eat, do sport, have fun, learn*.

1 SB p45 Read and circle.

Aim: to enable students to review language from the unit by doing a quiz
- Students do the quiz individually. The first time, they do it without looking back through the unit.
- Students then look back to check answers they did not know.
- Check answers with the class.

Extra support: Students do the quiz in pairs. Pairs check their answers with other pairs.

Key: 1 a, 2 c, 3 b, 4 a, 5 c, 6 c, 7 c, 8 a

1 WB p45 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 Yes, it has. 3 next to

2 WB p45 Look, read and write.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning

Key: 1 museum, 2 café, 3 2A

3 WB p45 Read. Then draw and write.

Aim: to enable students to personalise the topic

Stronger students: Students write more sentences about their favourite place. Provide an example, if necessary, e.g. *My favourite place in my town is the park. It's big and beautiful. I go to the park with my friends. We play and have fun there. The park is next to my school.*

Picture dictionary

Aim: to review vocabulary for places in a town
- Students look at the Picture dictionary page for places in town (WB p122).
- In pairs, they take turns to point to one of the pictures and say the word.
- Students then label the pictures using words from the word bank.

Key: café, cinema, hospital, park, playground, shop, street, swimming pool, train station, school

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learned
- Students work in groups. They take turns to read aloud what they have written for WB Activity 3.
- Students check which is the most popular place.

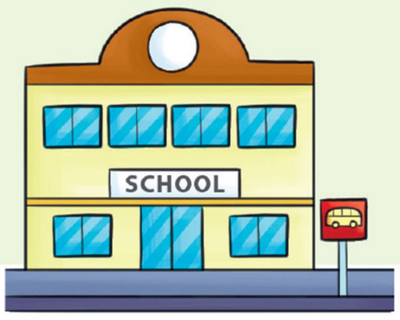
Think back 3

1 Read and circle.



1 The … is next to the park.

a playground b swimming pool c hospital

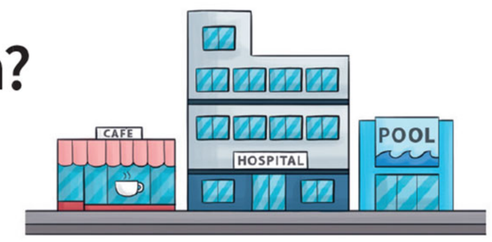


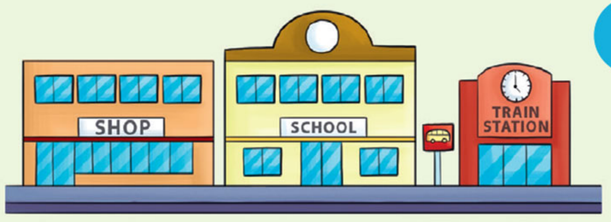
2 The … is behind the bus stop.

a cinema b shop c school

3 Has the street got a train station?

a Yes, it has. b No, it hasn't.



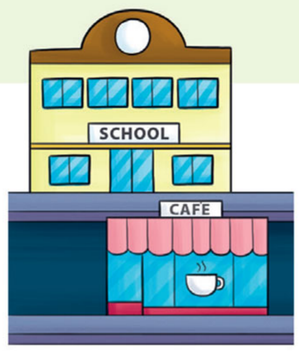


4 Has the street got a school?

a Yes, it has. b No, it hasn't.

5 The café is … the school.

a behind b next to c in front of



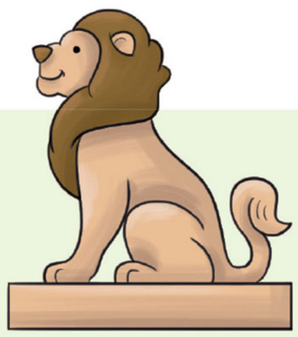


6 The bus stop is … the shop and the cinema.

a next to b behind c between

7 In the story, there's a … on the track.

a car b tiger c tree



8 This is a …

a monument. b car park. c museum.

4 The market

1  049 Listen and look. Then listen and say the words.



BIG QUESTION How can we buy food?

2 050 **Listen and chant.**

What's on the shopping list?
Kiwis, grapes and bread.
What's on the shopping list?
Potatoes and eggs.

Watermelons, mangoes,
Lemons, fish and beans.
And something for a salad.
Tomatoes and greens.

Learning outcomes:
- to name and talk about food
- to say a chant

BIG QUESTION to start to think about the Big Question *How can we buy food?*

New language: *tomatoes, beans, greens, potatoes, kiwis, lemons, bread, mangos, grapes, eggs, watermelons, market, shopping list*

Recycled language: *apple, fish, fruit, vegetables*

Cognitive control functions: Working memory

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Materials: flashcards 50–60 (food), a shopping bag

Warm-up

Aim: to review food vocabulary
- Write the word *market* on the board.
- Ask students what they can buy at a market.
- Write the words *fruit*, *vegetables* and *other* below the word *market* to form a word map.
- Elicit food students already know, e.g. *banana*, *fish*, *cheese*, *carrots*.
- Complete the word map by asking students to draw the elicited food words.
- Leave the word map on the board.

Presentation

Aim: to present new food words
- Use the flashcards to present each food item.
- Say the word for students to repeat.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Volunteers stick the flashcards on the board to complete the word map.
- Leave the word map on the board.

1 049 SB p46 Listen and look. Then listen and say the words.

Aim: to practise food words
- Students look at the picture of the market in their Student's Books.
- Play the recording.

For script see TB p122.
- Students point to the foods when they hear the words.
- Play the recording again. Students repeat the food words.
- Students practise pointing and naming in pairs.

BIG QUESTION How can we buy food?

Aim: to encourage students to talk about food
- Read the Big Question. Ask students where they / their parents buy their food and what they do to remember what they must buy. Pre-teach the word *shopping list*.

Note: Some of the discussion may need to be in L1.

2 050 SB p46 Listen and chant.

Aim: to give students further practice with food words
- Use the picture in Activity 1 to support meaning whenever possible.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p46.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- One group chants and the other claps the rhythm. Then swap.
- Put students into small groups.
- Groups replace three food items on the shopping list so that there are different versions of the chant, e.g. *What's on the shopping list? Kiwis, grapes, and bananas.*
- Ask groups to say their new version of the chant in front of the class.

1 WB p46 Do the crossword.

Aim: to practise spelling vocabulary

Key: 2 watermelons, 3 tomatoes, 4 lemons, 5 mangos, 6 potatoes, 7 eggs, 8 beans, 9 grapes, 10 greens, 11 kiwis

Ending the lesson

Aim: to review key language
- Ask volunteers to write the food words under each of the drawings in the word map.

Extension activity

Aim: to practise memorisation and speaking
- Focus students on the word map on the board.
- Take out the shopping bag and say *In my bag I've got some mangos.*
- Give the bag to a student.
- Student A chooses another food and says, e.g. *In my bag I've got some mangos and a lemon.*
- Continue the list, choosing students at random, until there are about eight items.
- Start another list.

4

Learning outcomes:
- to ask questions and respond, using *Would you like a/some ... ?*

Recycled language: food

Flashcards: 50–60 (food)

Warm-up

Aim: to review food vocabulary
- Say, e.g. *I'm thinking of some food. It's yellow and looks like this* (make a lemon shape with your hand).
- When a student guesses correctly, show the flashcard to confirm.
- The student comes to the front, secretly chooses a flashcard and continues the game.

Presentation

Aim: to introduce the concept of countable and uncountable nouns
- Draw a two-column table on the board.
- Draw an apple under the first column and say *An apple.*
- Draw three apples under the second column and say *Some apples.*
- Ask a student to draw tomatoes. Write *a/an* and *some* above the corresponding column.
- Elicit the difference between singular and plural.
- Explain that some food cannot be counted, so you must use *some.*
- Draw a column for uncountable food. Elicit food words, e.g. *bread, cheese, ice cream, fish.*

1 SB p47 Read and number the pictures.

Aim: to introduce *Would you like a (tomato) / some (bread)? Yes, please. / No, thank you.*
- Hold out the tomatoes flashcard to a student. Say *Would you like some tomatoes?*
- The student says *Yes, please.*
- Repeat with a different flashcard. The student says *No, thank you.*
- Practise offering flashcards around the class.
- Students look at the pictures in the Student's Book.
- They read the speech bubbles and number the pictures.

Key: a 3, b 4, c 1, d 2

2 051 SB p47 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p47.
- Students practise the sentences in pairs. Ask some pairs to say the sentences in front of the class.
- Play the first question and answer on the audio.
- Students repeat.
- Do the same for the second question and answer.
- Students practise asking and answering in pairs. They can use other foods.

3 SB p47 Tick ☑ four things you would like to eat. Then ask and answer.

Aim: to give students practice making and responding to polite requests
- Demonstrate the activity by choosing four items and students ask you *Would you like ... ?*
- Each student chooses four things and then they ask and answer in pairs.

1 WB p47 Read and circle.

Aim: to practise new language from the lesson

Key: 1 Would you, 2 some, 3 No, thank you.

2 WB p47 Write *a, an* or *some*.

Aim: to focus students on grammatical form

Key: 2 a, 3 an, 4 some, 5 an

3 WB p47 Write the words in the correct order.

Aim: to give students further practice of the new language

Key: 2 Would you like a mango?
3 Would you like some bread?
4 Would you like some fish?

Ending the lesson

Aim: to review new language from the lesson
- Hand out the flashcards to individual students.
- They take turns to offer them to other students around the class.
- Students who say *Yes, please* take the flashcard and offer it in turn to another student.

Extension activity

Aim: to give students practice with the new language
- Make groups of six. Students draw and cut out food items to make a market display.
- Two students role play the market sellers. The others role play customers.
- Pre-teach *Here you are / Thank you / It's xx pounds.*
- Groups set up their markets and do their role plays.

1 Read and number the pictures.

1 Would you like an apple?

Yes, please.

2 Would you like a tomato?

No, thank you.

3 Would you like some bread?

Yes, please.

4 Would you like an egg?

No, thank you.

a 

b 

c 

d 

2 Watch, listen and say. 051

Language focus

Would you **like** a pizza, Penny?

Yes, please.

Would you **like** some bread?

Yes, please.

Would you **like** some ice cream?

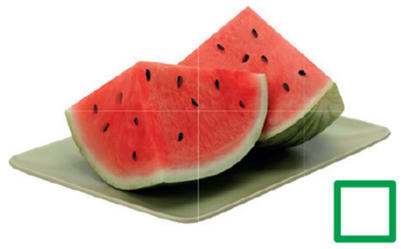
No, thank you. I think I need my bed.



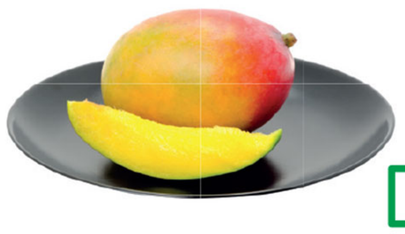
3 Tick ☑ four things you would like to eat. Then ask and answer.



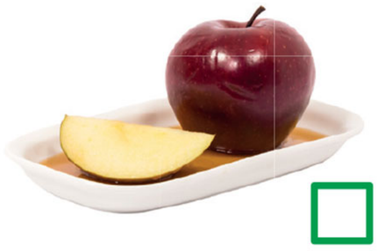














1 052 Listen and sing. Then listen and tick ☑ the food you hear.

Would you like an apple?
Would you like a pear?
There's lots of fruit and vegetables
Lots for us to share.

Super fruits and vegetables
Pick them from the tree
Lemons, pears and mangos, too.
Pick one for you
And one for me.

Would you like an apple ...

Super fruits and vegetables
Grow them in the ground
Carrots, peas, potatoes, too
There's good food all around.

Would you like an apple ...



2 Ask and answer.

Which fruit and vegetables grow on trees?

Which fruit and vegetables grow in the ground?

Which fruit and vegetables grow on plants?

Learning outcomes:
- to sing a song
- to practise questions and food

By the end of this lesson: Your students will be able to join in with a song.

New language: *too, ground, plant*

Recycled language: food

Critical thinking: Uses predefined categories to analyse familiar concepts

Critical thinking (WB): Sorts and classifies objects and activities according to key features (e.g. types of animal or transport)

Cognitive control functions (WB): Working memory

Flashcards: 50–60 (food)

Warm-up

Aim: to review spelling of food words
- Hold up each flashcard in turn. Don't say the word.
- Students write the words in their notebooks.
- They compare their answers and spellings in pairs.
- Check with the class.

1 052 053 SB p48 Listen and sing. Then listen and tick ☑ the food you hear.

Aim: to sing a song with the class
- Students look at the picture first and identify the fruit and vegetables.
- Play the audio (052). Students follow the song in their Student's Books.

For song lyrics see SB p48.

- Play the audio again for students to tick the food they hear.
- Students compare answers in pairs.
- Play the song on the video, pausing after each verse for students to repeat.
- When students have learned the song, practise it with the whole class.
- Use the karaoke version of the video or audio (053) for students to sing in three groups.

Key: Students tick: apples, pears, mangos, carrots, peas, potatoes

2 SB p48 Ask and answer.

Aim: to practise speaking skills
- Sing the parts of the song *Pick them from the tree* and *Grow them in the ground*. Teach the meaning of *ground.*
- Draw a big tree, a plant and the ground on the board.
- Ask the class *Which fruit from the song grows on trees?* (apples, pears)
- Volunteers write or draw inside the tree the items of fruit that grow on trees.
- Ask about vegetables and then continue with the other questions in Activity 2.
- Students ask and answer the questions in pairs.

1 016 WB p48 Can you remember? Listen and write.

Aim: to practise spelling

For song lyrics see SB p48.

Key: 1 apple, 2 pear, 3 mangos, 4 peas, 5 Potatoes

2 WB p48 Draw the food from Activity 1. Where does it grow?

Aim: to review vocabulary from the song

Key: On a tree: apple, lemon, mango; On a plant: peas; In the ground: carrots, potatoes

Ending the lesson

Aim: to review key language from the lesson
- Draw three circles. Write *Fruit* in one circle, *Vegetables* in another, and *Other* in the last one.
- Brainstorm food from this lesson and from previous lessons: *potatoes, tomatoes, beans, kiwis, mangos, lemons, grapes, watermelons, apple, pear, carrots, peas.* Explain that tomatoes are fruit, not vegetables.
- Elicit words from Level 1: *banana, cake, cheese, sandwich, pizza, sausage, chicken, steak, peas, carrots*. You can add another category, *Meat*, for sausages, chicken and steak.
- Students write the words inside the correct circle.

Extension activity

Aim: to encourage creativity
- Make groups of four.
- Each group writes a new version of the song, changing some of the food items.
- Monitor and give help as needed.
- Use the karaoke version of the song for groups to perform their creations.

4

Learning outcomes:
- to ask and answer questions about food, using *Are/Is there any ... ?*

New language: *fridge, basket*

Recycled language: food

Materials: Unit 4 stickers

Warm-up

Aim: to review *Is there ...? Are there ...?*
- Ask the class *Is there any food in the classroom?* Elicit the answer from students.
- Ask more questions so that students answer in the negative and affirmative.
- Write two sample questions on the board and underline *Is there, Are there* and *any.*
- Write two sample answers, an affirmative and a negative one.
- Elicit from students the meaning of *any* and that it is used in both questions and negative answers.

1 SB p49 Look, read and tick ☑.

Aim: to practise *Are there ... ? Is there ... ?*
- Give students time to look at the picture.
- Students do the activity in pairs.
- Check answers as a class.

Key: 1 Yes, there are. 2 Yes, there are. 3 Yes, there is. 4 No, there isn't any.

2 SB p49 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p49.
- Students take turns to practise the questions and answers in pairs.

3 SB p49 Stick your food. Then ask and answer.

Aim: to give students practice with the new language
- Pre-teach *basket* and *fridge*.
- Students find their stickers. Elicit what each one is.
- Students choose individually: they put five stickers in the basket and five in the fridge.
- They do not show their choices to their partner.
- In pairs, students take turns to ask and answer to find out what their partner has got in his/her basket and fridge.
- They note down the items which they have in common.
- Provide the questions *Are there any ... in your basket/fridge?* and the answers *Yes, there is/are. / No, there isn't/aren't any.*
- Monitor and check as pairs are working.

1 WB p49 Look, read and tick ☑.

Aim: to give students practice with vocabulary

Key: 2 No, there aren't. 3 No, there aren't. 4 Yes, there is. 5 Yes, there are.

2 WB p49 Look and circle.

Aim: to focus students on grammatical form

Key: 1 (Is), isn't, is; 2 Are, aren't, are

3 WB p49 Write about your school bag.

Aim: to personalise new language

Ending the lesson

Aim: to practise key language from the lesson
- Say statements about your table or desk. Make some of them true and some false, e.g. *There aren't any books on my desk.*
- Students put up their right hands for false sentences and their left hands for true sentences.

Extension activity

Aim: to give students further practice with new language
- Students write sentences in their notebooks about their basket in SB Activity 3, using the text from WB Activity 3 as a model.

1 Look, read and tick ☑.

1 Are there any eggs in the fridge?

☐ Yes, there are. ☐ No, there aren't any.

2 Are there any apples in the fridge?

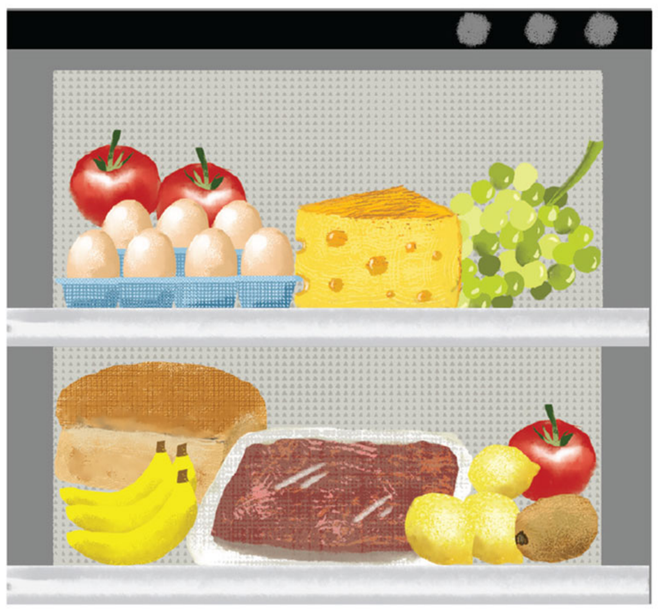
☐ Yes, there are. ☐ No, there aren't any.

3 Is there any cheese in the fridge?

☐ Yes, there is. ☐ No, there isn't any.

4 Is there any water in the fridge?

☐ Yes, there is. ☐ No, there isn't any.



2 ▶ 054 Watch, listen and say.

Language focus

Is there any cheese in the house?

No, there **isn't any**.

Yes, there **is**.

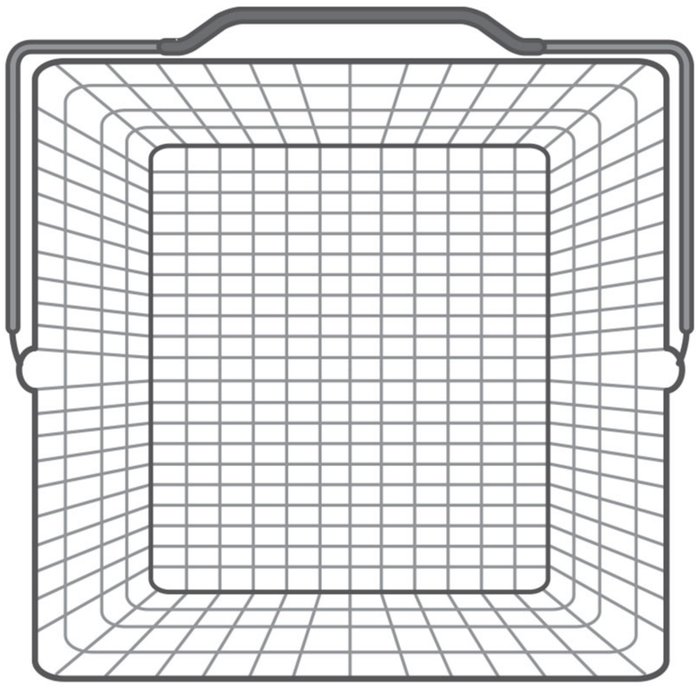
Are there any grapes in the house?

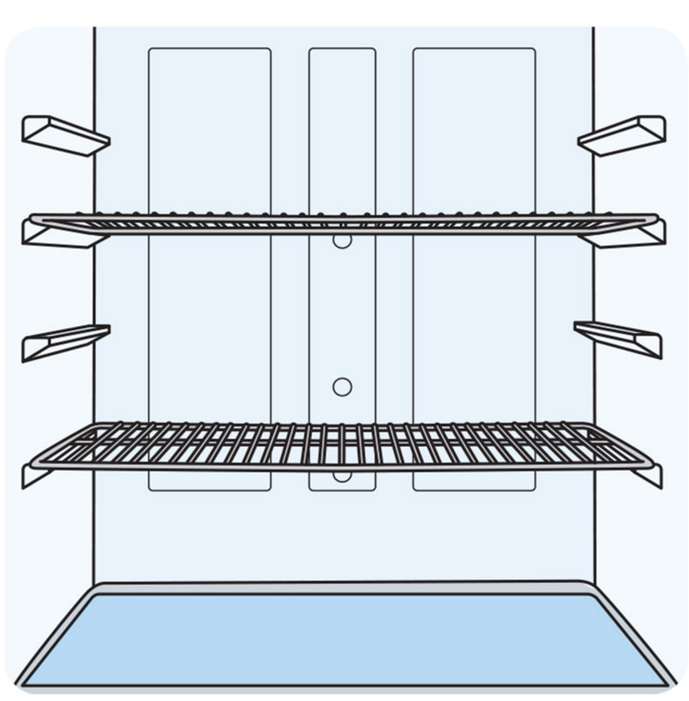
No, there **aren't any**.

Yes, there **are**.



3 Stick your food. Then ask and answer.





Bad apples

1 055 Which fruit can you see in the story?



Flash: Here are two apples for everyone.



Thunder: Look! I've got a bad apple.

Misty: Me too.

Whisper: So have I.



Whisper: What can we do?

Misty: I've got an idea. Come to the market with me.



Man: Apples. Nice, sweet apples!



Misty: The man has got a box with good apples and a box with bad apples.

Flash and Thunder: We know what we can do.



Flash: Eight apples, please.

Man: Here you are.

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *bad, sweet* (adj), *good, So have I., nice, Well done!, everybody/everyone*

Recycled language: language from the story, food

Value: cheating doesn't pay

Critical thinking (WB): Draws conclusions from given information

Warm-up

Aim: to review the characters and the story
- Elicit from students the names of the four Super Friends.
- Elicit what students remember about the previous episode. Ask, e.g. *What's on the tracks? Who stops the train? How does she stop the train?*

Bad apples

1 055 SB pp50–51 **Which fruit can you see in the story?**

Aim: to present a picture story
- Elicit what the friends have got in frame 1 (apples).
- Pre-teach *bad* and *sweet*.
- Play the whole *Super Friends* video. Students watch for which fruit they can see.

For script see SB pp50–51.
- Students compare their ideas in pairs. Elicit from the class.
- Then play the video again, pausing to check comprehension. Ask what the man in the market has got (a box of bad apples and a box of good apples) and why it is a problem (he is tricking his customers).
- Talk with the class about the value of not cheating. Ask students for examples of situations in which people could cheat, e.g. cheating in tests, breaking rules in a game, pretending something is yours when it isn't.
- Play the audio. Students listen and repeat.

Key: apples, lemons, pears, oranges

1 017 WB p50 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p122.

Key: 1 2nd picture (Whisper), 2 2nd picture (fruitseller), 3 1st picture (Thunder)

2 WB p50 **Order the sentences. Write numbers.**

Aim: to check understanding of the story

Key: 4, 7, (1), 3, 8, (5), 2, 6

3 WB p50 **Look and write the numbers.**

Aim: to check comprehension of key phrases

Key: a 2, b 1, c 3

Ending the lesson

Aim: to practise the story
- Put students into groups of six.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Stronger students: Students replace the apples with some other fruit and the adjectives *bad* and *sweet* for other adjectives, e.g. *big* and *small*. Teach new adjectives, e.g. *horrible* and *delicious.* Students perform the new version of the story, e.g. *Here are two pears for everyone. Look! I've got a small pear.*

Extension activity

Aim: to review ideas and concepts from the story
- Write some key phrases from the story on the board, e.g. *I've got an idea.*
- Elicit from students who says them.
- Volunteer students write other phrases on the board for other students to remember who says them.

Learning outcomes:
- to interpret deeper meaning from a story
- to identify the consonant sound /w/ as in *we* and *what*
- to review language from the story and the unit

Recycled language: language from the story, food

Value: cheating doesn't pay

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *What has the man in the market got? What do the Super Friends do? How does the man feel?*

2 SB p51 **Look at the picture and choose the correct sentence.**

Aim: to focus students on the detail in the story
- Students complete the activity individually and then compare answers in pairs.
- Check with the class.

Key: 4 Come to the market with me.

3 SB p51 **Find who says ...**

Aim: to present the letter sound /w/
- Write *wall* and *what* on the board, using a red pen for the *w* and the *wh*. Explain that both spellings give exactly the same sound.
- Students repeat *What can we do?* after you.
- Students find the speech bubble in the story (frame 3).

Key: Whisper

4 056 SB p51 **Listen and say.**

Aim: to practise the letter sound /w/
- Play the recording. Students look at the picture, read and repeat.

For script see TB p122.

- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

1 WB p51 **Who is cheating? Look and tick ☑.**

Aim: to focus students on the value that cheating doesn't pay

Key: Picture 1

2 018 WB p51 **Listen and follow. Say the number.**

Aim: to practise saying words with the letter sound /w/

For script see TB p122.

Key: window, white, wall, witch, windy, wheel, water; number 3

3 019 WB p51 **Listen again and say.**

For script see TB p122.

Ending the lesson

Aim: to review and practise spelling words with *w* and *wh*
- Dictate the sound sentence while students write. They check in the Student's Book.
- Students open their Workbook to p51 Activity 2. Write the words in random order on the board. In pairs, students draw the pictures and write the words under them in their notebooks.

Extra support: Instead of writing words on the board, draw the words in random order. Say the words and ask volunteers to come to the front to point to the corresponding drawing. Then spell the words for volunteers to write under the corresponding drawing. Students copy them into their notebooks.

Extension activity

Aim: to discuss the value that cheating doesn't pay
- Focus on the parts of the story where the man sells them bad apples.
- Elicit examples of when cheating might not pay and why this value is important.
- Make sure students do not accuse others in the class of cheating.

Note: Some of this discussion may need to take place in L1.



Flash: Look everybody!

Whisper: Four bad apples!



Thunder: A box of good apples and a box of bad apples.

Woman: Well done, children!

2 Look at the picture and choose the correct sentence.



1 Look everybody!

2 Two for everyone.

3 Well done!

4 Come to the market with me.

Phonics

3 Find who says …

What can we do?

4 056 Listen and say.



Where's the **w**atermelon, **W**ally?

Skills

1 What's needed for the chocolate cookies? Read and tick ☑.


☐ butter


☐ sugar


☐ chocolate chips


☐ flour


☐ an apple


☐ an egg


☐ peas







1 Melt the butter.

2 Mix the sugar with the butter. Then add the egg.

3 Mix in the flour and the chocolate chips.

4 Make small balls and put them on a tray.

5 Bake in the oven for ten minutes.





2 Read and act it out.

Boy: Let's make fruit salad for the party.
Girl: OK.
Boy: Hello. I'd like some apples, please.
Man: How many?
Girl: Four. And we'd like some bananas.
Man: How many?
Boy: Two. Have you got any grapes?
Man: Sorry. We haven't got any.
Girl: Have you got any mangoes?



Man: Sorry. No mangoes.
Girl: Thank you. Let's go to another shop.

3 Write your own play and act it out.

Aim:
- to read for specific information
- to act out a play
- to write a play from a model

New language: *butter, sugar, chocolate chips, flour, mix, bake, oven, melt, add, tray, fruit salad, party*

Recycled language: food

Creative thinking: Acts parts in role-plays or dramas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to introduce new vocabulary
- Teach the word *recipe.*
- Ask students what ingredients they would need to make a cake.
- Pre-teach some new words from the lesson: *sugar, flour, butter, chocolate.*

1 SB p52 What's needed for the chocolate cookies? Read and tick ☑.

Aim: to practise reading for specific information (scanning)
- Tell students that this is a recipe.
- Read the ingredients out loud and ask students to repeat after you.
- Read the steps in the recipe and mime at the same time to teach new verbs, e.g. pretend you are mixing, and putting the cookies in the oven.
- Tell students to do the activity in pairs.
- Check with the class.

Key: butter, sugar, chocolate chips, flour, an egg

2 SB p52 Read and act it out.

Aim: to practise reading for detail and interactive speaking
- Invite three students to read the play aloud.
- Check understanding of new vocabulary.
- Invite three more students to read the play aloud, this time acting it out.
- Students practise the play in threes.

3 SB p52 Write your own play and act it out.

Aim: to practise writing a conversation
- Demonstrate the activity using the model in Activity 2.
- Write the play on the board and underline the words students can change, e.g. food items and quantities.
- In pairs, students write their own plays based on the model.
- Monitor and help with ideas or language as necessary.
- Students practise and rehearse their plays.
- Students take turns to act out their plays for the class.

1 020 WB p52 What do they like? Listen and tick ☑.

Aim: to practise listening for specific information

For script see TB p122.

Key: Sandra likes chicken, potatoes, tomatoes, juice. John likes chicken, potatoes, carrots, tomatoes, water. Mum likes chicken, potatoes, carrots, tomatoes, water. Dad likes chicken, potatoes, carrots, juice.

2 WB p52 Write about your family.

Aim: to practise writing from a model

Ending the lesson

Aim: to review language from the lesson
- Students brainstorm all the verbs they have learned for cooking, e.g. *melt, mix, add*. Write them up on the board as students call them out.
- Write the word *Ingredients* on the board, and brainstorm all the ingredients from the lesson that students can remember.
- Students copy the vocabulary into their notebooks.

Extension activity

Aim: to give students practice with new language from the lesson
- Students work in groups of four.
- Ask groups to think of a very simple recipe, e.g. a smoothie, a pie, a pancake or a salad.
- Students write the list of ingredients and very short instructions.
- Monitor and teach new vocabulary if needed.
- Students read other groups' recipes and they vote for their favourite.

4

Learning outcomes:
- to listen for specific information

Recycled language: food, *Would you like...? Yes, please. No, thank you.*

Warm-up

Aim: to review language from the unit
- Put students into small groups.
- Ask them to draw five foods and cut them out.
- Groups offer you the food by saying *Would you like ...?*
- You answer *Yes, please* or *No, thank you. I don't like ...*
- The first group that is left with no food is the winner.

Note: Ask students to keep the food drawings for the Ending the lesson activity.

1 057 SB p53 Listen and tick ☑ the boxes. Exam skills

Aim: to practise listening skills
- Tell students to study the pictures in the Student's Book before they listen.
- Play the recording straight through to the end for students to do the activity.

For script see TB p122.

- Students compare their answers in pairs.
- Play the recording again.
- Check with the class.

Key: 1 b, 2 c, 3 a, 4 b

1 WB p53 Look, read and tick ☑ or cross ☒. Exam skills

Aim: to give students practice in reading for detail

Key: 2 ☒, 3 ☑, 4 ☒, 5 ☑, 6 ☒, 7 ☑

Ending the lesson

Aim: to review language
- Write these sentences from the recording in Activity 1 on the board: *Would you like ...? Yes, please. No, thank you.*
- Play the recording again and ask students to put up their hands when they hear the sentences.
- Ask students to sit in groups of five and role play as a family sitting around a table having lunch. Each student takes a role. They use the sentences on the board to make a dialogue.
- Students draw pictures of food for their lunch, e.g. a salad with slices of tomatoes and peas. They can use the food drawings they made for the Warm-up activity. They also draw plates, glasses and cutlery.
- Go around the classroom and monitor performance.

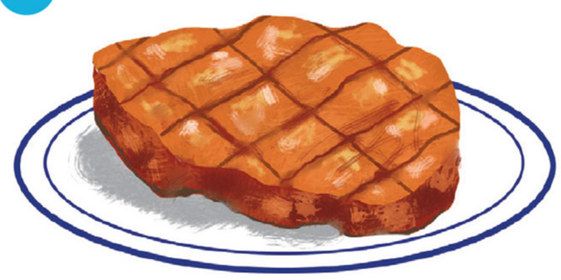
Stronger students: Apart from providing the sentences mentioned above, add the following from the recording: *Who would like ...? Me, please. Me too. Not for me.* Students make more elaborate dialogues. Invite groups to perform in front of the class.

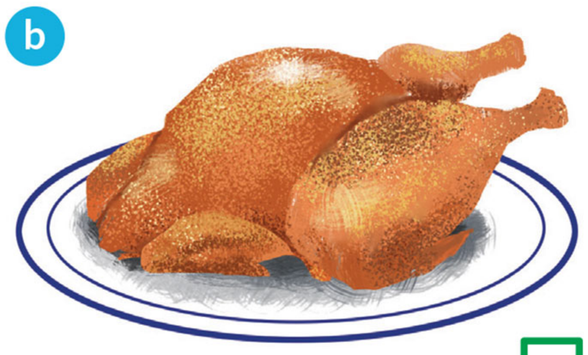
Extension activity

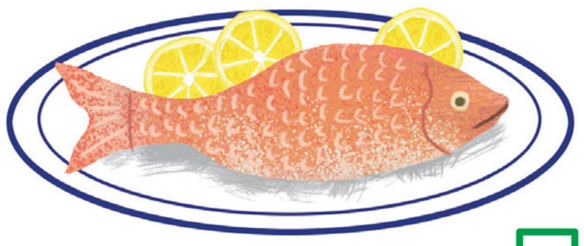
Aim: to practise speaking skills
- Brainstorm what people would usually have for breakfast. Write the words on the board.
- Individually, students write a short list of what they have for breakfast.
- Make groups of three. Students draw Venn diagrams on paper, writing one name at the top of each circle. They then write or draw items in the circles to show which foods they have for breakfast are the same and which are different.
- Display the diagrams on the walls. Students report back to the class about their groups, e.g. *Kim has toast for breakfast. I have a sandwich. We have orange juice for breakfast.*

1 057 Listen and tick ☑ the boxes.

1 What does all the family like?

a 

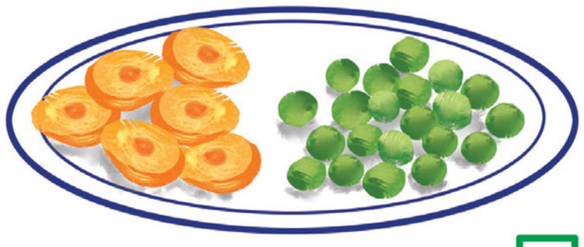
b 

c 

2 What vegetables does Mum cook?

a 

b 

c 

3 What does Dad not like?

a 

b 

c 

4 What does Sandra like?

a 

b 

c 

Think and learn

WEIGHTS

How can we get fruit and vegetables?

1 058 Listen and point.



150g (grams)



200g (grams)



500g (grams)



750g (grams)

2 **Read and then match the food and weights. Tell a friend.**

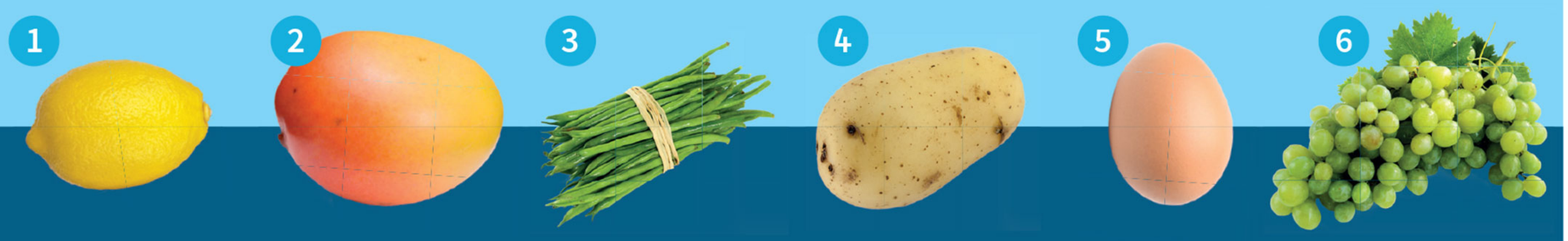
We can buy food in different ways. At the shop, we can ask for food in numbers.

We can say, ‘Ten carrots, please,’ or, ‘Three tomatoes, please.’

We can also ask for food in grams. We can say:

‘500 grams of carrots, please,’ or, ‘300 grams of tomatoes, please.’

100g 50g 200g 60g 180g 150g



I think the lemon weighs 50 grams.

Aim:
- to integrate other areas of the curriculum through English: Maths

BIG QUESTION to explore the Big Question *How can we buy food?*

New language: *grams, weigh, numbers 200–900*

Critical thinking: Formulates and verifies hypotheses

Critical thinking (WB): Sorts and classifies objects and activities according to key features (e.g. types of animal or transport)

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review quantities
- Ask students to go back to p52 Activity 1 in their Student's Books.
- Elicit the quantity of butter, sugar, chocolate chips and flour that they think is needed for the chocolate cookies.
- Discuss the fact that some food can be counted individually or in grams, e.g. *2 apples, 250 grams of apples*, and some other food can be weighed in grams only, e.g. *225 grams of flour, 160 grams of sugar.*
- Elicit from students the units of measurement they are familiar with.

Key (possible answer):
150g butter, 160g sugar, 1 egg, 200g chocolate chips, 225g flour

SB p54 How can we get fruit and vegetables?

Aim: to deepen understanding of the unit Big Question
- With Student's Books closed, play the video. Ask students what they remember.

For videoscript see TB p122.
- Ask students to answer the question *How can we get fruit and vegetables?*

Key: We can ask for food in numbers or we can weigh food in grams.

1 058 SB p54 Listen and point.

Aim: to identify quantities
- Students look at the pictures in the Student's Book.
- Play the recording for students to point.

For script see SB p54.
- Play the recording again. Students repeat.

2 SB p54 Read and then match the food and weights. Tell a friend.

Aim: to identify quantity
- Read the text as a class.
- Teach the verb *weigh* and how to use it in the singular and plural.
- Ask students to guess the food's weight.
- Put students in pairs. They discuss their guesses using the example speech bubble.
- Check guesses.

Key: 1 lemon 60g, 2 mango 200g, 3 beans 150g, 4 potato 180g, 5 egg 50g, 6 grapes 100g

1 WB p54 How many grams do they weigh? Look and write.

Aim: to encourage students to pay close attention to detail

Key: b 250g, c 600g, d 300g, e 50g, f 150g

2 WB p54 Order the weights. Label the chart.

Aim: to practise estimating weights

Key: c, e, (a), b, f, d

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today, e.g. *weight.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to encourage students to use their knowledge
- Ask students to bring to class food measured in grams.
- Put students into four groups and ask them to make a list of the food items and their weight.
- Groups have to guess how much each food item weighs.
- You may want to turn this activity into a competition.

4

Learning outcomes:
- to extend the focus on Maths through English
- to complete a project

New language: *sum*

Recycled language: food

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

Critical thinking (WB): Says whether something is true or not, and gives a reason

Materials: pens and paper for each student; a variety of real fruit/vegetables and kitchen scales, if available

Warm-up

Aim: to review sums in grams
- Write sums in grams for students to do in their notebooks, e.g. *120g + 90g = (210g).*

3 SB p55 How many grams of fruit and vegetables are there? Do the food sums.

Aim: to give students practice in doing sums
- In pairs, students do the sums in their Student's Books.
- Correct as a class.

Key: (1) 950, (2) 650, (3) 350, (4) 800

4 Project SB p55 Find out how much fruit and vegetables weigh. Then write and draw two food sums.

Aim: to enable students to apply what they have learned about how we weigh food
- Students work in pairs. Give each pair a piece of paper and tell the class they are going to do food sums.
- Pairs read and look at the example food sums.
- Pairs then choose two kinds of fruit/vegetables from Activity 2 on page 54, to use in their sums. Alternatively, they can choose and weigh some of the real fruit and vegetables that you have provided on kitchen scales.
- Students then decide on the numbers of fruit/vegetables that they want to use in their sums and calculate how much they weigh by adding them up.
- You can help them with another example on the board, e.g. *2 lemons are 60g + 60g = 120g and 2 mangos are 200g + 200g = 400g. So 120g of lemons + 400g of mangos = 520g.*
- Using the example picture as a model, they draw their fruit/vegetables and write their sums leaving the answer (= __ *g*) section empty.
- Pairs then present their sums to the class. They read out the sum and class members answer it.
- Finally, pairs can write the correct answers in their sums.
- Take photos of the food sums and save them to students' digital portfolios.

3 WB p55 Do the food sums.

Aim: to give students practice in solving Maths problems

Key: (2) 50g + 300g = 350g, (3) 350g + 50g = 400g, (4) 350g + 400g = 750g

4 WB p55 Look, read and answer *yes* or *no*.

Aim: to give students practice in solving Maths problems

Key: Yes

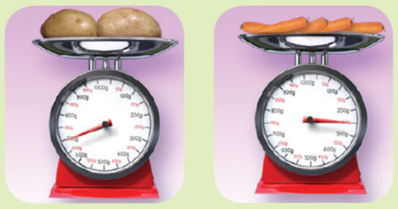
Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've …*
- Elicit from students what they did today.
- Write it on the board. Students copy it into their notebooks.

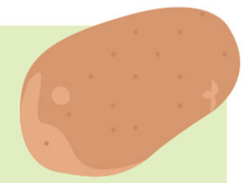
Extension activity

Aim: to deepen understanding of units of measurement
- Write a list of ingredients for a cake and the quantities needed (e.g. 200g sugar, 200g butter, 4 eggs, 200g flour).
- Ask students to imagine they have to make a bigger cake that requires 50% more of the ingredients in the recipe.
- Students work in small groups and come up with the new quantities (e.g. 300g sugar, 300g butter, 6 eggs, 300g flour).

3 How many grams of fruit and vegetables are there? Do the food sums.

1 

700g + 250g = _____ g of vegetables



2 

200g + 450g = _____ g of fruit





3 

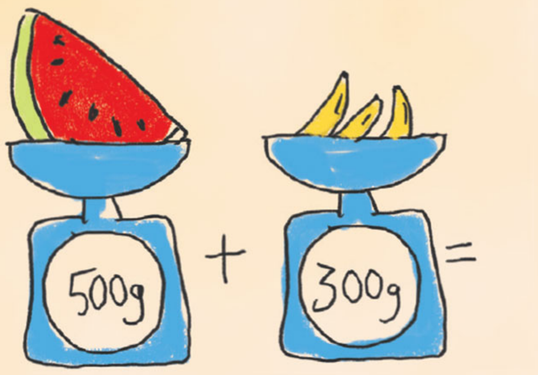
200g + 150g = _____ g of vegetables



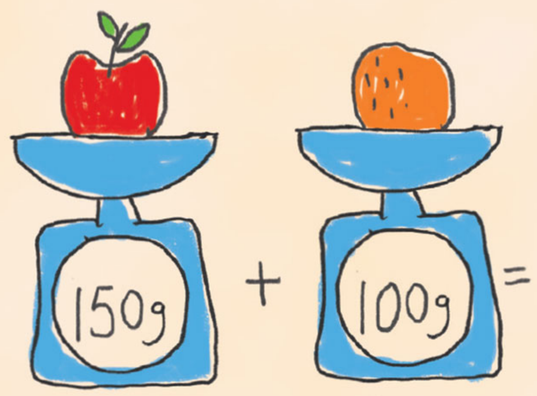
4 

500g + 300g = _____ g of fruit and vegetables

4 Project Find out how much fruit and vegetables weigh. Then draw and write two food sums.



The watermelon weighs 500g.
The bananas weigh 300g.
500g and 300g make 800g.
I've got 800g of fruit!



The apple weighs 150g and
the orange weighs 100g.
I've got 250g of fruit.

Do that!

1 059 **Listen and act out with your teacher. Then listen again and number the pictures.**



2 **Read the sentences from the story and draw lines.**

a A fish! Oh no! Take it out.

b Get some grapes. Put them in.

c Peel a banana. Put it in.

d Get a fish. Throw it in.

e Get a bowl for a fruit salad.

f Chop an apple. Put it in.

3 **Listen to a friend and act it out.**



Get a bowl for a cake.
Get an egg. Put it in.
Get some butter. Put it in.
Get some meat. Throw it in!



Aim:
- to stimulate imagination and review new language through listening
- to practise following instructions

New language: *bowl, chop, peel, put in, take out, throw*

Recycled language: vocabulary and grammar from the unit

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: For the WB making activity: scissors, clean potatoes, wool, toothpicks, glue, paper, coloured pens or pencils

Warm-up

Aim: to prepare students for Activity 1
- Ask students to think of their ideal fruit salad.
- Students write the list of ingredients for their fruit salad.
- Encourage students to write quantities, e.g. *2 bananas, 2 kiwis, 150g grapes*.

1 059 SB p56 Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to trigger students' imagination
- Elicit from students the verbs they have learned for cooking, e.g. *mix, melt, bake, add.*
- Play the recording and ask students to follow you as you act out that you are cooking.

For script see TB p122.
- Clearly show the meaning of *take out*, *peel*, *put in* and *chop.*
- Play the recording again and ask students to number the pictures.
- Check answers as a class.

Key: 3, 6, 1, 4, 2, 5

2 SB p56 Read the sentences from the story and draw lines.

Aim: to practise sequencing
- Put students in pairs and ask them to do Activity 2 together.
- Check answers as a class.

Key: (e, f,) b, c, d, a

3 SB p56 Listen to a friend and act it out.

Aim: to trigger students' imagination
- Ask students to think of a new version of the instructions in Activity 2.
- Students choose what they want to cook and list the ingredients needed. They add an ingredient that doesn't belong to the recipe.
- Put students in pairs to act out each other's instructions.

Extra support: Students work in groups of three or four. They write the instructions together and then read them for another group to act out.

1 WB p56 Make a potato person.

Aim: to enable students to follow a set of visual and written instructions to make a potato person

Ending the lesson

Aim: to practise the language from the unit
- Play a game with the class.
- Ask students to stand up.
- Give instructions for students to follow, e.g. *Peel a potato. Chop an egg.*
- Students who do not follow the instructions correctly should sit down.
- The winner is the student who has followed all your instructions correctly.

Extension activity

Aim: to review language from the unit
- Ask students to draw a basket with five ingredients that are in the unit.
- Tell students that they must not show their drawing to the rest of the class.
- Make pairs. Student A guesses what Student B has in his/her basket by asking *Is there any ...? Are there any ...?*
- Students take turns to ask questions.

4

Learning outcomes:
- to review language from Units 3 and 4
- to collaborate and reflect on learning

BIG QUESTION to think about how the unit has helped them explore the Big Question *How can we get food?*

Recycled language: vocabulary and grammar from Units 3 and 4

Creative thinking: Substitutes words and phrases to create new texts

Cognitive control functions: Working memory

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Flashcards: 39–49 (places), 50–60 (food)

Warm-up

Aim: to review food
- Use the flashcards to review food.
- Show each flashcard quickly to the class. Students say the food.

1 SB p57 How many words can you remember? Draw pictures.

Aim: to review vocabulary
- Students do the activity in small groups without looking back through the units.
- Give students a set quantity of time to draw as many words as they can think of.

2 SB p57 Write and say the words.

Aim: to review spelling and pronunciation
- Ask students to write the words for each of their pictures.
- Groups go to the front, show their pictures and say the words.
- Check spelling and pronunciation.

3 060 SB p57 Listen and number.

Aim: to practise listening and to review language from the unit
- Play the recording for students to listen only.

For script see TB p122.
- Play it again, pausing so they can write numbers.
- Check answers.

Key: Orange: 2, 4; Yellow: 3, 5, (1)

4 SB p57 Write a new dialogue. Act it out.

Aim: to encourage creativity and practise writing
- Show students how to make a new dialogue by completing the sentences.
- Students work in pairs to write a new dialogue.
- Ask volunteers to act out the dialogue in front of the class.

1 WB p57 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 Yes, there is. 3 No, there aren't.

2 WB p57 Order the sentences. Write numbers.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning

Key: a 2, b 1, c 4, d 3

3 WB p57 Read. Then draw and write.

Aim: to enable students to personalise the topic

Picture dictionary

Aim: to review vocabulary for food
- Students complete the Picture dictionary page for food (WB page 123).

Key: bread, eggs, kiwis, grapes, lemons, mangos, potatoes, tomatoes, melons, greens

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learned
- Students work in groups. They take turns to read aloud what they have written for WB p57 Activity 3.

Stronger students: Students write two sentences similar to the ones they wrote for the WB activity, but about their favourite vegetable, e.g. *I love carrots! I eat them with chicken.* Then they write about one person in the family, e.g. *My mum loves tomatoes! She eats them with greens.*

Group Check Units 3 and 4

4

1 How many words can you remember? Draw pictures.

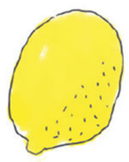
Places in a town





Food





2 Write and say the words.

3 060 Listen and number.

No, thank you. Can I have an apple? ☐

Sorry, there aren't any apples. But I can get apples from the shop. ☐

OK! Thank you. Is there a shop on your street? ☐

Yes, there is. Let's go together. ☐

Would you like a banana? 1

4 Write a new dialogue. Act it out.

Would you like _____?

No, thank you. Can I have _____?

Sorry, there aren't _____. But I can get _____ from the _____.

OK! Thank you. Is there _____ your _____?

Yes, there is. Let's go together.

5 My bedroom

1 061 Listen and look. Then listen and say the words.



BIG QUESTION What does furniture look like?

2 062 **Listen and chant.**

There's a train on the sofa.
Please tidy up! OK?
There's a cap on the mirror.
Please put your things away!

There are pencils on the rug.
Please tidy up! OK?
There's a book on the wardrobe.
Please put your things away!

There are jeans on the armchair.
Please tidy up! OK?
There's a ball on the table.
Please put your things away!

There's a schoolbag on the floor.
Please tidy up! OK?
There's a sock on the poster.
Please put your things away!

Learning outcomes:
- to name and talk about furniture
- to say a chant

BIG QUESTION to start to think about the Big Question *What does furniture look like?*

New language: *poster, wardrobe, mirror, armchair, lamp, bed, table, sofa, rug, put away, things, tidy up*

Recycled language: clothes, toys, *schoolbag*

Cognitive control functions: Working memory

Flashcards: 61–69 (furniture)

Warm-up

Aim: to review objects
- Play a game of 'I spy'. Say *I spy with my little eye something beginning with S.*
- Students look around the classroom and guess words which begin with *S*.
- Continue with other objects. Choose things such as *schoolbag*, *desk* and *chair* to prepare students for the topic of this unit.
- Students can take turns to choose objects in the room for others to guess.

Presentation

Aim: to present furniture
- Use the flashcards to present each object.
- Say the word for students to repeat.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board and elicit the words at random.

1 061 SB p58 Listen and look. Then listen and say the words.

Aim: to practise furniture
- Students look at the picture of the bedroom in the Student's Book. Elicit/Teach *bedroom*.
- Ask students if their bedrooms look like the one in their books.
- Play the recording.

For script see TB p123.
- Students point to the objects when they hear the words.
- Play the recording again. Students repeat the new words.
- Students practise pointing and naming in pairs.

BIG QUESTION What does furniture look like?

Aim: to encourage students to talk about furniture
- Read the Big Question. Ask students about the furniture in their homes, e.g. if it is modern, antique, made of wood.

Note: Some of the discussion will need to be in L1.

2 062 SB p58 Listen and chant.

Aim: to give students further practice saying the new words
- Use the picture to support meaning whenever possible.
- Pre-teach *put your things away* and *tidy up*.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p58.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- One group chants and the other group clicks their fingers in time with the rhythm.
- Change groups and repeat.
- Put students into small groups.
- Ask groups to replace some of the objects that are mentioned in the chant, e.g. *There's a plane on the sofa.*
- Ask groups to say their new version of the chant in front of the class.

1 WB p58 Read and colour.

Aim: to practise motor skills

2 WB p58 Look at Activity 1. Write the words.

Aim: to practise spelling of new vocabulary

Key: 2 lamp, 3 table, 4 armchair, 5 mirror, 6 bed, 7 poster, 8 sofa, 9 rug

Ending the lesson

Aim: to review key language from the lesson
- Flash each flashcard quickly in front of the class.
- Students say what it is.

Extension activity

Aim: to practise memorisation and speaking
- Say, e.g. *In my bedroom I've got a green sofa.* Student A chooses another object and says, e.g. *In my bedroom I've got a green sofa and a blue and white lamp.*
- Continue the list, choosing students at random, until there are about eight items.
- Start another list.

5

Aim:
- to talk about objects
- to practise *this, that, these, those*

New language: *over there, lovely, want to, camp*

Recycled language: furniture, colours, *like*

Flashcards: 61–69 (furniture)

Warm-up

Aim: to review objects in a room
- Write on the board the first two letters of each piece of furniture, with dashes to show how many other letters there are in the word, e.g. *la* _ _.
- With books closed, students write the words in their notebooks and compare their spellings in pairs.
- Place the flashcards on the board.
- Students come up in turn and write the word under the flashcard.

Presentation

Aim: to present *this, these, that, those*
- Place books or other objects in different parts of the classroom.
- Use the objects to teach *this, these, that* and *those*.

1 SB p59 Read and match.

Aim: to practise the new language
- Students look at the sentences and at the pictures.
- Check students know what to do.
- Students match and compare answers in pairs.
- Check answers with the class.

Key: 1 d, 2 b, 3 c, 4 a

2 ▶ 063 SB p59 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Focus students' attention on the difference in the pronunciation of *this/these*, and on the short and long sounds.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p59.
- Students practise the sentences in pairs. Ask some pairs to say the sentences in front of the class.

3 SB p59 Play the guessing game.

Aim: to give students practice in using *this* and *that*
- Demonstrate the activity by talking about some of the objects in the classroom.
- Check students know what to do.
- Students take turns to make questions using *this* and *that*.

1 WB p59 Look and draw lines.

Aim: to practise the new language

Key: 2 c, 3 a, 4 b

2 WB p59 Look, read and circle.

Aim: to practise the new language

Key: 2 that, 3 This, 4 these

3 WB p59 Write the words in the correct order.

Aim: to practise writing the new language

Key: 2 I like that chair. 3 I like these posters. 4 I like those lovely lamps.

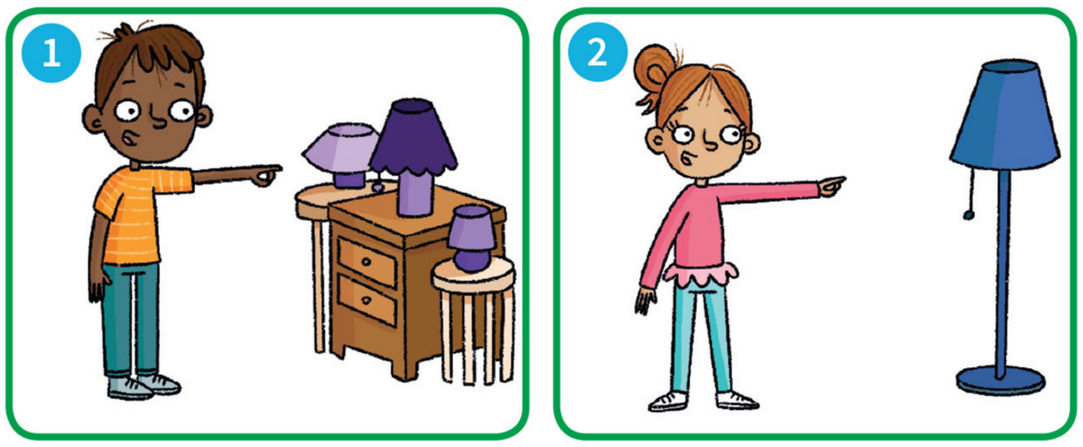
Ending the lesson

Aim: to review new language from the lesson
- Point to objects around the class: single ones or groups of objects, near you and far away.
- Students call out *this, that, these* and *those* as appropriate.

Extension activity

Aim: to give students practice with the new language
- Students draw a simple picture of their classroom or their bedroom. It has objects in it, but only one person: the student. This is important so that there is a sense of perspective for *this/that*.
- Students then write sentences about the room, using *I like this/that/these/those ...*

1 Read and match.



a I like this red lamp. ☐

b I like that blue lamp over there. ☐

c I like these green lamps. ☐

d I like those purple lamps over there. ☐

2 063 Watch, listen and say.

Language focus

I like your bedroom
And all the things in here.
I like **this** wardrobe.
I like **that** chair.

I like **these** posters
And **those** lovely lamps.
I like it so much …
I think I want to camp.



3 Play the guessing game.



I'm thinking of something blue.

Is it this pen?

Yes, it is. Your turn.

I'm thinking of something red.

Is it that chair?

1 064 Listen and sing. Then tick ☑ the furniture in the song.

Give me a piece of wood,
Let's see what I can do.
Let's cut and paint and make
Some furniture for you.

Take that piece of wood,
Cut it and paint it red.
Put it all together now.
Wow! I like this bed.

Give me a piece of wood,
Let's see what I can do ...

Take that piece of wood,
Cut it and paint some squares.
Put it all together now.
Wow! I like these chairs.

Give me a piece of wood,
Let's see what I can do ...



2 What can people make with wood? How many ideas have you got?

People can make a ... with wood.

Learning outcomes:
- to sing a song
- to practise *this, that, these, those* and objects in a room

New language: *piece of wood, put together, take*

Recycled language: *furniture*

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Substitutes words and lines to a song or poem

Cognitive control functions (WB): Working memory

Materials: flashcards 61–69 (furniture), poster paper for each group of four (optional)

Warm-up

Aim: to review spelling of words for objects in a room
- Hold up each flashcard in turn. Don't say the word.
- Students write the words in their notebooks.
- They compare their answers and spellings in pairs.
- Check with the class.

1 064 065 SB p60 Listen and sing. Then tick ☑ the furniture in the song.

Aim: to sing a song with the class
- Students look at the picture in the Student's Book. Elicit which objects they can see.
- Use the picture to support / check meaning whenever possible.
- Play the audio (064). Students follow the song in their Student's Books.

For song lyrics see SB p60.

- Teach *piece of wood* and *put together.*
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (065) to practise it with the whole class and then in four groups.

Stronger students: Tell students what rhyme is by providing an example from the song, e.g. *'Do' and 'you' rhyme*. Ask them to find more examples of rhyme in the song, e.g. *red/bed, squares/chairs.* Encourage students to think of more words that rhyme with new vocabulary from the unit, e.g. *wood/good, lamp/camp.*

Key: Students tick the red bed and the chair with coloured squares.

2 SB p60 What can people make with wood? How many ideas have you got?

Aim: to trigger creativity
- Make small groups and ask students to write as many things as they can think of that can be made with wood.
- Tell students they can only write words they know how to say in English, e.g. toys, classroom objects, furniture.
- Invite each group to present their ideas to the class by saying *People can make ... with wood.*

1 021 WB p60 Can you remember? Listen and circle.

Aim: to review new language

For song lyrics see SB p60.

Key: 2 cut, 3 Cut, 4 bed, 5 paint some squares, 6 chairs

2 WB p60 Draw and write a new verse.

Aim: to practise writing skills

Ending the lesson

Aim: to review vocabulary
- Elicit from students which objects they have got in their bedrooms.
- First they exchange information in pairs and then they share it as a class.

Extension activity

Aim: to practise creativity and promote collaboration
- In groups of four, students draw a large picture to illustrate their new verses from WB Activity 2. They label the furniture as appropriate and write their new song made up of their four verses.

5

Learning outcomes:
- to use *Whose ... ?* and possessive *'s* to talk about possession

New language: *mine*

Recycled language: furniture, clothes

Warm-up

Aim: to review clothes
- Use clothes the students are wearing to review known clothes words.
- Draw pictures of clothes which are not in the room, e.g. *cap*.

Presentation

Aim: to present *Whose* and possessive *'s*
- Pick up a bag or a book and ask *Whose is this?*
- Students reply with a name. Supply the possessive *'s* and encourage students to say the complete answer using *It's ...*
- Students repeat by asking questions about other objects in the class.
- Pick up two pencils and ask *Whose pencils are these?*
- Guide students so that they answer using *They're ...* and the possessive *'s*.
- Students then practise in open pairs, asking and answering about things in the room.

1 066 SB p61 Listen and answer. Write *Lisa's, Nick's, Mike's* or *Emily's*.

Aim: to practise *Whose ... ?* and possessive *'s*
- Give students time to look at the pictures in the Student's Book and identify the clothes.
- Play the recording for students to listen and write the names.

For script see TB p123.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Focus students on the possessive *'s*.

Key: 1 Emily's, 2 Lisa's, 3 Nick's, 4 Mike's

2 067 SB p61 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p61.
- Students take turns to practise the questions and answers in pairs.

3 SB p61 Look at the pictures. Then ask and answer.

Aim: to give students practice with the new language
- Demonstrate the activity for the class. Make sure they realise what the two people are called (May and Fred).
- In pairs, students take turns to ask and answer about the small items above the two pictures, pointing to the objects as necessary, e.g. *Whose bed is this? It's Fred's bed.*
- Monitor and check as pairs are working.

1 WB p61 Look and circle.

Aim: to give students practice with the new language

Key: 2 They're, 3 this, 4 It's

2 WB p61 Follow the lines and write.

Aim: to practise using the possessive *'s*

Key: 2 They're Ben's. 3 It's Anna's. 4 It's Sam's. 5 They're Anna's. 6 It's Ben's.

3 WB p61 Look and match.

Aim: to practise new language

Key: 2 It's my pen. 3 No, it's not Jane's. It's mine.

Ending the lesson

Aim: to practise key language from the lesson
- Repeat the same activity as in the Presentation. Ensure students say a complete sentence in response, e.g. *They're mine. It's* (name)*'s.*

Extension activity

Aim: to give students further practice with the new language
- Make groups of six. Students sit in a circle around a desk.
- Students all put the same object, e.g. a pencil case, on the desk.
- One student closes his/her eyes and takes a pencil case.
- He/She asks *Whose pencil case is this?*
- The student to his/her right answers *It's mine / It's* (name)*'s.*
- The student places the pencil case back on the desk.
- The game continues around the circle until all students have had a turn.
- Students repeat with another object or objects.

1 066 Listen and answer. Write *Lisa's*, *Nick's*, *Mike's* or *Emily's*.

1 Whose jumper is this?  It's _____.

2 Whose jeans are these?  They're _____.

3 Whose jumper is this?  It's _____.

4 Whose jeans are these?  They're _____.

2 067 Watch, listen and say.

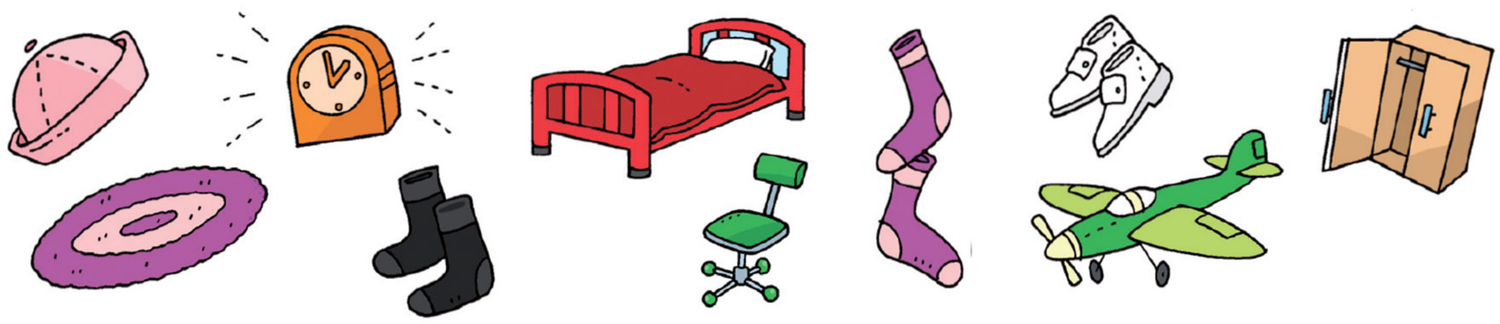


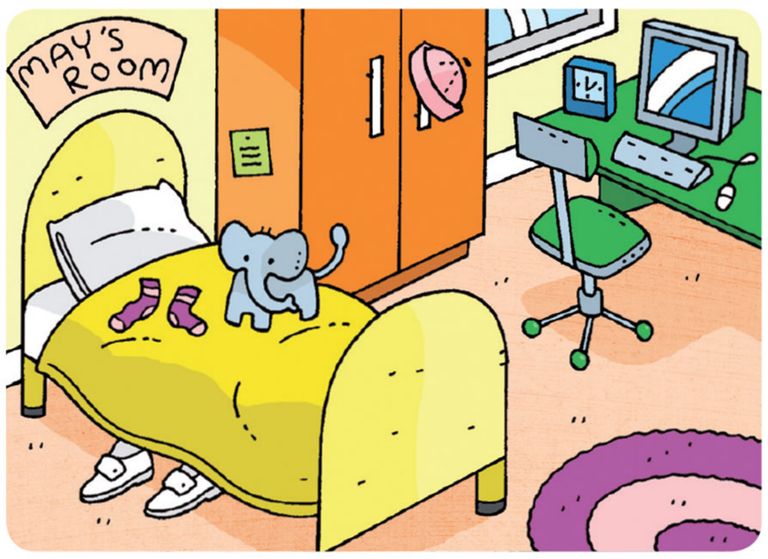
Language focus

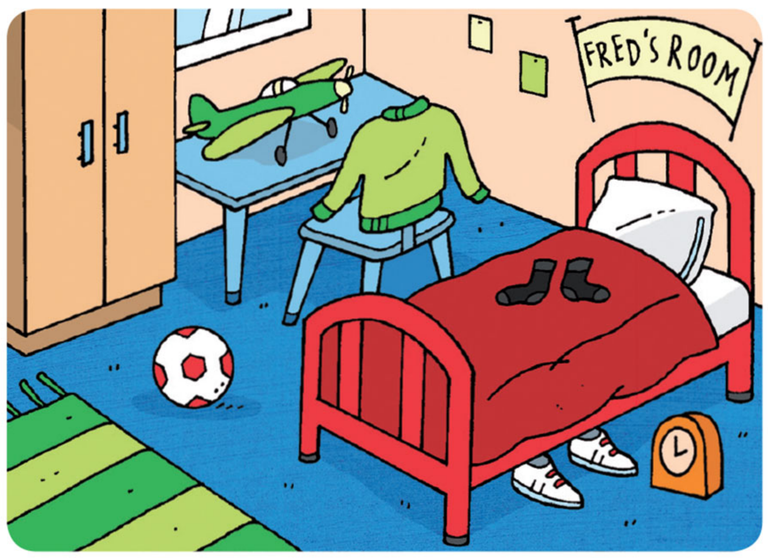
Whose shoes **are these**?
They're Penny's shoes.

Whose hat **is this**?
It's Penny's hat.

3 Look at the pictures. Then ask and answer.







Whose hat is this?

It's May's hat.

Tidy up!

1 068 Where are the toys at the end of the story?



Whisper: Hello, it's Whisper. Can Flash come to the park?

Flash's mum: Sorry Whisper, not now. She's tidying up her room.



Flash: I don't like tidying up. Ah, I've got an idea!



Flash: First the clothes – jeans, sweaters, caps, shoes and socks!



Flash: Now the school things and the toys! Bag, books, balls and dolls. Ha!



Flash: Finished! Can I go to the park now?

Flash's mum: Just a minute. Let me check first.



Flash's mum: Wow! The room is really tidy now.

 Value: tidiness

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *Just a minute., Let me check., I don't believe it!, Sorry., messy*

Recycled language: language from the story, furniture, *tidy up*

Value: tidiness

Critical thinking (WB): Draws conclusions from given information

Warm-up

Aim: to review the characters and the story
- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their super powers.
- Elicit what students remember about the previous episode. Ask, e.g. *What's the problem with the apples? Where do they go to buy more apples? Are all the apples bad? Does the man say sorry?*

Tidy up!

1 068 SB pp62–63 **Where are the toys at the end of the story?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit what Flash's bedroom looks like in frame 2 (a mess).
- Pre-teach *messy*.
- Play the whole *Super Friends* video. Students listen for where Flash wants to go (the park) and what her mum finds in the wardrobe (all her things).

For script see SB pp62–63.
- Then play the video again, pausing to check comprehension. Ask *Where are the toys at the end of the story?*
- Talk with the class about the value of tidiness. Tell students that if you are tidy, you respect people who live with you. Also, lead students into linking tidiness to the value of taking care of your belongings.
- Play the audio. Students listen and repeat.

Key: They're in the wardrobe.

1 022 WB p62 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p123.

Key: 1 2nd picture (Whisper), 2 1st picture (Flash), 3 1st picture (Flash's mum)

2 WB p62 **Read and circle.**

Aim: to check understanding of the story

Key: 2 check, 3 an idea, 4 Sorry

3 WB p62 **Look and write the numbers.**

Aim: to check understanding of the story

Key: a 3, b 1, c 2

Ending the lesson

Aim: to practise the story
- Put students into groups of three.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their pairs.
- Volunteer pairs role play the story for the class.

Extension activity

Aim: to encourage attention to detail in pictures
- Students look at the picture story for 30 seconds and then close their Student's Books.
- They list as many things as they can remember which are lying around the bedroom in frame 2.
- They compare their lists in pairs and then in groups of four.
- They look and check.

5

Learning outcomes:
- to interpret deeper meaning from a story
- to practise two main pronunciations of *oo*: /uː/ as in *m<u>oo</u>n* and /ʊ/ as in *l<u>oo</u>k*
- to review language from the story and the unit

Recycled language: language from the story, furniture

Phonics focus: Your students will be able to identify and say the short and long *oo* sounds and recognise some words which contain them.

Note: The words *door* and *floor* are pronounced with the /ɔː/ letter sound (rhyming with *for*).

Value: tidiness

Critical thinking: Draws conclusions from given information

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *What is Flash's room like? Is it tidy? Where does she want to go? What does she do?*

2 SB p63 **Read, think and circle.**

Aim: to focus students on the content and implications of the story
- Students work in pairs.
- They read the sentences in Activity 2 and circle the corresponding face.
- Check results as a class. Answers may differ.

Key (possible answers): 1 😐, 2 ☺, 3 ☹

3 SB p63 **Find who says ...**

Aim: to present the two sounds for *oo*
- Write *book* and *pool* on the board, using a red pen for the *oo*.
- Explain that *book* has a short /ʊ/ sound and *pool* has a long /uː/ sound. Separate out the phonemes in *book* (*b - oo - k*).
- Students repeat *Bag, books, balls and dolls* after you.
- Students find the text in the story (frame 4).

Key: Flash

4 069 SB p63 **Listen and say.**

Aim: to practise the short and long sounds of *oo*
- Play the recording. Students look at the picture, read and repeat.

For script see TB p123.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

1 WB p63 **Whose room is tidy? Look and tick ☑.**

Aim: to focus students on the value of tidiness

Key: Picture 2

2 WB p63 **Say and write the words under *look* or *school*.**

Aim: to practise reading and saying words with /uː/ and /ʊ/ sounds

Key: look: good, football; school: food, zoo, pool

3 023 WB p63 **Listen, say and check your answers.**

For script see TB p123.

Ending the lesson

Aim: to review and to learn some special words with the /uː/ sound
- Dictate the sound sentence from SB Activity 4 while students write. They check in the Student's Book.
- Teach some special words with the long /uː/ sound: *do, to* and *you*.

Extension activity

Aim: to discuss the value of tidiness
- Focus on what happens to Flash because her room is so messy (she cannot go to the park).
- Elicit why tidiness is important and ask for examples from students of when being messy has meant they cannot do something.

Note: Some of this discussion may need to take place in L1.



Flash's mum: Oh, your T-shirt. Let's put it in the wardrobe.

Flash: No, Mum, no!



Flash's mum: I don't believe it!

Flash: Sorry, Mum. No park for me today.

2 Read, think and circle.

1 In picture two, Flash feels …

2 In picture five, Flash feels …

3 In picture eight, Flash feels …

Phonics

3 Find who says …

Bag, b**oo**ks, balls and dolls.

4 069 Listen and say.



L**oo**k at the b**oo**ks all over the r**oo**m.

Skills

1 Read and write the correct words next to numbers 1–8.



desk books chairs bed posters clock bookcase wardrobe

My room

In my room, there's a big yellow **(1)** _____. There's a white **(2)** _____ and there's a **(3)** _____ under the window. On it, there's my toy car. There are three **(4)** _____ on the wall. There are also three **(5)** _____ in my room, but there isn't a **(6)** _____. There's a blue **(7)** _____ next to the wardrobe. I think there are twelve **(8)** _____ on it.

Learning outcomes:
- to read for specific information

Recycled language: furniture, colours, prepositions

Warm-up

Aim: to review objects in a room
- Write the words for objects in a room in jumbled letter order on the board.
- Students come to the board in turn and write the words correctly.
- Alternatively, do the activity focusing on different rooms in the house.

Stronger students: Students write other words in jumbled letters on the board for their classmates to guess.

1 SB p64 Read and write the correct words next to numbers 1–8. Exam skills

Aim: to practise reading for specific information (scanning) and identification skills
- Students look at the picture in the Student's Book. Elicit one or two things they can see.
- Read the instruction and check students know what to do.
- Students complete the activity individually.
- They check in pairs, re-reading silently as necessary.
- Check answers with the class.
- Read the text around the class.

Key: 1 bed, 2 wardrobe, 3 desk, 4 posters, 5 chairs, 6 clock, 7 bookcase, 8 books

1 024 WB p64 Listen and draw lines.

Aim: to practise listening for specific information

For script see TB p123.

Key: Tom – cat, Sam – on the sofa watching TV, Grace – on the floor, Dan – looking in the mirror

Ending the lesson

Aim: to review prepositions
- Give instructions to the class as you would at the end of the lesson, e.g. *Close your book and put it in your bag.* Make it a game. When you say *Simon says* before each instruction, they do it. When you do not, they do not.
- Make sure you use all the prepositions students are familiar with, e.g. *behind, between, in front of.* Give ridiculous instructions so that the game is fun.
- Invite volunteer students to give instructions to the class.

Extension activity

Aim: to give students practice writing from a model
- Students use the text from SB Activity 1 to write about their own bedrooms.
- Monitor students as they are writing and prompt them to use adjectives for description.
- When you have checked their first drafts, students write a final draft in their notebooks.
- They can draw a picture to illustrate the text.
- Put students in pairs. They must be partners who have not seen one another's texts and pictures.
- Student A reads his/her text to Student B. Student B draws Student A's bedroom.
- Then it's Student A's turn to listen and draw.
- Pairs compare the original drawings with their partner's drawing to see how accurate they are.
- Ask students to hand in their drawings to you. Put them in a pile.
- Ask volunteers to go to the front, take one picture and say whether they think it's a girl's or boy's bedroom.

5

Learning outcomes:
- to listen for specific information
- to speak to other students about what they do

Recycled language: furniture

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to activate students' ideas
- Write the word *bedroom* on the board.
- Elicit from students what they like to do in their bedrooms, e.g. *read, sleep, listen to music, watch TV, play games.*
- Build a word map on the board around *bedroom*.

Stronger students: Encourage stronger students to write the activities on the board instead of doing so yourself.

1 070 SB p65 Listen and answer.

Aim: to practise listening skills
- Tell students that this is a picture of Claire in her bedroom.
- Play the recording. Students listen to find out if any of their ideas in the Warm-up are what Claire does in her bedroom.

For script see TB p123.

- Check with the class.
- Students read the questions before they listen again.
- Play the recording straight through to the end again.
- Students compare their answers in pairs.
- Check with the class, playing the recording again if necessary.

Key: 1 Claire goes to her (bed)room. 2 She sits on her bed. 3 She draws little pictures. 4 and 5: Students' own answers.

2 SB p65 Tell a friend what you like to do in your room.

Aim: to practise speaking skills
- Put students into pairs.
- They take turns to ask each other the question in Activity 2. Remind students to use *to*, e.g. ***to*** *play games.*
- Make groups of four.
- Students make a word map in their notebooks, as you did in the Warm-up activity, about the things they do in their bedroom.

1 WB p65 Read and write the words.

Aim: to give students practice in reading for detail

Key: 2 sunny, 3 snow, 4 are, 5 is, 6 sofas

2 WB p65 Write about your bedroom.

Aim: to practise writing skills

Ending the lesson

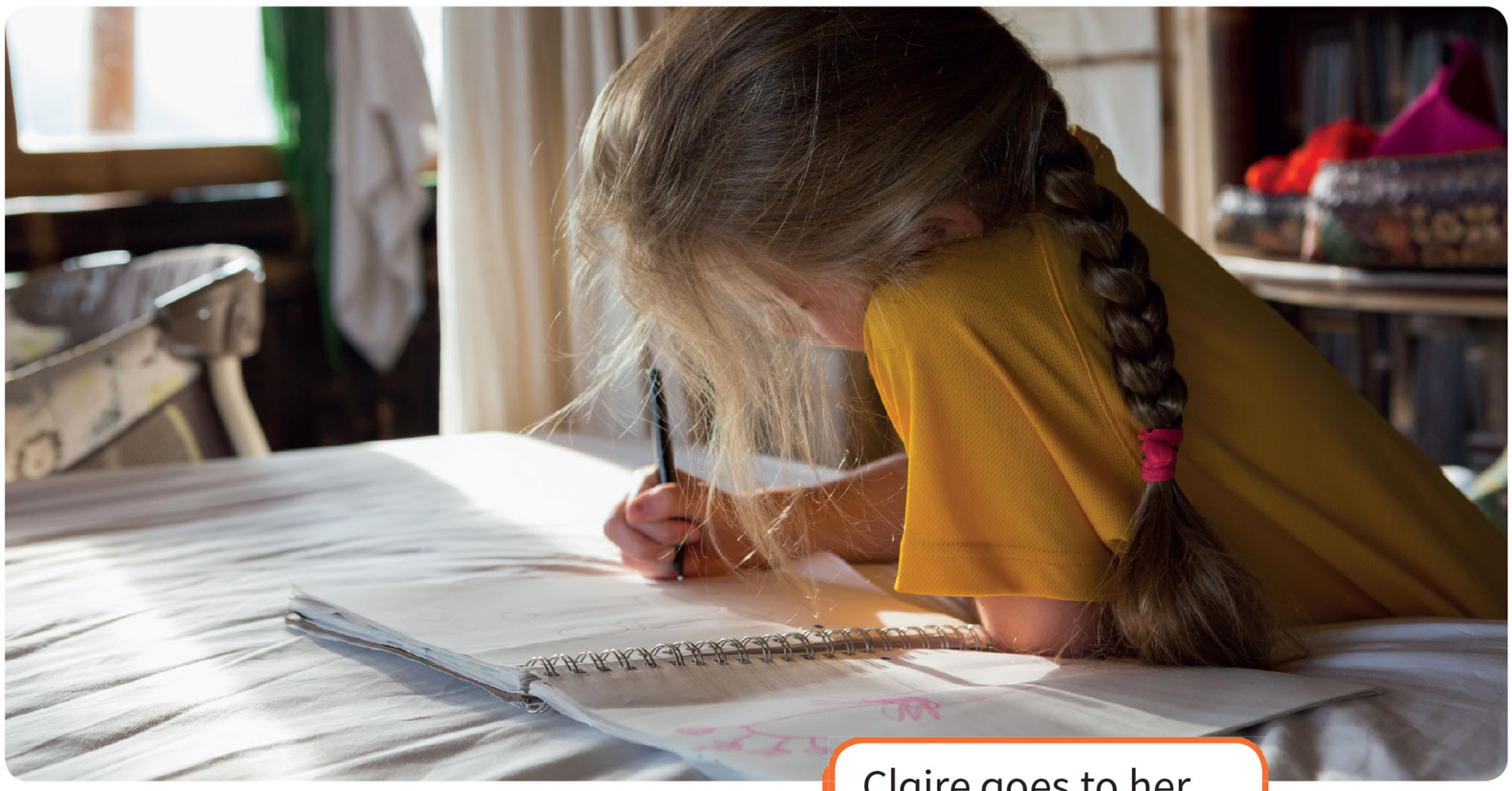
Aim: to review the content of the lesson
- Elicit from students who would like to stay in the ice hotel (WB Activity 1).
- Ask them to think about what they could do there, e.g. Can they watch TV? Can they do all the things from the Warm-up activity?
- Ask students to search for other exotic hotels around the world and tell you what makes it special and what they can do there, e.g. *The hotel Giraffe Manor in Kenya. There are giraffes and you can feed them.*

Extension activity

Aim: to practise writing skills
- Play the recording from SB Activity 1 again.
- Students write a short text of their ideas from SB Activity 2.
- Encourage them to use their imagination and make the text expressive like Claire's.
- Students write their texts in their notebooks.
- Monitor students' work.

Extra support: Provide a simple template based on Claire's poem for students to write their text, e.g. *When I want to think, I go to* (room). *I close the door. I* (activities).

1 070 Listen and answer.



Claire goes to her ...

1 Where does Claire go when she wants to think?

2 Where does she sit?

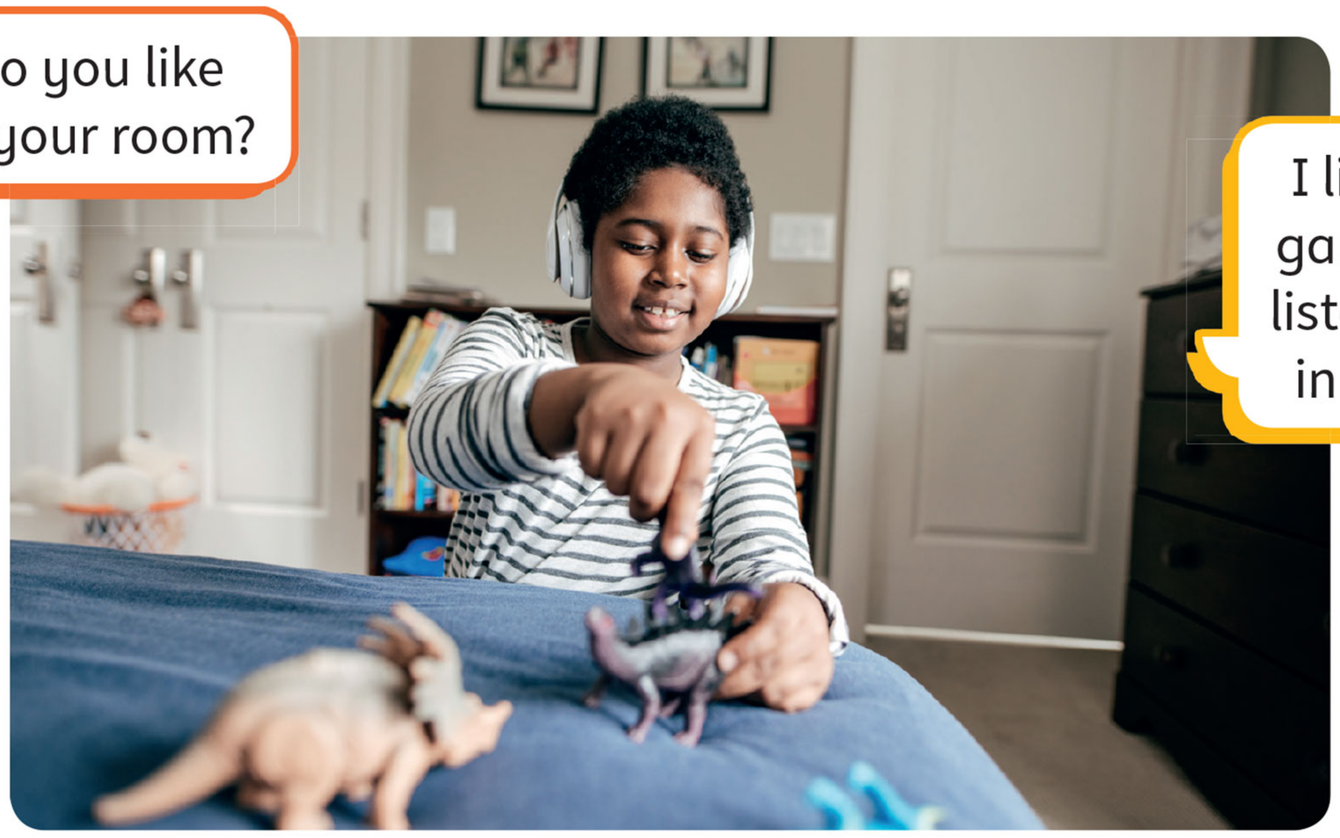
3 What does she do?

4 Where do you go when you want to think?

5 What do you do?

2 Tell a friend what you like to do in your room.

What do you like to do in your room?



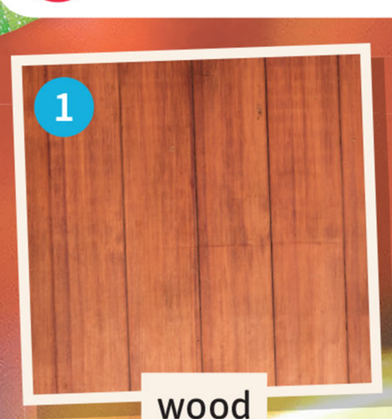
I like to play games and to listen to music in my room.

Think and learn

Materials

What are things made of?

1 071 Listen and point.


1 wood


2 metal


3 plastic


4 glass


5 fabric

2 Look, read and tick ☑ the boxes.

There are lots of different materials. There is wood, metal, plastic, glass and fabric. We use wood to make furniture like beds and chairs. What are the things in the pictures made of?


1


2


3


4


5


6

	glass	wood	plastic	metal	fabric
1 computer			✓	✓	
2 table					
3 clock					
4 armchair					
5 lamp					
6 mirror					

3 What can this furniture be made of?

bookcase chair wardrobe rug

A bookcase can be made of wood and …

Aim:
- to integrate other areas of the curriculum through English: Science
- to identify materials and categorise them

BIG QUESTION to explore the Big Question *What does furniture look like?*

New language: *metal, plastic, glass, fabric, materials, made of*

Recycled language: *wood*

Critical thinking: Sorts and classifies objects and activities according to key features (e.g. types of animal or transport)

Cognitive control functions: Cognitive flexibility

Materials: objects made of glass, wood, plastic, metal or fabric that students bring from home; a large bag, a blindfold (optional)

Warm-up

Aim: to teach materials that things are made of
- Remind students of the song on p60 in their Student's Book.
- Encourage students to sing it with you.
- Touch something made of wood and say ... *is made of wood.*
- Ask *What is the bed in the song made of? What are the chairs made of?* (Wood.)
- Encourage students to give more examples using *made of.*

SB pGG What are things made of?

Aim: to deepen understanding of the unit Big Question
- With Student's Books closed, play the video.

For videoscript see TB p123.
- Ask students what they remember.
- Students watch again and answer *What are things made of?*
- Play the video again and elicit answers.

Key: Things are made of wood, fabric, metal, glass and plastic.

1 071 SB pGG Listen and point.

Aim: to identify materials
- Students look at the pictures in the Student's Book.
- Play the recording for students to point.

For script see SB p66.

2 SB pGG Look, read and tick ☑ the boxes.

Aim: to identify materials
- Read the text as a class.
- Teach the words *metal*, *plastic*, *glass* and *fabric* by touching or pointing to objects in the classroom.
- Ask students to look at the table and tick the materials each object in the photos is made of.

Key (possible answers): 2 wood, glass, 3 metal, glass, plastic, 4 wood, fabric, 5 metal, glass, 6 glass, wood

3 SB pGG What can this furniture be made of?

Aim: to practise speaking skills
- Students work in pairs and tell each other what each of the objects in Activity 3 can be made of.
- Go around the classroom to monitor work.

Key (possible answers): A bookcase can be made of wood and metal. A chair can be made of wood or plastic. A wardrobe can be made of wood, metal and glass. A rug can be made of fabric.

1 WB pGG Look and write.

Aim: to review language

Key: 2 plastic, 3 glass, 4 fabric, 5 metal

2 WB pGG Read and draw lines.

Aim: to practise reading skills

Key: 2 e, 3 a, 4 b, 5 c

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today, e.g. *materials.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to improve students' sense of touch
- Ask students to put the objects they have brought from home in a large bag.
- Cover one student's eyes and give him/her an object.
- The student touches the object and guesses what it is made of.
- Encourage the student to say *It is made of ...*
- Alternatively, make groups and turn this activity into a guessing competition.

5

Learning outcomes:
- to extend the focus on Science through English
- to complete a project

Recycled language: furniture, materials, rooms in the house

Creative thinking: Creates texts that express personal interests, emotions, or identity

Critical thinking (WB): Sorts and classifies objects and activities according to key features (e.g. types of animal or transport)

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Cognitive control functions (WB): Cognitive flexibility

Materials: coloured pens or pencils and A3 paper (one sheet per student), an example completed project (optional)

Warm-up

Aim: to review rooms in the house
- On the board, brainstorm as many rooms in the house as students can remember.
- Ask volunteers to write the words and leave them on the board.

4 SB p67 In pairs, look around your classroom. Find something made of:

Aim: to review new language
- Put students into pairs.
- Pairs discuss what things around the classroom are made of, using the example speech bubble as a model: *This pen is made of plastic and metal. That chair is made of …*
- Put students into small groups. Students talk about items in their classroom.
- Go around the classroom to monitor work.

5 Project SB p67 Draw a room you like. Label the materials.

Aim: to enable students to apply what they have learned about materials
- Give each student a piece of A3 paper and tell the class they are going to draw rooms.
- Students look at the example picture and choose what kind of room they would like to draw.
- Students decide what items they want to include in their rooms and what they are made of. Encourage them to include a variety of items and materials.
- Students then draw their rooms. Tell students that it doesn't matter if the pictures are very simple.
- Students label the items in the rooms with the materials they are made of.
- The finished pictures can be displayed around the classroom. Alternatively, take photos of them to save to students' digital portfolios.

Stronger students: Volunteer students make short presentations of their rooms. Show how to do so by providing an example. Show one room and say *This is my (bedroom). This (red) chair is made of (plastic). I go to (my bedroom) to (play).*

3 WB p67 What's in your house? Look, write and tick ☑.

Aim: to personalise the topic

4 WB p67 Look at Activity 3. Write sentences.

Aim: to practise writing the new language

5 WB p67 Choose, write and draw.

Aim: to give students practice in identifying materials

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've …*
- Elicit from students what they did today.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to practise new language
- Students work with the drawings from the project.
- Make pairs. Student A chooses one object in his/her room and doesn't tell it to his/her partner.
- Student B asks two questions: *Is it made of…? Is it* (colour)*?* Then he/she guesses the object.
- Pairs take turns to ask questions and guess.

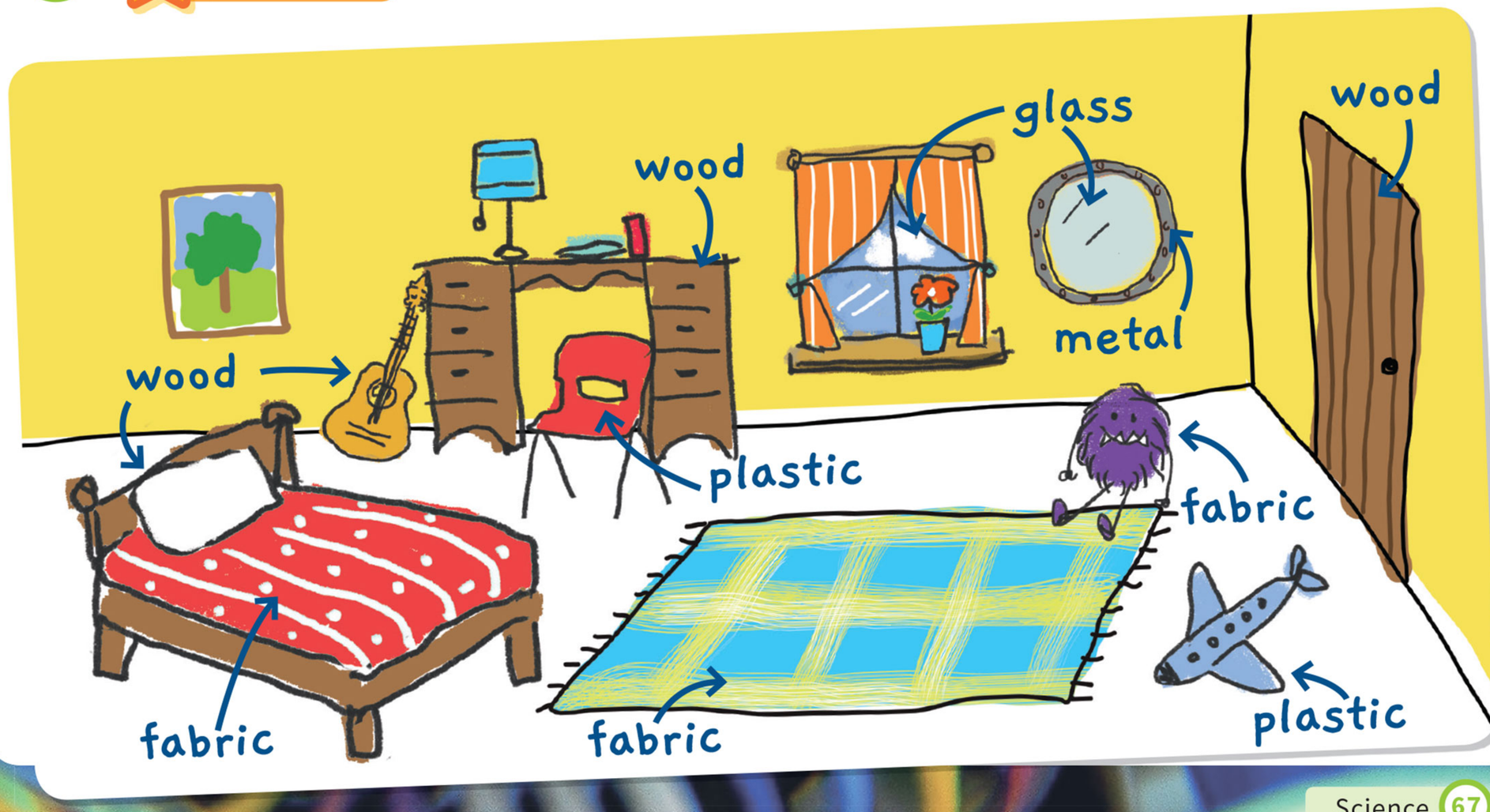
4 In pairs, look around your classroom. Find something made of:

plastic fabric metal wood glass



This pen is made of plastic and metal. That chair is made of ...

5 Project Draw a room you like. Label the materials.



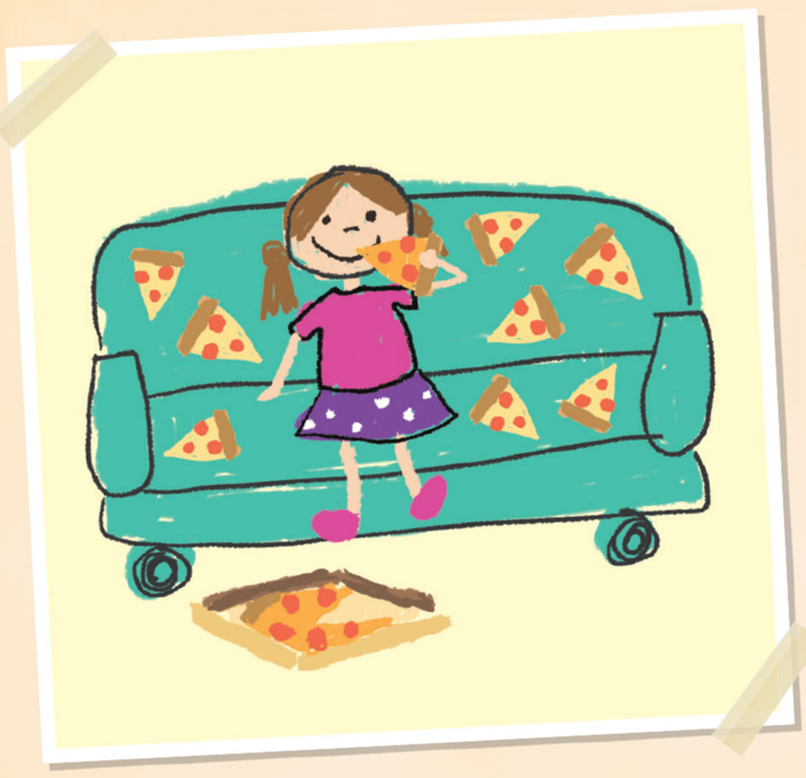
Create that!

1 072 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'm sitting on …
In your picture, you're sitting on …





Aim:
- to listen, imagine and draw to demonstrate meaning
- to describe objects in a room

New language: *somewhere, comfortable, seat*

Recycled language: vocabulary and grammar from the unit

Creative thinking: Chooses options to create something new

Cognitive control functions: Inhibitory control

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: sheets of card (one per student), plastic and/or fabric (small pieces that can be glued onto card), glue

Warm-up

Aim: to prepare students for Activity 1
- Invite students to look around the classroom in silence and attentively.
- Ask them to close their eyes.
- Say *Think of one object you've seen in the classroom.*
- Ask students to open their eyes and tell you what object they thought of.
- Compare results to see which object the majority of students mention.

1 072 SB p68 Listen and imagine. Then draw your picture.

Aim: to trigger students' imagination
- Pre-teach the words *somewhere*, *comfortable* and *seat*.
- Then ask students to put their heads down on their desks.
- Play the recording.

For script see TB p123.

- If necessary, play it a second time.
- Give students time to draw what they have imagined.
- Invite students to stand up and show their pictures to their classmates.

2 SB p68 Work with a friend. Compare your pictures.

Aim: to practise speaking
- Put students in pairs and ask them to compare their pictures by using the prompts in their books.
- Provide an example, e.g. *In my picture, I'm sitting on my green sofa. It's made of wood and fabric.*
- Go around the class and monitor work.

1 WB p68 Make a picture from paper and plastic.

Aim: to enable students to follow a set of visual and written instructions to make a picture

Ending the lesson

Aim: practise the language from the unit
- Ask students to imagine they are designers.
- Encourage them to choose a piece of furniture and think about its design, colour, size and material.
- Students draw their designs.
- Write these sentences on the board for students to complete in their notebooks, describing their creations: *This is a (table). It's (brown). It's (small). It is made of (wood).*
- Invite students to show their designs to the class and hold a class vote for the most original one.

Extension activity

Aim: to review language from the unit
- Ask students to make a word soup that includes five new words from the unit.
- Students exchange word soups for their partners to solve.

Stronger students: Teach students how to make a word puzzle with words from the unit. Use the word *furniture* as the guiding word. Write the word vertically on the board. Show students an example, e.g. *sofa* written horizontally, using the *f* in *furniture*. Leave the incomplete puzzle on the board. Encourage students to complete the puzzle in pairs in their notebooks. Finally, invite pairs to come to the board and complete the puzzle.

5

Learning outcomes:
- to review language from the unit by doing a quiz
- to reflect on learning
- to think about how the unit has helped them explore the Big Question *What does furniture look like?*

Recycled language: vocabulary and grammar from the unit

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Materials: flashcards 61–69 (furniture), large sheets of paper (one per group of around five students), a large bag

Warm-up

Aim: to review language from the unit
- Use the flashcards to review furniture.
- Ask students what they think each one is made of.
- Point to an object in the classroom and ask a volunteer to tell you what it is made of.
- The volunteer student points to another object for another student to answer.
- Encourage students to point to individual objects, and also a group of them, so that they use *this, that, these, those.*
- Ask some students to give you some personal objects, e.g. a pencil, a jacket, a pencil case.
- Put them in a big bag.
- Take one object at a time and ask students whose object it is so that they practise the possessive *'s*, e.g. *Whose pencil is this? It's Ben's.*

1 SB p69 Read and circle.

Aim: to enable students to review language from the unit by doing a quiz
- Students do the activity in pairs without looking back through the unit.
- Pairs check their work with other pairs.
- Then check answers with the class. Encourage students to put a tick next to their correct answers.

Key: 1 b, 2 a, 3 a, 4 b, 5 c, 6 b, 7 a, 8 a

1 WB p69 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 this, It's, 3 these, They're

2 WB p69 Look, read and tick ☑ or cross ☒.

BIG QUESTION

Aim: to enable students to revisit the Big Question and consolidate learning

Key: 1 ☑, 2 ☒, 3 ☑

3 WB p69 Read. Then draw and write.

Aim: to personalise the topic

Picture dictionary

Aim: to review furniture
- Students complete the Picture dictionary pages for furniture (WB p124).

Key: bed, lamp, rug, mirror, sofa, table, wardrobe, poster

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is and have a class vote.
- Repeat the most popular activity with the class.

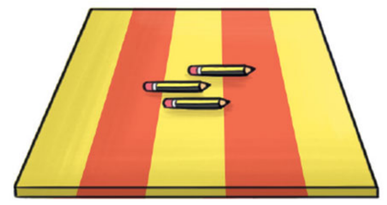
Extension activity

Aim: to enable students to share what they have learned
- Students work in groups. They take turns to read aloud what they have written for WB Activity 3.
- Group students (around five) who have drawn favourite things that are different from one another.
- Hand out a large sheet of paper to each group.
- Groups draw and colour one bedroom that includes their favourite things.
- Students label the objects.
- Display their posters around the classroom.

Think back 5

1 Read and circle.

1 There are pencils on the …



a sofa. b rug. c table.



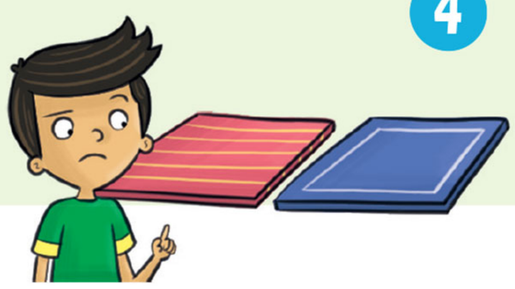
2 There's a book on the …

a wardrobe. b lamp. c armchair.

3 I like … lamp.



a this b these c that



4 I don't like … rugs.

a that b these c this

5 Whose shoes … these?



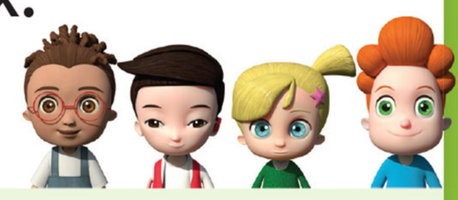
a am b is c are



6 Whose jumper … this?

a am b is c are

7 In the story, … can't go to the park.



a Flash b Whisper c Misty



8 What are the table and chair made of?

a wood b glass and metal c metal and plastic

6 People

1 073 Listen and look. Then listen and say the words.



BIG QUESTION How are faces different?

2 074 **Listen and chant.**

Hair, nose, mouth, chin.
Glasses, eyes and ears.
What a pretty, pretty face.
But look there are some tears.

Hair, nose, mouth, chin.
Glasses, eyes and ears.
What a pretty, pretty face.
But look there are some tears.

Learning outcomes:
- to name and talk about face words
- to say a chant with the class

BIG QUESTION to start to think about the Big Question *How are faces different?*

New language: *eyes, face, glasses, hair, cheeks, ears, nose, tears, chin, mouth, pretty*

Recycled language: shape, size adjectives

Cognitive control functions: Working memory

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Flashcards: 70–79 (the face)

Warm-up

Aim: to review shapes and sizes
- On the board, brainstorm shapes and sizes students are familiar with, e.g. *big, small, circle, square*.
- Leave the words on the board.

Presentation

Aim: to present face words
- Use the flashcards to present each item, pointing to the part of your face at the same time.
- Say the word for students to repeat. They point to the relevant part of their face.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board and elicit the words at random.

1 073 SB p70 Listen and look. Then listen and say the words.

Aim: to practise face words
- Students look at the picture in the Student's Book.
- Play the recording.

For script see TB p123.

- Students point to the face words when they hear them.
- Play the recording again. Students repeat the new words.
- Students practise pointing and naming in pairs.

BIG QUESTION How are faces different?

Aim: to encourage students to talk about parts of the face
- Read the Big Question. Ask students to tell you how people's faces can be different. Talk about size, colour, shape and differences among people from countries around the world. Refer back to the words on the board and encourage students to use the shapes, e.g. *circular face shape, rectangular face shape*.

Note: Some of the discussion will need to be in L1.

2 074 SB p70 Listen and chant.

Aim: to give students further practice saying the new words
- Use the picture to support meaning whenever possible.
- Pre-teach the word *pretty*.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p70.

- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- One group chants and the other claps in time with the rhythm.
- Swap groups and repeat.
- Put students into small groups.
- Ask groups to replace or change the order of one of the words in the chant.
- Ask groups to sing the new version of the chant.
- The first group to identify the difference is the winner.

1 WB p70 Use the letters to make *face* words.

Aim: to practise spelling the face words

Key: Across: 2 cheeks, 3 hair, 4 mouth, 5 nose, 6 ears; Down: 7 chin, 8 eyes, 9 face, 10 glasses

2 WB p70 Write the words.

Aim: to give further practice spelling the new vocabulary

Key: 2 tears, 3 ears, 4 eyes, 5 hair, 6 nose, 7 mouth, 8 chin, 9 cheek, 10 glasses

Ending the lesson

Aim: to review key language from the lesson
- Point to parts of your face and elicit the new words.
- Use the *glasses* flashcard if you don't wear glasses.

Extension activity

Aim: to support memory strategies
- In their notebooks, students each draw a face and label it with the new words.

6

Aim:
- to ask and answer about different emotions, using *Yes, I am (tired)* and *No, I'm not (angry).*

New language: *sad, excited, scared, tired, angry, happy, blond(e), curly*

Recycled language: the face, colours, *have got*, present continuous, *to be*

Materials: flashcards 70–79 (the face), paper circles (four per small group)

Warm-up

Aim: to review face words
- Write the first two letters of each face word on the board, with dashes to show how many other letters there are in the word, e.g. *gl_ _ _ _ _.*
- With books closed, students write the words and compare their spellings in pairs.
- Place the flashcards on the board.
- Students come up in turn and write the word under the flashcard.

Presentation

Aim: to present adjectives of emotion
- Use simple pictures on the board and your own mime to present the feelings.
- Draw the face, mime the emotion, say, e.g. *I'm happy* and write *happy* under the happy face on the board.
- Repeat for the other feelings.
- Point to each face for students to repeat and mime.

1 SB p71 Read and write the names.

Aim: to practise the new language
- Pre-teach *blond(e)* and *curly.*

Note: In British English, *blond* is generally a masculine adjective and *blonde* feminine (as in the original French), although this distinction is not always made.
- Students look at the sentences and at the pictures in the Student's Book.
- Do the first one as an example with the class.
- Check students know what to do.
- They read silently and write the names. Then they compare answers in pairs.
- Check answers with the class. Students mime the emotion for each one.

Key: a Anna, b Luke, c Claire, d Julian, e Henry, f Kate

2 075 SB p71 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p71.
- Students practise the sentences in pairs. Ask some pairs to say the sentences in front of the class.

3 SB p71 Play the mime game.

Aim: to give students practice with the new language
- Pre-teach *Yes, I am* and *No, I'm not.*
- Demonstrate the activity by miming one of the emotions. Students guess using *yes/no* questions.
- Check students know what to do.
- Students play the game in pairs.
- Check using open pairs.

1 WB p71 Read and circle.

Aim: to check students' comprehension of the new language

Key: 2 scared, 3 tired, 4 happy, 5 sad, 6 angry

2 WB p71 Look and write.

Aim: to practise spelling of new language

Key: 2 tired, 3 happy, 4 excited

Ending the lesson

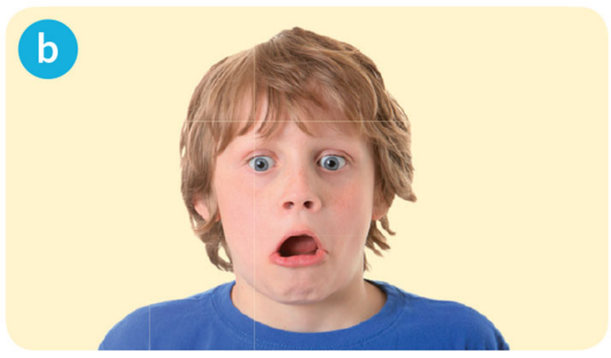
Aim: to review new language from the lesson
- Mime an emotion, e.g. *sad*, and say *I'm tired*. Students stand up because it is false.
- Repeat.
- Students sit or stay sitting for true sentences and stand or stay standing for false ones.

Extension activity

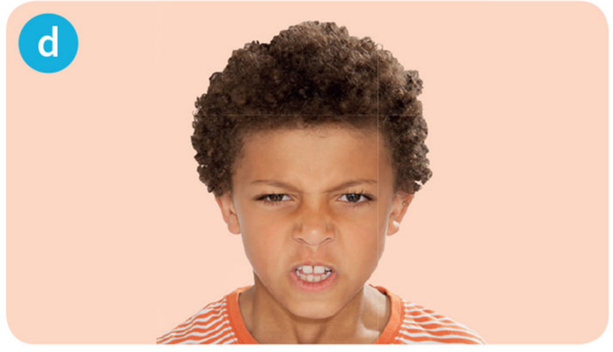
Aim: to give students practice with the new language
- Put students into small groups.
- Hand out four paper circles to each group.
- Students draw an emoji on each circle.
- Two groups play together.
- Each group chooses an emoji without showing it to the other group.
- Groups have to guess the emotion by asking *Are you (angry)?* and answering *Yes, I am* or *No, I'm not.*

1 Read and write the names.













1 Henry has got short black hair. He's tired.

2 Anna's wearing glasses and has got long blonde hair. She's happy.

3 Kate has got black hair and brown eyes. She's sad.

4 Claire has got long red hair. She's wearing glasses. She's excited.

5 Luke has got long blond hair. He's got blue eyes. He's scared.

6 Julian has got short curly hair and brown eyes. He's angry.

2 075 Watch, listen and say.

Language focus

Are you **angry**?

No, I'**m not angry**.
I'**m not tired**.

Are you **happy**?

Yes, I'**m happy** and **excited**.



3 Play the mime game.



Are you … ?



1 076 Listen and sing. Then draw lines.

Do you know my face
Is like an open book?
You can know my feelings
From my face! Have a look!

Sometimes I'm tired,
So I go to sleep.
Sometimes I'm scared,
So I hug my toy sheep.
Sometimes I'm tired ...

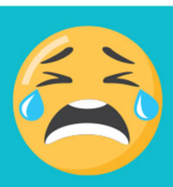
Do you know my face
Is like an open book? ...

Sometimes I'm sad
The town looks grey.
Sometimes I'm happy,
It's a beautiful day!
Sometimes I'm sad ...

Do you know my face
Is like an open book? ...



2 Look, think and write.

 I'm happy so ...	 I'm sad so ...	 I'm angry so ...	 I'm tired so ...	 I'm excited so ...
I sing a lot.	I cry.	I _____	_____	_____

Learning outcomes:
- to sing a song
- to write about their emotions

New language: *feeling, hug, sheep, like, so*

Creative thinking: Creates texts that express personal interests, emotions, or identity

Cognitive control functions: Inhibitory control

Creative thinking (WB): Chooses options to create something new

Cognitive control functions (WB): Working memory

Warm-up

Aim: to get ready for the song
- Discuss with students what they associate with different feelings, e.g. what colours or things they associate with being happy.
- Also talk about what they do when they feel scared, happy or sad. (Students can use L1 to talk about some of their ideas.)

1 076 077 SB p72 **Listen and sing. Then draw lines.**

Aim: to sing a song with the class
- Students look at the pictures in the Student's Book.
- Elicit/Pre-teach *feeling, hug, sheep*.
- Use the pictures to support / check meaning whenever possible.
- Play the audio (076). Students follow the song in their Student's Books.

For song lyrics see SB p72.

- Check understanding of new vocabulary.
- Ask students to do the activity and check answers as a class.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (077) for students to sing in four groups.

Key: So I go to sleep: 1st picture, So I hug my toy sheep: 3rd picture, The town looks grey: 4th picture, It's a beautiful day!: 2nd picture

2 SB p72 **Look, think and write.**

Aim: to practise writing from a model
- Write a sentence from the song where *so* is used, e.g. *Sometimes I'm tired, so I go to sleep.*
- Elicit from students the other example with *so* from the song and write it on the board.
- Read the two examples using *so* from Activity 2.
- Encourage students to think of things they do when they are angry, tired or excited.
- Ask students to complete the incomplete sentences in their notebooks.
- Go around the class and provide vocabulary as needed.
- Check students' writing, giving feedback as appropriate.

1 025 WB p72 **Can you remember? Listen and write.**

Aim: to practise listening and reading skills

For song lyrics see SB p72.

Key: 2 tired, 3 scared, 4 sad, 5 happy

2 WB p72 **Write a new verse.**

Aim: to give students practice writing from a model

Ending the lesson

Aim: to sing a song
- Put students into pairs. They prepare their new songs from the work they did in WB Activity 2.
- Use the karaoke version of the song as pairs perform their new verses.

Extension activity

Aim: to practise new language
- Draw happy, sad, angry and tired faces on the board.
- Students tell you the activities they do when they feel happy. They provide examples from their verses.
- Continue with the rest of the emotions.

Stronger students: Students go to the front and write the activities under the corresponding faces.

6

Learning outcomes:
- to use possessive adjectives and months to talk about when their and their friends' birthdays are

New language: months of the year, *birthday, in (April), their, our, remember, twins*

Recycled language: possessive *'s*, possessive adjectives

Warm-up

Aim: to review possessive adjectives: *my, his, her, your*
- Use classroom objects to review *my, his, her, your.*
- Hold up your pen and say *This is my pen.* Point to Student A's pen and say *This is your pen.* Hold up the pen and prompt Student B to say *This is his/her pen.*
- Practise with other objects and other students.

Presentation

Aim: to present the months of the year
- Write the date on the board and elicit the month.
- Ask which month comes before and which after.
- Elicit as many months as students can remember.

1 078 SB p73 Listen and chant.

Aim: to practise the sequence of the months of the year
- Play the recording. Students follow the chant in their Student's Books.

For chant script see SB p73.
- Play the recording again for students to join in.
- When students have learned the chant, practise it with the whole class.

2 079 SB p73 Listen, read and circle.

Aim: to present and practise *in* for months
- Pre-teach / Check understanding of *birthday*.
- Ask several students *When's your birthday?* They say the month only.
- Students read the sentences before they listen.
- Play the recording. Students compare answers in pairs.

For script see TB p123.
- Play the recording again.
- Check with the class, eliciting full sentences.
- Ask more students *When's your birthday*? They reply with a full sentence: *My birthday is in (June).*
- Students practise, asking and answering in pairs.

Key: 1 May, 2 May, 3 July

3 080 SB p73 Watch, listen and say.

Aim: to focus students on grammatical form
- Ask a group of students whose birthdays are in a particular month to stand up. Say *Their birthdays are in (July).*
- Say when your birthday is and call the students whose birthdays are in the same month to stand up. Say *Our birthdays are in (August).*
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p73.
- Students practise the sentences in pairs.

4 SB p73 Find out when your friends' birthdays are. Then play the birthday game.

Aim: to give students practice with the new language
- Students ask and answer *When's your birthday*? around the class and get into birthday month groups. Some groups may be only one student.
- Each group then presents their birthdays in turn as a memory/chain game, e.g. Group A: *Our birthdays are in May.* Group B: *Their birthdays are in May. My birthday's in July.* Group C: *Their birthdays are in May. Her birthday's in July. Our birthdays are in January.*

1 WB p73 Number the months.

Aim: to give students practice with sequencing the months

Key: 4 April, 8 August, 12 December, 2 February, (1 January, 7 July), 6 June, 3 March, (5 May), 11 November, 10 October, (9 September)

2 WB p73 Look and match.

Aim: to practise possessive adjectives

Key: 2 c, 3 d, 4 a

3 WB p73 Look and write.

Aim: to practise language from the unit

Key: 2 Our, 3 Their, 4 Their

Ending the lesson

Aim: to practise key language from the lesson
- Repeat the same activity as in the Warm-up, but include groups of students as well as plural objects.
- Elicit the sentence from the students each time.

Extension activity

Aim: to give students further practice with birthdays
- Make a birthday poster with the class, showing when each student's birthday is.

1 078 Listen and chant.



The months are easy to remember:

January, February, March,
April, May and June,
July, August, September,
October, November, December.
Remember? No?
Then start again: January, February …



2 079 Listen, read and circle.

1 Ben's birthday is in **June** / **May**.

2 Lucy's birthday is in **May** / **April**.

3 Tim and Sam's birthdays are in **May** / **July**.



3 080 Watch, listen and say.



Language focus

Our birthdays aren't in May.
They aren't in September.
Our birthdays are in November!

Their birthdays aren't in May.
They aren't in September.
Their birthdays are in November!



4 Find out when your friends' birthdays are. Then play the birthday game.

Our birthdays are in …

Their birthdays are in …

Thunder's birthday

1 081 Do Thunder, Flash and Misty win medals?



Flash, Whisper and Misty: Pull, pull, pull, you can win this tug of war.



Thunder: Oh no!

Other children: We're the winners.



Thunder: Let's have a three-legged race.

Whisper: Great. I want to be with Flash, please.



Whisper: Help!

Flash: Oh dear.

Whisper: No medal for us.



Thunder: Let's play *Pin the tail on the donkey*.

Misty: Great!



Thunder: That's perfect, Misty.

Whisper: Misty's great!

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *pull, tug of war, three-legged race, medal, pin, tail, donkey, perfect, win, winner, blindfold*

Recycled language: language from the story

Value: being a good loser

Materials: a piece of string and sticky tack to make a donkey's tail (optional)

Warm-up

Aim: to review the characters and the story
- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their super powers.
- Elicit what students remember about the previous episode. Ask, e.g. *What's the problem with Flash's room? Where does she put her things? Does she go to the park with Whisper?* (It's very messy. She puts things in her wardrobe. No, she doesn't.)

Thunder's birthday

1 081 SB pp74–75 **Do Thunder, Flash and Misty win medals?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit what day it is (Thunder's birthday). Tell students that the friends are going to play some games.
- Play the whole video. Students listen for what the names of the three games are (Tug of war, Three-legged race, Pin the tail on the donkey).

For script see SB pp74–75.

- Students compare their ideas in pairs. Elicit from the class.
- Demonstrate the games and ask if students have played any of them.
- Then play the video again, pausing to check comprehension.
- Ask *Do Thunder, Flash and Misty win medals?*
- Talk with the class about the value of being a good loser. Refer to the importance of thinking about why you have lost and that you can always become better. Tell students that it is crucial to accept you have lost and move on.
- Play the audio. Students listen and repeat.

Key: No, they don't.

1 026 WB p74 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p124.

Key: 1 1st picture (Thunder), 2 2nd picture (Whisper), 3 2nd picture (Thunder)

2 WB p74 **Look and match.**

Aim: to check understanding of the story

Key: 1 c, 2 b, 3 a

3 WB p74 **Look and write the numbers.**

Aim: to check comprehension of key phrases

Key: a 2, b 3, c 1

Ending the lesson

Aim: to practise the story
- Put students into groups of six.
- Students take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to activate students' imagination
- Play a game of 'Pin the tail on the donkey' with students.
- Draw a donkey on the board. Use a piece of string and sticky tack as the tail.
- Pre-teach *to the right, to the left, up, down* and *You're very close* to the class so they can prompt each other as they play the game.

6

Learning outcomes:
- to interpret deeper meaning from a story
- to practise saying the long vowel sound /eɪ/ as in *play*
- to review language from the story and the unit

New language: *rainy, come out*

Recycled language: language from the story

Phonics focus: Your students will be able to say the sound /eɪ/ and identify the alternative spelling *a_e* (e.g. *lake*), called a split digraph. They can contrast this sound with the short /æ/ sound (as in *cat*).

Note: *Hair* /heə/ is a special word (it rhymes with *where* and *air*).

Value: being a good loser

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Whose birthday is it? What games do they play? Do the Super Friends win the medals?* (It's Thunder's birthday. They play tug of war, a three-legged race and 'pin the tail on the donkey'. No, they don't.)

2 SB p75 Look at the picture and choose the correct sentence.

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow it in their Student's Books.
- They look at the picture and choose the best sentence.
- Check with the class.

Key: 2 We're the winners!

3 SB p75 Find who says ...

Aim: to present the sound /eɪ/
- Write *play* and *tail* on the board, using a red pen for the *ay* and *ai*. Explain that the two words have the same sound /eɪ/.
- Students repeat *Let's play Pin the tail on the donkey* after you.
- Students find the speech bubble in the story (frame 5).

Key: Thunder

4 082 SB p75 Listen and say.

Aim: to practise the long sound /eɪ/ and recognise its alternative spellings
- Pre-teach *rainy* and *come out.*
- Play the recording. Students look, read and repeat.

For script see TB p124.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.
- Write *cake* to show the alternative spelling of the /eɪ/ sound on the board under *play* and *tail*.

1 WB p75 Who is being a good loser? Look and tick ☑.

Aim: to focus students on the value of being a good loser

Key: Picture 1

2 WB p75 Read and colour the train.

Aim: to practise the long /eɪ/ sound (as in *train*) and contrast it with the short /æ/ sound (as in *sad*)

Key: red: train, face, play, race; blue: sad, thanks, cap, lamp

3 027 WB p75 Listen, say and check your picture.

For script see TB p124.

Ending the lesson

Aim: to review the long /eɪ/ sound and its alternative spellings
- Dictate the sound sentence while students write. They check in the Student's Book.
- Dictate the following words: *say, name, bag, Flash, rain, lamp, face, black.* Students write them under columns headed /eɪ/ and /æ/.

Extension activity

Aim: to revisit the importance of being a good loser
- Focus on what happens at the birthday party and who wins and loses.
- Elicit why this value is important and examples of when students have been good losers.

Note: Some of this discussion may need to take place in L1.

7



Thunder, Flash and Whisper: You aren't wearing your blindfold. That's not fair!

8



Thunder, Flash, Misty and Whisper: No medals for us today.

Other children: Bye!

2 Look at the picture and choose the correct sentence.



1 That's not fair!

2 We're the winners!

3 Let's have a race.

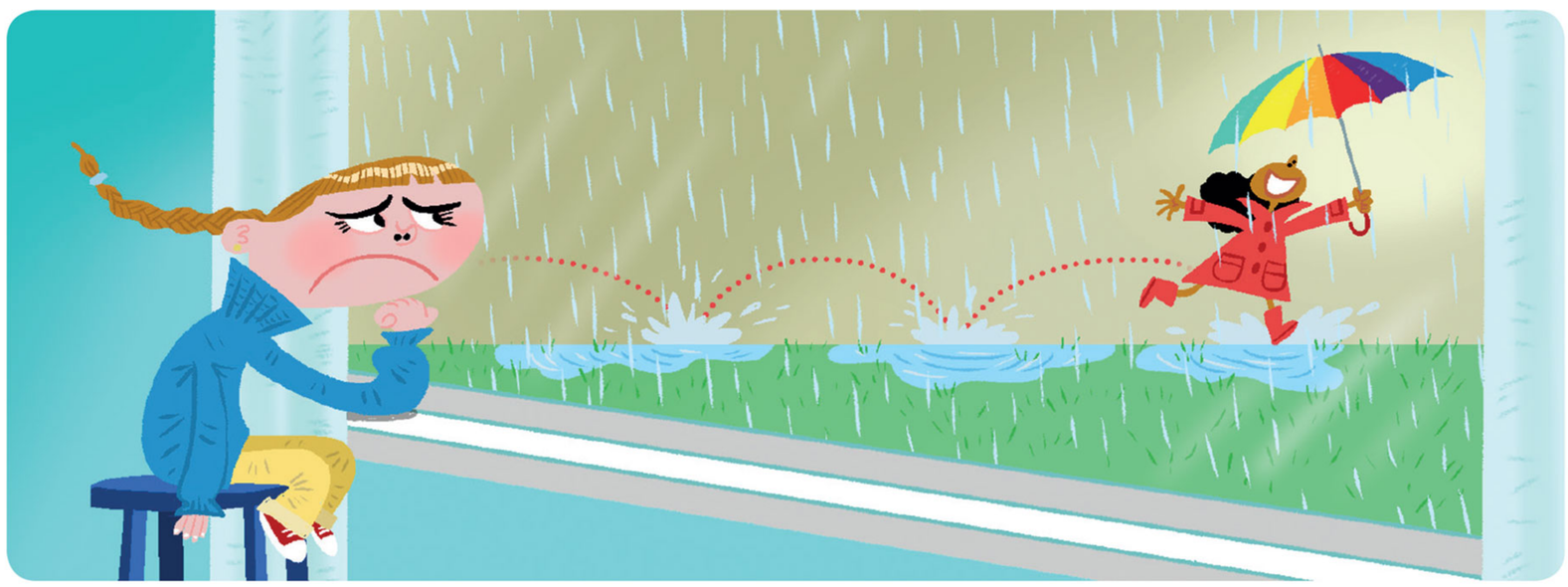
4 Let's play.

Phonics

3 Find who says …

Let's pl**ay** *Pin the t**ai**l on the donkey.*

4 082 Listen and say.



J**a**n**e**, it's a r**ai**ny d**ay** but don't m**a**k**e** a sad f**a**c**e**, come out and pl**ay**.

Skills

1 Read, think and write what's missing in each birthday invitation.



1

Dear Eve, _____

Can you come to my birthday party, please? Please bring your sister with you. Mia wants to play games with her.

The party is at our house – 21 Top Road. It starts at three o'clock.

See you there!

Ava

2

Dear Anthony, _____

Please come to my birthday party on Friday. Can you bring your skateboard, please? Can you come? The party starts at four o'clock.

See you on Friday.

Ella

3

Dear Barbara, _____

Come to my birthday party, please. It's on Sunday. Please bring your brother, too. I've got three new kites. We can fly them. The birthday party is in our garden - 15, Red House Road.

See you on Sunday. Hooray!

Henry

2 Write an invitation to your birthday party.

Remember to write:

where it is.
what day it is.
what time it is.

Learning outcomes:
- to read for specific information
- to write an invitation

New language: *invitation, ask, bring, skateboard, start, kite, garden, See you there! / on Sunday.*

Recycled language: family, days of the week

Critical thinking: Conducts guided text analysis

Cognitive control functions: Cognitive flexibility

Materials: paper (one sheet per student)

Warm-up

Aim: to review days of the week
- Write what day of the week it is.
- Ask volunteers to write the days before and after to complete the seven days of the week.

1 SB p76 Read, think and write what's missing in each birthday invitation.

Aim: to practise reading for specific information (scanning) and identification skills
- Pre-teach *invitation*.
- Brainstorm the information needed on an invitation (place, date, time).
- Check students know what to do.
- They read the invitations silently and find what information is missing.
- They check in pairs, re-reading silently as necessary.
- Check with the class.
- Read the invitations aloud around the class and ask comprehension questions, e.g. *Where is Ava's birthday party?*

Key: 1 date, 2 place, 3 time

2 SB p76 Write an invitation to your birthday party.

Aim: to give students practice writing from a model
- Hand out sheets of paper.
- Tell students they will write an invitation to their birthday party.
- Remind students of the information they need to include: place, date, time.
- Tell students to use one of the three invitations in Activity 1 to help them as they write.
- Ask students to underline useful expressions with you, such as *Dear, It starts at, See you there!* Emphasise the use of *on* before a day of the week and *at* before the time.
- Students write their invitation to another student in the class. Organise this so that every student receives an invitation.
- Monitor students as they are writing and prompt any corrections.
- Students write the final draft on a piece of paper, addressed to a student in the classroom.
- Students decorate their invitations.
- Students swap invitations, read and reply. Provide an example of a reply, e.g. *Dear (Lucy), Thank you for your birthday invitation. I can take (my kite). See you on (Monday). Hooray! Love, John*

Extra support: Give a simple model of a birthday invitation for students to follow, e.g. *Dear (John), Please come to my birthday party on (Sunday). It's (at my house). The party starts at (five o'clock). See you there!*

1 028 WB p76 Listen and tick ☑. Exam skills

Aim: to practise listening for specific information

For script see TB p124.

Key: 2 a, 3 b, 4 c, 5 b

Ending the lesson

Aim: to activate students' imagination
- Build two word maps on the board with students: one word map for food to eat at a party, and one word map for games to play at a party.

Extension activity

Aim: to give students listening and speaking practice
- Students use the pictures from WB Activity 1 to say and guess.
- One student says, e.g. *This person's got long hair and is wearing glasses.* The other student points to the correct picture.

Aim:
- to listen for specific information
- to ask and answer to play a game

New language: *clown*

Recycled language: the face, colours

Creative thinking: Creates content for peers to use in class activities

Materials: flashcards 70–79 (the face), sheets of paper (one per student)

Warm-up

Aim: to review face words
- Stick the ten face flashcards on the board.
- Elicit the word for each one.
- Take one away. Elicit all the words again, including the missing flashcard.
- Repeat, taking one away each time until none is left.
- Continue, putting one flashcard back on the board each time until they are all there.

1 083 SB p77 Listen and number. Exam skills

Aim: to practise listening skills
- Pre-teach *clown*.
- Students look at the clowns in Activity 1 and look for differences.
- Ask a volunteer to point to a difference and tell you what the difference is, e.g. *Clown a has got long hair, but clown b has got short hair.*
- Play the recording. Students listen and number.

For script see TB p124.

- Students compare their answers in pairs.
- Play the recording again. Check answers as a class.

Key: a 4, b 2, c 6, d 1, e 3, f 5

2 SB p77 Draw a clown face and play the game.

Aim: to practise speaking and listening skills
- Hand out paper.
- Students draw a clown face, using the ones in the Student's Book as a model.
- Make sure students do not show their drawings to the rest of the class.
- Students colour their clowns.
- Put students into groups of four to six.
- Students place their pictures face down in front of them. They move them around so they don't know which is whose. Then they turn them all over.
- Students ask questions as in the speech bubble prompts to find out which picture is whose.

1 WB p77 Read and write the words.

Aim: to give students practice in reading for detail

Key: **1** (2) park, (3) football; **2** (1) birthday, (2) sister, (3) afternoon; **3** (1) May, (2) 38, (3) eleven

Ending the lesson

Aim: to review the content of the lesson
- Elicit from students which party from WB Activity 1 they would like to go to, and why.
- Ask students to take into consideration time, place, date and activities they would do at the party.
- In their notebooks, students write a reply to the invitation they have chosen.

Extension activity

Aim: to practise writing skills
- Students write a description of the clowns they drew for SB Activity 2.
- Go around the class and monitor students' work.
- Students exchange their descriptions for other students to read.

Extra support: Write a model with incomplete information for students to follow, e.g. *This clown has got a ... face, a ... nose, ... hair, a ... mouth and ...*

1 083 Listen and number.

a



b



c



d



e



f



2 Draw a clown face and play the game.

Has your clown got … hair?

Yes, he has.

Has your clown got … eyes?

No, he hasn't.

Think and learn

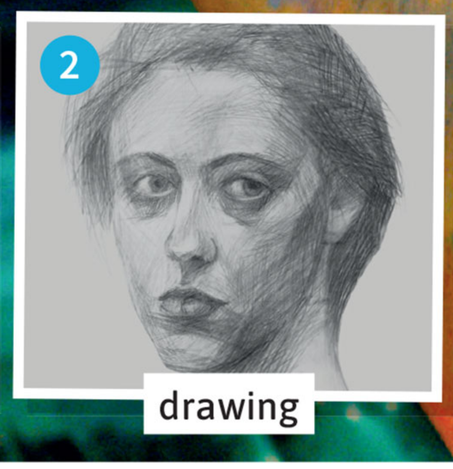
Portraits

How do artists make faces?

1 084 Listen and point.



painting



drawing



photo



paper collage

2 **Read and match the museum labels to the portraits in Activity 1.**

Artists do pencil drawings and colour paintings of faces. They take photos of faces and they make collages of faces with paper and glue, too. These are all called 'portraits.'

a For this portrait, the artist uses a grey pencil. The person in the portrait is young. The grey pencil shows the shape of her face and eyes. ☐

b For this portrait, the artist uses a camera. The person in the portrait has big glasses and a smile. ☐

c In this portrait, the artist uses small bits of newspapers and black crayon. ☐

d For this portrait, the artist uses paint. It has got lots of different colours. ☐

3 **Look at the portraits again. How are the people feeling?**

happy excited scared angry sad tired

I think the person in 1 is sad.

I don't. I think the person is scared.

Aim:
- to integrate other areas of the curriculum through English: Art

BIG QUESTION to explore the Big Question *How are faces different?*

New language: *portrait, painting, drawing, person, photo, paper collage, label*

Recycled language: emotions

Critical thinking: Draws conclusions from given information

Critical thinking (WB): Compares different types of information

Materials: pictures of the faces of ordinary people showing different emotions, portraits made by well-known artists (optional)

Warm-up

Aim: to review emotions
- Show the pictures of people to the class and ask about their emotions: *Is (he) (happy)?*

SB p78 **How do artists make faces?**

Aim: to deepen understanding of the unit Big Question
- With Student's Books closed, play the video.

For videoscript see TB p124.

- Ask students what they remember.
- Students answer the question *How do artists make faces?*

Key: Artists make faces with drawings, paintings, paper collages and photos.

1 **084** **SB p78** **Listen and point.**

Aim: to extend students' understanding of Art
- Play the recording.

For script see SB p78.

- Students listen and point.
- Ask students if they like any type of art more than others.

2 **SB p78** **Read and match the museum labels to the portraits in Activity 1.**

Aim: to practise reading for detail
- Read the text with students and ask them to match the labels with the portraits in Activity 1.
- Make sure students understand the meaning of *label.*

Extra support: Before doing Activity 2, write these words on the board: *pencil, black crayon, camera, paint*. Ask students which portraits on page 78 they associate these words with.

Key: a 2, b 3, c 4, d 1

3 **SB p78** **Look at the portraits again. How are the people feeling?**

Aim: to deepen students' interpretation of how people are feeling
- Read the model speech bubbles with the class.
- Put students into pairs and ask them to give their opinions on how they think the people in the portraits are feeling.
- Go around the class and encourage students to use *I think …*

1 **WB p78** **Look and write.**

Aim: to review vocabulary

Key: 2 photo, 3 painting, 4 drawing

2 **WB p78** **Read and draw lines.**

Aim: to practise reading skills

Key: 2 d, 3 c, 4 a

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today, e.g. *art, portraits*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to encourage students to interpret art
- Show students portraits made by well-known artists.
- Encourage them to tell you how they think the people in the portraits feel.

Stronger students: In pairs, students write a label for one of the portraits you have shown. They use the labels in SB Activity 2 as a model. Encourage students to include their opinion of how the person in the portrait is feeling.

6

Learning outcomes:
- to extend the focus on Art in English
- to complete a project

Creative thinking: Uses different media to make and describe his/her own designs

Materials: A4 or A3 card (one sheet per student), paint, pencils, coloured paper / old magazines, glue, child-friendly scissors, digital cameras / phone cameras (if available), a printer, photo paper

Warm-up

Aim: to review vocabulary to write a label
- On the board, elicit vocabulary students will need in order to do Activity 4.
- Refer students back to the museum labels on SB p78 Activity 2. Brainstorm the things artists use, e.g. *pencil*, *camera*, *paper* and *paint*.
- Brainstorm adjectives to describe parts of the face, e.g. *small, big, long, rectangular, circular.*
- Review the use of *so,* using this sentence to describe drawing 4 in WB p78 Activity 1: *The person is old, so there are lots of lines on his face.* Encourage students to provide more examples, e.g. *The person is happy, so he has a smile.*
- Leave the text on the board.

4 SB p79 Choose one of the portraits and write a museum label for it.

Aim: to improve writing skills
- Ask students to do Activity 4 individually.
- Encourage them to use the model in the Student's Book and the vocabulary from the board.

5 SB p79 Read your museum label to a friend. Can they guess the picture?

Aim: to improve reading and listening skills
- Put students into pairs to read their labels to each other and guess which portrait it belongs to.

6 Project SB p79 Do a portrait of a person you like. Write about the portrait. Then tell a friend.

Aim: to enable students to express their creativity and apply what they have learned about portraits
- Tell the class they are going to do a portrait of someone they like.
- Ask students to choose a style for their portrait: painting, drawing, collage or photo. If materials for taking and printing photos are not available, they can choose from the first three options.
- Students decide who they want to do a portrait of.
- Tell students that if they are using a camera for their portrait, they need to do the portrait of somebody in the classroom.
- Students also need to think about how the person is feeling in the portrait: happy, excited, scared, angry, sad or tired.
- Students who are doing a painting, drawing or collage can refer to a photo of their subject to help them.
- Students who are using a camera decide on where they want their subject to be and if they are sitting or standing. They ask their subject to make a face to show how they are feeling when they take the photo. They then take the photo and print it out.
- Finally, students write about their portraits and present them to their classmates.
- Take photos of the portraits and save them to students' digital portfolios.

3 WB p79 Look, read and match.

Aim: to work out the sequence of instructions

Key: 2 f, 3 e, 4 a, 5 c, 6 g, 7 b

4 WB p79 Look at Activity 3. Draw a self-portrait.

Aim: to practise following instructions

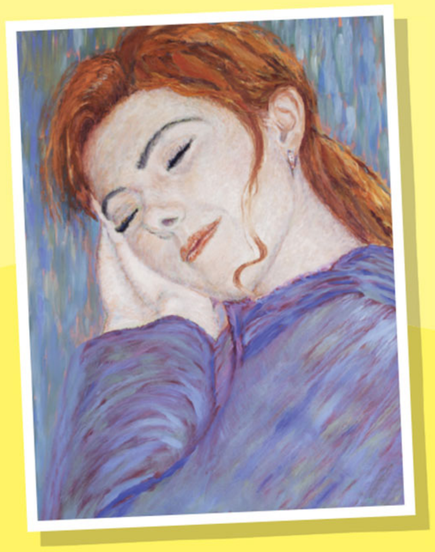
Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've …*
- Elicit from students what they did today.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to boost creativity
- Organise an art exhibition at your school.
- As a class, write invitation cards to other classes.
- Put into practice what students learned about writing an invitation on SB p76.

4 Choose one of the portraits and write a museum label for it.







For this portrait, the artist uses ... The person is ...

5 Read your museum label to a friend. Can they guess the picture?

6 Project Do a portrait of a person you like. Write about the portrait. Then tell a friend.



This portrait is a drawing. For my drawings, I use crayons and a pencil. The person is my brother. He's excited so his eyes are big.

Do that!

1 085 **Listen and act out with your teacher. Then listen again and number the pictures.**



2 **Read the sentences from the story and draw lines.**

a You hear an interesting noise.

c A friend gives you a birthday present.

e It's a broken vase.

b Say 'Thank you' and smile.

d You're excited. Open it and see.

f Shake the present and listen.

3 **Listen to a friend and act it out.**



A friend gives you a big present.
You're happy. Open it and see.
It's an interesting book!



Aim:
- to practise language through listening and responding physically
- to practise giving instructions

New language: *smile, present, shake, interesting, noise, broken, vase*

Recycled language: vocabulary and grammar from the unit

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: wrapping paper; for the WB making activity: a sheet of card, scissors, coloured pens or pencils

Warm-up

Aim: to activate students' imagination
- Ask the class to stand up facing a wall or window.
- Call some volunteers and ask them to wrap objects as if they were presents.
- Ask students to go back to their desks. Call some volunteers to touch the 'presents' and guess what they are.

1 085 SB p80 Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to practise listening and following instructions
- Tell students to look at the pictures and ask what they can see. Elicit new vocabulary.
- Remind students that the pictures are not in the right order.
- Play the recording. Act out and encourage students to follow you.

For script see TB page 124.

- Play the recording again and repeat.
- Ask students to number the pictures. Correct as a class.

Key: 6, 1, 2, 3, 4, 5

2 SB p80 Read the sentences from the story and draw lines.

Aim: to give students practice in reading
- Put students into pairs and ask them to do Activity 2 together.
- Go around the class and monitor work.
- Check answers as a class.

Key: (c, b), f, a, d, e

3 SB p80 Listen to a friend and act it out.

Aim: to give students practice in creating and giving instructions
- Tell students you would like them to make a new version of the story.
- Read the model speech bubble from the Student's Book and focus students' attention on the words that have been changed, e.g. *You're happy* instead of *You're excited.*
- Students work on the new version. Monitor work.
- When students are ready, ask a volunteer to go to the front and read the story as the rest of the class acts it out.
- Students then work in pairs. One student says their story and the other student acts it out. Then they swap roles.

1 WB p80 Make an emoji birthday card.

Aim: to enable students to follow a set of visual and written instructions to make a birthday card

Ending the lesson

Aim: to activate students' imagination
- Tell students you are going to describe a person's face and they have to draw it in their notebooks, e.g. *For this portrait the artist uses coloured pencils. This woman has big blue eyes and a small nose. She has long blonde hair. She is happy, so she has a smile.*
- When all portraits are ready, compare results.

Extension activity

Aim: to practise writing
- In pairs, students write the description of the portrait they drew in the Ending the lesson activity.

6

Learning outcomes:
- to review language from Units 5 and 6
- to collaborate and reflect on learning

BIG QUESTION to think about how the unit has helped them explore the Big Question *How are faces different?*

Recycled language: vocabulary and grammar from Units 5 and 6

Creative thinking: Substitutes words and phrases to create new texts

Cognitive control functions: Working memory

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review language from Units 5 and 6
- Write the Big Questions from Units 5 and 6 on the board: *What does furniture look like? How are faces different?*
- Encourage students to orally brainstorm as many words as they can remember related to each Big Question.

1 SB p81 How many words can you remember? Draw pictures.

Aim: to review language from Units 5 and 6
- Students work in pairs to draw as many words as they can remember related to the two categories: Furniture and The face.
- Go around the classroom and monitor work.

2 SB p81 Write and say the words.

Aim: to review language from Units 5 and 6
- Pairs from Activity 1 write the words below each of their drawings.
- Ask pairs to work with another pair.
- Encourage peer correction of spelling.
- Students read their words to each other. Go around the classroom to monitor pronunciation.

3 08G SB p81 Listen and number.

Aim: to practise listening skills and language from Units 5 and 6
- Tell students they are going to listen to a dialogue. Ask them to listen first without looking at their Student's Books.
- Play the recording and ask simple comprehension questions, e.g. *Where are the shoes? Whose shoes are they?*

For script see TB page 124.
- Students read the speech bubbles in Activity 3.
- Play the recording again. Students number the speech bubbles.
- Check answers as a class.

Key: orange: (1), 3, 5; yellow: 2, 6, 4

4 SB p81 Write a new dialogue. Act it out.

Aim: to practise writing and to boost creativity
- Ask students to work in pairs to write a new dialogue, following the model in Activity 3.
- Monitor students' work as you go around the classroom.
- Invite volunteers to act out their dialogue in front of the class.

1 WB p81 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 No, he isn't. 3 Their

2 WB p81 Look and circle.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning

Key: 2 brown, 3 short, 4 drawings

3 WB p81 Read. Then draw and write.

Aim: to personalise the topic

Picture dictionary

Aim: to review parts of the face
- Students complete the Picture dictionary pages for the face (WB p125).

Key: chin, ears, eyes, face, glasses, hair, mouth, nose, tears

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learned
- Students work in groups. They take turns to read aloud what they have written for WB Activity 3.

Group Check Units 5 and 6

6

1 How many words can you remember? Draw pictures.

Furniture





The face





2 **Write and say the words.**

3 086 **Listen and number.**

No, I'm very angry. Look! There are shoes on my bed. ☐

Are you OK? 1

The socks are my brother's, too! ☐

They're my brother's. ☐

Whose are the shoes? ☐

And whose are those socks on the lamp? ☐

4 **Write a new dialogue. Act it out.**

Are you OK?

_____, I'm very _____.
Look! There are _____.

Whose _____ ?

They're _____

And whose _____ ?

The _____

7 Off we go!



1 087 Listen and look. Then listen and say the words.

BIG QUESTION Where can transport go?

2 088 Listen and chant.

Jump on a scooter.
Jump on a bus.
Jump on a motorbike.
And come with us.

Jump on a plane.
Jump on a boat.
Jump on a skateboard.
And off we go.

Jump in a helicopter.
Jump in a car.
Jump on a bike.
Are we going far?

Jump in a taxi.
Jump on a train.
Jump in a lorry.
Let's go again!

Learning outcomes:
- to name and talk about transport
- to say a chant

BIG QUESTION to start to think about the Big Question *Where can transport go?*

New language: *helicopter, ship, lorry, boat, scooter, skateboard, motorbike, taxi, bus*

Recycled language: *plane, train, car, bike*

Cognitive control functions: Working memory

Critical thinking (WB): Solves simple puzzles, e.g. word puzzles

Flashcards: 80–88 (transport)

Warm-up

Aim: to review transport words
- Mime *plane*, *train*, *car* and *bike* and elicit the words.
- Write them on the board.
- Say, e.g. *I come to school by car. How about you,* (name)*?*
- The student answers. Supply other words, e.g. *bus / taxi / I walk to school.* Add the transport words to the board.
- Continue in open pairs.

Presentation

Aim: to present transport vocabulary
- Use the flashcards to present the means of transport.
- Say the words for students to repeat after you.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board next to the words.

1 087 SB p82 Listen and look. Then listen and say the words.

Aim: to practise transport vocabulary
- Students look at the picture in their Student's Books.
- Play the recording.

For script see TB p124.
- Students point to the transport words when they hear them.
- Play the recording again. Students repeat the new words.
- Students practise pointing and naming in pairs.

BIG QUESTION **Where can transport go?**

Aim: to encourage students to talk about means of transport
- Read the Big Question. Ask questions such as *Where do you go by (bike)? Where would you like to go and how?*

Note: Some of the discussion will need to be in L1.

2 088 SB p82 Listen and chant.

Aim: to give students further practice saying the new vocabulary
- Pre-teach *Are we going far?* and *off we go.*
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p82.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in four groups.
- Groups take turns to chant each verse while the others clap in time with the rhythm.
- Say the chant and change the order, e.g. *Jump on a plane, Jump on a bus, Jump on a bike, And off we go.*
- Students identify the differences.
- Volunteers alter verses for the class to identify differences.

1 WB p82 Look at the photos and do the crossword.

Aim: to consolidate understanding of vocabulary

Key: 2 bike, 3 boat, 4 motorbike, 5 scooter, 6 bus, 7 helicopter, 8 taxi, 9 lorry; 10 skateboard

2 WB p82 Look at Activity 1. Draw number 10.

Aim: to consolidate vocabulary

Key: Students draw a skateboard.

Ending the lesson

Aim: to review key language
- Mime moving on different means of transport.
- Students guess, e.g. *Is it a bike?*
- The student who guesses correctly comes to the front to mime the next one.

Extension activity

Aim: to practise information transfer and writing skills
- In groups of six, students ask and answer, using the model from the Warm-up.
- They note the information in their notebooks, e.g. (Name) – *walk.*
- They then write six sentences in their notebooks, e.g. *I come to school by taxi. My friend,* (name)*, walks to school. My friend, …*

7

Learning outcomes:
- to express wishes using *I'd like to ...*

New language: *sail, drive, by (motorbike, bus,* etc.), *dream, Italy, with, best, Spain*

Recycled language: transport, *ride, fly, Brazil, holiday*

Flashcards: 80–88 (transport)

Warm-up

Aim: to review transport words
- Write the first two letters of each transport word on the board, with dashes to show how many other letters there are in the word, e.g. *bo* __ __.
- With books closed, students write the words and compare their spellings in pairs.
- Place the flashcards on the board.
- Students come up in turn and write the word under the flashcard.

Presentation

Aim: to present *I'd like ...*
- Write *fly* next to *plane* on the board.
- Say, e.g. *I can't fly a plane* (look sad). Then say, e.g. *I'd like to fly a plane. Maybe one day ...*
- Repeat for two of the other means of transport, writing the relevant verb next to the word.
- Invite students to talk about their wishes by prompting *How about you,* (name)*?*
- Use concept questions to check understanding, e.g. *Can you fly a plane now? Have you got a plane now? (No.) Do you want to fly a plane in the future? (Yes.)*

1 SB p83 Match the children with the pictures. Then write the words.

Aim: to practise the new language
- Students look at the speech bubbles and the pictures.
- Do the first one as an example with the class.
- Check students know what to do.
- They read silently, match and write the words in the speech bubbles.
- They compare answers in pairs.
- Check answers with the class.

Key: 1 c train, 2 a helicopter, 3 d motorbike, 4 b boat

2 089 SB p83 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p83.
- Students practise saying the sentences in pairs. They change the locations according to their preferences.

3 SB p83 Talk about your dream holiday.

Aim: to give students practice with the new language
- Demonstrate the activity by saying two or three sentences about your dream holiday, e.g. *I'd like to go to China by train. I'd like to swim in the sea.*
- Focus students' attention on the use of *by.*
- Make sure students know what to do.
- Give them thinking and preparation time. Teach new countries if requested.
- Put students into pairs or groups of three.
- They take turns to talk about their dream holidays.
- Check some ideas using open pairs.

1 WB p83 Read and circle.

Aim: to practise new vocabulary

Key: 2 I'd, 3 to go, 4 I'd

2 WB p83 Read, look and match.

Aim: to give students practice with new language

Key: 1 b, 2 c, 3 a

3 WB p83 Write the words in the correct order.

Aim: to give students practice with new language

Key: 2 I'd like to sail a ship. 3 I'd like to drive a bus. 4 I'd like to fly a plane.

Ending the lesson

Aim: to review new language from the lesson
- Students make circles in groups of six. Student A in each circle says, e.g. *I'd like to go to Spain*. The student to his/her right says, e.g. *I'd like to fly a plane and she'd like to go to Spain.*
- Chains continue around the circles.
- Restart the chain, starting with a different student in the circle and different sentences.

Extension activity

Aim: to give students practice with the new language
- Students draw a picture in their notebooks to illustrate one of their wishes.
- They write their wish using *I'd like* under the picture.

1 Match the children with the pictures. Then write the words.

1 Paul



I'd like to drive a _____.

2 Mary



I'd like to fly a _____.

3 Eric



I'd like to ride a _____.

4 Ruth



I'd like to sail a _____.









2 089 Watch, listen and say.

Language focus

I'**d like to go** to Brazil by plane!

I'**d like to go** to Brazil!

I'**d like to go** to Spain by bus!

I'**d like to go** to Spain!



3 Talk about your dream holiday.

What's your dream holiday?

I'd like to go to Italy by ship.
I'd like to go with my best friend.

1 090 Listen and sing. Then tick ☑ the transport in the song.

I'd like to go to Africa.
I think it's very far.
I'd like to go there on a plane.
It's too far for a car. For a car.

Far or near, near or far.
Plane or bus, ship or car.
Transport takes us here and there.
Transport takes us everywhere.

I'd like to go to my friend's house
It's not so very far.
I'd like to go on my skateboard.
It's too close for a car. For a car.

Far or near, near or far ...

I'd like to go to outer space.
I know it's very far.
I'd like to take a rocket there.
It's too far for a car. For a car.

Far or near, near or far ...



2 Ask and answer.

school the park the cinema the beach
your friend's house Africa the moon

What's the best way to get to school?

The best way to get to school is ...

Learning outcomes:
- to sing a song
- to practise prepositions with transport

New language: *Africa, far, too, everywhere, near, outer space, rocket*

Recycled language: transport, countries, places

Critical thinking: Makes a choice of activity and can give a reason for the choice

Cognitive control functions: Working memory

Creative thinking (WB): Writes own songs or poems to reflect personal interests, emotions, or identity

Cognitive control functions (WB): Working memory

Flashcards: 80–88 (transport)

Warm-up

Aim: to review transport words
- Write the transport words in jumbled letter order on the board.
- Students unjumble them in pairs.
- In turn, students come to the board, stick a flashcard next to the jumbled word and write it correctly.

Note: If any of the means of transport are not on the flashcards, ask students to draw them.
- Pre-teach *spaceship.* Students add it to the board.

1 090 091 SB p84 Listen and sing. Then tick ☑ the transport in the song.

Aim: to sing a song with the class
- Students look at the picture in the Student's Book.
- Pre-teach *far/near* and *too (far).*
- Play the audio (090). Students follow the song in their Student's Books.

For song lyrics see SB p84.
- Check understanding of new vocabulary.
- Play the audio again, pausing for students to tick the transport.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (091) for students to sing in four groups.

Key: plane, skateboard, rocket

2 SB p84 Ask and answer.

Aim: to practise speaking skills
- Elicit different ways to get to places, e.g. *by plane, by bus, by car, on foot*. Point out which prepositions to use with which means of transport.
- Demonstrate Activity 2 by giving an example, e.g. *What's the best way to get to school? (The best way to get to school is by car.)*
- Students work in pairs.
- Go around the classroom to monitor work.

1 029 WB p84 Can you remember? Listen and write.

Aim: to practise reading and memorisation skills

For song lyrics see SB p84.

Key: 2 plane, 3 skateboard, 4 close, 5 rocket, 6 car

2 WB p84 Write a new verse.

Aim: to give students practice writing from a model

Ending the lesson

Aim: to sing a song
- Put students into groups of three. They prepare their new songs, using the verses they wrote for WB Activity 2, e.g. *I'd like to go to China. I know it's very far. I'd like to take a plane there. It's too far for a car.*
- Use the karaoke version of the song as groups perform their new songs.

Extension activity

Aim: to stimulate creativity
- Students draw pictures in their notebooks to illustrate the verses they wrote for WB Activity 2.

7

Aim:
- to use the present continuous to talk about actions at the moment of speaking

New language: *wait for, look for*

Recycled language: transport

Warm-up

Aim: to review transport vocabulary
- Mime travelling by a means of transport for students to guess.
- The student who guesses correctly mimes another word.
- Put all the transport flashcards on the board at the end of the game. Elicit the verb for each one and write it under the flashcard, e.g. *drive* under bus.
- Leave the flashcards and text on the board.

Presentation

Aim: to present the present continuous affirmative
- Mime one of the actions from the Warm-up again. Say, e.g. *I'm riding a motorbike.*
- Invite a student to mime another action. The student says, e.g. *I'm driving a bus.*
- Say, e.g. *She's/He's driving a bus*.
- Repeat.
- Introduce the question form by having a student mime and then ask the class *What's he/she doing?*
- Introduce the plural forms by having groups of students mime together.

1 SB p85 Read and match.

Aim: to practise the present continuous
- Students read the speech bubbles and look at the pictures in the Student's Book.
- Check they know what to do.
- Students read silently and match the speech bubbles with the pictures.
- They compare answers in pairs.
- Check with the class by pairs reading out the questions and answers.

Key: 1 c, 2 a, 3 d, 4 b

2 SB p85 092 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p85.
- Students take turns to practise the questions and answers in pairs.

3 SB p85 Play the mime game.

Aim: to give students practice with the new language
- Demonstrate the activity with the class.
- Student A mimes an action. Student B says, e.g. *What are you doing? Are you riding a scooter?* Student A says, e.g. *Yes, I am* or *No, I'm not. I'm riding a motorbike.*
- Students play the game in pairs. Remind them to check for the correct verbs on the board.

1 WB p85 Complete the questions.

Aim: to give students practice with the new language

Key: 1 Are you driving, 2 are you doing

2 WB p85 Look and draw lines.

Aim: to consolidate students' understanding of vocabulary

Key: 2 e, 3 b, 4 d, 5 c, 6 f

3 WB p85 Read and match.

Aim: to practise new grammar

Key: 2 a, 3 f, 4 b, 5 c, 6 e

Ending the lesson

Aim: to practise key language from the lesson
- Write a question and answer in jumbled word order on the board.
- Students work in pairs to put them in the right order.

Extension activity

Aim: to give students further practice with the present continuous
- Mime a short story for students to follow and to say what you are doing as it happens, e.g. mime looking for something in your bag, taking out an apple, eating the apple, rubbing your tummy and smiling. Students say what you are doing, e.g. *You are looking in your bag. You are eating an apple. You are happy.*

1 Read and match.

1 What are you doing?

I'm waiting for a taxi.

2 What's Martin doing?

He's flying a plane.

3 What are you doing?

I'm looking for my scooter.

4 What's Ella doing?

She's learning to skateboard.



2 092 Watch, listen and say.

Language focus

Are you driving a bus?
No, I'm not!
Are you driving a car?
No, I'm not!

Are you driving a taxi?
Yes, I am!
What **are you doing**?
I'**m driving** a taxi!
Beep! Beep!

3 Play the mime game.

What are you doing?
Are you riding a bike?

Yes, I am. / No, I'm not. I'm …

The bus trip

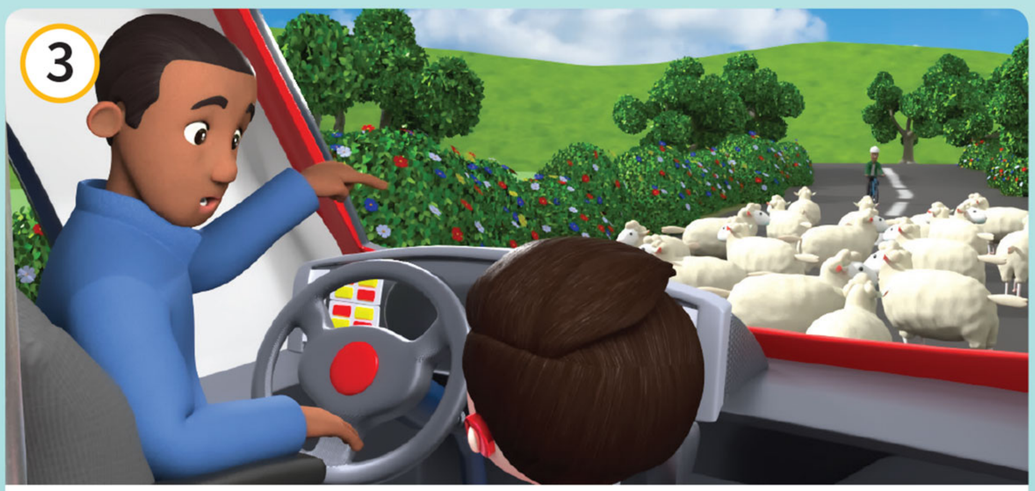
1 093 Which transport can you see?



Flash: A day at the beach!
Thunder: I'm excited.
Misty: Off we go!



Misty: The bus isn't moving.
Thunder: Why?
Whisper: Let's ask the driver.



Driver: There are lots of sheep on the road. Look!
Whisper: No problem. I can help.



Whisper: We'd like to go to the beach.
Sheep: OK. Have a good day!



Driver: Thanks.
Whisper: No problem.



Driver: Oh no. We've got a problem with the tyre.
Thunder: I think I can help.

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *trip, beach, move, sheep, tyre, airport, my turn*

Recycled language: language from the story, *No problem., We've got a problem.*

Value: being generous

Warm-up

Aim: to review the characters and the story
- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their super powers.
- Elicit what students remember about the previous episode. Ask, e.g. *Whose birthday is it? What games do they play?* (Thunder's. They play 'pin the tail on the donkey', a three-legged race and tug of war.)

The bus trip

1 093 SB pp86–87 **Which transport can you see?**

Aim: to present a picture story
- Ask students to read the title of the story. Teach the word *trip.*
- Use the pictures in the story to support meaning whenever possible.
- Pre-teach *beach*.
- Play the whole *Super Friends* video. Students listen for where the Super Friends want to go (the beach) and where the bus is going (the airport).

For script see SB pp86–87.
- Students compare their ideas in pairs. Elicit from the class. Check understanding of *airport*.
- Then play the video again, pausing to check comprehension.
- Talk with the class about the value (being generous). Ask students who are generous in the story (Thunder and Whisper).
- Play the audio. Students listen and repeat.

1 030 WB p86 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p124.

Key: 1 1st picture (driver), 2 2nd picture (sheep), 3 2nd picture (Thunder)

2 WB p86 **Read and circle. Then read the story and check.**

Aim: to check understanding of words in the story

Key: 2 beach, 3 bus, 4 sheep, 5 tyre, 6 airport

3 WB p86 **Look and write the numbers.**

Aim: to check comprehension of key phrases

Key: a 2, b 3, c 1

Ending the lesson

Aim: to practise the story
- Put students into groups of six.
- Students each take a role of one of the characters. (One student can play both the sheep and the woman.)
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to activate students' imagination
- In groups of four, students make up a short role play to illustrate the phrases from WB Activity 3.
- Go around the groups and help / make suggestions.
- Pairs role play their situations for the class. The only words they say are: *I think I can help. No problem. Now it's my turn to help you!*
- The other students have to guess what the problem is and how the person helps.

Learning outcomes:
- to interpret deeper meaning from a story
- to practise saying the long vowel sound /uː/ (as in *z<u>oo</u>*) which can be spelt in many ways
- to review language from the story and the unit

Recycled language: language from the story

Phonics focus: Your students will be able to identify the long vowel sound /uː/ in many words, e.g. *t<u>wo</u>, y<u>ou</u>, bl<u>ue</u>, fr<u>ui</u>t, p<u>oo</u>l, r<u>ule</u>r, r<u>ule</u>, d<u>o</u>, ch<u>ew</u> and m<u>ove</u>.*

Your students will be able to look for the decodable parts of special words.

Value: being generous

Critical thinking: Identifies missing key vocabulary and events from short narrative summaries

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where are the Super Friends going? Are they on a train?* (To the beach. No, they're on a bus.)

2 SB p87 Read and complete the text.

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow it in their Student's Books.
- Make sure students know what to do.
- They complete the text individually.
- Then they compare their answers in pairs.
- Check with the class.

Key: 1 beach, 2 sheep, 3 Thunder, 4 airport, 5 Super Friends

3 SB p87 Find who says ...

Aim: to present the long vowel sound /uː/
- Write ***you*** on the board, with the letters *ou* in red. Point out that they have the same long /uː/ sound as in *t**oo*** and *r**oo**m*.
- Tell students there are many different spellings for the long /uː/ sound.
- Students repeat after you *It's my turn to help you!*
- Students find the sentence in the story (frame 8).

Key: The driver

4 094 SB p87 Listen and say.

Aim: to practise the long /uː/ sound and recognise some different spellings
- Play the recording. Students look at the picture, read and repeat.

For script see TB p124.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

1 WB p87 Who is being generous? Look and tick ☑.

Aim: to focus students on the value of being generous

Key: Picture 2

2 WB p87 Write the letters.

Aim: to practise the long /uː/ sound in words with different spellings

Key: you, blue, fruit, shoes, scooter

3 031 WB p87 Listen, say and check your answers.

For script see TB p124.

Ending the lesson

Aim: to review the long /uː/ letter sound and its different spellings
- Dictate the sound sentence while students write. They check in the Student's Book.
- Write *oo* on the board. Read out these words in random order: *pool, room, food, school, zoo; you, true, juice, two, do.*
- If the spelling of the word is *oo*, they put up their hands.
- A volunteer student writes the words on the board.

Extension activity

Aim: to discuss the value of being generous
- Focus on what happens in frame 8 of the story and how the bus driver is generous (he offers to take the children to the beach).
- Discuss why the bus driver is generous (he may be a generous person or he was generous because Whisper and Thunder were generous first).
- Elicit why this value is important and examples of when students have been generous or when people have been generous to them.



Driver: Thanks.

Thunder: You're welcome.



Driver: Here we are!

Misty: Where's the beach?

Woman: What beach? This is the bus to the airport.

Driver: Now it's my turn to help you! Let's go to the beach!

2 Read and complete the text.

Super Friends sheep
airport Thunder beach

The Super Friends would like to go to the **(1)** _____. There's a problem with some **(2)** _____ but Whisper helps the driver. There's a problem with the tyre, but **(3)** _____ helps the driver. Then the bus arrives – but it's at the **(4)** _____ not the beach! Now the driver helps the **(5)** _____ and drives to the beach.

Phonics

3 Find who says …

It's my turn to help y**ou**!

4 094 Listen and say.



L**u**k**e** rides his n**ew** bl**ue** sc**oo**ter to the z**oo**.

Skills

1 095 Listen and stick.



2 **Look and say.**

The bike is …

Learning outcomes:
- to listen for specific information
- to speak about a picture

New language: *museum, transport*

Recycled language: transport, colours, prepositions of place, imperatives

Materials: flashcards 80–88 (transport), Unit 7 stickers, scissors; poster paper, pictures of means of transport from magazines (optional)

Warm-up

Aim: to review transport words
- Use the flashcards to review transport words.
- Show each one quickly to the class and they say the word.
- Put the flashcards in different places to review prepositions, e.g. put the scooter on your desk.
- Elicit from students where each flashcard is.
- Invite volunteer students to place the flashcards in other places around the classroom. Make sure you review all the prepositions students already know.

1 095 SB p88 Listen and stick. Exam skills

Aim: to practise listening for specific information
- Pre-teach *Museum of Transport*.
- Students look at the picture in the Student's Book. Elicit what they can see. Students find their stickers and cut them out together with the backing paper.
- Say the words. Students hold up the relevant sticker.
- Play the recording for students to listen and place (but not stick down) their stickers, e.g. *Take the bird. Put the bird in the sky.*

For script see TB p124.
- Students compare their pictures in pairs and say where the stickers are.

Key: bird in the sky, cap on the girl near the plane, bike on the train, dog on the boat, boat next to the taxi

2 SB p88 Look and say.

Aim: to practise speaking skills
- Demonstrate the activity for the class by saying where one of the stickers is.
- Students do the activity in pairs, taking turns to say where each sticker is.
- Students hide their Student's Books from each other. Student A places (but doesn't stick down) his/her stickers in different positions and tells Student B where they are. Student B listens and places his/her stickers in the same positions.
- Students look and check.
- Students swap roles.
- Finally, students stick their stickers in the correct places (from Activity 1).

1 032 WB p88 Listen and colour. Exam skills

Aim: to practise listening for specific information

For script see TB p124.

Key: skateboard – green and blue, lorry – red and blue, helicopter – orange, bus – purple

2 WB p88 What are they doing? Look at the picture and write.

Aim: to practise writing in the present continuous

Key: 1 The boy is riding a skateboard. 2 The girl is riding a scooter.

Ending the lesson

Aim: to review language
- Elicit from students what they would like to see in the Museum of Transport.
- They write a sentence in their notebooks, e.g. *I'd like to see the old plane in the Museum of Transport.*
- If time, they draw a picture to illustrate their sentence.

Extension activity

Aim: to enable students to personalise the topic
- Brainstorm means of transport with the class and create a word map on the board.
- In pairs, students choose transport from the word map and make their own posters for a Museum of Transport.
- Students either draw pictures of the means of transport or cut out and stick pictures from magazines.
- Students label the different forms of transport on their posters.
- Display the posters around the class.

7

Learning outcomes:
- to listen for specific information
- to read for detail
- to write a description from a model

New language: *amazing, inside, film*

Recycled language: transport, family, adjectives

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review transport words
- Play a guessing game. Say, e.g. *I'm thinking of some transport. It's got two wheels and it hasn't got an engine. One person can ride on it.*
- Students take turns to guess, e.g. *Is it a bicycle?*
- Continue with students giving the descriptions.

1 096 SB p89 Listen and tick ☑ the transport Monica uses.

Aim: to practise listening skills
- Read the days of the week with students.
- Students identify the pictures in the table.
- Show students how the activity works by providing an example.
- Play the recording. Students listen and tick.

For script see TB p125.

- Students compare their answers in pairs.
- Play the recording again. Check with the class.

Key: bus: Monday, Wednesday and Thursday; car: Tuesday and Friday; bike: Tuesday; taxi: Monday and Thursday

2 SB p89 Ask and answer.

Aim: to practise speaking skills
- Students work in pairs.
- They follow the model speech bubbles to tell each other about the means of transport they use during the week.

Stronger students: Encourage students to use different structures, e.g. *I **take** the bus to school* or *I **go** to school **by** bus.*

3 SB p89 Read and tick ☑ the things that the car has got.

Aim: to practise reading skills
- Elicit what students can see in the photos.
- Pre-teach *amazing*.
- Read the text and teach new vocabulary.
- Students do the activity individually.
- Then they compare answers in pairs.
- Check with the class.

Key: TV, swimming pool, sofa, bed

4 SB p89 Draw and write about an amazing car, bus, train or plane.

Aim: to give students practice writing from a model
- Read the model text with students.
- Brainstorm some ideas for amazing cars, buses, trains and planes.
- Write the ideas on the board in note form.
- Students make a mind map about their means of transport and draw a picture.
- Then they write a first draft of their descriptions.
- Check drafts before students write the final description next to their picture.

1 WB p89 How does Rick travel? Read, look and draw lines.

Aim: to give students practice in reading for detail

Key: 2 c, 3 b, 4 a

2 WB p89 Read again. Who lives there? Write the names.

Aim: to give students further practice with reading skills

Key: 2 Luke, 3 Grandma Sue, 4 Tony

Ending the lesson

Aim: to review the content of the lesson
- Ask students which forms of transport they wrote about for SB Activity 4.
- Find out which was the most popular.

Extension activity

Aim: to practise close observation
- Make four areas on the walls of the classroom. Each is for display of the pictures and texts from SB Activity 4: car, bus, train or plane.
- Students display their drawings and text in the appropriate place, but they don't put them together. They put all the drawings at the top of the space and all the texts at the bottom.
- Go around numbering the texts and write letters on the pictures.
- Students work in pairs, reading and matching the pictures with the texts (not their own).
- See which pair got the most matches correct.

1 096 Listen and tick ☑ the transport Monica uses.

	Monday	Tuesday	Wednesday	Thursday	Friday
					
					
					
					

2 Ask and answer.

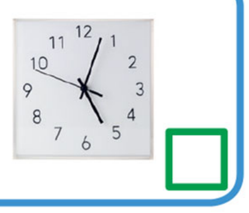
Which transport do you use?

On Tuesdays, I ride my bike to school.

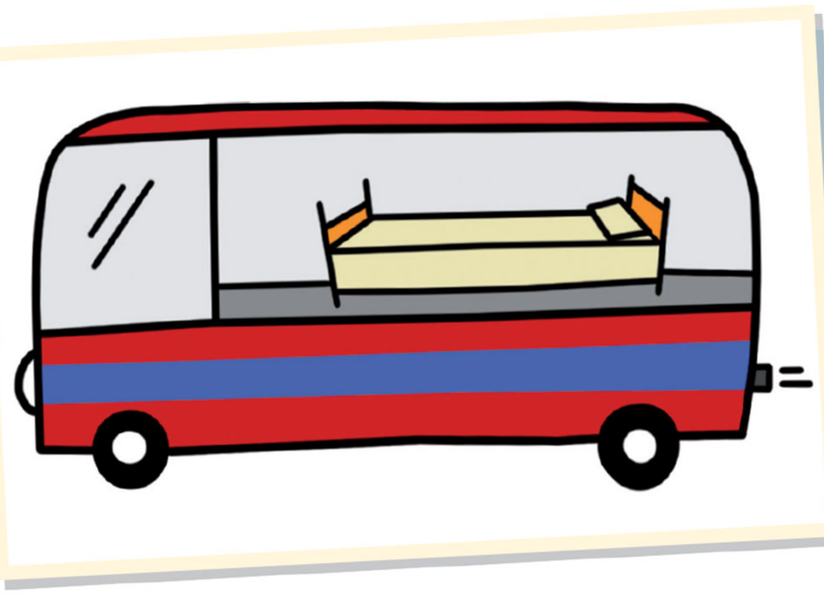
3 Read and tick ☑ the things that the car has got.

This car is amazing because it's very long. Inside there are TVs and beds and a lot of sofas for all your friends. There is a swimming pool too! They use this car in films or for special parties.



4 Draw and write about an amazing car, bus, train or plane.



This is my bus. It is blue and red. It's very big. It's got a bed in it. I'd like to go to China in it with my dad.

Think and learn

Transport

Where does transport go?

1 097 Listen and point.



in the air



on land



on water

2 Where do they go? Look and tick ☑.











in the air	on water	on land
✓		

3 Work in pairs. Say.

A train goes …

… on land!

Aim:
- to integrate other areas of the curriculum through English: Geography

BIG QUESTION to explore the Big Question *Where can transport go?*

New language: *land, air, canoe*

Recycled language: transport

Critical thinking: Uses predefined categories to analyse familiar concepts

Critical thinking (WB): Makes predictions and estimations from given information

Warm-up

Aim: to categorise means of transport
- On the board, draw a simple scene that shows the sky, the land and the sea.
- Draw a plane in the sky, a car on the land and a boat in the sea.
- Write the words under each means of transport: *plane, car, boat.*
- Write the means of transport students already know: *helicopter, spaceship, ship, lorry, scooter, bus, skateboard, taxi, motorbike, train.* Students categorise them by drawing them in the sky, on the land or in the sea.

Stronger students: Encourage students to provide more examples of means of transport to add to the scene. Teach new words.
- Leave the drawing on the board.

SB p90 Where does transport go?

Aim: to deepen understanding of the Big Question
- With Student's Books closed, play the video.

For videoscript see TB p125.

- Ask students what they remember.
- Ask students to watch again and answer *Where does transport go?* Play the video again and elicit answers.
- Volunteers add the new means of transport from the video to the board: *hot air balloon, ferry, canoe.*

Key: Transport goes on land, in the air and on water.

1 097 SB p90 Listen and point.

Aim: to practise new language
- Play the audio. Students listen, point and repeat.

For script see SB p90.

- Focus attention on the prepositions *in* and *on.*

2 SB p90 Where do they go? Look and tick ☑.

Aim: to practise new language
- Read through the list of means of transport in the table.
- Students repeat after you to practise pronunciation.
- Students do Activity 2 in pairs.
- Check answers as a class.

Key: canoe: on water; motorbike, bus, lorry: on land

3 SB p90 Work in pairs. Say.

Aim: to practise new language orally
- In pairs, Student A looks at the Student's Book and starts a sentence, naming a means of transport. Student B completes it.

1 WB p90 Where do they go? Write numbers.

Aim: to consolidate understanding of new vocabulary

Key: 1 b, 2 c, 3 a

2 WB p90 Where are the photos from? Look and write.

Aim: to consolidate understanding of new vocabulary

Key: 2 on land, 3 in the air, 4 on land, 5 on water, 6 in the air

Lesson review

Aim: to consolidate new language
- Write on the board the verbs *go, walk, travel, ride, drive, jump, take* and the prepositions *by, on, in.*
- Students work in groups of three to write sentences related to the unit topic, using the words, e.g. *Trains **go on** land. I **walk** to school. I **go** to school **by** car.*
- They can look through the unit to find examples.

Extension activity

Aim: to expand vocabulary
- In pairs, students draw a table like the one in SB Activity 2 and complete it with drawings of more means of transport, e.g. *hot air balloon, ferry, van, ambulance, carriage, tram, rocket, underground, submarine, tractor.*
- Then students put a tick in the appropriate columns.

Learning outcomes:
- to extend the focus on Geography in English
- to complete a project

New language: *Australia*

Recycled language: transport, places, countries

Creative thinking: Uses own ideas for doing creative activities like retelling stories

Materials: one piece of A4 paper per student

Warm-up

Aim: to review places
- With the class, brainstorm different destinations students can think of.
- Elicit the names of countries they have already learned and daily destinations, e.g. *a market, school, a park, a store*.
- Pre-teach *Australia.*

4 SB p91 Work in groups. Say with your friends.

Aim: to give students practice linking means of transport to destinations
- Explain to students how to do the activity.
- Students work in small groups to say complete sentences about the people in the pictures, using the example speech bubble in their books.
- Go around the classroom and monitor work, especially the use of prepositions.

5 Project SB p91 What transport would you like to take? Make a transport calendar.

Aim: to enable students to build on what they have learned about transport
- Give each student a piece of paper and tell the class they are going to make transport calendars.
- Students can either do this project for the week ahead – by taking it home with them and filling it in every day for a week – or they can think back to the previous week and fill in the calendar from memory.
- Students copy the calendar table.
- They draw icons to show all the kinds of transport they took on each day.
- Students then label the different icons.
- Once students have finished their transport calendars, look at them as a class. Students answer the following questions: *Which means of transport does the class use the most? What is the most unusual means of transport a student took? Did anyone travel on land, by air and on water this week? Who took the most different kinds of transport?*
- Take photos of the calendars and save them to students' digital portfolios.

3 WB p91 What do they need? Write a letter.

Aim: to give students practice in applying their knowledge about transport

Key: 2 f, 3 a, 4 c, 5 e, 6 d

4 WB p91 Choose, draw and write.

Aim: to give students practice in the new language

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today, e.g. *learned about means of transport*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to practise new vocabulary
- Students choose their favourite destination and a means of transport to go there. Encourage students to be imaginative.
- They complete this sentence in their notebooks: *I'd like to go to* _____ *(by)* _____.
- Students make fun drawings of their sentences, e.g. a boy in a hot-air balloon landing next to the Eiffel Tower.

4 Work in groups. Say with your friends.



Where are they going?

In number 1, they're going to school. They can get there on … by … or ….

5 Project What transport would you like to take? Make a transport calendar.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

Create that!

1 098 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'm sailing on the water …
with my brother. I'm going by …
In your picture, you're …





Aim:
- to listen, imagine and draw to demonstrate meaning
- to describe going to a place by transport

Recycled language: vocabulary and grammar from the unit

Creative thinking: Chooses options to create something new

Cognitive control functions: Inhibitory control

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: sheets of card, scissors, washing-up liquid, colours

Warm-up

Aim: to review instructions and mime
- Give students some simple instructions to mime, e.g. *You're on your way to school. You see your best friend on the bus. Wave at him or her. You see your teacher on the bus. She's waving at you. You wave back at her.*

Stronger students: Volunteers give simple instructions to the class to mime.

1 098 SB p92 **Listen and imagine. Then draw your picture.**

Aim: to give students practice in listening and following instructions
- Ask students to listen and follow the instructions as you play the recording.

For script see TB p125.

- Students draw their pictures.
- Students walk around the classroom to show one another their pictures.

2 SB p92 **Work with a friend. Compare your pictures.**

Aim: to practise speaking skills
- Put students in pairs.
- With the help of a volunteer, show students how to do the activity using the model speech bubble, e.g. *In my picture, I'm sailing on the sea with my friend. I'm going by boat. In your picture, you're skateboarding with your friends.*

1 WB p92 **Make a speed boat.**

Aim: to enable students to follow a set of visual and written instructions to make a speed boat

Ending the lesson

Aim: to practise writing skills
- Tell students they will draw a new picture.
- Play recording 098 from Activity 1 again.
- Students draw new pictures in their notebooks.
- Students write sentences about their new picture.
- Encourage students to include how they feel, e.g. *I'm excited.* Tell them they can also write about what they are doing, e.g. *I'm swimming in the sea with my best friend.*

Extra support: Write the example you gave orally in Activity 2 on the board, e.g. *In my picture, I'm sailing on the sea with my friend. I'm going by boat.* Students can follow this model.

Extension activity

Aim: to enable students to compare and discuss their speed boats
- Put students into groups of four.
- They take turns to describe and compare their speed boats (e.g. what colour they are) and to predict which boat is the fastest.
- They put them in water and try them out to find out which

7

Learning outcomes:
- to review language from the unit by doing a quiz
- to reflect on learning

BIG QUESTION to think about how the unit has helped them explore the Big Question *Where can transport go?*

Recycled language: vocabulary and grammar from Unit 7

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Flashcards: 80–88 (transport)

Warm-up

Aim: to review transport vocabulary
- Stick the nine flashcards on the board and write a number under each one.
- Students draw a 2 × 2 grid in their notebooks. They write a number in each square (from the board).
- Call out transport words at random. Students put a cross through a square if it has the corresponding number.
- The first student to cross all four squares is the winner.

1 SB p93 Read and circle.

Aim: to enable students to review language from the unit by doing a quiz
- Make sure students know how to answer by circling one option for each sentence, using the picture clues.
- Students do the quiz alone. The first time, they do it without looking back through the unit.
- Put students in pairs to check each other's work.
- Students then look back to check questions they did not know.
- Check answers with the class.

Key: 1 b, 2 c, 3 a, 4 b, 5 a, 6 b, 7 c, 8 c

1 WB p93 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 to drive, 3 No, she isn't.

2 WB p93 Look and write.

Aim: to enable students to revisit the Big Question and consolidate learning

Key: 1 on land, 2 on water, 3 in the air

3 WB p93 Read. Then draw and write.

Aim: to enable students to personalise the topic

Picture dictionary

Aim: to review vocabulary for transport
- Students complete the Picture dictionary page for transport (WB p126).

Key: bus, helicopter, lorry, motorbike, scooter, skateboard, taxi, ship

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learned
- Students work in groups. They take turns to read aloud what they have written for WB Activity 3.

Stronger students: Encourage students to provide more information orally about what they wrote for WB Activity 3, e.g. *I'd like to sail a ship. I'd like to sail to Spain with my best friend.*

1 Read and circle.

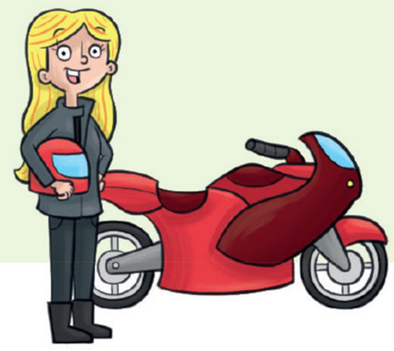


1 Look! I've got a new …

a ship. b scooter. c rocket.

2 Look! This is my new …

a ship. b lorry. c motorbike.



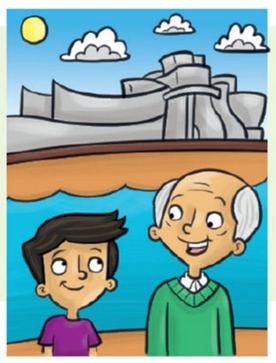


3 I … by plane to Brazil.

a 'd like to go b like to go c like

4 I'd … to Spain with my grandpa.

a 'd liked to go b like to go c like





5 I'm … a car.

a driving b not driving



6 I'm … to skateboard.

a learning b not learning



7 In the story, the friends would like to go to …

a school. b the airport. c the beach.

8 Ships go …

a on land. b in the air. c on water.



8 Sports club

1 099 **Listen and look. Then listen and say the words.**



BIG QUESTION What do we need to play sports?

2 100 **Listen and chant.**

Football, basketball,
Lots of sport to do.
Tennis, badminton.
Let's do it – me and you.

Table tennis and athletics.
That's great fun –
don't forget it.
Let's join a club today.
Let's join a club hooray.

Baseball and swimming,
Lots of sport to do.
Hockey, volleyball.
Let's do it – me and you.

Table tennis and athletics.
That's great fun –
don't forget it.
Let's join a club today.
Let's join a club hooray!

Learning outcomes:
- to name and talk about sports
- to say a chant

BIG QUESTION to start to think about the Big Question *What do we need to play sports?*

New language: *sports club, badminton, table tennis, tennis, basketball, baseball, volleyball, swimming, football, hockey, athletics, forget, join*

Recycled language: *let's, lots of*

Cognitive control functions: Working memory

Materials: flashcards 89–98 (sport), poster paper

Warm-up

Aim: to review sports
- Mime a known sport, e.g. swimming.
- Tell students that this is a sport.
- Write *Sport* in a circle on the board and build a word map of other sports students do.
- Remind them of any sports clubs they know or after-school activities that they do.

Presentation

Aim: to present sports vocabulary
- Show the flashcards of sports mentioned in the Warm-up, elicit the words and stick them on the board around the word map.
- Use the other flashcards to present the new sports.
- Say each word for students to repeat.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board around the word map.

1 099 SB p94 Listen and look. Then listen and say the words.

Aim: to practise sports vocabulary
- Students look at the picture of the sports board in their Student's Books.
- Teach the expression *sports club.*
- Play the recording.

For script see TB p125.

- Students point to the sports words when they hear the words.
- Play the recording again. Students repeat the new words.
- Students practise pointing and naming in pairs.

BIG QUESTION What do we need to play sports?

Aim: to encourage students to talk about sports
- Read the Big Question. Go through the sports on the flashcards and elicit from students the things needed to play each sport.

Note: Some of the discussion will need to be in L1.

2 100 SB p94 Listen and chant.

Aim: to give students further practice saying the new words
- Use the pictures in the Student's Book to support meaning whenever possible.
- Pre-teach *join* and *forget.*
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p94.

- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in four groups.
- Groups take turns to chant each verse while the others clap in time with the rhythm.
- Put students into small groups.
- Ask groups to replace three of the sports in the chant so that there are different versions of the chant.
- Ask groups to say their new version of the chant in front of the class.

1 WB p94 Look and write.

Aim: to practise spelling sports vocabulary

Key: 2 baseball, 3 basketball, 4 football, 5 hockey, 6 table tennis, 7 tennis, 8 swimming, 9 athletics, 10 volleyball

Ending the lesson

Aim: to review key language from the lesson
- Mime a sport.
- Students guess, using *yes/no* questions, e.g. *Is it basketball?*
- The student who guesses correctly comes to the front to mime the next sport.

Extension activity

Aim: to practise information transfer and writing skills
- In groups of four, students take turns to tell each other which sports they like best.
- They make a group poster to show which are their favourite sports.
- Go around the class and help as appropriate.
- Groups display their posters.
- Elicit from the class which their favourite sport is (from information on the posters).

8

Learning outcomes:
- to talk about sports and activities using *-ing* forms

New language: *boring, fun*

Recycled language: sports, adjectives

Materials: flashcards 89–98 (sport)

Warm-up

Aim: to review sport words
- Students take turns to come to the front.
- They secretly take a flashcard and mime the sport for the class to guess.
- The student who guesses correctly comes and takes the next flashcard.

Presentation

Aim: to present *-ing* forms
- Hold up one of the flashcards, e.g. *table tennis*.
- Say *I like playing table tennis. Playing table tennis is fun.*
- Repeat for other sports and activities. Use different adjectives and negatives, e.g. *I don't like swimming. Swimming is boring.*
- Write two sentences with the *-ing* form on the board as examples.
- Invite students to contribute their ideas about different sports.

1 101 SB p95 **Look and draw lines from the pictures to the sentences. Then listen and number the pictures.**

Aim: to practise new language
- Students look at the sentences and at the pictures in the Student's Book.
- Do the first one as an example with the class.
- Check students know what to do.
- They read silently and match.
- They compare answers in pairs.
- Play the recording. Students write the numbers.

For script see TB p125.
- They compare answers in pairs. Check with the class, playing the recording again as necessary.

Key: 1 c, 2 d, 3 b, 4 a

2 102 SB p95 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p95.
- Students practise the sentences in pairs. Ask some pairs to say the sentences in front of the class.

3 SB p95 **Look and draw lines. Then ask and answer.**

Aim: to give students practice with the new language
- On the board, brainstorm adjectives students can use: *boring, fun, great, fantastic, difficult, exciting, easy* and *dangerous.*
- Students match the words in Activity 3 with the pictures.
- Elicit the activities from students, e.g. *flying a kite.*
- Demonstrate the activity by prompting a student to ask you the sample question and answering, e.g. *Flying a kite's fun.*
- In pairs, students take turns to ask and answer about the different sports and activities. Encourage students to use the adjectives you brainstormed on the board.
- Check some ideas using open pairs.

Key: flying – a kite, watching – TV, listening to – music, reading – a book, painting – a picture, making – a cake, riding – a horse, playing – in the sand

1 WB p95 **Write *-ing* forms of the words.**

Aim: to practise the new language

Key: 2 painting, 3 watching, 4 making, 5 listening, 6 riding, 7 reading, 8 playing

2 WB p95 **Read and write.**

Aim: to practise spelling of the new language

Key: 2 difficult, 3 easy

3 WB p95 **Write sentences for you.**

Aim: to personalise the language

Ending the lesson

Aim: to review new language from the lesson
- Make a statement, e.g. *Riding a motorbike is great fun.* (Student's name).
- The student makes a statement about another sport and adds another student's name.
- Continue until all students have made a statement.

Extension activity

Aim: to give students practice with the new language
- Students draw a picture in their notebooks to illustrate one of their statements from the Ending the lesson activity.
- They write the sentence under the picture.

1 101 Look and draw lines from the pictures to the sentences. Then listen and number the pictures.

a



b



Swimming is fun. ☐

Playing tennis is difficult. ☐

Dancing is great. ☐

Playing baseball is boring. ☐

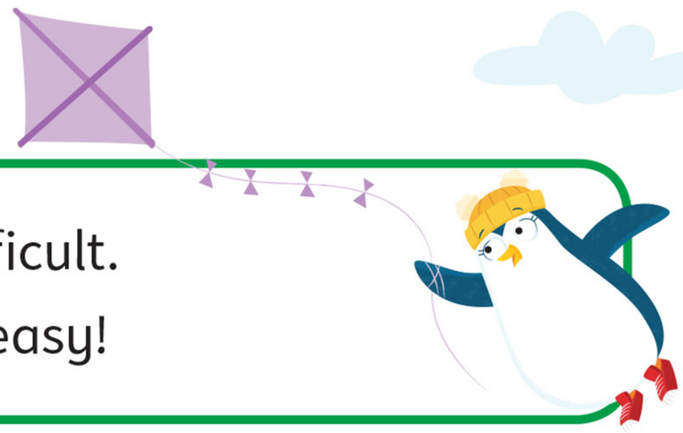
c



d



2 102 Watch, listen and say.

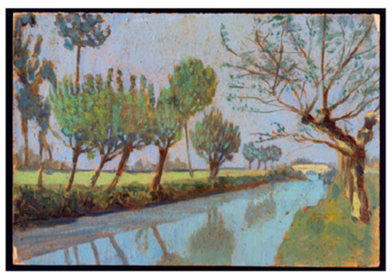


Language focus

Playing football**'s** fun.
Dancing's great.

Flying a kite**'s** difficult.
But **swimming's** easy!

3 Look and draw lines. Then ask and answer.









flying watching listening to reading

painting making riding playing









What do you think about flying a kite?

Flying a kite's …

1 103 Listen and sing. Then write the words.

goal friends pitch football volleyball court

Playing sport is easy.
It's all I want to do.
I'd like to play with you.
Playing sport is great fun.
It's all I want to do.
I'd like to play with you.

Give me a pitch,
Give me some friends,
Give me a ball to play.
Now we need two goals.
Let's play football all day.

Playing sport is easy ...

Give me a court,
Give me some friends,
Give me a ball to play.
Now we need a net.
Let's play volleyball all day.

Playing sport is easy ...



2 Write a new verse for the song.

Give me _____,
Give me some friends,
Give me a _____ to play.
Now we need _____
Let's play _____ all day.

Learning outcomes:
- to sing a song
- to practise sports and *-ing* forms

New language: *goal, court, pitch, net*

Recycled language: sport, activities, adjectives

Creative thinking: Substitutes words and lines to a song or poem

Cognitive control functions (WB): Working memory

Flashcards: 89–98 (sport)

Warm-up

Aim: to review sports words
- Write the flashcard sports words in jumbled letter order on the board.
- Students unjumble them in pairs.
- In turn, students come to the board, stick a flashcard next to the jumbled word and write it correctly.

1 103 104 SB p96 **Listen and sing. Then write the words.**

Aim: to sing a song with the class
- Students look at the pictures in the Student's Book.
- Use the pictures to support / check meaning whenever possible.
- Play the audio (103). Students follow the song in their Student's Books.

For song lyrics see SB p96.

- Ask students to tell you what sports they identify in the song: *football, volleyball*. Also, ask them about the places mentioned in the song: *pitch, court.* Finally, ask them to tell you the things needed for each sport: *a ball, two goals*; *a ball, a net*.
- Check understanding of new vocabulary.
- Play the audio again for students to write the words.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (104) to practise it with the whole class and then in four groups.

2 SB p96 **Write a new verse for the song.**

Aim: to practise writing from a model
- Check students know what to do.
- They write their new verses in pairs. If needed, teach new vocabulary.
- Monitor and help as necessary.
- Students read out their new verses.

Extra support: Before asking students to write a new verse, provide two specific sports they will find easier to write about, e.g. *tennis* and *basketball*, because they can reuse the words *ball, court* and *net.*

Stronger students: Students write new verses individually.

1 033 WB p96 **Can you remember? Listen and match the items with each verse.**

Aim: to practise reading and memorisation skills

For script see SB p96.

Key: 1st verse: d, f; 2nd verse: b, c, e

2 WB p96 **Look at Activity 1. Write the words.**

Aim: to practise reading and memorisation skills

Key: 2 fun, 3 ball, 4 friends, 5 play

Ending the lesson

Aim: to sing a song
- Put students into groups of six (three pairs).
- Groups use the verses they wrote for SB Activity 2 to make a new song.
- Use the karaoke version of the song as groups perform their new songs.
- Students can practise their song and dance routines in groups, pretending to be cheerleaders.

Extension activity

Aim: to stimulate creativity
- Write the first verse of the song on the board. Erase words so that it looks like this:
  _____ *is easy.*
  It's all I want to do.
  _____ *is great fun.*
  I'd like to _____ *with you.*
- Encourage students to use verbs they are familiar with to complete the verse, e.g. *Dancing is easy. It's all I want to do. Dancing is great fun. I'd like to dance with you.*
- Possible verbs are: *sing, swim, paint, draw, cook*.

8

Learning outcomes:
- to use *like* + *-ing* to talk about what sports and activities they like doing.
- to practise responses *So do I., Me too!, I don't.*

New language: *like* + *-ing, So do I., Me too!*

Recycled language: sport

Flashcards: 89–98 (sports)

Warm-up

Aim: to review sports vocabulary
- Mime a sport for students to guess.
- The student who guesses correctly mimes another sport.
- Put all the sports flashcards on the board at the end of the game. Elicit the verb for each one and then a sentence with the *-ing* form.

Presentation

Aim: to present *like* + *-ing* form
- Mime one of the actions from the Warm-up again. Say, e.g. *I like flying kites.*
- Ask a student *What do you like doing?*
- Prompt an answer with *like* + *-ing* form.
- Ask several other students in the same way.
- Continue practising in open pairs to give students practice with the question as well.

1 105 SB p97 Listen and number the pictures.

Aim: to practise *like* + *-ing* form
- Students look at the pictures in the Student's Book before they listen.
- Play the recording. Students number the pictures.

For script see TB p125.
- They compare in pairs. Play the recording again.
- Check, eliciting the target sentence for each one.
- Play the recording again, focusing on the responses.

Key: 3, 4, 1, 2

2 106 SB p97 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p97.
- Students take turns to practise the questions and answers in pairs.

3 SB p97 What are your favourite sports? Write, ask and answer.

Aim: to give students practice with the new language
- Focus students' attention on the chart.
- Students write their top three sports.
- Show how to answer the sample question with the help of a volunteer, e.g. *I like swimming. It's my number 1.*
- Students ask and answer questions in pairs.
- Go around the classroom and monitor performance.

1 WB p97 Read and circle.

Aim: to give students practice with the form of the new language

Key: 2 playing, 3 playing, 4 swimming

2 WB p97 Write the words.

Aim: to consolidate students' understanding of the new language

Key: 2 playing football, 3 swimming, 4 playing table tennis, 5 playing tennis, 6 playing badminton

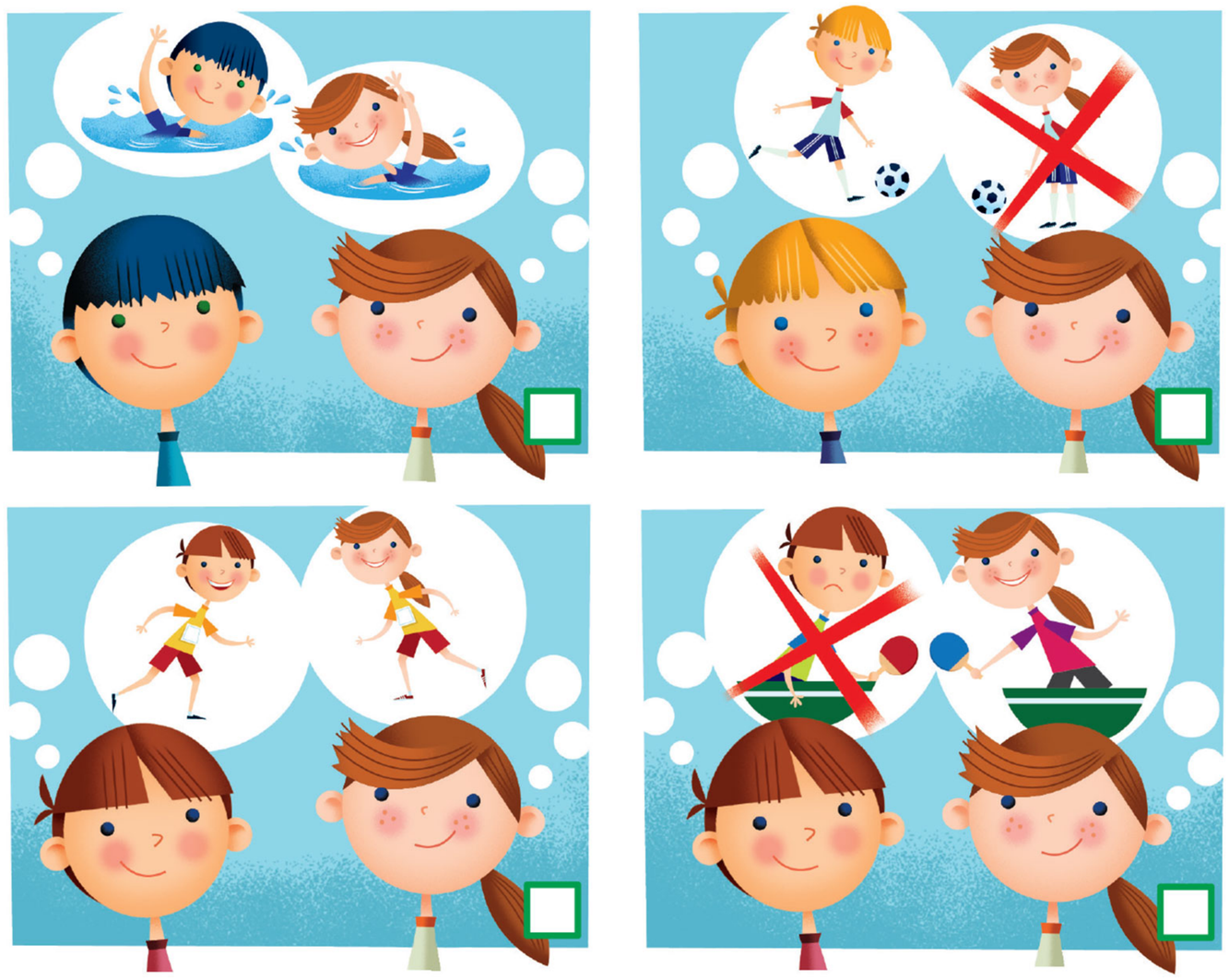
Ending the lesson

Aim: to practise key language from the lesson
- Write *So do I, Me too!* and *I don't* on the board.
- Say something that you like, e.g. *I like fruit.* If you wish to, review vocabulary from previous units.
- Encourage students to communicate their preferences by using the answers on the board.

Extension activity

Aim: to give students further practice with spelling *-ing* forms
- Write the verbs from the unit on the board in the simple infinitive.
- Students work in pairs. They write the *-ing* form for each one, looking back in the Student's Book as necessary.
- Tell the students to make three groups of the words. Provide them with examples: *play – playing, ride – riding, swim – swimming.*
- Elicit and check as a class.

1 105 Listen and number the pictures.



2 106 Watch, listen and say.

Language focus

What sport **do you like doing**?
I **like playing** football.
So do I.

I **like playing** tennis.
Me too!
like swimming.
I don't. No, no, no!



3 What are your favourite sports? Write, ask and answer.

My favourite sports:

1 _____
2 _____
3 _____

What sports do you like doing?

I like.... It's my number ....

The football club

1 107 What colour team are Misty and Flash in?



Flash: Can I join the football team?

Boy: Sorry, the team's full.



Misty: You can join the table tennis club.

Flash: Table tennis is boring. I like playing football.



Flash: I know! Let's start a football team.

Misty: OK.



Flash and Misty: Join our team!



Flash: Do you want to play a game?

Boy: Ha, ha. It's going to be very easy.



Thunder: Goal!

Whisper: Well done, Flash!

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *team, full, start, Well done!, Try harder.*

Recycled language: language from the story, sport, adjectives, *Can I … ?, join*

Value: including people

Warm-up

Aim: to review the characters and the story
- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their super powers.
- Elicit what students remember about the previous episode. Ask, e.g. *Where are the friends going? What happens to the bus? Where is the bus going? Who returns the favour?*

The football club

1 107 SB pp98–99 **What colour team are Misty and Flash in?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Pre-teach *team* and *full*.
- Play the whole Super Friends video. Students watch for what colour team Misty and Flash are in.

For script see SB pp98–99.
- Students compare their ideas in pairs. Elicit from the class.
- Then play the video again, pausing to check comprehension.
- Talk with the class about the value of including people. Ask students how they feel when they are not included in groups, e.g. when they play sports, at birthday parties, when they are in the park. Refer to the importance of giving opportunities to people to join a group.
- Play the audio. Students listen and repeat.

Key: The yellow team

1 034 WB p98 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p125.

Key: 1 1st picture (Misty), 2 2nd picture (Flash), 3 1st picture (boy)

2 WB p98 **Read and tick the boxes ☑.**

Aim: to check understanding of the story

Key: 2 no, 3 no, 4 yes, 5 no, 6 yes

3 WB p98 **Look and write the numbers.**

Aim: to check comprehension of key phrases

Key: 1 b, 2 c, 3 a

Ending the lesson

Aim: to practise the story
- Put students into groups of five.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to activate students' imagination
- In groups of three, students make up a short role play to illustrate the phrases from WB Activity 3.
- Go around the groups and help / make suggestions.
- Pairs role play their situations for the class. The only words they say are *Ha, ha. It's going to be very easy. Well done! Join our team!*
- The other students have to guess what the sport/ activity is.

8

Learning outcomes:
- to interpret deeper meaning from a story
- to practise saying the long vowel sound /əʊ/ as in *boat* and *yellow*
- to review language from the story and the unit

New language: *score, hole, goat*

Recycled language: language from the story

Value: including people

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *What club does Flash want to join?* (Football.) *Does she like playing table tennis?* (No, she doesn't.)

2 SB p99 Read and tick ☑ the boxes.

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow it in their Student's Books.
- They read the sentences and tick the boxes.
- They compare their answers in pairs.
- Check with the class.

Key: 1 yes, 2 no, 3 yes, 4 yes, 5 no

3 SB p99 Find who says ...

Aim: to present the letter sound /əʊ/
- Write *goal* on the board, using a red pen for the *oa*. Separate out and blend the phonemes (*g – oa – l*).
- Students repeat *Great goal, Misty!* after you.
- Students find the sentence in the story (frame 7).

Key: Whisper

4 108 SB p99 Listen and say.

Aim: to practise the long /əʊ/ sound and recognise some alternative spellings
- Play the recording. Students look at the picture, read and repeat.

For script see TB p125.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

1 WB p99 Who is including people? Look and tick ☑.

Aim: to focus students on the value of including people

Key: Picture 2

2 WB p99 Read and colour the sock.

Aim: to practise the long /əʊ/ sound and contrast it with the short /ɒ/ sound

Key: Orange – hockey, frog, stop, box, socks; Yellow – hippo, throw, goal, go, no, don't

3 035 WB p99 Listen, say and check your picture.

For script see TB p125.

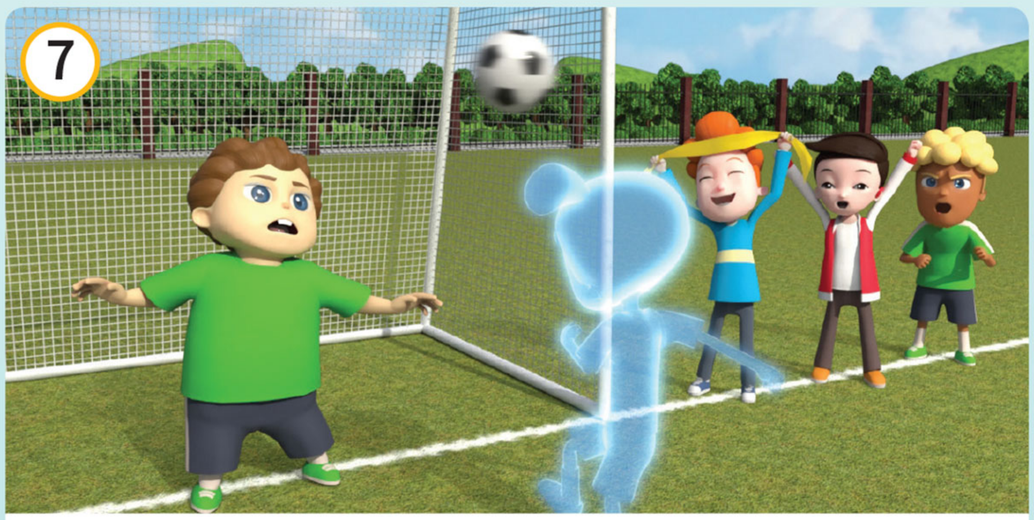
Ending the lesson

Aim: to review the long /əʊ/ sound and its various spellings
- Dictate the sound sentence while students write. They check in the Student's Book.
- Other words ending in *o* with the /əʊ/ letter sound are: *mango, tomato* and *potato*.
- Other words students have learned with the split digraph *o–e* as in *hole* are: *nose* and *clothes*.

Extension activity

Aim: to discuss the value of including people
- Focus on what happens in the story and how not including people makes them feel.
- Elicit why this value is important and examples of when students were excluded and how they felt.

Note: This topic needs to be handled very sensitively in the classroom. Some of the discussion may also need to take place in L1.



Whisper: Great goal, Misty!

Boy: Come on. Try harder, Green team.



Boy: Do you want to be in my team?

Flash: No, thank you. We've got our team.

2 Read and tick ☑ the boxes.

1	The boys' football team is full.	yes ☐ / no ☐
2	Flash wants to play tennis.	yes ☐ / no ☐
3	Flash and Misty start a team.	yes ☐ / no ☐
4	The boy thinks his team is going to win.	yes ☐ / no ☐
5	Thunder scores a goal.	yes ☐ / no ☐

Phonics

3 Find who says …

Great g**oa**l, Misty!

4 108 Listen and say.



A hipp**o** and a g**oa**t with a h**o**l**e** in their b**oa**t.

Skills

1 109 Listen and put a tick ☑ or a cross ☒ in the boxes.

	table tennis		badminton		hockey		skiing		athletics	
	😀	☹️	😀	☹️	😀	☹️	😀	☹️	😀	☹️
 Sue										
 Henry										

2 Ask and answer.

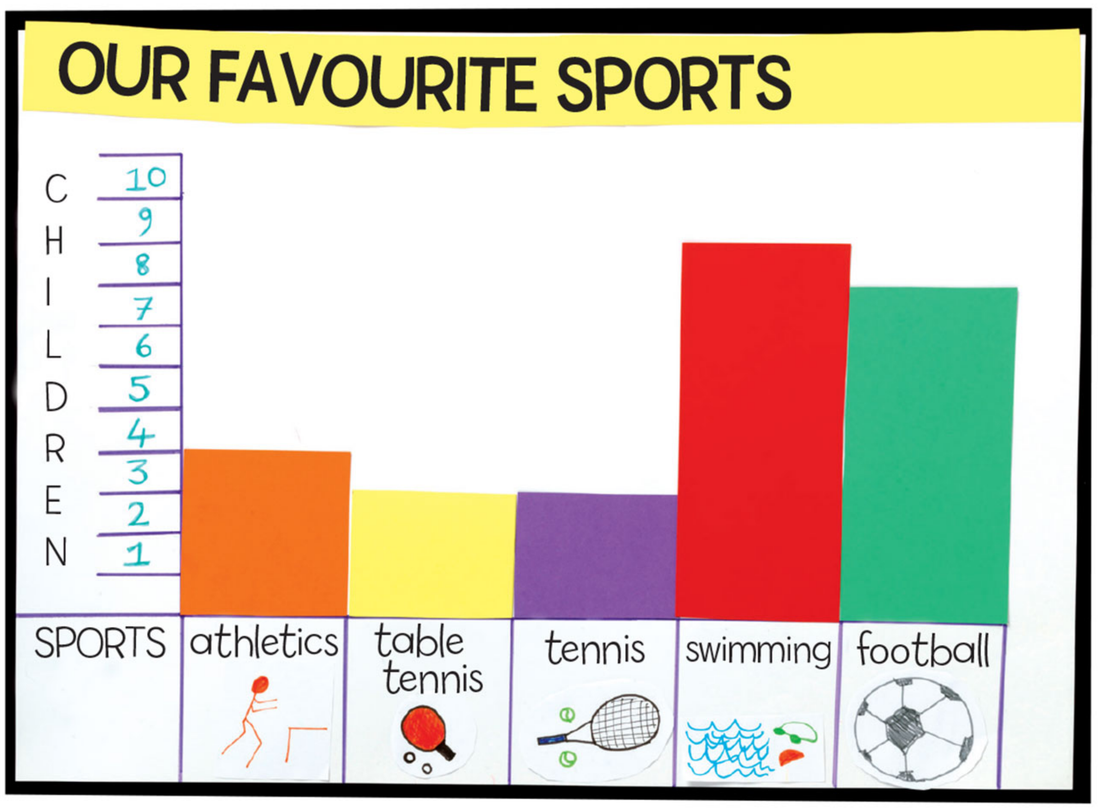
How many children like swimming?

Eight children like swimming.

swimming IIIII III

football IIIII II

3 Now write about your class and make a bar chart.



In our class there are 22 children.
8 children's favourite sport is swimming.
7 children's favourite sport is football.
3 children's favourite sport is athletics.
2 children's favourite sport is table tennis.
2 children's favourite sport is tennis.

Aim:
- to listen for specific information
- to speak to exchange information
- to write sentences collating information

New language: *skiing, bar chart*

Recycled language: sport

Flashcards: 89–98 (sports)

Warm-up

Aim: to review sports words
- Use the flashcards to review sports words.
- Show each one quickly to the class and they guess/say the word and mime the sport.

1 109 SB p100 Listen and put a tick ☑ or a cross ☒ in the boxes.

Aim: to practise listening for specific information
- Students look at the table in the Student's Book.
- Check they know what to do.
- Teach the word *skiing*.
- Play the recording. Students listen and tick or cross.

For script see TB p125.

- They compare answers in pairs.
- Play the recording again and check with the class.

Key: Sue: table tennis ☺, badminton ☹, hockey ☺, skiing ☺, athletics ☹; Henry: table tennis ☺, badminton ☹, hockey ☹, skiing ☹, athletics ☺

2 SB p100 Ask and answer.

Aim: to practise asking and answering questions
- Students walk around the classroom and ask their classmates what sports they like doing.
- Write the question *What sports do you like doing?* on the board. Encourage students to use the *-ing* form in their questions and answers.
- Students keep a note of their classmates' responses using lines as shown in the Student's Book.

3 SB p100 Now write about your class and make a bar chart.

Aim: to give students practice in interpreting information
- Students write the results from their surveys in Activity 2 in a list. Read the model list in the Student's Book for students to understand how to do it.
- Explain to students what bar charts are for. Help them identify the elements in the model bar chart in the Student's Book.
- Students make their bar charts in their notebooks.

Extra support: Students do the survey and make the bar chart in small groups.

1 WB p100 Look and read. Write *yes* or *no*. Exam skills

Aim: to practise reading for specific information

Key: 2 yes, 3 yes, 4 no, 5 no, 6 yes

Ending the lesson

Aim: to review language
- Give students 30 seconds to study the picture in WB Activity 1. Then they close their Workbooks.
- Elicit what they can remember about the picture, e.g. sports, people, objects.
- An alternative is to make small teams and ask them to write the things they remember. When you say *Stop*, students show their results to you. The winning team is the one with the most correct words.

Stronger students: Students write complete sentences about the activities they remember from the scene in their Workbooks, e.g. *Two girls are playing tennis.*

Extension activity

Aim: to give students writing practice
- Students write in their notebooks about their favourite sport and draw a picture.
- In their texts, they say the name of the sport, why they like it and when and where they play it.

Learning outcomes:
- to read for specific information

Recycled language: sport

Materials: paper, coloured pens or pencils

Warm-up

Aim: to review sports words
- Make statements about the survey in the previous lesson, e.g. *This is five students' favourite sport. Do you remember what it is?*
- Students try to remember without looking in their books.
- Repeat for the other sports mentioned in the class survey.

1 SB p101 Look and read. Write *yes* or *no*.

Aim: to practise reading skills
- Check students know what to do in Activity 1.
- They read the statements and write *yes* or *no*.
- Students compare their answers in pairs.
- Check with the class.
- Elicit corrected sentences for the *no* statements.

Key: 1 no, 2 yes, 3 yes, 4 yes, 5 no, 6 no

1 036 WB p101 Listen and complete. Write one word in each space.

Aim: to give students practice in listening for detail

For script see TB p126.

Key: 2 Fridays, 3 sports, 4 everyone

2 WB p101 Look and write sentences.

Aim: to give students practice with interpreting pictures

Key: 2 Four people are playing badminton. 3 Three people are playing football. 4 Two people are playing hockey.

Ending the lesson

Aim: to practise writing skills
- Students work in small groups.
- Together, they draw a scene that shows different sports being played at the same time, similar to the scene in SB Activity 1.
- Students colour their drawings.
- Groups exchange the drawings with other groups.
- Students have to write six sentences to describe the scene drawn by another group. They can use the sentences in Activity 1 as a model.
- Go around the class to monitor students' work.
- An alternative is to ask students to include three sentences that are not true about the scene. The owners of the drawing will identify the false sentences and correct them.

Extension activity

Aim: to practise role plays
- In pairs, students practise a simplified version of the role play in WB Activity 1:
  A: Can I help you?
  *B: Yes, I'd like to join the **badminton** club. Can I ask some questions?*
  A: Yes, of course.
  B: When is the club?
  *A: It's on **Mondays and Fridays**.*
  B: Where is it?
  *A: It's **in the school sports hall**.*
  B: Thank you.
  A: That's OK. Bye!
- Students can personalise the role play by changing the sport, the days and the place.

Stronger students: More confident pairs then role play the conversation for the class.

1 Look and read. Write *yes* or *no*.



1 The children are in a park. _____

2 There are 13 children. _____

3 The girls are playing volleyball. _____

4 The girls in one team are wearing blue T-shirts. _____

5 Four children are swimming. _____

6 Two boys are playing table tennis. _____

Think and learn

Sports equipment

What do we need to play sports?

1 110 Listen and point.



2 Look at the table and tick ☑. Say sentences about the sports.

	ball	bat	racket	board	helmet	net	goggles
baseball	✓	✓			✓		
basketball							
tennis							
snowboarding							
swimming							

For baseball, we need a helmet, a ball and a bat.

3 **What equipment do we need for these sports?**

table tennis football surfing volleyball

Aim:
- to integrate other areas of the curriculum through English: Physical education
- to talk about sports

BIG QUESTION to explore the Big Question *What do we need to play sports?*

New language: *racket, helmet, board, goggles, snowboarding, equipment*

Critical thinking: Demonstrates understanding of links between new ideas

Cognitive control functions: Cognitive flexibility

Critical thinking (WB): Compares different types of information

Flashcards: 89–98 (sport)

Warm-up

Aim: to introduce sports vocabulary
- Put the flashcards on the board.
- Teach the word *equipment*.
- Volunteer students draw the equipment needed for each sport, e.g. they draw a racket, a net, and a tennis ball for tennis.
- Leave the flashcards and the drawings on the board.

SB p102 What do we need to play sports?

Aim: to deepen understanding of the unit Big Question
- With Student's Books closed, play the video.

For videoscript see TB p126.

- Ask students what they remember.
- Students watch again and answer *What do we need to play sports?*

Key: We need shoes, a ball, a net, a racket, a bat, a board, goggles and a helmet to do sports. We need a court, a pitch or a track.

1 110 SB p102 Listen and point.

Aim: to identify sports equipment
- Students look at the pictures in the Student's Book.
- Play the recording for students to listen and point.

For script see SB p102.

2 SB p102 Look at the table and tick ☑. Say sentences about the sports.

Aim: to practise new vocabulary
- Focus students' attention on the table. Ask what sports they see.
- Ask volunteer students to read the vocabulary in the first row. Check pronunciation.
- Make sure students understand what they have to do by looking at the examples.
- Students complete the table individually.
- Check results as a class.
- Students work in groups. They take turns to say sentences about the sports, e.g. *For basketball, we need a ball and a net.*
- Go around the class to monitor work.

Key: basketball: ball, net; tennis: ball, racket, net; snowboarding: board, helmet; swimming: goggles

3 SB p102 What equipment do we need for these sports?

Aim: to practise new vocabulary
- In groups, students discuss the equipment needed for each sport.

1 WB p102 Look and write.

Aim: to practise spelling of new words

Key: 2 net, 3 board, 4 racket, 5 bat, 6 goggles

2 WB p102 Read, think and write.

Aim: to practise new vocabulary

Key: 2 badminton, 3 baseball, 4 tennis, 5 volleyball

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today, e.g. *sports equipment.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to internalise new language
- With books closed, students go to the board and write the words for the drawings they made in the Warm-up activity.

Learning outcomes:
- to extend the focus on Physical education through English
- to complete a project

New language: pitch, track

Recycled language: sport

Creative thinking: Uses different media to make and describe his/her own designs

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Participates in investigative, exploratory, open-ended tasks

Materials: A4 paper for each student, a leaflet, resources to print and cut-out photographs of sports

Warm-up

Aim: to review places where sports are played
- Ask students if they remember the places mentioned in the video where sports can be played.
- If they don't remember, show them the video again.
- Encourage students to write the places on the board.

4 111 SB p103 Write the sport next to where we play it. Then listen and check.

Aim: to associate sports with places
- Ask a volunteer to read the words in the box and the place labels.
- Make sure students understand what they have to do.
- Students work in pairs to write the sports.
- Then they listen to the audio to check answers.

For script see TB p126.

Key: court: badminton, basketball, tennis; track: ride a bike, athletics, running; pitch: football, hockey, baseball

5 Project SB p103 Make a leaflet about your favourite sport.

Aim: to enable students to apply what they have learned about sports equipment
- Give each student a piece of A4 paper and tell the class they are going to make leaflets about a sport.
- Explain that a leaflet is a piece of paper that gives you information about something. Show a leaflet to the class.
- Students start by deciding what their favourite sport is. They also think about what equipment they need to do this sport.
- They then refer to the example and decide what pictures and information about the sport they want to put in their leaflet. Tell students that they should include information about where people do the sport.
- Students write a draft. Go around the classroom to monitor work.
- Students then create and write their leaflets. They draw pictures or, alternatively, they can print and cut out photos to stick in the leaflet.
- The leaflets can be displayed around the classroom. Look at them as a class to answer: *What are the class's favourite sports?*
- Alternatively, students could create their leaflet digitally and save it to their digital portfolio.

3 WB p103 Look and write *court, pitch* or *track*.

Aim: to give students practice of new vocabulary

Key: 2 pitch, 3 court, 4 track, 5 court, 6 pitch

4 WB p103 Read and draw lines.

Aim: to associate sports with equipment

Key: 2 d, 3 b, 4 a

5 WB p103 Choose, draw and write.

Aim: to give students practice of new vocabulary

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to use new language to practise speaking
- Choose one of the leaflets displayed in the classroom.
- Ask the owner of the leaflet *What do you like playing?* After they answer, agree or disagree by saying *So do I, Me too!* or *I don't.*
- Ask *Where do you play it? What equipment do you need?*
- Encourage a pair of students to make the same dialogue.
- Repeat with another pair.
- Ask all students to stand next to their leaflets.
- Choose some students to go around the classroom to ask questions about different leaflets.

4 111 Write the sport next to where we play it. Then listen and check.

football badminton basketball
ride a bike hockey tennis
athletics running baseball

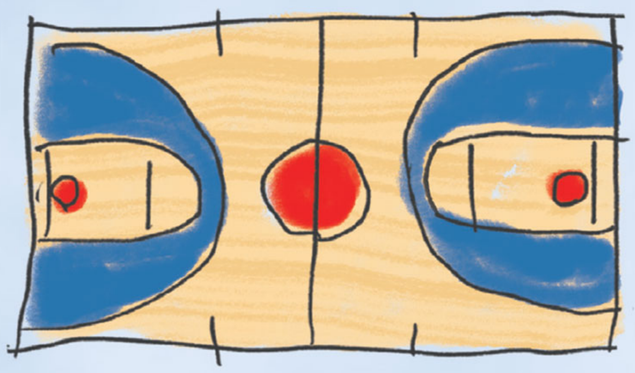






5 Project Make a leaflet about your favourite sport.

BASKETBALL



Basketball is my favourite sport.



You play basketball on a court.

You need a big ball and a net. You wear shorts and a T-shirt.

Do that!

1 112 **Listen and act out with your teacher. Then listen again and number the pictures.**



2 **Read the sentences from the story and draw lines.**

a You say, ‘Can I play with you, please?’

b You hit the ball. It lands in a tree.

c The children are happy. They give you a high five.

d You’re on a beach.

e You see some children playing volleyball.

f You climb up the tree and get the ball.

3 **Listen to a friend and act out.**



You’re in a park. You see some children playing football. A girl kicks the ball. It lands in a lake.



Aim:
- to practise the language through listening and responding physically
- to practise giving instructions

New language: *high five, beach, hit, land, kick*

Recycled language: vocabulary and grammar from the unit

Creative thinking: Participating in creative activities

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: For the WB making activity: pencils, paper cups, string, foil, scissors

Warm-up

Aim: to get students ready for SB Activity 1
- Ask students to look at the pictures in Activity 1.
- Ask questions so that students say what they see, where the children are and what sport they are playing, e.g. *What sports equipment can you see? Where is the boy?* (Point to the picture where the boy is on the beach.)

1 112 SB p104 **Listen and act out with your teacher. Then listen again and number the pictures.**

Aim: to activate students' imagination
- Play the recording.

For script see TB p126.
- Call two students to act out the story with you. Pretend you are the boy and you are looking at the two other students who are playing volleyball. Approach them and ask them *Can I play with you, please?* Continue with the acting.
- Then call out other groups to act out the story in front of the class.
- Finally, play the recording again for students to number the pictures.
- Check answers as a class.

Key: 5, 4, 6, 1, 3, 2

2 SB p104 **Read the sentences from the story and draw lines.**

Aim: to practise sequencing
- Put students in pairs and ask them to do Activity 2 together.
- Check answers as a class. If needed, play the recording again.

Key: (d, e,) a, b, f, c

3 SB p104 **Listen to a friend and act out.**

Aim: to activate students' imagination
- Ask students to think of a new version of the story from Activity 2.
- Put students in pairs to act out each other's versions. One student says the version of the story while the other acts it out.

1 WB p56 **Make a *ball in the cup* game.**

Aim: to enable students to follow a set of visual and written instructions to make a *ball in the cup* game

Ending the lesson

Aim: to practise writing skills
- Ask students to write out the new version of the story they acted out in SB Activity 3.
- Students then exchange the stories with a partner to check.
- Go around the classroom to monitor work.
- Encourage students to draw scenes for their stories.

Extension activity

Aim: to enable students to use their *ball in the cup* games
- Show students how to play the *ball in the cup* game.
- Make groups of four. Each student has six tries to get the ball into the cup. They record their scores.
- After each round, one student is the winner.
- Groups play five rounds.

8

Learning outcomes:
- to review language from Units 7 and 8
- to collaborate and reflect on learning

BIG QUESTION to think about how the unit has helped them explore the Big Question *What do we need to play sports?*

Recycled language: vocabulary and grammar from Units 7 and 8

Creative thinking: Substitutes words and phrases to create new texts

Cognitive control functions: Working memory

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Flashcards: 80–88 (transport), 89–98 (sport)

Warm-up

Aim: to review transport and sports
- Use the flashcards to review vocabulary.
- Show each flashcard quickly to the class. Students say the words.
- Put the flashcards in a pile face-down on your desk.
- Ask one student to take one flashcard from the pile and say the word.
- Continue with other students.

1 SB p105 How many words can you remember? Draw pictures.

Aim: to review vocabulary
- Students do the activity in small groups without looking back through the units.
- Give students a set amount of time to draw as many words as they can think of.

2 SB p105 Write and say the words.

Aim: to review spelling and pronunciation
- Ask students to write the words for each of their pictures from Activity 1.
- Groups go to the front, show their pictures and say the words.
- Check spelling and pronunciation.

3 113 SB p105 Listen and number.

Aim: to practise listening and to review language from the unit
- Play the recording.

For script see TB p126.

- Students do Activity 3 individually.
- Check answers as a class.

Key: 5, 3, 2, 6, 4, (1)

4 SB p105 Write a new dialogue. Act it out.

Aim: to encourage creativity and practise writing
- Show students how to make a new dialogue by completing the gaps.
- Students work in pairs to write a new dialogue.
- Ask volunteers to act out the dialogue in front of the class.

1 WB p105 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 riding, 3 doing, playing

2 WB p105 Look and write.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning

Key: 2 helmet, track; 3 net, court

3 WB p105 Read. Then draw and write.

Aim: to enable students to personalise the topic

Picture dictionary

Aim: to review vocabulary for sports
- Students complete the Picture dictionary page for sport (WB page 127).

Key: badminton, baseball, basketball, football, hockey, swimming, table tennis, tennis, volleyball

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learned
- Students work in groups. They take turns to read aloud what they have written for WB Activity 3 and say something about their pictures.

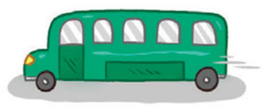
Group Check Units 7 and 8

8

1 How many words can you remember? Draw pictures.

Transport





Sport





2 Write and say the words.

3 113 Listen and number.



So do I. I'd like to go swimming on Saturday. ☐

I don't. Playing badminton's difficult. ☐

I like playing badminton. ☐

Me too! Let's go together. ☐

I also like swimming. ☐

What sports do you like doing? 1

4 Write a new dialogue. Act it out.

What sports do you like doing?

I like _____.

I don't. _____.

I also _____.

So do I. _____.

Me too! _____.

9 Holiday plans

1 114 Listen and look. Then listen and say the words.



BIG QUESTION What makes a good holiday?

2 115 Listen and chant.

Give me a **G**!
Go camping.
Give me an **H**!
Help in the garden.
Give me a **V**!
Visit my cousins.
Give me a **K**!
Keep a scrapbook.
Give me an **L**!
Learn how to swim.
Give me a **B**!
Build a tree house.
Give me a **G**!
Go hiking.
Give me an **H**!
Holiday! **H**oliday! **H**oliday!

Learning outcomes:
- to name and talk about holiday and leisure activities
- to say a chant

BIG QUESTION to start to think about the Big Question *What makes a good holiday?*

New language: *holiday, plans, read a comic, go hiking, visit cousins, help in the garden, take riding lessons, build a tree house, keep a scrapbook, learn to swim, go camping, give*

Cognitive control functions: Working memory

Critical thinking (WB): Solves simple puzzles, e.g. word puzzles

Flashcards: 99–107 (holidays)

Warm-up

Aim: to review activities
- Mime a known sport, e.g. swimming.
- Tell students that this is something some people do on their holidays.
- Write *Holidays* on the board in a circle and build a word map of other things students like to do on holiday.

Presentation

Aim: to present holiday vocabulary
- Show the flashcards of any holiday activities mentioned in the Warm-up, elicit the words and stick them on the board around the word map.
- Use the other flashcards to present the new holiday activities.
- Say the phrases for students to repeat.
- Hold up each flashcard for students to say the phrases in chorus.
- Stick the flashcards on the board around the word map.

1 114 SB p106 Listen and look. Then listen and say the words.

Aim: to practise holiday vocabulary
- Students look at the picture in the Student's Book.
- Play the recording.

For script see TB p126.

- Students point to the holiday phrases when they hear them.
- Play the recording again. Students repeat the new phrases.
- Students practise pointing and naming in pairs.

BIG QUESTION What makes a good holiday?

Aim: to encourage students to talk about holidays
- Read the Big Question. Ask students to tell you what they think makes a good holiday. Guide students to talk about the people they go on holiday with, the food they eat and the places they usually go to, e.g. the countryside, the beach, the mountains.

2 115 SB p106 Listen and chant.

Aim: to give students further practice saying the new words
- Pre-teach *Give me a G!* and students say words that start with *G*. Repeat with other letters.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p106.

- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- Put students into small groups.
- Ask groups to swap the order of two holiday activities in the chant, e.g. *Give me a G! Visit my cousins.*
- Ask groups to sing the new version of the chant.
- Tell students they have to put their hands up when they discover a difference in the chant.

1 WB p106 Use the code to write the words.

Aim: to practise the new vocabulary

Key: 2 (visit my) cousins, 3 (take) riding lessons, 4 build (a tree) house, 5 (go) camping, 6 (go) hiking, 7 read (a) book, 8 help (in the) garden, 9 keep (a) scrapbook

Ending the lesson

Aim: to review key language from the lesson
- Mime a holiday activity.
- Students guess, using *yes/no* questions, e.g. *Are you learning to swim?*
- The student who guesses correctly comes to the front to mime the next holiday activity.

Extension activity

Aim: to practise information transfer and writing skills
- Individually, students write at least two things they do in winter, using the code from WB Activity 1.
- They swap coded messages with their partner and work out what the answers are.
- Elicit and share ideas as a class.

9

Learning outcomes:
- to make requests using *Can*
- to review holiday and leisure activities

New language: *Of course you can.*

Recycled language: holiday and leisure activities, days of the week

Creative thinking: Acts parts in role-plays or dramas

Cognitive control functions: Cognitive flexibility

Flashcards: 99–107 (holidays)

Warm-up

Aim: to review holiday words
- Students take turns to come to the front in pairs.
- They secretly take a flashcard and mime the holiday activity for the class to guess.
- The student who guesses correctly comes with a partner and takes the next flashcard.

Presentation

Aim: to present *Can* for requests
- Take a pen or pencil from a student and ask *Can I use it, please?*
- Prompt the student to respond, e.g. *Yes, you can / Fine / OK.*
- Go around the class, making requests to use/take other objects.
- Students then take turns to do the same in open pairs.

1 116 SB p107 Look, read and write the names. Then listen and check.

Aim: to practise the new language
- Students look at the picture and the sentences in the Student's Book.
- Do the first one as an example with the class.
- Check students know what to do.
- They read silently and match.
- They compare answers in pairs.
- Play the recording for students to check.

For script see TB p126.
- Check with the class, playing the recording again as necessary.

Key: 1 Elsie, 2 Maisy, 3 Ryan, 4 Toby

2 117 SB p107 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p107.
- Students practise the sentences in pairs. Ask some pairs to say the sentences in front of the class.
- Play the first question on the recording.
- Students repeat.
- Do the same for the second question. Supply other responses students can use, e.g. *Fine. OK. Yes, you can.* Also mention the negative response *No, you can't.*
- Students practise making requests and responding in pairs. They change the activities according to their preferences.

3 SB p107 Do a role play.

Aim: to give students practice with the new language
- Demonstrate the activity with different students.
- Put students into pairs.
- They take turns to ask a question, making a request, and then to respond.
- Monitor and help/prompt as appropriate.
- Check some conversations using open pairs.

1 WB p107 Read and write.

Aim: to practise new language

Key: 1 build, 2 take, 3 go

2 WB p107 Look and write.

Aim: to practise new language

Key: 1 go hiking, 2 go camping

3 WB p107 Write the words in the correct order.

Aim: to practise word order of new language

Key: 2 Can I learn to swim? 3 Can I keep a scrapbook? 4 Can we help in the garden?

Ending the lesson

Aim: to review new language from the lesson
- Invite students to come to, e.g. the door. Mime starting to open the door and elicit the polite request *Can I open the door?*
- Repeat for other classroom jobs, e.g. *clean the board*, *turn off the light*.

Extension activity

Aim: to give students practice with the new language
- Students draw a picture in their notebooks similar to WB Activity 1 to illustrate one of the holiday activities.
- They write the request under the picture.

1 116 Look, read and write the names. Then listen and check.



Maisy Ryan Elsie Toby

1 Can I take a riding lesson on Monday? _____

2 Can I help you in the garden on Wednesday? _____

3 Can we go camping on Friday? _____

4 Can we go hiking on Sunday? _____

2 117 Watch, listen and say.

Language focus

Can I build a tree house?
Yes, of course you can.

Can I take riding lessons?
Yes, of course you can.

Can we go fishing?
Yes, of course we can.



3 Do a role play.



1 118 Listen and sing. Then write the numbers.

We all need a holiday.
A time for play and rest.
Sun and sea – come with me,
Holidays are the best.
Holidays are the best.

Can we build a tree house? ☐
Can we skip and run? ☐
Can we visit cousins? ☐
We want to have some fun.
We want to have some fun.

We all need a holiday …

Can we read a comic? ☐
Can we bake a cake? ☐
Can we keep a scrapbook? ☐
We want to have a break.
We want to have a break.

We all need a holiday …



2 Ask and answer.

What makes a good holiday?

Having lots of fun.

Going to new places.

Learning outcomes:
- to sing a song with the class
- to practise *Can* for requests

New language: *bake a cake, rest, have a break*

Creative thinking (WB): Writes own songs or poems to reflect personal interests, emotions, or identity

Cognitive control functions (WB): Working memory

Flashcards: 99–107 (holidays)

Warm-up

Aim: to review holiday words
- Write the holiday phrases in jumbled word order on the board.
- Students unjumble them in pairs.
- In turn, students come to the board, stick a flashcard next to the jumbled phrase and write it correctly.

1 118 119 SB p108 Listen and sing. Then write the numbers.

Aim: to sing a song with the class
- Students look at the picture in the Student's Book.
- Use the picture to support / check meaning whenever possible.
- Play the audio (118). Students follow the song in their Student's Books.

For song lyrics see SB p108.

- Check understanding of new vocabulary, e.g. *rest, bake a cake, have a break.*
- Play the audio again for students to write the numbers.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (119) to practise the song with the whole class and then in four groups.

Key: 4, 5, 1, 2, 6, 3

2 SB p108 Ask and answer.

Aim: to practise speaking skills
- Read the speech bubbles in Activity 2. Focus students' attention on the use of *-ing*, e.g. *Go**ing** to new places.*
- Orally, brainstorm activities from the song, e.g. *Visit**ing** cousins.*
- Students go around the classroom. When you say *Stop!* students ask and answer about what makes a good holiday for them.

1 037 WB p108 Can you remember? Listen and circle.

Aim: to practise listening and reading skills

For script see SB p108.

Key: 2 sea, 3 tree house, 4 cousins, 5 read a comic, 6 keep a scrapbook

2 WB p108 Write a new verse.

Aim: to give students practice writing from a model
- Monitor groups to check they have sequenced the verses correctly (according to the rhyme).
- Use the karaoke version of the song as groups perform their new songs.

Stronger students: Ask some students to write a new version of the chorus of the song, e.g. *We all need a holiday. A time to (hike and run). Mountains and lakes – come with me, Holidays are the best. Holidays are the best.* They can sing this chorus before each group sings its new verse.

Ending the lesson

Aim: to sing a song
- Put students into groups of six. They prepare their new songs, using the verses they wrote for WB Activity 2.

Extension activity

Aim: to practise memorisation skills and review vocabulary
- Start a chain, e.g. *I'm going on holiday to the sea. In my bag I've got my scrapbook.* Student A repeats the prompt and adds another idea, e.g. *and my shorts.*
- Continue the chain, choosing students at random around the class. When there are about eight objects in the bag, start another chain.
- Repeat, starting with *I'm going on holiday to the mountains ... I'm going camping ... I'm going hiking ...*

9

Learning outcomes:
- to review questions and answers

Recycled language: language from previous units

Critical thinking (WB): Solves simple puzzles, e.g. word puzzles

Materials: A3 sheets of paper (three sheets per small group) (optional)

Warm-up

Aim: to review questions
- Write a big *?* in the middle of the board.
- Draw a circle around it. Write *Who* next to the circle.
- Say *Can anyone ask a question beginning with 'Who'?*
- Give students time to think. Supply a question if they cannot think of one, e.g. *Who can play the guitar?*
- Do the same with *When* and *How old.*
- Tell students that in this lesson they are going to review questions.

Stronger students: Ask small groups of students to brainstorm all the *wh-* question words they remember on a sheet of A3 paper, e.g. *What, Where, When*. Ask them to do the same on another sheet of paper, but with possible subjects, e.g. *he, she, they, cousin, mum*. Then, ask them to write verbs on a third sheet of paper. Students take turns to choose two words from any of the three categories and make a question, e.g. *When is your cousin's birthday?*

1 120 SB p109 Read and match. Then listen and check.

Aim: to review questions and responses
- Do the first question as an example with the class.
- Check students know what to do.
- Remind students to read all the questions and answers carefully before they start.
- They do the matching task individually and then compare answers in pairs.
- Play the recording.

For script see TB pp126–127.
- Check with the class using open pairs.
- Ask students to mime the questions and responses to check comprehension.

Key: 1 d, 2 g, 3 a, 4 f, 5 h, 6 c, 7 l, 8 e, 9 j, 10 b, 11 k, 12 i

2 SB p109 Play the question game.

Aim: to give students practice with the new language
- Demonstrate the activity with the class.
- Students walk around the classroom.
- Clap your hands. Students quickly make pairs and take turns to ask and answer using a different question from Activity 1 each time.
- Clap your hands. Students move on.
- Repeat about eight times.

1 WB p109 Read and circle.

Aim: to give students practice with the form of new language

Key: 2 c, 3 b, 4 a, 5 b, 6 a, 7 c, 8 c

2 WB p109 Look at the answers to Activity 1. Colour the boxes to find the hidden message.

Aim: to consolidate students' understanding of the new language

Key: Students colour boxes: 2 c, 3 b, 4 a, 5 b, 6 a, 7 c, 8 c; well done!

Ending the lesson

Aim: to practise key language from the lesson
- Write a question and answer in jumbled word order on the board.
- Students work in pairs to put them in the right order.

Stronger students: As a follow-up, ask students to work in pairs. Students write the beginning of questions for their partner to complete freely, e.g. *Where is ...?* (*Where is my book?*)

Extension activity

Aim: to give students further practice with contextualising language
- In pairs, students choose one of the questions and responses from SB Activity 1.
- They make up a short role play around this language, changing the words to suit their context.
- Pairs role play their situations, using the question and answer somewhere in the role play. They don't say any other words.
- Students vote for the most inventive role play.

1 120 Read and match. Then listen and check.

1 Are there any eggs in the fridge?

2 Can you ride a horse?

3 Does your brother like ice cream?

4 Has your town got a cinema?

5 Have zebras got stripes?

6 How many shops has your street got?

7 I like swimming.

8 What does your mum like to eat?

9 What's her name?

10 When is his birthday?

11 Where is my hat?

12 Whose jumper is plain?

a Yes, he does. ☐

b In March. ☐

c I think it's got six or seven. ☐

d No, there aren't any. ☐

e Carrots and peas. ☐

f No, it hasn't. ☐

g Yes, I can. ☐

h Yes, they have. ☐

i Olivia's. ☐

j It's Sandra. ☐

k Under the table. ☐

l So do I. ☐

2 Play the question game.

I like swimming.

So do I.

Dream holidays

1 121 What would Flash like to do?



Whisper: It looks great.
Misty and Flash: Can we come up?

Thunder: I'd like to build a tree house.



Whisper: I like swimming.
Dolphin: Me too!

Thunder: And what would you like to do, Whisper?
Whisper: I'd like to learn to swim.



Boy: Where are you, Misty?
Girl: We can't find you.
Misty: I'm behind you!

Whisper: What would you like to do, Misty?
Misty: I'd like to visit my cousins.



Grandma: Can you get me the tomatoes, please?
Flash: Here you are, Grandma.

Misty: What about you, Flash?
Flash: I'd like to help my grandma in the garden.

Learning outcomes:
- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: *Happy holiday!, come up*

Recycled language: language from the story, language from previous units

Value: teamwork

Warm-up

Aim: to review the characters and the story
- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their super powers.
- Elicit what students remember about the previous episode. Ask, e.g. *What sport does Flash want to play?* (Football.) *Does she want to play table tennis?* (No, she doesn't.) *What happens at the end?* (She starts a football team and they are very good and everyone wants her to join their team.)

Dream holidays

1 121 SB pp110–111 What would Flash like to do?

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Play the whole *Super Friends* video. Students listen for what Flash would like to do (help Grandma in the garden).

For script see SB pp110–111.
- Students compare their ideas in pairs. Elicit from the class.
- Then play the video again, pausing to check comprehension.
- Talk with the class about the value of teamwork. Talk about collaboration and how working in teams can help get better results.
- Play the audio. Students listen and repeat.

Key: Flash would like to help her grandma in the garden.

1 038 WB p110 Who says it? Listen and tick ☑.

Aim: to review phrases from the story

For script see TB p127.

Key: 1 2nd picture (Whisper), 2 1st picture (Grandma), 3 1st picture (teacher)

2 WB p110 What would they like to do? Read the story and draw lines.

Aim: to check understanding of the story

Key: 1 help her grandma in the garden, 2 visit her cousins, 3 build a treehouse

3 WB p110 Look and write the numbers.

Aim: to check comprehension of key phrases

Key: 1 c, 2 a, 3 b

Ending the lesson

Aim: to practise the story
- Put students into groups of nine.
- Students take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to activate students' imagination
- On the board, write a short dialogue using three phrases from the story.
- In pairs, students make up a short role play using the model:
  A: *I'd like to (make a fruit salad). Can you get me the (bananas), please?*
  B: *Here you are.*
  C: *It looks (great).*
  They add their own ideas in place of *make a fruit salad, bananas* and *great.*
- Go around the groups and help or make suggestions.
- Pairs role play their situations for the class. The only words they say are *the four sentences.*
- The other students have to guess what the situation is.

Learning outcomes:
- to interpret deeper meaning from a story
- to practise saying the letter sound *s*, pronounced /z/
- to review language from the story and the unit

Recycled language: language from the story

Phonics focus: Your students will be able to read and say the letter sound *s* and identify some words where the letter *s* is pronounced /z/.

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Value: teamwork

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Who wants to build a tree house?* (Thunder.) *Who wants to learn to swim?* (Whisper.)
- Elicit from students if they would like to do these things.

2 SB p111 Read and write who says ...

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow it in their Student's Books.
- Make sure students know what to do.
- They read the sentences and write who says them.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Flash, 2 Whisper, 3 Thunder, 4 Misty

3 SB p111 Find who says ...

Aim: to present the sound /z/ in words containing the letter *s*
- Write *visit* and *cousin* on the board, using a red pen for the *s*. Students listen while you say the words and tell you the sound (*zzz* as in a bee buzzing).
  Note: *Cousin* is a special word, pronounced /ˈkʌz.ᵊn /.
- Show students how the mouth and tongue are the same for both sounds /s/ and /z/, but for the /s/ sound they don't use their voice. Students put their fingers on their throat and feel the vibration for the sound /z/.
- Students repeat after you *I'd like to visit my cousins* and find the sentence in the story (frame 3).

Key: Misty

4 122 SB p111 Listen and say.

Aim: to practise and identify the letter sound /z/ in words with the letters *z* and *s*
- Play the recording. Students look, read and repeat.

For script see TB p127.
- Students point out where the letter *z* is pronounced /z/ and where the letter *s* is pronounced /s/.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

1 WB p111 Who is working in a team? Look and tick ☑.

Aim: to focus students on the value of teamwork

Key: Picture 2

2 039 WB p111 Listen and write the words under *z* or *s*.

Aim: to practise contrasting the two sounds /z/ and /s/

Key: /z/ zebra, lizard, tomatoes; /s/ house, swim, lesson, tennis

3 040 WB p111 Listen, say and check your answers.

For script see TB p127.

Ending the lesson

Aim: to review and write words with the sounds /z/ and /s/
- Dictate the sound sentence while students write. They check in the Student's Book.
- In plurals the final *s* is often pronounced /z/: *lemons, eggs, toys, jeans.* Compare with plurals pronounced /s/: *clocks, parrots, parks, shops.* Dictate the words above in random order while students write them in two columns headed /z/ and /s/.

Extension activity

Aim: to revisit the importance of teamwork
- Focus on what happens in the story and how Flash helps her grandma.
- Elicit why this value is important and ask for examples of when students work in teams.

5



Teacher: Come with me, kids.

6



Teacher: Happy holiday!
Misty: Thank you very much.
Everyone: Hurray!

2 Read and write who says …

1 I'd like to help my grandma. _____

2 I'd like to learn to swim. _____

3 I'd like to build a tree house. _____

4 I'm behind you! _____

Phonics

3 Find who says …

I'd like to visit my cousins.

4 122 Listen and say.



My cousins and I are giving lizards bananas at the zoo.

Skills

1 **Look and read. Put a tick ☑ or cross ☒ in the box.**

1



This is a tiger. ☐

2



This is a watermelon. ☐

3



This is a lamp. ☐

4



This is a bus stop. ☐

5



This is a helicopter. ☐

6



This is hockey. ☐

Learning outcomes:
- to read for specific information

Recycled language: language from this and previous units

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Flashcards: all units

Warm-up

Aim: to review vocabulary
- Make statements about things in the room: some true, and some false, e.g. *This is a big, green and white bag.* (It's green and yellow.)
- Students stand up. They turn around for true statements and stand still for false ones.
- Students who react wrongly are out.
- Continue until there is a small group of winners.

1 SB p112 **Look and read. Put a tick ☑ or cross ☒ in the box.**

Aim: to practise reading for specific information
- Students look at the pictures and read the sentences.
- Check they know what to do.
- Students do the task individually.
- They compare answers in pairs.
- Check with the class. Elicit correct sentences for answers with a cross.

Key: 1 ☒, 2 ☑, 3 ☑, 4 ☒, 5 ☒, 6 ☑

1 WB pp112–113 **Look and read. Write the answers.** Exam skills

Aim: to practise reading for specific information

Key: 2 baseball cap, 3 tree house, 4 garden, 5 flower, 6 kitchen, 7 four

Ending the lesson

Aim: to review language
- Give students 30 seconds to study the pictures in WB pp112–113 Activity 1. Then they close their Workbooks.
- Elicit what they can remember about the pictures and ask volunteers to write the words on the board.

Extra support: Students work in small groups. They write as many words as they can remember from the pictures. After two minutes, say *Stop!* Check which group has the most words spelt correctly.

Extension activity

Aim: to review language from previous units
- As homework, ask students to search for pictures of vocabulary from previous units. They can include vocabulary that is not in the flashcards but has been taught in the book, e.g. *fridge*.
- Ask them to make an activity similar to SB Activity 1.
- They glue the pictures on a sheet of paper and write a sentence that can be correct or incorrect, e.g. a picture of a wardrobe and the sentence: *This is a sofa.*
- Students exchange their activity with another student who puts a tick or a cross next to each sentence.
- Encourage students to use a variety of structures, not only *This is ...*, e.g. *There is ..., He likes ..., She has got ..., The (cat) is between ..., She's (angry).*

Stronger students: Students include negative structures, e.g. *She doesn't like swimming.* Make sure that stronger students exchange their activities with other stronger students.

9

Aim:
- to listen for specific information
- to answer questions about a picture

Recycled language: language from this and previous units

Materials: flashcards (all units), Unit 9 stickers, scissors

Warm-up

Aim: to review vocabulary from previous units

- Tell students they will review vocabulary from previous units.
- Place the flashcards face down in nine piles on a desk. Each pile relates to one unit (routines, animals, places in town, food, furniture, face, transport, sports, holiday activities).
- Make three groups: A, B and C.
- Say a category to Group A, e.g. *Routines*. Students say one word they remember that is on a flashcard. If they say it correctly, one volunteer from the group takes the corresponding flashcard from the desk and keeps it for his/her group.
- Continue with the rest of the groups.
- The winning group is the one that gets the most flashcards.

1 123 SB p113 Listen and stick.

Aim: to practise listening skills

- Students find their stickers and cut them out together with the backing paper.
- Check students know what to do.
- Play the recording. Students listen and place (but do not stick down) their stickers.

For script see TB p127.

- Students compare their answers in pairs.
- Play the recording again and check with the class.

Key: elephant near the girl with black hair, cat on climbing wall, butterfly on apple, frog on head of girl reading comic

2 SB p113 Look at Activity 1. Answer the questions.

Aim: to give students practice with reading and answering questions

- Check students know what to do.
- They read the questions silently and think about the answers.
- In pairs, they take turns to read a question and to answer it.
- Check using open pairs.
- As a follow-up, ask students to write the answers to the questions in their notebooks. Students exchange notebooks with another student to check the answers are correct.

Key: 1 There are nine children in the picture. 2 She's reading a comic. 3 The horse is white. 4 The boy's shorts are blue. 5 They are playing hockey.

Ending the lesson

Aim: to practise giving and following instructions

- Students do the sticker activity in pairs. Student A secretly places (but does not stick down) his/her stickers anywhere on the SB Activity 1 picture.
- Student A then gives instructions for Student B to follow, e.g. *Put the dog sticker behind the boy eating an ice cream.*
- After all the stickers have been put in place, students check the stickers are in the same place.
- Then it is Student B's turn to give instructions.
- Finally, students stick the stickers in place as described in Activity 1.

Extension activity

Aim: to review vocabulary

- Write, e.g. *Transport* in the centre of the board. Give pairs one minute to write as many transport words as they can remember.
- They swap word maps with another pair.
- Pairs check in their Picture dictionaries if the words have been spelt correctly.
- Repeat with another word family.

1 123 Listen and stick.



2 Look at Activity 1. Answer the questions.

1 How many children are there in the picture?

2 What's the girl in the green dress doing?

3 What colour is the horse?

4 There's a boy eating an ice-cream. What colour are his shorts?

5 What are the children in yellow T-shirts doing?

There are … children in the picture.

Think and learn

Helping the environment

How can we help the environment on holiday?

1 124 Listen and point.









2 **Read and tick ☑ the best environment holiday picture.**

Help the environment and have a good holiday:

- Recycle your rubbish in a bin or take it home. Don't leave your rubbish on the ground!
- Learn about the animals and their environment, but don't touch or play with them.
- Walk on the path. Don't walk on the plants and flowers.





3 **What can you recycle on holiday?**

You can recycle plastic bottles.

Learning outcomes:
- to integrate other areas of the curriculum through English: Environmental studies
- to identify and name materials for recycling

BIG QUESTION to explore the Big Question *What makes a good holiday?*

New language: *natural environment, recycle, recycling bin, rubbish, path*

Recycled language: materials

Critical thinking: Demonstrates understanding of links between new ideas

Cognitive control functions: Cognitive flexibility

Critical thinking (WB): Makes a choice of activity and can give a reason for the choice

Materials: a picture of the recycling logo

Warm-up

Aim: to review materials
- Elicit from students the materials they can remember from Unit 5, e.g. *wood, metal, plastic, glass, fabric.*
- Pre-teach the word *recycle* and discuss which materials can be recycled.

SB p114 How can we help the environment on holiday?

Aim: to deepen understanding of the unit Big Question
- With Student's Books closed, play the video.

For videoscript see TB p127.

- Ask students what they remember.
- Students watch again to answer *How can we help the environment on holiday?* Play the video again and elicit the answer.

Key: We can take rubbish home, recycle plastic bottles, not walk on plants, and not play with animals or give them food.

1 124 SB p114 Listen and point.

Aim: to extend students' understanding of Environmental studies
- Play the recording.

For script see SB p114.

- Students listen and point.
- Ask students if they recycle at home.

2 SB p114 Read and tick ☑ the best environment holiday picture.

Aim: to practise reading for detail
- Read the text with students and ask them to tick the corresponding picture.

Key: Picture 1

3 SB p114 What can you recycle on holiday?

Aim: to deepen students' understanding of what recycling involves
- Elicit objects that students may use on holiday that could be recycled.
- Help students by asking questions, e.g. *What do you use when you eat/drink? What do you play with? What do you use at hotels?*
- Students use *You can recycle …* when they provide examples.

1 WB p114 Look and write.

Aim: to review vocabulary

Key: 2 natural environment, 3 recycle, 4 rubbish, 5 path

2 WB p114 How can we help the environment on holiday? Read and tick ☑.

Aim: to practise reading skills

Key: **Do:** take your rubbish home, walk on the path, learn about the animals in their environment
Don't: walk on the plants and flowers, play with the animals, leave your rubbish on the ground

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today, e.g. *rubbish, recycling and the environment.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to deepen understanding of what recycling is
- Show the recycling logo.
- Ask students if they have seen recycling bins where they live.
- Elicit from students the main categories rubbish is grouped into, e.g. paper, glass, plastic, organic.
- Students work in small groups. Hand out paper and assign a category to each group.
- Students draw a big recycling bin with the recycling logo and category on it, e.g. *Plastic*.
- They draw objects that belong to the category on their bin.
- Put the bins in the classroom.

9

Learning outcomes:
- to extend the focus on Environmental studies through English
- to complete a project

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Critical thinking (WB): Compares different types of information

Cognitive control functions (WB): Cognitive flexibility

Materials: A3 paper, magazines or internet access and a printer, scissors, glue

Warm-up

Aim: to review vocabulary
- Elicit from students the things they should do and mustn't do to help the environment when they go on holiday.
- Encourage students to use *Don't* when appropriate.

4 SB p115 Look and draw. What's good 😀 or bad 😞 for the environment on holiday?

Aim: to improve reading skills
- Ask students to do Activity 4 individually. They draw happy or sad faces as appropriate.
- Students check answers in pairs.

Key: 1 ☺, 2 ☹, 3 ☺, 4 ☺, 5 ☹, 6 ☹

5 Project SB p115 Choose a place to go on holiday. Make a scrapbook page. Use the questions to help you.

Aim: to enable students to express their creativity and apply what they have learned about helping the environment
- Students look at the model page. Tell them they are going to make scrapbook pages about a holiday.
- Explain that in a holiday scrapbook, you can stick in pictures and things that help you remember your holiday.
- Students work in pairs to choose a place to go on holiday. They work together to make notes, answering the first three questions about their holiday.
- Students then work together to find pictures to stick on their scrapbook page. Encourage them to find a variety of images. They can also draw pictures to stick in.
- Students then copy the headings from the model text and they use their notes to write information after the headings.
- When the scrapbook pages are finished, you can attach them together to make one big class holiday scrapbook.
- Take photos of the scrapbook pages and save them to students' digital portfolios.

3 WB p115 What activities can we do? Look and write.

Aim: to practise classifying

Key: beach: go fishing, look for shells, take riding lessons, go swimming, take a photo; mountains: go climbing, go hiking, take riding lessons, take a photo; lake: go fishing, go swimming, take a photo

4 WB p115 Choose, draw and write.

Aim: to improve writing skills

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to practise new language
- Students work in pairs.
- They show and read to each other what they have written in WB Activity 5.
- Encourage students to show their work to other pairs as well.

4 Look and draw. What's good 😀 or bad 😟 for the environment on holiday?

1 We recycle our rubbish. ○

2 We go hiking and walk on the plants. ○

3 We go camping and we walk on the paths. ○

4 We keep a holiday scrapbook about the environment. ○

5 It's fun to play with animals in their habitats. ○

6 We don't recycle bottles on holiday. ○

5 Project Choose a place to go on holiday. Make a scrapbook page. Use the questions to help you.

- What habitat is it?
- What animals live there?
- How can you help the environment on your holiday?
- Find some photos for your project.

My holiday

Habitat: beach and sea
Animals: birds, fish
Do:
- recycle rubbish
- take photos
- learn about the environment

Don't:
- throw rubbish on the beach or in the sea
- give food to the fish and birds
- touch the birds and fish









Create that!

1 125 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'd like to … with … .
In your picture, you'd like to …



Learning outcomes:
- to listen, imagine and draw to demonstrate meaning
- to describe holiday activities

Recycled language: vocabulary and grammar from the unit

Creative thinking: Chooses options to create something new

Cognitive control functions: Inhibitory control

Creative thinking (WB): Uses different media to make and describe his/her own designs

Materials: soft music (optional); For the WB making activity: paper, scissors, coloured pens or pencils, string, clean twigs, pencils

Warm-up

Aim: to give students practice in following instructions
- Play a game of 'Simon says'. When you say *Simon says* before an instruction, students mime it. When you do not say *Simon says*, students do not mime it.
- Invite volunteers to give instructions.
- Encourage students to use vocabulary from the unit, e.g. *Simon says go fishing.*

1 125 SB p116 Listen and imagine. Then draw your picture.

Aim: to activate students' imagination
- Set the mood for Activity 1 by encouraging students to relax. Ask them to put their head on the desk and close their eyes for 30 seconds. You may want to play soft music.
- Ask students to open their eyes.
- Tell students they will listen to an audio recording and they will then draw a picture.
- Play the recording.

For script see TB p127.

- When students open their eyes, they draw a picture in their books or on a sheet of paper.
- Give students time to colour their pictures if they wish to.

2 SB p116 Work with a friend. Compare your pictures.

Aim: to give students oral practice
- Put students in pairs and ask them to do Activity 2 together.
- Students show their pictures to other classmates as well and check how similar or different they are.
- Students use the phrases in the speech bubble model to compare pictures.
- Go around the classroom and monitor work.

1 WB p116 Make a holiday mobile.

Aim: to enable students to follow a set of visual and written instructions to make a mobile

Ending the lesson

Aim: to activate students' imagination
- Tell students they will give other students instructions as in SB Activity 1.
- Students work in small groups.
- Write a simple model on the board and ask groups to write their version of it:
  Close your eyes and listen.
  You are on holiday. You are in (the countryside).
  (Your parents) (are) with you.
  You are (flying a kite).
  You are wearing (your favourite clothes).
  There are (a lot of flowers) and (birds).
  Open your eyes.
- Groups take turns to read their instructions and draw.
- Students who follow the same instructions compare their pictures.

Extension activity

Aim: to enable students to compare and discuss their holiday mobiles
- Put students into groups of four.
- They take turns to describe and compare their holiday mobiles from WB Activity 1 and talk about the pictures they chose.
- Encourage students to use *I'd like to ... I'm (hiking) in this picture. I like (fishing).*

9

Learning outcomes:
- to review language from the unit by doing a quiz
- to reflect on learning

BIG QUESTION to think about how the unit has helped them explore the Big Question *What makes a good holiday?*

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Cognitive control functions (WB): Cognitive flexibility

Recycled language: vocabulary and grammar from the unit

Flashcards: 99–107 (holidays)

Warm-up

Aim: to review holiday phrases
- Use the flashcards to review holiday activities.
- Flash each flashcard quickly to the class.
- When students say the phrase, stick the flashcard on the board.
- Encourage students to add more holiday phrases from the unit, e.g. *bake a cake, read a comic*.

Stronger students: Students write the holiday phrases on the board.

1 SB p117 Read and circle.

Aim: to enable students to review language from the unit by doing a quiz
- Students do the quiz in pairs. The first time, they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check answers they did not know.
- Check answers with the class.

Key: 1 b, 2 a, 3 c, 4 b, 5 b, 6 b, 7 c, 8 a

1 WB p117 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 Can, can, 3 Can, can't

2 WB p117 Read and circle.

BIG QUESTION

Aim: to enable students to revisit the Big Question and consolidate learning

Key: 1 natural environment, 2 rubbish, 3 recycling bin, 4 path

3 WB p117 Read. Then draw and write.

Aim: to enable students to personalise the topic

Picture dictionary

Aim: to review vocabulary for holidays
- Students look at the Picture dictionary page for holidays (WB p128).
- In pairs, they take turns to point to one of the pictures and say the phrase.
- Students then label the pictures, using words from the word bank.

Key: go camping, go hiking, help in the garden, keep a scrapbook, learn to swim, read a comic, take riding lessons, visit cousins

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity from the unit is and have a class vote.
- Repeat the most popular activity with the class.
- Ask students what their favourite activity from all the units is. Have a class vote.
- Repeat the activity with the class.

Extension activity

Aim: to enable students to share what they have learned
- Put students into groups of four.
- Each student opens their Workbook at page 117.
- Students take turns to read aloud what they have written in Activity 3 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.

Think back 9

1 Read and circle.



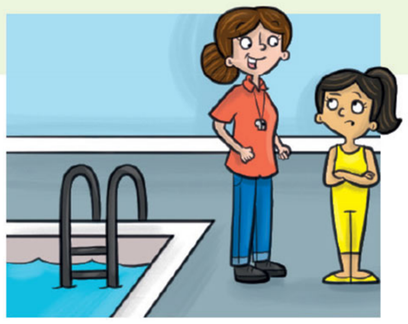
1 Let's … camping.

a keep b go c visit



2 Let's … a tree house.

a build b help c take



3 Let's … to swim.

a read b go c learn

4 Dad, … I take a riding lesson on Wednesday?

a do b can





5 … read a comic today?

a I can b Can I

6 Mum, can we … Grandpa on Sunday?

a visiting b visit





7 In the story, … would like to visit her cousins.

a Flash b Flash's grandma c Misty

8 I help the environment on holiday by …

a respecting nature. b walking on plants.

c playing with animals.



Student's Book Language focus key

Back to school

P118, Act. 1

1 There's, 2 There are, 3 There are, 4 There's, 5 There are

P118, Act. 2

1 Open, 2 Stand, 3 Don't

1 My day

P119, Act. 1

1 c, 2 b, 3 a, 4 d

P119, Act. 2

1 gets up, 2 has, 3 goes, 4 plays

2 The zoo

P120, Act. 1

1 doesn't like, 2 likes, 3 likes, 4 doesn't like

P120, Act. 2

1 Yes, she does. 2 No, he doesn't. 3 Yes, she does. 4 No, he doesn't.

3 Where we live

P121, Act. 1

1 Yes, it has. 2 No, it hasn't. 3 Yes, it has. 4 No, it hasn't.

P121, Act. 2

1 behind, 2 in front of, 3 between, 4 next to

4 The market

P122, Act. 1

1 Would you like an apple? 2 Would you like some beans? 3 Would you like an egg? 4 Would you like some chicken?

P122, Act. 2

1 Are, are, 2 Is, isn't, 3 Is, is, 4 Are, aren't, 5 Are, are

5 My bedroom

P123, Act. 1

1 this, 2 that, 3 these, 4 those

P123, Act. 2

1 is this, It's, 2 are these, They're, 3 is this, It's, 4 are these, They're, 5 are these, They're, 6 is this, It's

6 People

P124, Act. 1

1 c, 2 b, 3 d, 4 a

P124, Act. 2

1 Our, June 2 Their, December

7 Off we go!

P125, Act. 1

1 fly, 2 ride, 3 sail, 4 drive

P125, Act. 2

1 am, 2 'm not, 3 am, 4 'm not, 5 'm riding

8 Sports club

P126, Act. 1

1 Singing's great. 2 Doing athletics is fun. 3 Playing baseball is difficult. 4 Dancing's easy.

P126, Act. 2

1 doing, 2 going, 3 playing, 4 playing, 5 swimming

9 Holiday plans

P127, Act. 1

1 keep, Yes, can, 2 Can, No, can't, 3 take, No, can't, 4 build, Yes, can, 5 Can, No, can't

P127, Act. 2

1 e, 2 c, 3 f, 4 i, 5 b, 6 g, 7 a, 8 j, 9 d, 10 h

Student's Book and Workbook audioscripts and videoscripts

Back to school

001 Student's Book p4, Act. 1

Fish: Hi, welcome back.
Whisper: Thanks, fish. Hi, Thunder. How are you?
Thunder: Fine, thanks, Whisper. Where's Misty?
Whisper: I don't know.
Flash: Sorry I'm late. Wow! A new computer!

Now say the words. ***[numbered words on SB page]***

006 Student's Book p7, Act. 1

1 Stand up.
2 Don't sit down.
3 Sit down.
4 Open your book.
5 Don't open your book.
6 Don't stand up.

002 Workbook p8, Act. 1

1 **Thunder:** The burglars!
2 **Bird:** Whisper, there's a problem at your school.
3 **Burglar:** There are some monsters in here.

1 My day

009 Student's Book p10, Act. 1

Whisper: Good morning!
Misty: My favourite purple sweater!
Flash: I love breakfast!
Thunder: Oops!
Thunder: Do you like your pizza, Misty?
Misty: Yes, thanks. It's really good.

Now say the words. ***[numbered words on SB page]***

011 Student's Book p11, Act. 1

Woman: Nathan, tell me about your day.
Nathan: OK. Well I get up at six o'clock.
Woman: When do you have breakfast?
Nathan: At seven o'clock.
Woman: And when do you go to school?
Nathan: At nine o'clock.
Woman: And when do you go to bed?
Nathan: At eight.
Woman: Sorry, when?
Nathan: At eight o'clock.

004 Workbook page 14, Act. 1

1 **Misty:** Careful, Thunder!
2 **Thunder:** Oh, not again.
3 **Thunder's mum:** Can you see my keys? They're under the car.

017 Students Book p15, Act. 4

At three o'clock,
o'clock, I eat my cheese
cheese and peas and
and then I clean my teeth.
At three o'clock, I eat my cheese and peas, and then I clean my teeth.

005 Workbook page 15, Act. 2

King or queen?
Pins or peas?
Chips or cheese?
Fish or feet?

006 Workbook p15, Act. 3

Queen, queen
Pins, pins
Chips, chips
Feet, feet

007 Workbook p16, Act. 1

1 **Man:** Hello. Are you the little girl in the picture?
Girl: Yes, I am.
Man: What's your name?
Girl: I'm Shelley.
Man: Can you spell your name?
Girl: Sure. S-H-E-L-L-E-Y.
Man: Thank you.

2 **Man:** And how old are you, Shelley?
Girl: I'm eight.
Man: Eight?
Girl: Yes.

3 **Man:** Can I ask you some questions about your day, Shelley?
Girl: Yes, of course.
Man: What time do you get up?
Girl: I get up at seven o'clock.
Man: Seven o'clock. Thank you.

4 **Man:** And what time do you have breakfast?
Girl: I have breakfast at eight o'clock.
Man: Eight o'clock?
Girl: That's right.
Man: Thank you.

5 **Man:** And when do you go to school?
Girl: I go to school at nine o'clock.
Man: Who do you go with?
Girl: My best friend, Dawn.
Man: Can you spell Dawn, please?
Girl: D-A-W-N.

018 Student's Book p17, Act. 1

Interviewer: Mia, tell me about your mum.
Mia: Her name's Sue, and she's a teacher.
Interviewer: So, what's a day like in your home?
Mia: We get up at seven o'clock, and we leave home at eight o'clock.
Interviewer: Do you have lunch at home?
Mia: No. I have it at school.
Interviewer: What time do you get home after school?
Mia: At four. Then I go to the park with my friends or listen to music.
Interviewer: And your mum? When does she get home?
Mia: At six. And we have dinner at seven.
Interviewer: OK. When do you go to bed?
Mia: At nine o'clock. And then I ...

Student's Book p18

What kinds of clocks are there?
There are different kinds of clock.
There are big clocks.
And small clocks.
Some clocks have Roman numbers.
One ... two ... three ... four ... five!
What time is it?
It's five o'clock. Let's go to the park!
It's six o'clock. It's time for dinner!
There are different systems to show the time.
We can use the sun to show the time. The sun makes a shadow.
This is a sundial. A sundial is an old clock. It's got Roman numbers.
The sun makes a shadow on the numbers. It shows the time!
There are different kinds of clock.
Let's find out more!

020 Student's Book p18, Act. 2

five, four, nine, ten, three, seven, twelve, eight

[Repeat]

021 Student's Book p20, Act. 1

Close your eyes and listen.
Imagine you're in bed. It's morning. You get out of bed. Then you go to the window and look out.
What! Oh, no! You're in a different city somewhere in the world!
Where are you? Are you in China or Turkey? Are you in Brazil?
What can you see? The mountains or the sea? Or cars and trains?
What's the time? What do you do now?
Now open your eyes and draw a picture.

2 The zoo

022 Student's Book p22, Act. 1

Whisper: What a great day!
Thunder: I love the zoo.
Flash: Me too.

Now say the words. ***[numbered words on SB page]***

027 Student's Book p25, Act. 1

Zoo keeper: Any questions?
Child: Does the baby tiger sleep a lot?
Zoo keeper: Yes, it does. It sleeps all day.
Child: Does it eat meat?
Zoo keeper: No, it doesn't. It gets milk from its mother.
Child: Does it play?
Zoo keeper: Yes, it does. It plays with its brother.
Child: Does it like swimming?
Zoo keeper: No, it doesn't. It doesn't like water.

009 Workbook p26, Act. 1

1 **Zookeeper**: No, my keys! Don't throw them.
2 **Misty:** Here you are.
3 **Thunder:** Look at the monkey.

030 Student's Book p27, Act. 4

my crocodile, Mike!
smile at my crocodile, Mike!
try and smile at my crocodile, Mike!
Don't try and smile at my crocodile, Mike!

010 Workbook p27, Act. 3

Kim's bin: six, lizard, hippo, pin
Mike's kite: fly, spider, why, tiger

031 Student's Book p28, Act. 2

Boy: Excuse me. Can I ask you about this crocodile?
Park Ranger: Of course. What would you like to know?
Boy: What's his name?
Park Ranger: His name is Ben. That's B–E–N.
Boy: And where is he from?
Park Ranger: He's from Africa.
Boy: How old is he?
Park Ranger: He's ten years old.
Boy: What does he eat?
Park Ranger: His favourite food is fish. He loves fish.
Boy: Is he dangerous?
Park Ranger: Yes, he is. Don't touch him, please.
Boy: OK.

011 Workbook p28, Act. 1

1 **Child:** Does the bear eat carrots?
Zoo Keeper: Yes, it does. This bear eats everything.
Child: And does it come from Canada?
Zoo Keeper: No. It comes from China

2 **Child:** Does the hippo come from Africa?
Zoo Keeper: Yes, it does.
Child: And does it live in the jungle?
Zoo Keeper: No. It lives by rivers.

3 **Child:** Does the mouse eat cheese?
Zoo Keeper: No, it doesn't. This mouse eats little spiders.
Child: And does it live in the jungle?
Zoo Keeper: No. It lives in the desert.

032 Student's Book p29, Act. 1

1 Take the hippo.
Put the hat on the hippo.
2 Take the flower.
Put the flower in the water.
3 Take the bananas.
Put the bananas near the monkey.
4 Take the ball.
Put the ball on the lion.
5 Take the cheese.
Put the cheese near the zebras.

Student's Book p30

What habitats are there?
A habitat is a home for plants and animals.
There are lots of different habitats.
This is a polar habitat. It's cold!
Polar bears live in polar habitats. There are penguins ... fish and flies too!
This is a grassland habitat.
Lots of different animals live in grassland habitats.
There are zebras, elephants and monkeys. There are lizards and snakes and crocodiles, too.
This is a rainforest habitat.
There are big animals and small animals in the rainforest.
There are parrots and monkeys in the trees. There are snakes, too!
This is an ocean habitat.

Look at all the fish!
The oceans are full of amazing animals.
There are lots of different habitats.
Let's find out more.

034 Student's Book p31, Act. 4

Some animals like to be hot and some like to be cold.
Lots of elephants live in grassland, but they can live in rainforests, too. These are hot places.
Tuna fish are very big. They live in oceans.
There are frogs in rainforests and grassland. They can't live in the ocean or polar habitats. Frogs like to be hot.
Butterflies can live in grassland and rainforests. They can't live in polar habitats.
Snakes can live in grassland and rainforests. They can also live in oceans.

035 Student's Book p32, Act. 1

1 You are at the zoo. Look around.
2 Watch the monkey in the tree.
3 You're hungry. Peel a banana.
4 Eat your banana.
5 Hey, where's the banana?
6 Oh, no! The monkey's got it.

036 Student's Book p33, Act. 3

1 **Girl:** Look! Jane likes snakes.
2 **Boy:** Yes. But she doesn't like hippos or tigers.
3 **Girl:** No? Do you like snakes?
4 **Boy:** Yes, I think they're nice.
5 **Girl:** Me too!

3 Where we live

037 Student's Book p34, Act. 1

Thunder: Wow. It's great up here.
Misty: I can see the school.
Flash: Look, over there!

Now say the words. ***[numbered words on SB page]***

042 Student's Book p37, Act. 1

1 The café is between the school and the cinema.
2 The car is in front of the café.
3 The hospital is next to the train station.
4 The tree is behind the cinema.

013 Workbook p38, Act. 1

1 **Misty:** But there's a tree on the track!
2 **Flash:** Stop! Stop the train!
3 **Driver**: She's next to my train again. What does she want?

045 Student's Book p39, Act. 4

In Tricia's playground
playground there's a green
a green drum and
and a grey train
In Tricia's playground, there's a green drum and a grey train.

014 Workbook p39, Act. 3

1 tree
2 have breakfast
3 get dressed
4 brush your teeth
5 crocodile
6 grandmother
7 train driver

015 Workbook p40, Act. 1

Interviewer: Hello, Sarah. What's your favourite place in town?
Sarah: It's the zoo.
Interviewer: The zoo. Interesting.
Sarah: I go there with Mary. She's my best friend.
Interviewer: When do you go there?
Sarah: On Saturday.
Interviewer: Do you ride horses there?
Sarah: No. We feed the ducks. We like them.

Interviewer: Hi, Oscar. What's your favourite place in town?
Oscar: It's the playground.
Interviewer: Really?
Oscar: I go there with Lucy and Ben.
Interviewer: When do you go there?
Oscar: On Friday and Saturday.
Interviewer: What do you do there?
Oscar: Oh, it's fun. We play games.

Interviewer: Hi, Cheryl. What's your favourite place in town?
Cheryl: It's the park. I meet my friends there.
Interviewer: Your friends?
Cheryl: Yes, there are eight of us and we play football every Wednesday and Friday.

046 Student's Book p41, Act. 1

1 **Girl:** Hey, Dad. Can we go and see the bears now?
Man: OK. Where are they?
Girl: Look at the map.
Man: Good idea. Look! They're between the hippos and the tigers.

2 **Boy:** Can I go and play football with my friends, Mum?
Woman: Yes, of course you can.
Girl: Can I go to the slide?
Woman: OK. Have fun.

3 **Dad:** Here's your ticket, James. And here's yours, Emily.
Both: Thank you, Dad.
Dad: Wow! The train is really long.
Girl: Careful. The doors aren't open.
Boy: I know, Emily. Now let's go.

4 **Girl 1:** Let's jump in.
Girl 2: I don't want to. I think the water's too cold.
Girl 1: Oh, come on, Sarah.

Student's Book p42

What's in towns?
There are lots of different places in towns.
We can find places in town on a map.
There are car parks in lots of towns. There are train stations and bus stops, too.
Towns have got places to eat. Restaurants ... and cafés.
There are places to do sport.

We can go to the sports centre.
There are places, like hospitals, for people to get help.
There are places to go shopping in towns.
We can buy food at the market and books at the bookshop.
There are places to have fun, like cinemas and playgrounds.
There are places to learn.
Lots of towns have got schools. Some towns have got monuments and museums.
There are lots of places in towns.
Let's find out more!

048 Student's Book p44, Act. 1

Close your eyes and listen.
Imagine you can see Penny, the penguin.
Penny smiles at you. She takes your hand and walks with you. You go to her favourite place.
You're at Penny's favourite place now. Where are you?
What do you do? What does Penny do?
What can you see? What's next to you and behind you?
What can you hear? What can you feel?
Do you like the place?
Now open your eyes and draw a picture.

4 The market

049 Student's Book p46, Act. 1

Flash: I'd like some apples, please.
Man: How many?
Flash: Eight please.

Now say the words. *[numbered words on SB page]*

017 Workbook p50, Act. 1

1 **Whisper:** What can we do?
2 **Fruitseller**: Apples. Nice, sweet apples!
3 **Thunder:** A box of good apples and a box of bad apples.

056 Student's Book p51, Act. 4

watermelon, Wally.
the watermelon, Wally
Where's the watermelon, Wally?

018 Workbook p51, Act. 2

Whisper, watermelon, window, white, wall, witch, windy, wheel, water
What's the number? It's number three.

019 Workbook p51, Act. 3

Whisper, watermelon, window, white, wall, witch, windy, wheel, water

020 Workbook p52, Act. 1

Hi, I'm Sandra. I live in London. In our family, we often eat chicken for dinner. We all like chicken. Mum also cooks potatoes, carrots and tomatoes. My mum and my brother John like potatoes, carrots and tomatoes. My dad likes potatoes and carrots. He doesn't like tomatoes. I like potatoes and tomatoes. I don't like carrots. To drink, my dad and I like juice. John doesn't like juice – he drinks water. My mum also likes to drink water with her dinner.

057 Student's Book p53, Act. 1

1 **What does all the family like?**
Girl: Let's have steak for dinner, Dad.
Dad: No, sorry. I don't like steak.
Girl: Oh. Let's have chicken then.
Dad: Good idea! We all like chicken!
Girl: That's right. But I don't like fish.

2 **What vegetables does Mum cook?**
Mum: What vegetables would you like?
Girl: Can I have peas and carrots?
Mum: Yes. Would you like tomatoes, too?
Girl: No, thank you.

3 **What does Dad not like?**
Mum: Who would like carrots?
Girl: Me, please.
Dad: Me too.
Mum: And greens?
Girl: Yes, please.
Dad: Not for me. I don't like greens.

4 **What does Sandra like?**
Girl: This fruit salad is great, Mum!
Mum: Thank you, Sandra.
Girl: It's got my favourite fruit – grapes and mango.
Mum: And no apples.
Girl: No, I don't like them.

Student's Book p54

How can we get fruit and vegetables?
We can get food in different ways.
We can buy lots of different fruit and vegetables.
We can ask for food in numbers.
We can buy one pineapple ... and ten carrots.
Or we can buy food in grams. We weigh the food.
These carrots weigh 415 grams.
We weigh lots of different fruits and vegetables.
How much do these foods weigh?
This lemon weighs 150g. These four lemons weigh 500g.
This apple weighs 200g. This apple weighs 180g. These two apples weigh 380g.
Would you like 750g of oranges ... or one big watermelon?
We can get fruit and vegetables in different ways.
Let's find out more!

059 Student's Book p56, Act. 1

1 Get a bowl for a fruit salad.
2 Chop an apple. Put it in.
3 Get some grapes. Put them in.
4 Peel a banana. Put it in.
5 Get a fish. Throw it in.
6 A fish! Oh no! Take it out.

060 Student's Book p57, Act. 3

1 Would you like a banana?
2 No, thank you. Can I have an apple?
3 Sorry, there aren't any apples. But I can get apples from the shop.
4 OK! Thank you. Is there a shop on your street?
5 Yes, there is. Let's go together.

5 My bedroom

061 Student's Book p58, Act. 1

Mum: What a mess, Flash!
Flash: Yeah, I know. I'd like to go to the park now.
Mum: No way. Tidy up. Then you can go.
Flash: Mum, please!
Mum: No, sorry, Flash. You can go to the park when your room is tidy.
Flash: OK. Thanks, Mum.

Now say the words. ***[numbered words on SB page]***

066 Student's Book p 61, Act. 1

1 **Woman:** What colour's your jumper, Emily?
Emily: It's orange.
Woman: Thank you, Emily.
2 **Woman:** What colour are your jeans, Lisa?
Lisa: They're pink and purple.
3 **Woman:** What colour's your jumper, Nick?
Nick: It's green and white.
4 **Woman:** What colour are your jeans, Mike?
Mike: They're blue.
Woman: Thank you, Mike.

022 Workbook p62, Act. 1

1 **Whisper:** Can Flash come to the park?
2 **Flash:** Can I go to the park now?
3 **Flash's mum:** I don't believe it!

069 Student's Book p63, Act. 4

Look at the
at the books
the books all over
all over the room.
Look at the books all over the room!

023 Workbook p63, Act. 1

Look, book, good, football
School, food, zoo, pool

024 Workbook p64, Act. 1

1 **Girl:** This is a photo of my family and some friends, at home.
Man: That's great, Lucy. Is that you in the garden with the cat?
Girl: Yes, that's me.
Man: I can see you like cats!

2 **Girl:** I love cats.
Man: And what's your cat called, Lucy?
Girl: He's called Tom.
Man: Great name!

3 **Man:** Who is sitting on the sofa?
Girl: That's my friend, Sam.
Man: Is he watching TV?
Girl: Yes, he is. He likes elephants a lot.

4 **Man:** There's a girl playing with a toy animal, too.
Girl: On the rug?
Man: Yes. Who's that?
Girl: That's my sister, Grace.

5 **Man:** Is your brother in the picture?
Girl: Yes, he is. He's looking in the mirror.
Man: What's his name?
Girl: He's called Dan.

070 Student's Book p65, Act. 1

When I want to think
I go to my room.
I close the door.
I take pen and paper.
I sit on my bed.
I start drawing little pictures:
Flowers, cars, balloons,
dogs, cats and elephants.
I draw and think.
I don't look at my pictures.
I just think and think.

Student's Book p66

What are things made of?
Things are made of lots of different materials.
We make things of wood, fabric, metal, glass and plastic.
We use wood to make furniture.
We can paint wood.
Let's paint the chair white.
We use fabric to make clothes and rugs and furniture.
We use metal to make chairs and lamps and computers!
We use glass to make windows and mirrors.
And we use plastic to make lots of different things ... bottles, pens and chairs.
Things are made of lots of different materials.
Let's find out more!

072 Student's Book p68, Act. 1

Close your eyes and listen.
Imagine you are sitting somewhere perfect. It's very comfortable.
You feel great.
Where are you sitting? Are you on a school chair? Or are you on an armchair or sofa? Or on your bed at home?
You look at your seat. It's beautiful! Your favourite colour!
Does it have triangles or circles on? Or pictures? What's it made of?
What are you doing? Are you eating or drawing? Or reading a book?
Now open your eyes and draw a picture.

6 People

073 Student's Book p70, Act. 1

Misty, Flash, Whisper: Happy birthday, Thunder!
Everybody: Hurray!
Thunder: Come on, let's play!

Now say the words. ***[numbered words on SB page]***

079 Student's Book p73, Act. 2

1 **Lucy:** When's your birthday, Ben?
Ben: My birthday? It's in May.
Lucy: Really?

2 **Ben:** And when's your birthday, Lucy?
Lucy: It's in May, too.
Ben: That's cool! Our birthdays are in May!

3 **Lucy:** Tim and Sam's birthdays are in the same month, too.
Ben: Are they in November?
Lucy: No, their birthdays are in July.

026 Workbook p74, Act. 1

1 **Thunder:** Let's have a three-legged race.
2 **Whisper:** No medal for us.
3 **Thunder:** Let's play *Pin the tail on the donkey*.

082 Student's Book p75, Act. 4

come out and play.
don't make a sad face, come out and play.
a rainy day but don't make a sad face, come out and play.
Jane, it's a rainy day but don't make a sad face, come out and play.

027 Workbook p75, Act. 3

Red – train, face, play, race
Blue – sad, thanks, cap, lamp

028 Workbook p76, Act. 1

1 **Boy:** Hi, Emma. Can you tell me about this photo?
Emma: This photo of my party? Sure.
Boy: OK. Who's this girl with the long black hair and the glasses?
Emma: That's my best friend, June.

2 **Boy:** And this boy with the big nose? Who is he?
Emma: That's David. He's my brother.

3 **Boy:** Who's this? The girl with the short hair?
Emma: That's Jenny. She's another good friend.

4 **Boy:** And this man with the big ears and the glasses?
Emma: That's my dad.

5 **Boy:** And who is this dog with the long hair?
Emma: That's my dog, Ben.

083 Student's Book p77, Act. 1

1 This clown has got a red face, a big nose, short hair, a white mouth, small ears and blue eyes.
2 This clown has got a white face, a big nose, short hair, a red mouth, small ears and blue eyes.
3 This clown has got a red face, a big nose, short hair, a red mouth, big ears and blue eyes.
4 This clown has got a red face, a big nose, long hair, a red mouth, small ears and blue eyes.
5 This clown has got a red face, a big nose, short hair, a red mouth, small ears and brown eyes.
6 This clown has got a red face, a big nose, long hair, a red mouth, big ears and blue eyes.

Student's Book p78

How do artists make faces?
We've all got different faces.
We've got long hair ...
And short hair.
We've got blue eyes
and brown eyes
and glasses.
Our faces are different when we are young ...
And old.
When we are happy ...
and sad.
When we are excited ...
And angry.
Artists make faces in lots of ways.
A picture of a face is called a portrait.
Artists use pencils to make drawings of faces.
Artists make paintings of faces.
They use lots of colours!
The paintings can be very different.
Artists use paper and glue to make a paper collage.
And artists can make portraits with a camera. These are photos.
We can make photo portraits, too! Smile!
Artists make faces in lots of ways.
Let's find out more!

085 Student's Book p80, Act. 1

1 A friend gives you a birthday present.
2 Say 'Thank you' and smile.
3 Shake the present and listen.
4 You hear an interesting noise.
5 You're excited. Open it and see.
6 It's a broken vase.

086 Student's Book p81, Act. 3

1 Are you OK?
2 No, I'm very angry. Look! There are shoes on my bed.
3 Whose are the shoes?
4 They are my brother's.
5 And whose are those socks on the lamp?
6 The socks are my brother's, too!

7 Off we go!

087 Student's Book p82, Act. 1

Flash: Is this the bus to the beach?
Thunder: Yes. Quick. Get on. The bus is leaving.

Now say the words. *[numbered words on SB page]*

030 Workbook p86, Act. 1

1 **Driver:** There are lots of sheep on the road. Look!
2 **Sheep:** OK. Have a good day!
3 **Thunder:** You're welcome.

094 Student's Book p 87, Act. 4

Luke rides his
his new blue scooter
scooter to the zoo
Luke rides his new blue scooter to the zoo.

031 Workbook p87, Act. 3

two, you, blue, fruit, shoes, scooter

095 Student's Book p 88, Act. 1

1 Take the bird
Put the bird in the sky.
2 Take the cap.
Put the cap on the girl near the plane.
3 Take the bike.
Put the bike on the train.
4 Take the dog.
Put the dog on the boat.
5 Take the boat.
Put the boat next to the taxi.

032 Workbook p88, Act. 1

Man: Can you see the taxi?
Boy: Yes.

Man: Colour it grey.
Boy: A grey taxi. OK.
Man: Now find the skateboard.
Boy: The skateboard. OK. Here it is.
Man: OK. Colour the skateboard green and blue.
Boy: A green and blue skateboard. Lovely.
Man: Next, let's colour the lorry.
Boy: What colour?
Man: Red and blue.
Boy: OK. A red and blue lorry.
Man: Now find the helicopter.
Boy: The helicopter. Got it.
Man: Colour it orange.
Boy: OK. An orange helicopter.
Man: Now for the last one. Look for the bus and colour it purple.
Boy: A purple bus. That's very pretty.
Man: That's right. The picture looks lovely now.

096 Student's Book p 89, Act. 1

I take the bus to school on Monday, Wednesday and Thursday.
I like going to school by bus. My friends are there.
My dad takes me to school in the car on Tuesday and Friday.
On Tuesday, I have a singing lesson. I go to the lesson on my bike.
It's too near for a car.
I take a taxi to the football club on Monday and Thursday afternoons. It's too far for a bike.

Student's Book p 90

Where does transport go?
There are different types of transport.
Transport goes on land ...
In the air ...
And on water!
There are lots of ways to travel on land.
When we want to go to school, we can walk.
Or we can go there by car ... or by bus.
We can ride a bicycle to the park.
Or we can go on a skateboard ...
or a scooter!
There's lots of transport in towns and cities.
There are people driving lorries and cars on the roads.
When we want to leave the city ...
we can jump on a train.
We can travel in the air in a helicopter and a hot air balloon.
We can fly in a plane to Australia!
There are lots of places we can go to on water.
Some people go to work every day by ferry.
On holiday, we can explore a lake in a canoe.
And we can sail a boat to a beautiful island.
Transport goes on land ... in the air ... and on water.
Let's find out more!

098 Student's Book p92, Act. 1

Close your eyes and listen.
Imagine you are going away. You're excited! Very excited.
Where are you going? Is it far away or near?
Are you going to space? Or to the mountains or sea?
Who are you going with? A friend? Or your family?
And how are you going? Are you going on a plane? Or a helicopter?
What about a boat or a train?
Now open your eyes and draw a picture.

8 Sports club

099 Student's Book p94, Act. 1

Teacher: Look at all the sports you can do!
Misty: I'd like to play football.
Flash: Let's join the club.
Thunder: I'd like to join the tennis club. What about you, Whisper?
Whisper: I think I'll join the swimming club.

Now say the words. ***[numbered words on SB page]***

101 Student's Book p95, Act. 1

1 **Boy:** Swimming is fun.
2 **Boy:** Playing baseball is boring.
3 **Boy and girl:** Playing tennis is difficult.
4 **Girl:** Dancing is great.

105 Student's Book p97, Act. 1

1 **Girl:** What do you like doing, Tom?
Tom: I like doing athletics.
Girl: Me too.

2 **Boy:** Fiona, what do you like doing?
Fiona: I like playing table tennis.
Boy: I don't.

3 **Girl:** Mark, what do you like doing?
Mark: I like swimming.
Girl: So do I.

4 **Girl:** Ben, what do you like doing?
Ben: I like playing football.
Girl: I don't.

034 Workbook p98, Act. 1

1 **Misty:** You can join the table tennis club.
2 **Flash:** Do you want to play a game?
3 **Boy:** Do you want to be in my team?

108 Student's Book p99, Act. 4

a hole in their boat.
with a hole in their boat.
a goat with a hole in their boat.
A hippo and a goat with a hole in their boat.

035 Workbook page 99, Act. 3

Yellow – hippo, throw, goal, go, no, don't
Orange – hockey, frog, stop, box, socks

109 Student's Book p100, Act. 1

1 **Henry:** Sue, do you like table tennis?
Sue: Yes, I do, Henry. It's a great sport.
Henry: What about badminton?
Sue: No, I don't really like it. It's boring.
Henry: OK. What's your favourite sport?
Sue: I love hockey. And I love skiing, too.
Henry: Are there any sports that you don't like?
Sue: Well ... I don't like athletics.

2 **Sue:** So, Henry, what's your favourite sport?
Henry: Well, I love athletics. Some kids think athletics is boring. But I think it's a lot of fun.
Sue: And what about skiing?
Henry: Well, I don't really like it. Skiing is difficult.
Sue: Really? I think it's easy.
Henry: And I think badminton is boring, too. I don't like it.
Sue: What about hockey?
Henry: No, sorry. I don't like it.
Sue: And table tennis? Do you like table tennis?
Henry: Yes, I often play it with my brother. It's a lot of fun.

036 Workbook page 101, Act. 1

Girl: Can I help you?
Boy: Yes, I'd like to join the badminton club. Can I ask some questions?
Girl: Yes, of course.
Boy: When is the club?
Girl: It's on Mondays and Fridays.
Boy: Where is it?
Girl: It's in the school sports hall.
Boy: Is it for girls and boys?
Girl: Yes, it's for everyone.
Boy: Thank you.
Girl: That's OK. Bye!

Student's Book p102

What do we need to play sports?
We need different equipment to do different sports.
We need shoes to go running.
We need a ball to play lots of sports.
We need a big ball for volleyball.
And a small ball for table tennis.
We need different nets for different sports.
We need a racket to play tennis and badminton.
And a bat to play baseball.
We need a board to go surfing ... and snowboarding.
We wear goggles to go swimming.
And we wear a helmet to do lots of sports.
We do sport in different places.
There are tennis courts ... and basketball courts.
We play football on a pitch ... and we do athletics on a track.
We need different equipment to do different sports.
Let's find out more!

111 Student's Book p 103, Act. 4

We need equipment to do sport and we need places to do sport, too.
We play some sports on a court. Courts can be inside or outside.
We can play tennis, badminton and basketball on a court.
We play some sports, like football, baseball and hockey on a pitch. Pitches are often outside and they often have grass.
We can ride a bike or go running on a track. We often do athletics on a track and on a pitch, too. There can be a pitch near an athletics track.

112 Student's Book p104, Act. 1

1 You're on a beach.
2 You see some children playing volleyball.
3 You say, 'Can I play with you, please?'
4 You hit the ball. It lands in a tree.
5 You climb up the tree and get the ball.
6 The children are happy. They give you a high five.

113 Student's Book p105, Act. 3

1 **Girl:** What sports do you like doing?
2 **Boy:** I like playing badminton.
3 **Girl:** I don't. Playing badminton's difficult.
4 **Boy:** I also like swimming.
5 **Girl:** So do I. I'd like to go swimming on Saturday.
6 **Boy:** Me too! Let's go together.

9 Holiday plans

114 Student's Book p106, Act. 1

Misty: Is this your poster, Thunder?
Thunder: No, it isn't.
Misty: Which is your poster, then?
Thunder: Guess.
Misty: Is it the one about learning to swim?
Thunder: Come on, Misty. I can swim!
Misty: Do you want to help your grandma in the garden?
Thunder: I don't like gardening!

Now say the words. *[numbered words on SB page]*

116 Student's Book p107, Act. 1

Dad: Elsie, what would you like to do on Monday?
Elsie: Can I take a riding lesson?
Dad: Yes, that's a great idea, Elsie.

Dad: Maisy, what would you like to do on Wednesday?
Maisy: Let me think, Dad. Can I help you in the garden?
Dad: Oh, that would be lovely. Thanks.
Maisy: You're welcome, Dad.

Dad: Ryan, what would you like to do?
Ryan: Can we go camping on Friday?
Dad: Camping? Let me think. Yes, we can. That's no problem.

Dad: Toby, what would you like to do on Sunday?
Toby: Can we go hiking?
Dad: Yes, let's do that. That's a great idea.

120 Student's Book p109, Act. 1

1 Are there any eggs in the fridge?
No, there aren't any.
2 Can you ride a horse?
Yes, I can.
3 Does your brother like ice cream?
Yes, he does.
4 Has your town got a cinema?
No, it hasn't.
5 Have zebras got stripes?
Yes, they have.
6 How many shops has your street got?
I think it's got six or seven.
7 I like swimming.
So do I.
8 What does your mum like to eat?
Carrots and peas.
9 What's her name?
It's Sandra.
10 When is his birthday?
In March.

11 Where is my hat?
Under the table.
12 Whose jumper is plain?
Olivia's.

038 Workbook p110, Act. 1

1 **Whisper:** I'd like to learn to swim.
2 **Grandma:** Can you get me the tomatoes, please?
3 **Teacher:** Happy holiday!

122 Student's Book p111, Act. 4

My cousins and I
and I are giving
are giving lizards bananas
bananas at the zoo.
My cousins and I are giving lizards bananas at the zoo.

040 Workbook p111, Act. 3

z: nose, zebra, lizard, tomatoes
s: house, swim, lesson, tennis

123 Student's Book p113, Act. 1

Look at the picture. Can you see the four children in the yellow T-shirts? Take the elephant. Put the elephant near one of the children – the girl with the black hair.
Look at the climbing wall. There are two children climbing up the wall. They're wearing blue T-shirts. Take the cat. Put the cat on the wall.
Can you see the apple? It is red. There is a butterfly on the apple. Take the butterfly. Put the butterfly on the apple.
Now find the girl in the tent. She is reading a comic. There is a frog on her head. Take the frog. Put the frog on her head.

Student's Book p114

How can we help the environment on holiday?
We do lots of thing to help the environment when we are at home.
We've all got recycling bins.
And we can help the environment when we are on holiday, too!
The natural environment is very beautiful.
When we are in the countryside we can go camping.
Don't leave your rubbish on the ground at the campsite.
Take your rubbish home and recycle your plastic bottles!
On holiday, we can go hiking in the countryside.
Don't walk on the plants and flowers.
Walk on the paths.
On holiday we can learn about the natural environment.
We can take photos of the plants and animals in their habitats.
But don't play with the animals. And don't give them food!
There are lots of things we can do to the help the environment on holiday.
Let's find out more!

125 Student's Book p116, Act. 1

Close your eyes and listen.
Imagine it's your holiday time. What would you like to do?
Would you like to go hiking? Would you like to build a tree house or learn to swim?
Or maybe you'd like to go camping in the mountains or by the sea?
Who is with you? Are you with your mum and dad? Or grandma and grandad? Or are you visiting your cousins?
Now, open your eyes and draw a picture.