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SUPER Minds

Teacher's Book 2

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این فایل توسط آموزشگاه زبان ملل، تهیه و تنظیم شده است

Contents

Map of the course

iv

Introduction

About *Super Minds*

viii

Super Minds 2 components

ix

Tour of a unit

xi

Teaching with *Super Minds 2*

Working with large classes

xiv

Effective use of L1

xv

Monitoring

xv

Assessment

xvi

Using the *Super Minds* songs

xvi

Using the *Super Minds* stories

xvii

Teaching notes



Back to school

T4



My day

T10



The zoo

T22



Where we live

T34



The market

T46



My bedroom

T58



People

T70



Off we go!

T82



Sports club

T94



Holiday plans

T106

Map of the course

Back to school (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
The classroom: door, bookcase, wall, clock, window, board, cupboard, chair, floor	There's a (car). There are some (balls). (Stand up). Don't (stand up).	The burglars Helping people	Matching

▶ **Song:** It's good to see you all again

1 My day (pages 10–21)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
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	What's the time? It's (nine) o'clock. When do you (have breakfast)? At (seven) o'clock. (Claire gets up) at (eight) o'clock.	What a day! Offering to help your parents The letter sounds ee and ea	- Reading for specific information - Writing from a model - Listening for specific information YLE - Speaking	- Interpreting visual information - Logical-mathematical thinking - Selecting and classifying	Geography: Time zones Project: Make a clock

▶ **Song:** It's three o'clock in the afternoon

▶ **Creativity**

▶ **Revision**

2 The zoo (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Animals: zebra, monkey, hippo, parrot, snake, bear, tiger, crocodile	(Freddy) likes / doesn't like (spiders). Does (Mark/Emma) like (bananas)? Yes, he/she does. / No, he/she doesn't.	The zoo keeper Helping people The letter sounds ie and y	- Reading for specific information - Listening for specific information YLE - Writing a description - Speaking - Reading for detail YLE	- Applying world knowledge - Classifying and categorising	Science: Animal families Project: Make an animal family group display

▶ **Song:** The zebra likes sausages

▶ **Creativity**

▶ **Revision**

3 Where we live (pages 34–45)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Places in a town: playground, cinema, swimming pool, park, hospital, bus stop, shop, street, café, train station	<i>Has your town got a (swimming pool)?</i> Yes, it has. / No, it hasn't. <i>The (cinema) is between the (toy shop) and (Green Street).</i> <i>The (hospital) is behind the (playground).</i>	<i>The tree on the track</i> Perseverance The letter sounds tr, gr and dr	• Reading for specific information • Reading for detail • Writing a description • Reading aloud • Listening for specific information YLE • Spelling YLE	• Comparing and sequencing • Paying attention to details in a picture	Art: Towns and art Project: Make pictures of your town and create a collage
▶ Song: Our town's got a lot of great things			▶ Creativity		▶ Revision

4 The market (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food: grapes, beans, bread, lemons, tomatoes, fish, eggs, mangos, watermelons, potatoes	<i>Would you like a (tomato) / some (bread)?</i> Yes, please. / No, thank you. <i>Are there any (pears) in the (fridge)?</i> Yes, there are. / No, there aren't any. <i>Is there any (bread) in the (basket)?</i> Yes, there is. / No, there isn't any.	<i>Bad apples</i> Cheating doesn't pay The letter sounds w and wh	• Reading for specific information (scanning) • Reading for detail YLE • Interactive speaking • Writing a conversation • Listening for specific information YLE	• Matching visual and written information • Applying world knowledge and interpreting	Science: Bacteria and food Project: Grow some bacteria
▶ Song: Would you like some fruit?			▶ Creativity		▶ Revision

5 My bedroom (pages 58–69)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Furniture: lamp, mirror, armchair, wardrobe, sofa, bed, table, mat	<i>I like this/that (book).</i> <i>I like these/those (book)s.</i> <i>Whose (sock)s are these?</i> <i>They're (Fred)'s.</i> <i>Whose (hat) is this?</i> <i>It's (May)'s.</i>	<i>Tidy up!</i> Tidiness The letter sound oo	• Reading for specific information and identification skills YLE • Listening for specific information YLE • Speaking • Reading for detail	• Reflecting and analysing	Science: Recycling Project: Make some recycling bins for your classroom
▶ Song: Little Timothy McKane			▶ Creativity		▶ Revision

6 People (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The face: eyes, hair, ears, glasses, nose, mouth, cheeks, chin, face	Are you (angry)? No, I'm not (angry). I'm (tired). / Yes, I'm (angry). Our/Their birthdays are in (May).	Thunder's birthday Being a good loser The letter sounds a–e, ai and ay	• Reading for specific information and identification skills • Writing from a model • Listening for specific information YLE • Speaking and listening • Reading for detail	• Interpreting and giving reasons • Analysing and applying world knowledge • Sequencing and remembering	Science: The life cycle of a butterfly Project: Make a mobile

► **Song:** Who's that man over there?

► **Creativity**

► **Revision**

7 Off we go! (pages 82–93)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Transport: helicopter, boat, lorry, scooter, bus, skateboard, taxi, motorbike	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.	The bus trip Being generous The letter sounds u–e, ew, ue and o–e	• Listening for specific information YLE • Speaking • Reading for detail • Writing a description from a model	• Matching auditory with visual information • Predicting and checking	Maths: Measuring Project: Guess and measure

► **Song:** It's a big wide world out there

► **Creativity**

► **Revision**

8 Sports club (pages 94–105)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Sport: badminton, baseball, basketball, football, hockey, table tennis, tennis, swimming, athletics, volleyball	(Fly)ing (a kite)'s (difficult). What sport do you like doing? I like (swimming). So do I. / I don't.	The football club Including people The letter sounds o, oa and o–e	• Listening for specific information • Speaking • Writing sentences collating information • Reading for specific information YLE • Listening for detail	• Comparing and evaluating • Evaluating and selecting	Science: Breathing Project: Find out more about breathing and sport

► **Song:** Playing tennis is great fun

► **Creativity**

► **Revision**

Holiday plans (pages 106–117)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays: visit my cousins, go hiking, keep a scrapbook, help in the garden, build a tree house, read a comic, learn to swim, go camping, take riding lessons	<i>Can I/we (go horse riding) (tomorrow morning)?</i>	<i>Dream holidays</i> Helping people The letter sounds z and s	• Reading for specific information and following instructions  • Listening for specific information • Speaking	• Matching	Literature: Fairy tales Project: Choose your favourite fairy tale and act it out

 **Song:** It's time for a holiday

 **Creativity**

 **Revision**

Introduction

About Super Minds

What is Super Minds?

Super Minds is a seven-level course for primary age students, with a Starter level underpinning *Super Minds 1*. By building solid foundations, expanding young minds, kindling the imagination and fostering positive values, *Super Minds* encourages students to become smarter as they develop in the widest educational sense.

A flexible approach

Super Minds offers maximum flexibility:

- *Super Minds* gives the option of an oral–aural introduction to English by using the Starter level, whereas some schools may prefer to begin with *Super Minds 1*. All the language from the Starter level is re-introduced in Level 1 in different contexts, developing all four skills.
- All seven levels of *Super Minds* have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. This is explained in the **Tour of a unit** (see pages xi–xiii).

Building solid foundations

Super Minds 1 is appropriate for students who are ready to begin reading and writing in English and includes an early focus on the alphabet. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Starters syllabus covered by the end of *Super Minds 2*.

The students meet four Super Friends with engaging super powers: Whisper can talk to animals, Misty can make herself invisible and Thunder and Flash have superhuman strength and speed respectively. These powers enable them to take the students on exciting adventures through which all four language skills are practised and developed.



Expanding young minds

Super Minds begins from the premise that the students are not just language learners but explorers in every aspect of their educational development. The course enables students to become smart in three ways:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the students' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve students' memory and concentration skills.

In *Super Minds 1* and 2, specific activities develop a range of skills from observation to thinking skills such as memory, sequencing, categorising and deciphering codes.

Kindling the imagination

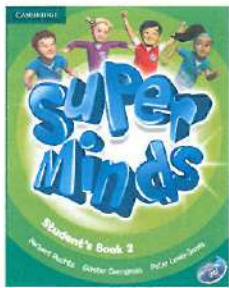
From the beginning, *Super Minds* fuels the imagination not just through the adventures of the superhero characters in school and play contexts parallel to the students' own experiences, but also through specific activities.

Rounding up the language and contexts of the unit, guided visualisation activities invite the students to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a story using simple language.

Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Super Minds* also uses stories as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Workbook activities to think about the deeper meaning of the stories, such as the importance of fair play, waiting your turn, helping and looking after your friends.

Super Minds 2 components



Student's Book

The Student's Book contains:

- An introductory *Back to school* unit (6 pages) which reintroduces the characters Whisper, Thunder, Misty and Flash, and presents or revises classroom objects, *There's / There are*, 10–100 and imperatives

- 9 core units (12 pages) with an easy-to-use single-page lesson format rounding off with revision
- Cut-outs for festivals and selected activities
- Stickers for a different activity in each unit

Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A memorable chant to practise the core vocabulary
- 2 grammar lessons with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring the Super Friends characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds

- Think!** Activities to develop a range of thinking skills
- Cross-curricular English for school lessons, broadening the unit topic in the context of other school subjects, encouraging the students to learn and then apply knowledge, and offering an accessible follow-up project

Learn and think

- A **Creativity** lesson featuring either



a guided visualisation activity or



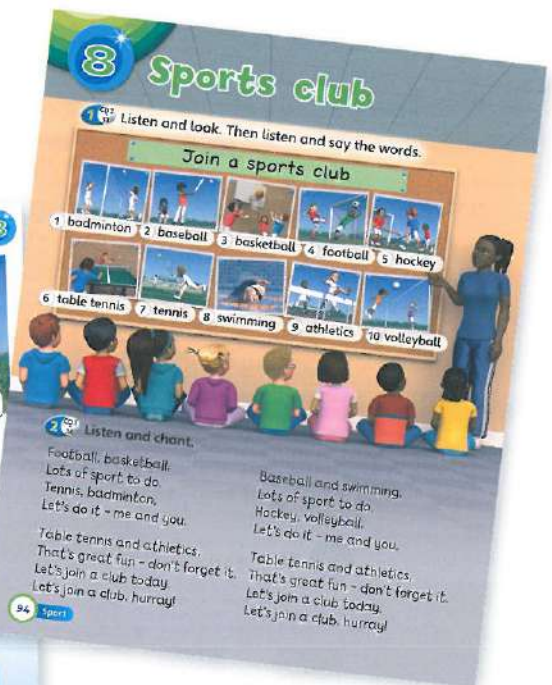
an action sequence telling a story in simple language

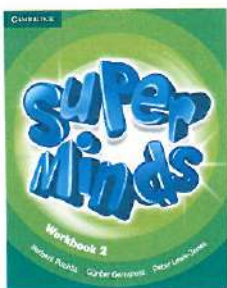
- A **Revision** lesson featuring a topic-based game, project or quiz

Interactive DVD-ROM

This complementary component is included with the Student's Book, for students to use at home or in the school computer room, and with the Classware CD-ROM, for teachers to use in the classroom with a computer and a projector. Offering language reinforcement and consolidation while the students also have fun, it contains:

- Interactive games and activities
- The Student's Book stories brought to life with high-quality animation
- The Student's Book songs with karaoke versions for the students to record and play back their own voice
- Videoke activities featuring real-life clips, with the option for students to record themselves speaking one or both roles





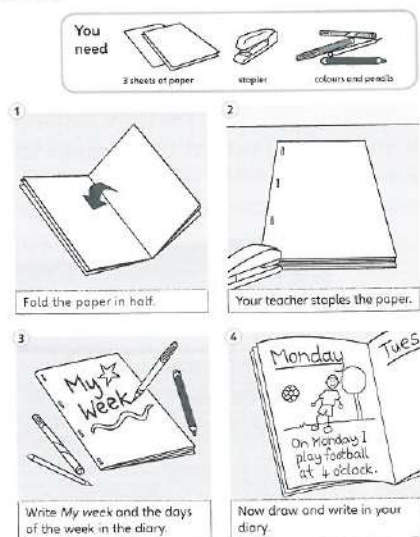
Workbook

This reinforces the core vocabulary and grammar and consolidates the students' skills development by offering:

- Reading, matching and colouring puzzles, written practice at word and sentence level, listening input and opportunities for oral work
- A values activity for each unit drawn from the message in the Student's Book story



- Craft activities to extend the focus of the English for school lessons



- A record of learning in each unit which the students personalise by drawing and writing at sentence level
- A full-colour **Picture dictionary** which guides students to label the core vocabulary from each unit as an additional record of learning



Teacher's Book

This Teacher's Book is interleaved with the Student's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the students will achieve
- Concise and clear instructions, tapescripts and answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes:
Warm-up: ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
Ending the lesson: simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
Extension activities: optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box

Flashcards

The 103 A5 double-sided flashcards cover all the core vocabulary with the image on one side and the word in a large font on the other.

Class CDs

The 3 Class CDs contain all the recorded material for the Student's Book and Workbook, including the chants, songs, karaoke versions and stories.

Classware CD-ROM

This whiteboard software features:

- The Student's Book pages
- The audio material

It is also packaged together with the Interactive DVD-ROM, which provides interactive activities and games for classroom use.

Teacher's Resource Book

This contains the following flexible photocopiable resources for **each unit**:

- Three worksheets to reinforce the core vocabulary and structures through extra practice, without introducing unfamiliar language
- One cross-curricular extension worksheet
- Teaching notes with suggestions for exploitation and optional follow-up activities
- An End-of-unit progress test evaluating the core vocabulary and structures with reading, writing and listening activities

Tour of a unit

Super Minds 2 begins with an introductory 6-page *Back to school* unit in both the Student's Book and the Workbook. This presents again the Super Friends characters together with classroom objects, *There's / There are*, numbers 10–100 and imperatives.

There are then nine main units, each with twelve lessons. Each page in the Student's Book constitutes a lesson, together with its corresponding Workbook page.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with its follow-up activities.
- Lessons 7–12 focus on skills work and the use of English for school, together with creativity and revision.

Classes with **fewer than 5 hours** of English per week therefore have the option to miss out some or all of Lessons 7–12, whilst still covering the vocabulary and grammar syllabus.

Using all the material in the Student's Book and Workbook provides enough material for classes with **up to 10 hours** per week.

Classes with **more than 10 hours** per week can extend the material by using the worksheets in the Teacher's Resource Book.

Lesson 1

Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

- The students first hear a line or two of dialogue from the opening of the story.
- The students listen and find the new vocabulary in the picture and then listen again, this time repeating the words.
- The new words are then practised in a simple and memorable chant.
- The Workbook offers a wide variety of practice activities, most of which are suitable for homework if necessary.

Lesson 2

Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

Occasionally, these grammar lessons use the unit stickers, which are listed in the Materials section of the Aims box in the teaching notes.

- In most cases, the students first hear or read the language and give a non-linguistic response such as numbering, ticking, circling or sticking.
-  There is then a specific oral focus on the new language which can be used for presentation and discussion.
- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Workbook begin with more receptive tasks in the early units, building to more active production at phrase and sentence level. They also sometimes include listening.

Lesson 3

Song

The vocabulary and usually the first grammar point of the unit are combined in a song for students to join in and sing.

- The students first listen and read the song, using the pictures to help them, before joining in.
- There is then a follow-up comprehension activity.
- The next track on the CD after the song is always a karaoke version which you can use once the students are familiar with the song.
- The practice activities in the Workbook are varied and do not generally require the use of the CD. However, the karaoke version is very motivating for the students when there are guided opportunities for them to write their own verse of the song.

Lesson 4

Grammar 2

Lesson 4 introduces the second grammar point for the unit.

The range of presentation and practice activities is similar to Lesson 2, including **Grammar focus** and the occasional use of stickers.



Lesson 5

Story

This lesson features the main story for the unit which was introduced in Lesson 1, bringing

the unit context, vocabulary and structures together. The clear and expressive illustrations invite the students to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teaching notes first suggest ways of reviewing the characters and the story in the previous episode.
- The students then hear the story, which is brought off the page with clear character voices and sound effects to help them follow the action.
- After discussing the story in English and L1 where appropriate, the students turn to practice activities in the Workbook. Here they first hear lines from the story and tick the character who is speaking. There are then further follow-up activities, often designed to develop thinking skills.
- The **Ending the lesson** activity in Lesson 5 is always a role play in groups to practise the story.
- The optional **Extension activity** in Lesson 5 is always a discussion of the value in the story, relating it to examples in students' own lives.

Lesson 6

Story follow-up and values

Lesson 6 exploits the story in more depth and features a phonics focus

- A follow-up comprehension activity in the Student's Book reminds the students of the story.
- The teaching notes then guide a discussion in English and L1 (the student's own language) of the value illustrated in the story. The students are encouraged to think about what the characters say and do and to reflect on what is right (or wrong) about the characters' behaviour.
- The Workbook presents a similar situation to the value from the story, with two pictures illustrating positive and negative behaviour. The students circle the picture which shows the same value as the story.
- After the values discussion, the **Phonics focus** in both the Student's Book and the Workbook works on specific sounds. The students first find a sentence in the story and then practise a target phrase or sentence featuring further examples of the sound. A memorable cartoon helps the students visually associate the sentence with its meaning.



Lessons 7 and 8

Skills work

These two lessons offer topic-based skills work consolidating the language of the unit while developing all four language skills. The particular skills focus is clearly identified at the foot of each page.

The varied activities include:

- **Think!** Thinking activities
- Sticker activities
- Speaking activities for work in pairs, groups or as a whole class
- Tasks in the style of the Cambridge Young Learners English tests as a gentle introduction to the exam
- An opportunity to personalise the language of each unit in a drawing and writing or speaking activity

Lessons 9 and 10

English for school

Learn and think

These two lessons introduce a topic from another area of the primary school curriculum which is related to the overall unit topic. They are designed to encourage the students to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The first lesson usually introduces the topic and presents words which the students use actively but which are not core vocabulary.



- The second English for school lesson provides opportunities for the students to apply the knowledge from the previous lesson, developing their thinking skills.
- A creative project to be done either as a whole class, or in groups or individually rounds off the work on the topic. Some of the projects use the cut-outs at the back of the Student's Book.



- The corresponding pages in the Workbook consolidate the work on the topic through a wide variety of activities.

Lesson 11

Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage the students to use their imagination. It alternates between guided visualisation and TPR (total physical response):

Create that!

Guided visualisation

- The students are first encouraged to put their heads on their desks, close their eyes and relax.
- They then hear a voice with soft music in the background, asking questions to fire the students' imagination and to encourage them to visualise in their mind.
- After the listening, the students draw (or make) the picture that they imagined. This activity is to encourage self-expression, so the students are encouraged to draw freely, with no sense of 'a right answer'.
- They then present their work to the class or in groups, using language from the unit.

Do that!

TPR action sequences

- The teaching notes suggest reviewing simple instructions for the students to carry out before they listen.
- The students then hear a sequence of sentences telling a simple story, which they act out with simple language.
- To consolidate their understanding of the story, they then read and number the sentences, matching them with the pictures.
- The corresponding Lesson 11 page in the Workbook is a topic-based craft activity.

Lesson 12

Revision

The Student's Book Revision page in each unit features one of three different activity types:

- Poster activities consolidate the cross-curricular topic as well as the language
- Board games to be played in small groups encourage oral production of the language
- Quiz time pages provide revision in a fun format.

The Workbook page offers an opportunity for the students to create a record of learning and for the teacher to carry out informal assessment.

Picture dictionary activities review key vocabulary of the unit.

Teaching with *Super Minds* 2

Working with large classes

Working with a large group of students of this age is challenging, but *Super Minds* has been developed with these teaching situations in mind. In addition to the support in the teaching notes themselves, this section offers tips which you may find useful particularly if you are new to teaching a large class of this age group.

Finding the right resources

Not all subjects require the students to work with two books in one lesson and establishing effective techniques for having the correct book open at the correct page can save a lot of time.

The right book

- The first time you use a book in a lesson, holding up your own Student's Book or Workbook is an obvious cue for the class, but in a large class you can also save time by asking the students to hold up the book as well. Anyone with the wrong book will quickly see what their classmates are doing and will be able to change books.
- To practise reading skills, you could also point to the titles *Student's Book* and *Workbook*.

The right page

- Write the page number on the board in figures as you say it in English.
- Again, asking students to hold their books open at the right page can be a faster way of checking that everyone is ready.

Checking instructions

The key to classroom management is clear instruction and the larger the class, the more possibility there is that some students will become distracted and are not then sure what to do.

- If the students need to move to different desks for any reason, move them first and then explain the activity.
- If they need to take certain materials with them, support your instructions with flashcards or board drawings, e.g. *Take your pencil* (stick the *pencil* flashcard on the board) *and your book* (stick the *book* flashcard on the board) *with you*.

- You could also use the word side of the flashcards for this, to encourage the students to read.
- Remember that although the students are learning to read in English, the printed instructions are above their level, so even though examples are given for most activities in the Workbook, you will still need to focus on these and demonstrate them with your finger. Ask the class why this is the right answer as an additional comprehension check.
- There will usually be one or two students able and more than willing to explain the instructions in L1 as a final check if some students still seem unsure.

Involving everyone

In *Super Minds*, presentation and practice activities involving the whole class are balanced with individual practice activities, allowing time for monitoring each student's progress. This combination ensures that all the students are actively involved in the lesson.

The students can also be involved in presentation stages of the lesson, by holding flashcards or demonstrating games and activities with you at the front of the class. This takes longer, but there are several benefits:

- It changes the dynamic of the classroom, which helps to keep everyone's attention.
- It provides opportunities for recycling classroom language in a meaningful way as you invite the students to stand up, come to the front, pick up a pencil, etc. The whole class can hear this language and they watch to see how their classmate responds.
- It demonstrates important values: you share your materials with the students, they play with them, look after them and give them back safely. *Please* and *Thank you* become common, natural phrases in the classroom in a way that isn't possible if the students only ever play a passive role in class.

Confident students will eagerly volunteer to come to the front in every lesson, so you may find it useful to keep a column in your notebook to mark students' names when they have been involved in this way to ensure that everyone has been asked to take part (for example, F = flashcard, A = acting out).

Working in groups

It is well worth the effort to accustom the students to working in groups in the language classroom. With young students, it is a practical way of managing craftwork and projects. The students can share materials allocated to their group and, with your help, different tasks such as drawing, painting and cutting out can be assigned to different members of the group. This gives the students a sense of responsibility and fosters cooperation. When playing games or doing other speaking activities in a group, each student will have more chance to speak than in an activity for the whole class. If the idea of working in groups is established at a young age, it becomes a natural part of their language learning, which is then extremely beneficial as their fluency increases.

The teaching notes for songs often suggest dividing the class into groups to sing along with the karaoke version.

This can be extended into other aspects of classroom management by establishing general class groups. These groups could be fixed through the year or you could change them at regular intervals such as every term, giving you the opportunity to sort the students into different groups as you develop a picture of their individual needs and contribution in class. Using core vocabulary as the names for these groups allows frequent, natural recycling and you could ask specific groups at different times:

- to distribute art and craft materials, e.g. *Lizards, please give out the paper.*
- to take responsibility for specific tidying duties after a craft activity, e.g. *Apples, please collect the scissors. Kites, put the rubbish in the bin.*
- to come and show you their work while the rest stay at their desks, to ensure that the queue is manageable

Effective use of L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible, whilst still fostering an encouraging atmosphere where the students feel at ease and able to contribute. The more you use English, the more natural it will be for the students to copy you and to use as much as they can. Many students will also acquire a little more language passively in this way and some may surprise you by using new classroom phrases that they have heard.

However, there are times when the use of L1 is an effective tool:

- After you have first explained and demonstrated a task in English using mime to support your instructions, there may still be some students who lack confidence. Rather than holding up the activity, it may be helpful to use limited L1 to clarify. However, it is best to avoid doing this all the time. If you always repeat instructions in L1 after first explaining in English, the students will learn to expect this and more passive students may 'switch off' until they hear the L1 instructions.
- When a student has clear emotional needs, for example if they are unhappy because a craft activity hasn't turned out as they intended, they won't have the necessary English to explain the problem and English would create a barrier. In these instances, discuss the problem in L1 first, but to move on, you could then use English to console them, to praise their work and to integrate them back into what the rest of the class are doing, e.g. *OK now? Really, your kite's great! Come and look at (name)'s kite. It's red and blue like yours.*
- Students at this stage don't have the range of English that they would need to discuss abstract issues such as values. For this reason, the teaching notes give very clear suggestions for the use of both English and L1 when working on the deeper meaning of the story in each unit. English is used wherever possible to prompt the students to use relevant key phrases from the story, but L1 is then suggested for the discussion of concepts such as not cheating, teamwork, being brave, etc.

You may find these general principles useful:

- Use English whenever you can use actions or flashcards to support the meaning.
- Use L1 to avoid a breakdown in communication or to discuss abstract issues.

Monitoring

In any lesson, regardless of the class size, monitoring is an essential part of classroom management, to ensure that everyone's attention is on the task in hand. In the language classroom, monitoring takes on an even more important role as it provides informal opportunities for practice and more students will have an opportunity to speak if you encourage this while you are monitoring their work.

As you circulate:

- Use English to praise the students' work and to ask questions about it. Some students may be able to use a few words; others may need questions to prompt them; others may only be ready to understand and agree as you talk about their work.

- Ask students questions about their classmates' work and encourage them in this way to show interest in others' work and to compliment each other.

Specific issues that may arise when you are monitoring include the following:

- Students may choose to draw items which they cannot yet name in English. When this happens, feed in new vocabulary in a passive way, both for the student individually and for everyone if the work is presented to the class.
- Students may try to write English words on their pictures. Rather than correcting any spelling at this stage, praise their efforts and show the work to the L1 literacy teacher where possible in your teaching situation.

Drafting stage

There are always opportunities in the skills lessons for the students to personalise their learning by drawing and writing freely using the language from the unit. This work is very suitable for display, but you may want the students to draw their picture first and to work on a draft writing stage separately.

Monitoring while the students are working on a rough draft in their exercise books or on scrap paper is a very useful way of informally correcting in a private and individual way:

- Praise some aspect of the work (the picture, the handwriting, the original ideas, the use of new words).
- Ask questions about the picture to check what the student intended to draw.
- If there are serious problems with the writing, ask the student to read what he/she has written. As long as it matches the picture, you can confirm, e.g. *That's right. Your car is red. It's small.* Then continue *We write it like this* and demonstrate by writing the sentences for the student to copy on the same sheet of paper.
- For small mistakes, it may be enough to point to the handwritten word and then find and point to the word written correctly in the Student's Book or Workbook. Spell out the word correctly using the English alphabet and pointing to each letter to help the student find the mistake.

When you have seen rough drafts, the students can then copy the work out neatly for display. Discuss the finished work with the students, praising any improvements made between their draft and final versions.

Assessment

Assessment at this young age is largely an on-going process of observation in whole class work and monitoring at an individual level, but once the students are developing basic reading and writing skills, you may wish to carry out a more formal evaluation. The *Super Minds* Teacher's Resource Books provide an end-of-unit test which evaluates the core vocabulary and structures with listening, reading and simple writing activities such as sentence completion.

Using the Workbook Revision page

The Workbook Revision page, whilst ostensibly a record of learning, can also be used for informal assessment. A possible system would be to grade the work as follows:

- Shows awareness of some new language
- Shows awareness of most new language
- Demonstrates vocabulary and both core structures from the unit but with some spelling errors
- Accurate use and spelling of the new vocabulary and both core structures

Using the *Super Minds* songs

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the language-learning process at this stage for three reasons:

- The students will produce far more language in a song than in any other form of practice activity.
- Through songs, the students are producing a series of connected sentences when the rest of their spoken work may still only be at the short phrase or sentence stage.
- The repetitive nature of song lyrics means that key language is activated many times.

Before playing a song

It may be tempting to want to explain the song lyrics from the page before the students hear it, thinking that they will enjoy it more if they understand every word, but it is far more effective and motivating to let them simply enjoy it first.

While playing a song

Where there are repeated words such as a chorus, some students may want to join in reading the words from the page even though this is the first time that they have heard the song. It is rewarding if you encourage this, even if they are not yet sure of the rhythm, as there is plenty of time to work on the song.

After playing a song

After the students have heard a song once, you may like to explain any unfamiliar language, particularly where it has essential meaning, but the main focus can be on the core language.

Learning a song

- As well as providing a context, the *Super Minds* song illustrations are designed as visual prompts to help support the meaning of the lyrics.
- It is common for students of this age to 'mumble' the less familiar words, even when they are reading from the song lyrics, so it is usually more beneficial to concentrate on the core language rather than detracting from their enjoyment of the song by insisting on every word.
- Once the students are more familiar with the song they will often be adding in actions, for which they will need to stand and sing without their books.
- When the students are singing without the book, you may, depending on the song structure, sometimes be able to show a flashcard to help them join in enthusiastically with the core nouns.

Performing the songs

- The teaching notes suggest dividing into groups to perform the songs.
- There are karaoke versions of the songs after the main recording. These are best used once the class are confident enough to sing without their books or when the students have written their own verses, as sometimes suggested in the Workbook.
- Where possible in your teaching situation, you could use the karaoke versions as a showcase for parents to see what their children have been learning.

Using the *Super Minds* stories

The scene-setting on the opening page of each unit in *Super Minds* creates anticipation, which encourages the students to listen and follow the main story when they reach Lesson 5. The teaching notes suggest ways of referring back to the initial scene, offering an ideal opportunity to revise the core vocabulary before hearing the story.

It is very useful to establish an agreement with the class at the beginning of the year that story time is special and that there are to be no interruptions.

Before playing a story

- Explain that students should ask any questions before you start playing the CD.
- Tell students to put all their pencils and crayons away in their pencil cases to avoid fidgeting and the unwelcome distraction of things falling on the floor.

While listening to a story

- Hold up your book and point to each speech bubble as the characters speak.
- Encourage the students to listen out for the sound that signals the end of each frame by cupping your hand to your ear every time it sounds. After working with the first story in the course, they will soon learn to recognise this.

After listening to a story

- The Lesson 5 teaching notes give detailed guidance on how to work with the story, with suggestions for 'scaffolding' (using prompts to encourage the students to say words and phrases from the story), questions that can be phrased in English and others which will be more effective in L1.
- In Lesson 6 there is then the full exploitation of the value illustrated in the story, as mentioned on page xii.

Performing the stories

As well as acting the stories out in class, you could consider putting on a performance of some of the stories for parents. This is a very visual demonstration of the work done during the year and is highly motivating for the students.

Students who are more self-conscious about acting in public can be involved in other ways such as:

- Writing invitations/'tickets'
- Decorating the invitations/'tickets'
- Making simple props
- Saying *Hello* to parents in English and showing them to their seats with *Please sit here*. Even if the parents don't speak English, they will be delighted to hear their children using simple phrases like this.

If you involve the whole class in different ways as above, be sure to acknowledge everyone's contribution in public so that it isn't just the actors who are clapped at the end.

Back to school

1 CD 1 02

Listen and look. Then listen and say the words.

1 door

2 bookcase

3 wall



4 clock

5 window

6 board

7 cupboard

8 chair

9 floor

2 CD 1 03

Listen and chant.

Touch the window,
Touch the door,
Touch the cupboard,
Touch the floor.

Touch the bookcase,
Touch the wall,
Touch the board,
And that is all!

Aims:

- to present and practise classroom words
- to say a chant with the class

New language: *door, bookcase, wall, clock, window, board, cupboard, chair, floor, touch, And that is all!*

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

Materials: CD, flashcards (classroom words)

Language competences: Your students will be able to identify and name classroom objects. Your students will be able to join in with a chant.

Warm-up

Aim: to review student names and greetings

- Go up to a student and say *Hello. I'm (your 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 things in the classroom

- 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 class, draw them on the board and stick the flashcards next to them, e.g. *bookcase*.

1 CD 02

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

Aim: to practise things in the classroom and to review the characters

- Draw students' attention to the pictures in the Student's Book. These have been specially developed to help the students say the songs and chants.
- Use the pictures at each stage of the activity to help with understanding and to provide context.
- Ask students if the picture is like their classroom.
- Elicit / tell the class who the character running in is (Flash).
- Play the recording.
- Students point to the objects when they hear them.

CD1 Track 02

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.

1 door, 2 bookcase, 3 wall, 4 clock, 5 window, 6 board, 7 cupboard, 8 chair, 9 floor

- Play the recording again.
- Students point to and say the words.
- Students practise pointing and saying the words in pairs.

2 CD 05

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

1

WB p4 Look and draw lines.

Aim: to review things in the classroom

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 nine groups. Point to an object, e.g. *floor*, and tell one group to make a label (of the word) for it.
- Repeat for the other eight groups with the other words. Don't say the word.
- 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.

Aims:

- to present and practise *There's a (clock).* *There are some (books).*
- to play a game with the class

New language: *there's a(n) ... , there are some ...*

Recycled language: singular and plural nouns, vocabulary from Level 1: the house, kite, apple, book, ruler, ball, car

Materials: CD, flashcards (the classroom)

Language competences: Your students will be able to talk about objects using *some* and *a(n)*.

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 x 2 grid.
- 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** Listen, look and number the sentences.

Aim: to present and practise *There's a(n) ...* and *There are some ...*

- Using realia and drawings, pre-teach/ elicit *apple*, *ruler* and *book*.
- Students look at the picture in the Student's Book and read the sentences silently.
- Play the recording. Students listen and number.

CD1 Track 04

- 1 There's an apple.
- 2 There are some books.
- 3 There's a clock.
- 4 There are some rulers.

- They check in pairs. Play the recording again and check with the class.
- Elicit what they notice about the words (we use *There's a(n)* with singular and *There are some* with plurals).
- Elicit when to use *an*.

Key: 2 There are some books. 1 There's an apple.
3 There's a clock. 4 There are some rulers.

2  **SB p5** Listen and say.

Aim: to focus students on grammatical form

- Play each sentence for students to repeat.

- Play the sentences again and students repeat.
- Listen for weak forms of *a* and *some*.
- Students practise saying the statements in pairs, substituting things in the room and pointing to them.

3 **SB p5** Play the action game.

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

- Say sentences about the picture in the Student's Book, using *There's / There are*.
- Make some sentences true and some false.
- Students stand up if a sentence is true and sit down if it is false.

1 **WB p5** Look, read and tick (✓) the box.

Aim: to review *There's a(n) ... , There are some ...*

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

2 **WB p5** Look and circle.

Aim: to give further practice with *There is a(n) ... , There are some ...*

Key: 2 are, 3 is, 4 is, 5 is, 6 are

Ending the lesson

Aim: to review the spelling of the objects in the classroom

- Write the nine 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(n) ... , 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 CD 1 04

Listen, look and number the sentences.



☐ There are some books.

☐ There's an apple.

☐ There's a clock.

☐ There are some rulers.

2 CD 1 05

Grammar focus

Listen and say.

There's a car.

There are some balls.



3

Play the action game.



There's / There are

5

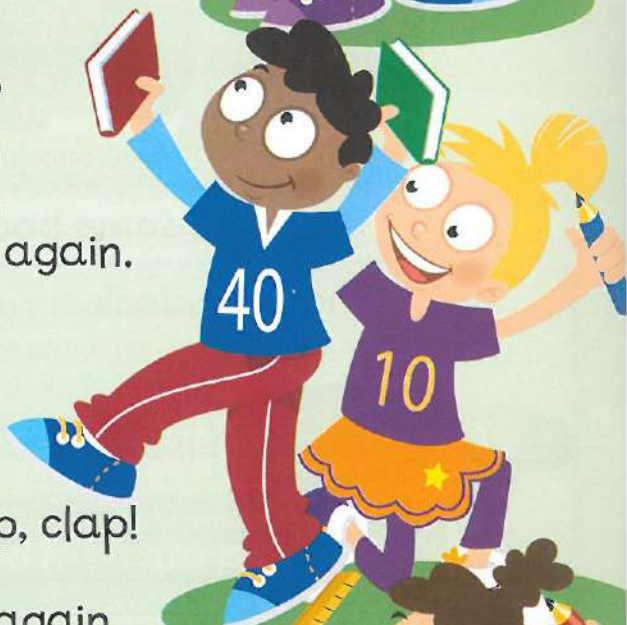


It's good to see you all again.
Welcome back!
Enjoy your English class again.
» Welcome back!

10, 20, 30, snap,
40, 50, 60, tap,
70, 80, 90, slap,
It's good to see you all again.

11, 22, 33, snap,
44, 55, 66, tap,
77, 88, 99, slap,
And now 100, clap, clap, clap!

It's good to see you all again ...



★ BINGO ★		
30	11	55
44	66	20
99	80	100



2

Choose nine numbers from the song. Make a bingo card and play the game.

Aims:

- to present and practise numbers 21–100
- to review numbers 1–20
- to sing a song with the class

New language: numbers 21–100,
it's good to see you all again, welcome back

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

Materials: CD, flashcards (numbers)

Language competences: Your students will be
able to write and say numbers 1–100.

Your students will be able to join in with a song.

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 10–20.
- 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 in turn. Say the word for students to repeat in chorus.
- Make sure they end the word with a short /i/.
- 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.



SB p6 Listen and sing.

Aim: to practise numbers 1–100, to sing a song
with the class

- Take the number flashcards off the board. Add 10 and 20 to the words on the board.
- Use the pictures to support meaning whenever possible.
- Play the recording. Students follow the song in their Student's Books.
- They point to the numbers on the board as they hear them.

- Play the recording again, in sections. Students repeat.
- Make three groups. Groups take turns to sing a verse. Use the karaoke version of the song.



**Choose nine numbers from the song.
Make a bingo card and play the game.**

Aim: to give students further practice with numbers

- Students draw a 3 x 3 bingo card in their notebooks.
- They choose nine numbers from the song and write them on their cards.
- Choose and read numbers from the song. Students cross out numbers when they hear them.
- The first student(s) to cross out all nine shouts *Bingo!* and is/are the winner(s).



WB p6 Listen and write the numbers.

Aim: to review numbers

CD1 Track 08

- 1 There are 40 spiders.
- 2 There are 38 frogs.
- 3 There are 27 rats.
- 4 There are one hundred caterpillars.
- 5 There are 91 butterflies.

Key: 2 38, 3 27, 4 100, 5 91



Look and match.

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

Key: 100 – one hundred, 16 – sixteen, 60 – sixty,
83 – eighty-three, 50 – fifty, 44 – forty-four,
96 – ninety-six, 79 – seventy-nine, 20 – twenty

Ending the lesson

Aim: to review numbers and to sing for pleasure

- Sing the song from the beginning of the lesson again with the class.

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.

Aim

- to present and practise imperatives for classroom instructions

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

Recycled language: vocabulary from Level 1

Materials: CD

Language competences: Your students will be able to understand, respond to and give classroom instructions.

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 CD1 09

Think!

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

Aim: to present and practise positive and negative classroom instructions

Thinking skill: matching text with visual information

- Students look at the pictures and at the sentences in the Student's Book.
- In pairs, they try to match them.
- Play the recording. Students listen and number.

CD1 Track 09

- 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.

- They compare their answers in pairs.
- Play the recording again and check understanding using mime.

Key (from left to right): 3, 5, 2, 1, 4, 6

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

2 CD1 10

SB p7 Listen and say.

Aim: to focus students on grammatical form

- Play each sentence for students to repeat. Mime each yourself as they say it.
- Play the sentences again and students repeat.
- 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 Put the words in order.

Aim: to practise word order in classroom instructions

Key: 2 Don't sit down. 3 Sit down, please. 4 Open your book. 5 Don't stand up. 6 Don't open your book.

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

Aim: to practise matching visual with written information

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

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.
- They don't show their partner.
- In pairs, they take turns to give and respond to the classroom instruction, using your mime in the Ending the lesson activity as a model.
- Give students further practice using open pairs.

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.

Listen and say.

Stand up.
Sit down.

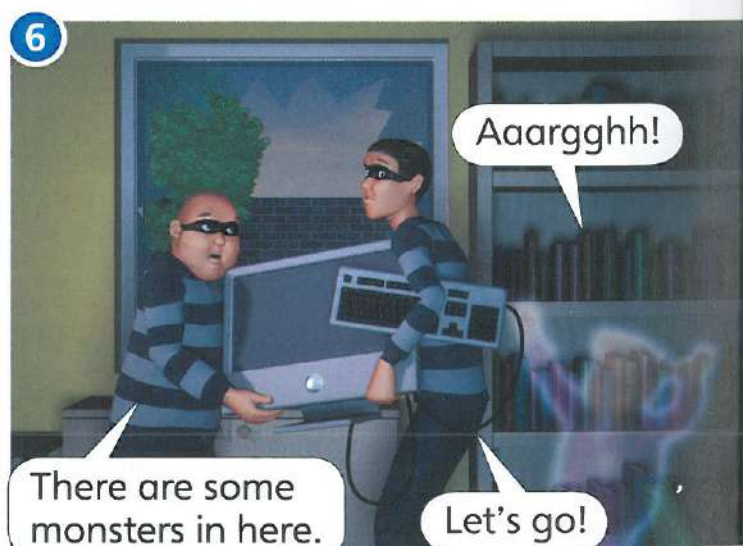
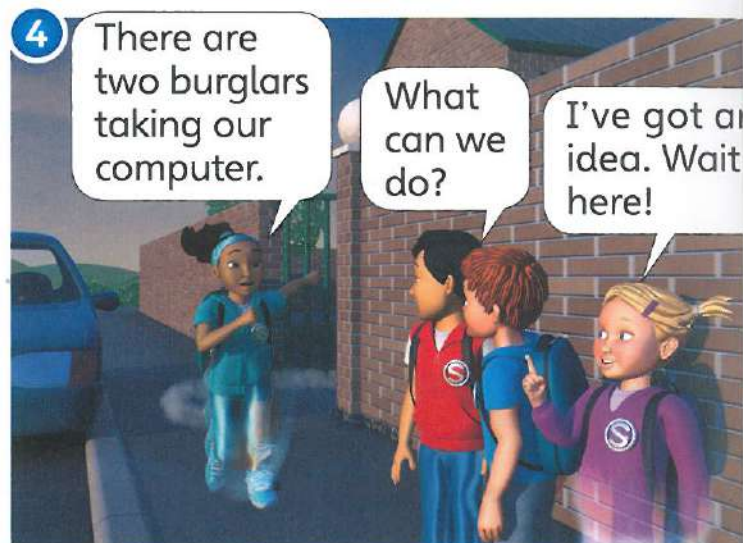
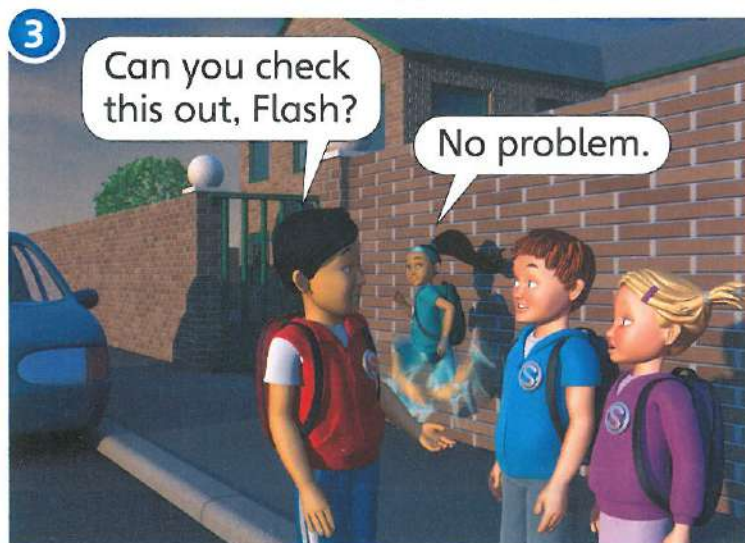
Don't stand up.
Don't sit down.



Play the listening game.



The burglars



Aims:

- to present a picture story
- to review language from the unit

New language: *check this out, burglar, drop, great work, well done, we've got them*

Recycled language: character names, vocabulary from Level 1

Materials: CD

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to act out 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 special 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).

1 CD1
11

SB pp8-9 The burglars

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach *burglar*.
- Play the recording. Students listen and read to find who catches the burglars at the end (Thunder).
- Play the recording again. Pause after each frame. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check comprehension. Check understanding of new words.

1 CD1
12

WB p8 Listen and tick (✓) the box.

Aim: to review phrases from the story

CD1 Track 12

- 1 **Thunder:** The burglars!
- 2 **Bird:** Whisper, there's a problem at your school.
- 3 **Burglar:** There are some monsters in here.

Key: 1 1st picture, 2 1st picture, 3 1st picture

2

WB p8 Find the Super Friends in the story and write the numbers.

Aim: to review the story

Key: b Flash – Picture 4, c Misty – Picture 6, d Thunder – Picture 9

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 are the same role).
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to review phrases from the story

- Call out phrases from the story in turn, e.g. *What's that?*
- Students say who is speaking.

Aims:

- to talk about the meaning of a story
- to review language from the unit
- to enable students to reflect on their learning

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

Materials: CD, flashcards (the classroom, numbers)

Language competences: Your students will be able to interpret deeper meaning from a story. Your students will be able to use language from the unit to show what they know.

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 for the class to say the name.
- Play the recording of the last episode of the story again.

2 SB p9 Read and tick (✓) the boxes.

Aim: to check students' comprehension of the story

- Students read the sentences silently on their own and tick the appropriate box.
- They compare and discuss their ideas in pairs.
- Check with the class, having a student read out the sentence before eliciting the answer. Elicit which picture gives them the information each time.
- Elicit corrections for 'no' answers.

Key: 1 no, 2 yes, 3 no, 4 no, 5 yes

Picture dictionary

Aim: to review vocabulary for classroom objects and for numbers

- Students look at the Picture dictionary pages for classroom objects and numbers 20 to 100 (WB pages 118–119).
- 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.

1 WB p9 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

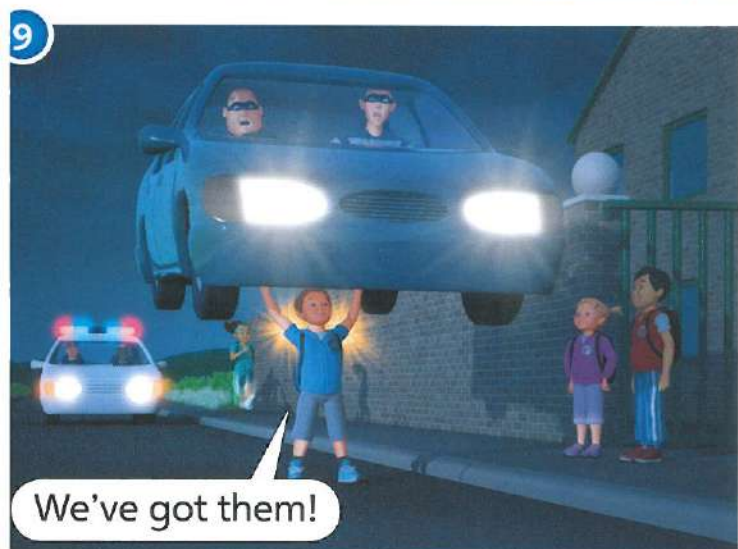
Aim: to enable students to express their preferences

- 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. *BURGLAR*.
- Students say the word, e.g. *burglar*, and find it on a page of the unit.
- Repeat for other new or known words.



2 Read and tick (✓) the boxes.

- 1 There are three burglars at the school.
- 2 The burglars are taking a computer.
- 3 The burglars have got two cars.
- 4 The burglars drop the computer.
- 5 The children stop the burglars.

yes ☐ / no ☐

yes ☐ / no ☐

yes ☐ / no ☐

yes ☐ / no ☐

yes ☐ / no ☐

1

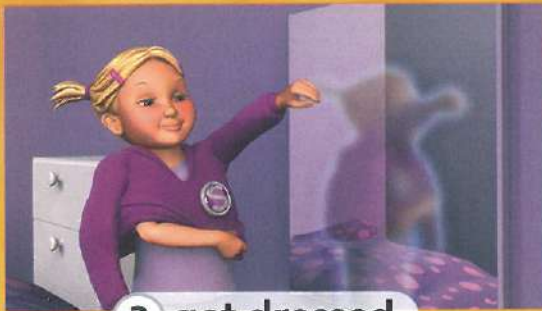
My day

CD 1
13

Listen and look. Then listen and say the words.



1 get up



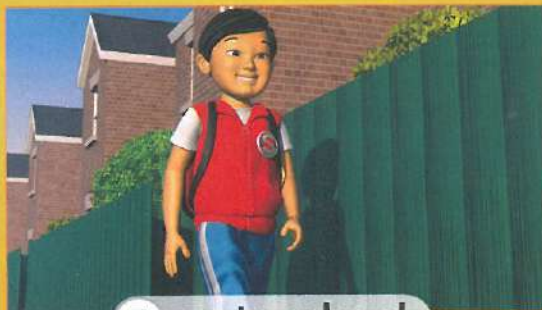
2 get dressed



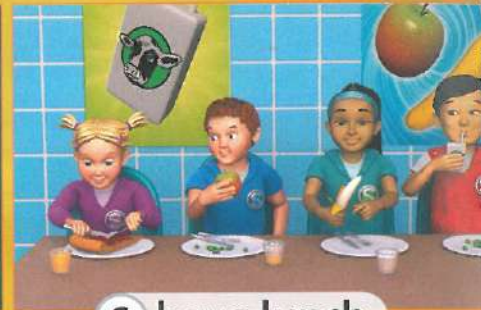
3 have breakfast



4 brush your teeth



5 go to school



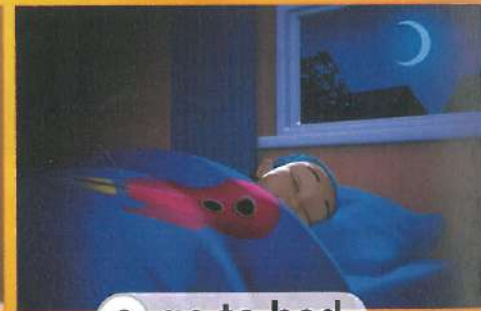
6 have lunch



7 play in the park



8 have dinner



9 go to bed

CD 1
14

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, hurray!

Aims:

- to present and practise daily routines
- to say a chant with the class

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, hurray*

Recycled language: *day, rooms in a house*

Materials: CD, flashcards (daily routines)

Language competences: Your students will be able to identify and name some daily routines.

Warm-up

Aim: to review rooms in a house

- Draw on the board the outline of a house in cross section to show the rooms.
- Elicit what it is and what each room is. Include the rooms in Student's Book 1.

Presentation

Aim: to present 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*

- Using the flashcards and mime, present each daily routine.
- Say the phrase for students to repeat and mime.
- Do this three or four times.
- 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 from the students.
- Put the flashcards in this sequence.



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 who students can see in the pictures and which rooms they can see.
- Play the recording.

CD1 Track 13

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.

[Sound of Thunder flying a kite in the park.]

[Sound of Misty and her parents having dinner.]

[Sound of Flash asleep.]

Now say the words.

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

- Students point to the actions and the words when they hear them.
- Play the recording. Students repeat and mime the actions.
- Students practise pointing and naming in pairs.



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*.
- Use the pictures to support meaning whenever possible.
- Play the recording. Students listen and follow the chant in their Student's Books.
- 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.



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 comes and mimes another action.

Extension activity

Aim: to develop memorisation skills

- Students look at the pictures for Student's Book Activity 1 for one minute.
- They close their Student's Books. Say an action, e.g. *Have breakfast*.
- In pairs, they try to remember what is in the picture, e.g. *Flash is in the kitchen*.
- Elicit ideas from the class.
- Repeat for some of the other pictures.

Aims:

- to present and practise present simple questions and answers with *When*: *When do you (have breakfast)? At (nine) o'clock.*
- to present and practise asking and telling the time: *What's the time? It's (nine) o'clock.*

New language: *When do you (have breakfast)? What's the time? It's (nine) o'clock, at (for time)*

Recycled language: daily routines, clock

Materials: CD, flashcards (daily routines), coloured pencils

Language competences: Your students will be able to ask and answer about times of routines.

Warm-up

Aim: to review daily routines

- Flash each flashcard quickly in front of 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 a clock on the board showing ten o'clock.
- Elicit/teach *It's ten o'clock.*
- Practise with other times on the hour.

1 CD1 15 **SB p11** Listen and colour.

Aim: to practise *o'clock*

- Play the recording. Students listen and put a coloured dot on the clock.

CD1 Track 15

Green

Boy: What's the time?

Girl: It's five o'clock.

Red

Boy: What's the time?

Girl: It's eight o'clock.

Yellow

Boy: What's the time?

Girl: It's three o'clock.

Pink

Boy: What's the time?

Girl: It's one o'clock.

Blue

Boy: What's the time?

Girl: It's eleven o'clock.

- Students compare colours in pairs.
- Play the recording again. Check answers with the class.
- Students colour the clocks.
- Elicit the question: *What's the time?*

Key: three o'clock: yellow, five o'clock: green, eight o'clock: red, eleven o'clock: blue, one o'clock: pink

2 CD1 16 **SB p11** Listen and draw the times on the clocks.

Aim: to give students further practice with telling the time, to present *When do you (go to school)? At (nine) o'clock.*

- Elicit what the pictures are (the daily routines).
- Play the recording. Students draw the clock hands.

CD1 Track 16

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.

- Students compare answers in pairs.
- Play the recording again and check with the class.
- Ask students questions about their daily routines.

3 CD1 17 **SB p11** Listen and say.

Aim: to focus students on grammatical form

- Play the first question and answer on the recording.
- Students repeat.
- Do the same for the second question and answer.
- Students practise the questions and answers in pairs.

4 **SB p11** Ask and answer.

Aim: to give students practice with questions and answers

- Demonstrate the activity with two students.
- Put students into pairs. They take turns to ask and answer using the language pattern from Activity 3.

1 **WB p11** Read and circle.

Aim: to review telling the time

Key: 2 four, 3 seven, 4 ten, 5 twelve

2 **WB p11** When do you do things? Write the times and draw the hours.

Aim: to practise comprehension of the new language

Ending the lesson

Aim: to review new language from the lesson

- Students ask and answer about times of daily routines in open pairs.

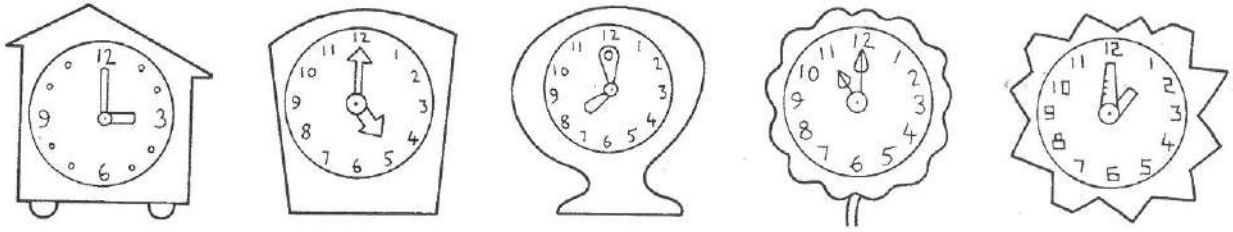
Extension activity

Aim: to give students practice with telling the time

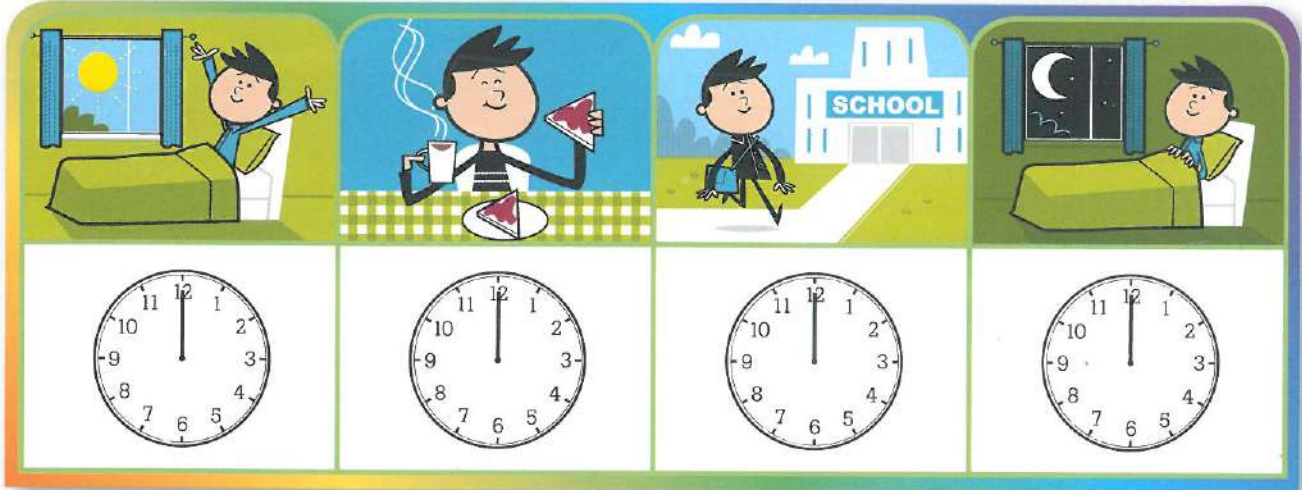
- Students draw 2 x 2 grids.
- They draw a clock showing the hour in each one.
- Play a bingo game (see page T6 SB Activity 2).

1 CD 1
15

Listen and colour.

2 CD 1
16

Listen and draw the times on the clocks.

3 CD 1
17Grammar
focus

Listen and say.

What's the time?
When do you have breakfast?

It's nine o'clock.
At seven o'clock.



4

Ask and answer.

When do you ... ?

At ... o'clock.



Listen and sing.

It's three o'clock in the afternoon!

I get dressed,
And then I have a shower.
And then I brush my teeth,
For another hour.

Mr, Mr, Mr Blue,
What a funny thing to do.
Oh, Mr, Mr Blue,
What can we do with you?



It's six o'clock in the morning!

I eat dinner,
And watch TV.
Then I have lunch,
And drink some tea.

Mr, Mr, Mr Blue,
What a funny thing to do.
Oh, Mr, Mr Blue,
What can we do with you? ...



2

Draw a picture of Mr Blue.



Aims:

- to consolidate the present simple first person singular affirmative
- to sing a song with the class

New language: *have a shower, eat dinner, drink some tea, and then, What a funny thing to do, What can we do with you?*

Recycled language: daily routines, times

Materials: CD, flashcards (daily routines), a set of the following word cards for each group of four (optional): *eat, drink, have, go, get, brush, play* (on blue card); *dressed, shower, lunch, tea, teeth, to school, in the park* (on green card)

Language competences: Your students will be able to join in with a song.

- Elicit some of their ideas. Write them on the board if necessary.
- Students draw a picture in their notebooks and write the sentence in a speech bubble.

1 **WB p12** Read the song again and number the pictures.

Aim: to check students' understanding of the song

Key (from top to bottom): 3, (1), 2, 6, 5, 4

Warm-up

Aim: to review daily routines and times

- Ask a student, e.g. *When do you go to bed?* The student responds.
- The student then asks another student a question about times of their daily routine.
- Continue this open pair practice until every student has asked and answered a question.



SB p12 Listen and sing.

Aim: to sing a song with the class

- Students look at the pictures in the Student's Book. Elicit what they can see in the pictures. Elicit if anything looks strange.
- Use the pictures to support / check meaning whenever possible.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in two groups.
- Elicit from students what is strange about Mr Blue (he does things at strange times).



SB p12 Draw a picture of Mr Blue.

Aim: to consolidate the present simple

- Students look at the picture. Elicit where Mr Blue is and what is strange about the picture.
- In pairs, students think of ideas for strange things Mr Blue does.

Ending the lesson

Aim: to review key language from the lesson

- Put students into groups of four.
- In their groups, students share their ideas from Student's Book Activity 2 and make another verse for the song.
- Groups take turns to sing and mime their songs around the class.

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 ... shower*), then the student makes a sentence and keeps the cards. If they do not collocate, the student turns them face down again.
- Play 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.

Aims:

- to present and practise the present simple third person singular affirmative
- to consolidate telling the time

New language: present simple third person singular affirmative

Recycled language: daily routines, times

Materials: CD

Language competences: Your students will be able to read a text and sequence pictures. Your students will be able to talk about other people's daily routines.

Warm-up

Aim: to review times

- Students draw six circles to represent clocks in their notebooks.
- Say four times, e.g. 1 *Two o'clock*, 2 *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 clock.

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 first.
- Read the first sentence with the class to check students know what to do.
- Number the picture of Benny getting up as number 1.
- Students read the text quickly and silently to sequence the other pictures.
- They check in pairs.
- Check with the class by reading the text aloud.
- Elicit the sentence about the first picture from students and write it on the board.
- Elicit 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*).

Key (from left to right): 5, 4, 3, 2, 1

2 CD1 20 SB p13 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.
- Students take turns to practise the sentences in pairs.

3 Think! SB p13 Look and say what the children do.

Aim: to give students practice with giving and following instructions

Thinking skill: interpreting visual information

- 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. *Emma _____ at seven o'clock (has dinner)*.

1 CD1 21 WB p13 Listen and draw lines.

Aim: to give students practice with the present simple

CD1 Track 21

- 1 Dan gets up at seven o'clock.
- 2 Dan has breakfast at eight o'clock.
- 3 Dan goes to school at nine o'clock.
- 4 Dan plays in the park at five o'clock.
- 5 Dan has dinner at six o'clock.
- 6 Dan goes to bed at ten o'clock.

Key: 2 8 o'clock, 3 9 o'clock, 4 5 o'clock, 5 6 o'clock, 6 10 o'clock

2 WB p13 Write the words.

Aim: to give students practice with writing 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 (*eat, have, play, go, get*).
- 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 Student's Book 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.
- They say *Snap!* when they find an activity and a time that match with ones in their own text.

1 Read and number the pictures.

Benny gets up at seven o'clock.
He has breakfast at eight o'clock
and then he goes to school. He
plays in the park at four o'clock.
He has dinner with his mum and
dad at six o'clock and he goes to
bed at nine o'clock.



2 CD 1 20

Grammar focus

Listen and say.

Claire gets up at eight o'clock.
She goes to school at nine o'clock.



3 Think! Look and say what the children do.

Claire				
Emma				
Kate				

What a day!



Aims:

- to present 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, lampshade*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to act out a story.

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 special 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.*

1 CD1 23 **SB pp14-15** **What a day!**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit who students can see in the first picture (Thunder).
- Pre-teach *a bad day*.
- Play the recording. Students listen and decide if it is a bad day for Thunder or not.
- Students compare their ideas in pairs. Elicit opinions from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to elicit what happens to Thunder. (Students can use L1 to talk about some of the things.)
- Elicit from students if they have the same opinion about Thunder's day as they had in Activity 1.

1 CD1 23 **WB p14** **Listen and tick (✓) the box.**

Aim: to review phrases from the story

CD1 Track 23

- 1 **Misty:** Careful, Thunder!
- 2 **Thunder:** Oh, not again.
- 3 **Thunder's mum:** Can you see my keys? They're under the car.

Key: 1 1st picture, 2 1st picture, 3 2nd picture

- 2** **WB p14** Find Thunder in the story and write the numbers.

Aim: to review the storyline

Key: b Picture 2, c Picture 8, d Picture 3

- 3** **Think!** **WB p14** Match the pictures with the sentences.

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 Careful! 3 We can play, hurray!

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 groups.
- Volunteer groups role play 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.

Aims:

- to talk about the meaning of the story
- to practise saying the long vowel sound ee

Thinking skills: interpreting the values in a story

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

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify and say the letter sound ee (*cheese*) and its alternative spelling ea (*peas*) and ey (*key*). They can contrast it with the short letter sound i.

Value: offering to help your parents

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 students on the detail 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 check in pairs.
- Check with the class.

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

3 SB p15 Find who says ...

Aim: to present the letter sound ee

- 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 ee sound. Explain that ee 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* is also pronounced ee (and *monkey*).

Key: Mum

CD1
24

SB p15 Listen and say.

Aim: to practise the letter sound ee, a long vowel sound

- Play the recording. Students look at the picture, read and repeat.

CD1 Track 24

ee – ee – ee

Eat your cheese and peas! Then brush your teeth, please.
Eat your cheese and peas! Then brush your teeth, please!

- 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

Values

WB p15 Look and circle.

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

Key: Picture 2

CD1
25

WB p15 Listen and say.

Aim: to practise contrasting the long vowel sound ee with the short vowel sound i

CD1 Track 25

King or queen?

Chips or cheese?

Pigs or peas?

Fish or feet?

CD1
26

WB p15 Listen, say and circle.

CD1 Track 26

Queen, queen (beep)

Chips, chips (beep)

Pigs, pigs (beep)

Feet, feet (beep)

Key: See CD script above.

Ending the lesson

Aim: to review words with the ee letter sound, including some special words (i.e. those that need to be learnt 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 ee sound: *me, he, she, we* and *be*.

Extension activity

Aim: to discuss the value of offering to help parents

- 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 help their parents.

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

CD1 26 SB p15 Listen and

Aim: to practise the letter

- Play the recording. Students repeat.

CD1 Track 24

ee - ee - ee

Eat your cheese and peas
Eat your cheese and peas

- Repeat the sentence as many times as possible.
- Say it loudly, slowly, quietly.
- Students take turns to read.

1 Values WB p15 Listen and

Aim: to focus students on their parents

Key: Picture 2

2 CD1 25 WB p15 Listen and

Aim: to practise contrast with the short vowel sound

CD1 Track 25

King or queen?

Pigs or peas?

3 CD1 26 WB p15 Listen, say

CD1 Track 26

Queen, queen (beep)

Pigs, pigs (beep)

Key: See CD script above.

Ending the lesson

Aim: to review words with the sound /e/ (including some special words to be learnt as a whole)

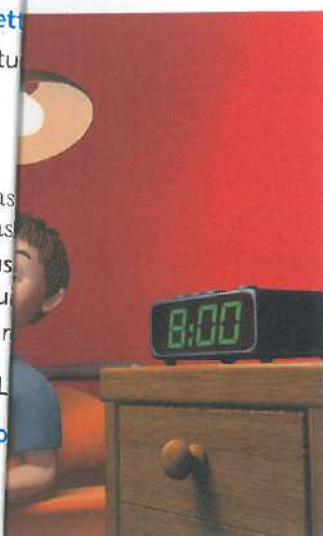
- Dictate the sound sentence: They check in the Student Book.
- Remind students of some words with the sound: me, he, she, we, etc.

Extension activity

Aim: to discuss the value of helping

- Focus on the parts of the story where the boy offered to help his mum.
- Elicit why this value is important and how it helps when students help their parents.

Note: Some of this discussion can be done in L1.



8



Thunder do at these times?

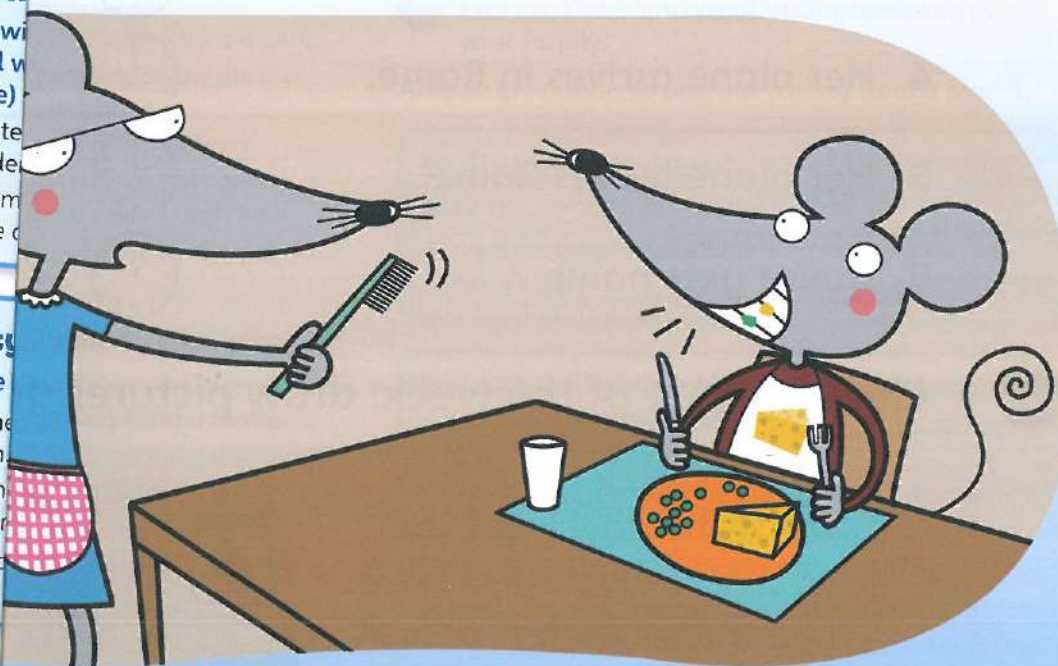
1 two o'clock 2 four o'clock 3 six o'clock

4 eight o'clock 5 eight o'clock

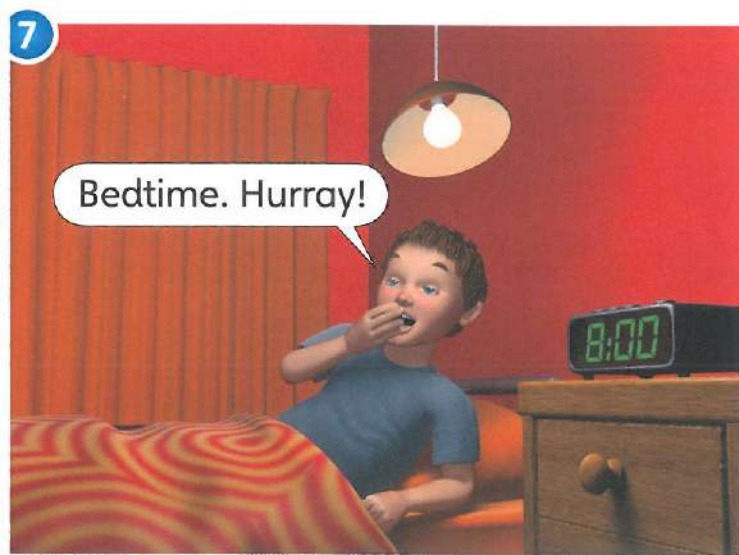
6 Can you see my keys?

say.

Thunder ... at seven o'clock.



cheese and peas! Then brush your teeth, please.



2 What does Thunder do at these times?

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

Thunder ... at seven o'clock.

3 Find who says ... Can you see my keys?



4 CD 1 24 Listen and say.

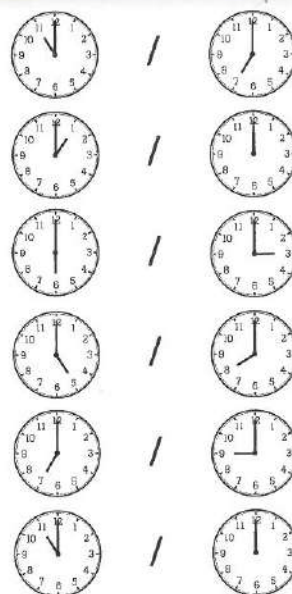


Eat your cheese and peas! Then brush your teeth, please.

Janice is a pilot. She flies from Heathrow airport in London to all over Europe. At eleven o'clock in the morning she leaves her house. She arrives at the airport at twelve o'clock. Today, her flight is to Rome. It leaves London at three o'clock and it arrives in Italy at five o'clock. At seven o'clock, the plane leaves Rome and it arrives in London at ten o'clock. Janice gets home at eleven o'clock at night. What a long day for Janice!

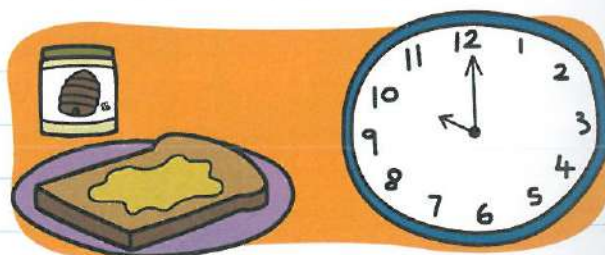


- 1 Janice leaves her house.
- 2 Janice arrives at the airport.
- 3 Her plane leaves London.
- 4 Her plane arrives in Rome.
- 5 Her plane leaves Rome.
- 6 Janice gets home.



Choose a day of the week, draw pictures and write about it.

On Saturday I get up at nine o'clock and have breakfast at ten o'clock.



Aims:

- to practise reading and writing skills
- to present the present simple form of some new verbs (*flies, leaves, arrives*)
- to review daily routines

Skills:

- reading for specific information
- writing a short description from a model

New language: *fly, arrive, leave, pilot, a long day, Europe, Heathrow airport, Rome, London, Italy*

Recycled language: daily routines

Materials: CD, flashcards (daily routines)

Language competences: Your students will be able to read for specific information.

Your students will be able to write about a day of the week from a model.

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 *fly, leave, arrive* 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 Janice who is a pilot.
- Tell students 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 1st clock, 2 2nd clock, 3 2nd clock, 4 1st clock, 5 1st clock, 6 1st clock

2 **SB p16** Choose a day of the week, draw pictures and write about it.

Aim: to give students practice writing from a model

- Students first write notes about their day and then they draw pictures of themselves doing different activities.
- Students then use the written model from Activity 2 to write about their day.
- Monitor and help as students are writing their drafts. Remind them to use the model.
- Students write a final draft and draw final pictures when you have checked their work.

1 **CD1 27**

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

Aim: to practise listening for specific information (scanning) **YLE**

CD1 Track 27

- 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.
- Man:** And how old are you, Shelley?
Girl: I'm eight.
Man: Eight?
Girl: Yes.
- 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.
- 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.
- 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.

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

Ending the lesson

Aim: to give students spelling practice

- In pairs, students take turns to spell out their best friend's name.

Extension activity

Aim: to give students practice with information transfer skills

- Students read through the text about Janice again.
- In pairs, they create a timeline to show Janice's day. Start the timeline on the board if necessary.
- They write short phrases, e.g. *leaves London* above *three o'clock* on the timeline.
- Students compare their timelines with other pairs.

Aims:

- to practise listening and speaking skills
- to review use of the present simple for daily routines

Skills:

- listening for specific information
- speaking

New language: *fireman, often, all*

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

Materials: CD

Language competences: Your students will be able to listen for specific information.

Your students will be able to talk about their day.

Warm-up

Aim: to review daily routines

- With Student's Books closed, elicit what students remember about Janice's day.
- If students did the Extension activity in the previous lesson, they can look at the timeline to help them remember.

1 CD1 28

SB p17 Listen and draw lines.

Aim: to practise listening for specific information **YLE**

- Tell students to look carefully at the pictures and the clocks in the Student's Book.
- Pre-teach *fireman*.
- Make sure students know what to do.
- Play the recording. Students listen and draw lines from the clocks to the pictures.

CD1 Track 28

Interviewer: Linda, tell me about your dad.

Linda: My dad's a fireman. He often works at night. We all have dinner at seven and then he leaves the house at eight.

Interviewer: Then do you go to bed?

Linda: Yes, I go to bed at nine.

Interviewer: What time does he come home?

Linda: Dad comes home at six in the morning and then he has breakfast with us at seven.

Interviewer: What time does your dad go to bed?

Linda: At eight in the morning, when I leave for school.

- Students compare their answers in pairs.
- Play the recording again for students to check.
- Elicit answers from the class, playing extracts from the recording if necessary.

Key: 1 seven o'clock, 2 eight o'clock, 3 six o'clock, 4 seven o'clock, 5 nine o'clock, 6 eight 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 when 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.

1

WB p17 Read and draw the times in the clocks.

Aim: to give students practice in reading for specific information (scanning)

Key: 2 8 o'clock, 3 10 o'clock, 4 1 o'clock, 5 3 o'clock, 6 6 o'clock, 7 8 o'clock, 8 9 o'clock

Ending the lesson

Aim: to practise productive speaking

- Volunteer students take turns to show the pictures of their person from WB page 16 Activity 2 to the class and to read what they wrote aloud to the class.
- 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 page 16 Activity 2 and draw and decorate timelines for each other's days.

Skills

1 CD 1
28

Listen and draw lines.



2

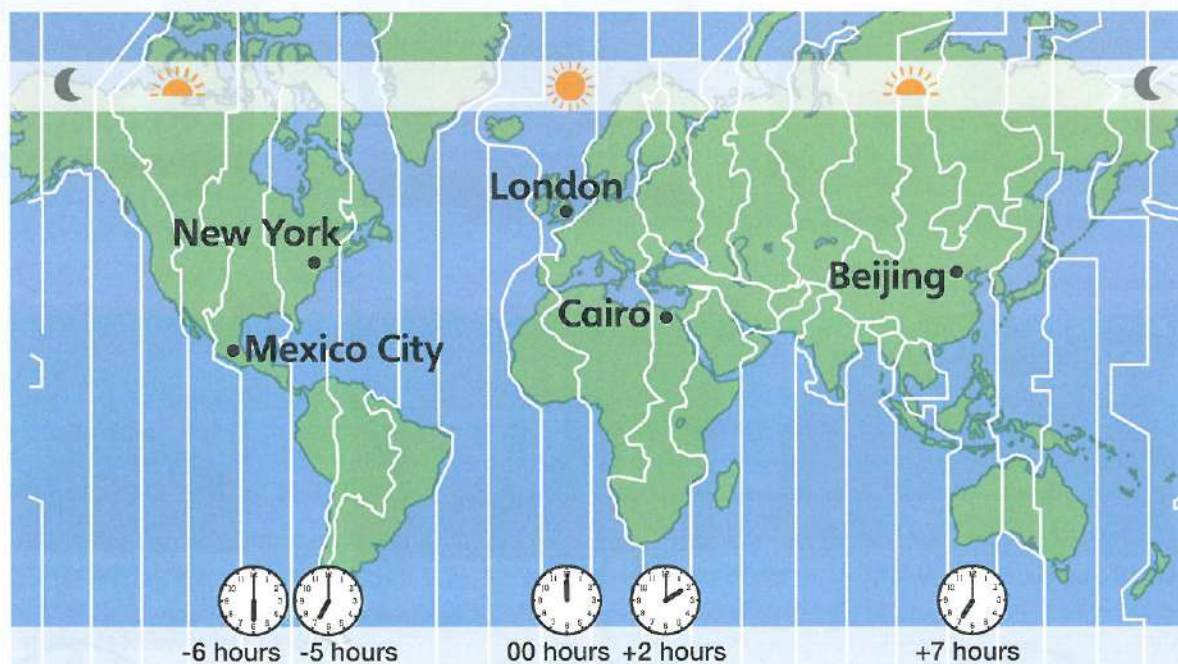
Talk about
your day.

TIME ZONES

1 CD 1
29

Listen, read and look at the map.

In the world there are lots of different time zones. When it is twelve o'clock in London, in summer, it is seven o'clock in the evening in Beijing, but it is only six o'clock in the morning in Mexico City. What time is it in New York and Cairo?



2

Think!

Read and complete.

- 1 When it is one o'clock in the afternoon in London, it is _____ o'clock in the morning in New York.
- 2 When it is eleven o'clock in the morning in London, it is _____ o'clock in the afternoon in Cairo.
- 3 When it is two o'clock in the afternoon in London, it is _____ o'clock in the evening in Beijing
- 4 When it is four o'clock in the afternoon in London, it is _____ o'clock in the morning in Mexico City.

Aim:

- to integrate other areas of the curriculum through English: Geography

Thinking skills: logical-mathematical thinking, drawing analogies

New language: *map, time zone, when, plus (+), minus (-), cities, countries*

Recycled language: times

Materials: CD, world map

Language competences: Your students will be able to use known language to talk about Geography in English.

Warm-up

Aim: to review places on a map

- Display the world map. Ask a volunteer to come and point to his/her country.
- Repeat for other countries if students are not all from the same country.
- Ask students to come to the map and point to and name other countries/cities they know.

1 CD1 29

SB p18 Listen, read and look at the map.

Aim: to consolidate the concept of time zones

- Use the map in the Student's Book to introduce/check the concept that times are different in different parts of the world. Pre-teach *time zone*. Elicit any examples students are familiar with.
- Read the instruction for Activity 1 aloud. Check understanding of + and - and that students know what to do.
- They listen to the recording, read the text and look at the map.
- Discuss the question at the end of the text.

2

Think!

SB p18 Read and complete.

Aim: to enable students to consolidate the concept of time zones

Thinking skill: logical-mathematical thinking

- Read the instruction aloud.
- Check students understand and know what to do.
- They complete the four sentences on their own.
- As students finish, tell them to check their answers quietly with other early finishers.
- When everyone has finished, check with the class.

Note: Students will not all complete this activity at the same time. Some will need more time and some will do it quickly, depending on their types of intelligence. Give all students time to work it out if you can.

Key: 1 eight, 2 one, 3 nine, 4 ten

1

WB p18 Write the names of the cities.

Aim: to encourage students to make use of their own experience and knowledge

Key: 1 Mexico City, 3 Beijing, 4 New York, 5 Cairo

2

Think!

WB p18 Look at London and draw the times in the clocks.

Aim: to encourage students to apply world knowledge

Thinking skill: logical-mathematical thinking

Key: 1 twelve o'clock, 3 one o'clock, 4 one o'clock, 5 eight o'clock

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *time zones and that there are different times in different parts of the world.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of time zones

- Use the information in SB Activity 2 to draw more analogies, e.g. *When I get up, people in Sydney are going to bed.* Elicit other sentences from students.
- Extend students' understanding to the date line (tomorrow and yesterday) if appropriate, e.g. *When I get up on Saturday morning, people in Los Angeles are going to bed – and it's Friday night!*

Aims:

- to extend the focus on Geography through English
- to enable students to complete a project

Recycled language: times, cities, countries, east, west

Materials: CD, world map, card, paints, coloured pens, scissors, split pins

Language competences: Your students will be able to talk about Geography in English.
Your students will be able to complete a project.

Warm-up

Aim: to review time zones

- Focus students on the world map. Review their understanding by eliciting where the *Mean Time* is (Greenwich in London) and what happens to time as you travel east (it's plus Greenwich Mean Time) and what happens to time as you travel west (it's minus Greenwich Mean Time).
- Elicit one or two examples of times in different cities around the world by giving a time in Greenwich.

1 Project SB p19 Make a clock.

Aim: to give students practice in following instructions

- Elicit what students can see in each of the pictures.
- Check they know what to do.
- Hand out the card. Students design their clocks.
- Go around the class and check before students cut their clocks out.
- Monitor as students complete the project.
- Help students assemble their clocks if necessary.

2 SB p19 Play games with your clock.

Aim: to enable students to apply what they have learnt about time zones

- Demonstrate the game to the class using the example in the Student's Book.
- Student A reads the first speech bubble. Student B answers and holds up his/her clock showing the correct time (two o'clock).
- Practise the game in open pairs with students saying other cities in place of Mexico City.
- Students practise in closed pairs.
- These are some more ideas for games:
 - 1 **Say a time.** Students set the time on their clocks. The first one to show the correct time on their clock wins a point.
 - 2 **Tell the truth.** Student A sets the time on his/her clock but does not show it to Student B. Student A

tells Student B the time and B guesses if Student A is telling the truth or not. Student B wins a point if he/she is correct. Student A wins a point if he/she can trick his/her partner.

- 3 **Call my bluff.** Three students look at the time on the clock. The other students in the class cannot see the clock. Two students tell a false time, and one tells the right time. The rest of the class have to guess who is telling the truth.

1 WB p19 Read and answer.

Aim: to give students practice in applying their knowledge about time zones

Key: 2 It's nine o'clock in the morning. 3 It's one o'clock in the afternoon. 4 It's six o'clock in the evening.

2 WB p19 Choose two cities. Draw and write.

Aim: to encourage students to make use of their own knowledge and experience

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today, e.g. *learnt more about time zones around the world and I've made my own clock.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to make a local time-zone map

- Students work in groups of four.
- Each group decides on a part of the world, e.g. North America, Europe, Africa, Asia. They print out a map from the Internet (or draw it freehand). They label key cities and countries and then mark the different time zones.
- Display the maps around the class for discussion.

1 Project Make a clock.



2 Play games with your clock.

In New York it's three o'clock in the afternoon. What's the time in Mexico City?



It's two o'clock in the afternoon.

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



2

Read and number the sentences from the story.

- | | |
|--|--|
| ☐ Oh no! There's milk all over you. | ☐ Get dressed. |
| ☐ Clean your jumper. | ☐ Get your schoolbag. |
| ☐ Run into the bathroom. | ☐ Have breakfast. |
| ☐ Stop. Where's your schoolbag? | ☐ Run to school. |

3

Listen to your friend
and act out.

Run to school.



Aim:

- to stimulate the students' imagination through listening and acting out

New language: *milk, all over, jumper*

Recycled language: daily routines, imperatives

Materials: CD, paper, stapler, coloured pens and pencils

Language competences: Your students will be able to listen to and do actions to demonstrate meaning.

Your students will be able to follow auditory, written and visual instructions.

- They compare their answers in pairs.
- Check by asking one student to read an instruction aloud, another to mime the action and another to say the number.

Key (from left to right): 4, 1, 6, 3, 5, 2, 8, 7

3 **SB p20** Listen to your friend and act out.

Aim: to give students practice in giving and following instructions

- Demonstrate the activity by giving the instructions in random order for the class to follow.
- Students do the activity in pairs.
- Invite more confident students to role play their instructions in front of the class.

1 **WB p20** Make a diary.

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

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 **CD 1 30** **SB p20** Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to give students practice in following instructions and in sequencing information

- Students look at the pictures in their Student's Books.
- Play the recording and mime the actions.

CD1 Track 30

- 1 Get dressed.
- 2 Have breakfast.
- 3 Get your schoolbag.
- 4 Oh no! There's milk all over you.
- 5 Run into the bathroom.
- 6 Clean your jumper.
- 7 Run to school.
- 8 Stop. Where's your schoolbag?

- Mime the actions without the recording and teach the new language through mime.
- Play the recording again and mime the actions. Students mime the actions with you.
- Students listen again and sequence the pictures.
- They compare their answers in pairs.
- Check with the class.

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

2 **SB p20** Read and number the sentences from the story.

Aim: to give students practice in reading for detail

- Read the eight instructions aloud.
- Students individually match the instructions with the pictures.

Ending the lesson

Aim: to give students practice in following instructions

- Play a game of 'Simon says' using the instructions from SB page 20 Activity 2. When you say *Simon says* before the instruction, students mime it. When you do not say *Simon says*, students do not mime it.

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.
- Students close their diaries.
- Students in groups tell the class what they can remember about the others in their group.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

New language: poster

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (daily routines), poster paper for each pair or small group of students, coloured pens, coloured paper, scissors, glue

Language competences: Your students will be able to use language from the unit to make and talk about a poster.

Warm-up

Aim: to review daily routines

- Use the flashcards to review daily routines. When students say the phrase, stick the flashcard on the board.
- Then elicit other daily routines they have learnt in the unit.

1 Think! SB p21 Make a poster.

Aim: to enable students to consolidate their knowledge of daily routines and times

Thinking skills: selecting and classifying

- Read through all the stages of the poster activity with students first.
- Make sure they know what they have to do.
- Hand out the poster paper to pairs or small groups of students. Remind students to do the stages of the activity in order. Tell them you have to check their work before they can go on to the next stage.
- As you go around the pairs/groups, make sure that all the students are involved. If not, then allocate specific roles (e.g. sticking the paper on the poster) to those who are not.

2 SB p21 Talk about when you do things.

Aim: to give students practice with productive and interactive speaking

- Demonstrate the activity first with the class.
- Groups take turns to display their posters to the class and to talk about what they do.
- Encourage the class to ask questions so that the activity is also interactive.
- After each presentation, the students display their poster on the wall of the classroom.

Picture dictionary

Aim: to review vocabulary for daily routines

- Students look at the Picture dictionary page for routine (WB page 120).
- 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.

1 WB p21 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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 enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 21.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Make a poster.

My time to do things

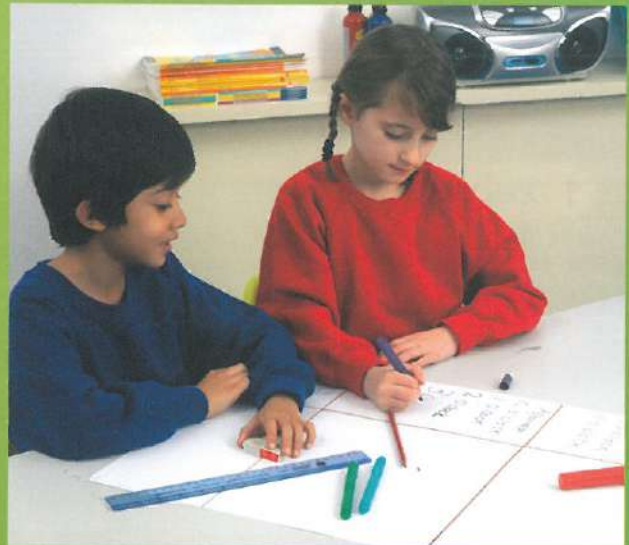
a

Draw a big table on a big piece of paper.



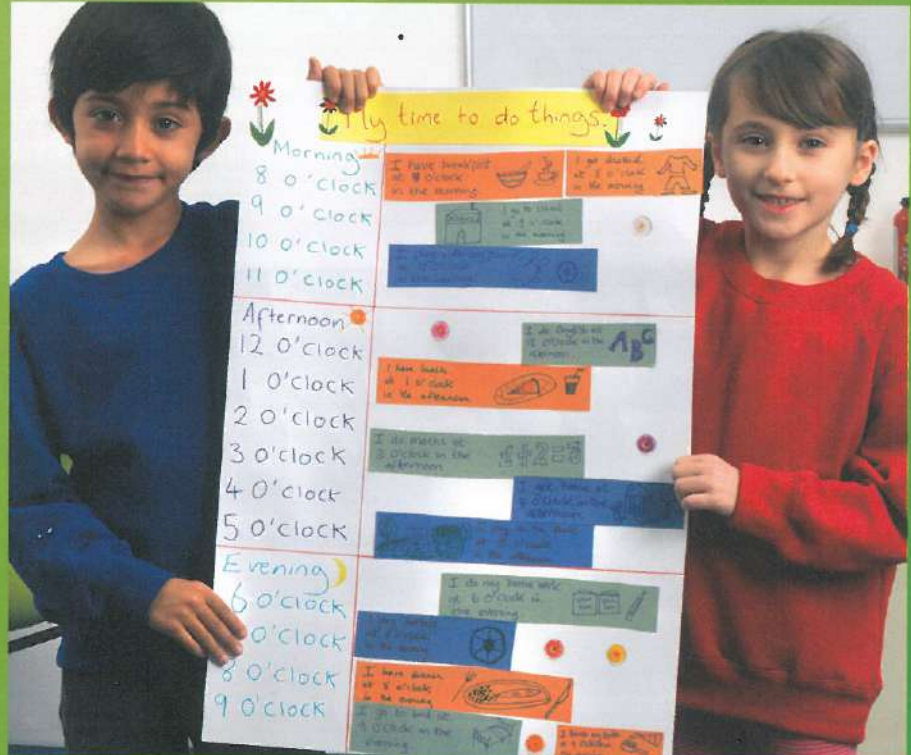
b

Write *morning*, *afternoon*, *evening* and the times on the left-hand side.



c

On pieces of paper, write things you do and draw pictures. Stick your pieces of paper on the table at the times you do them.



Talk about when you do things.

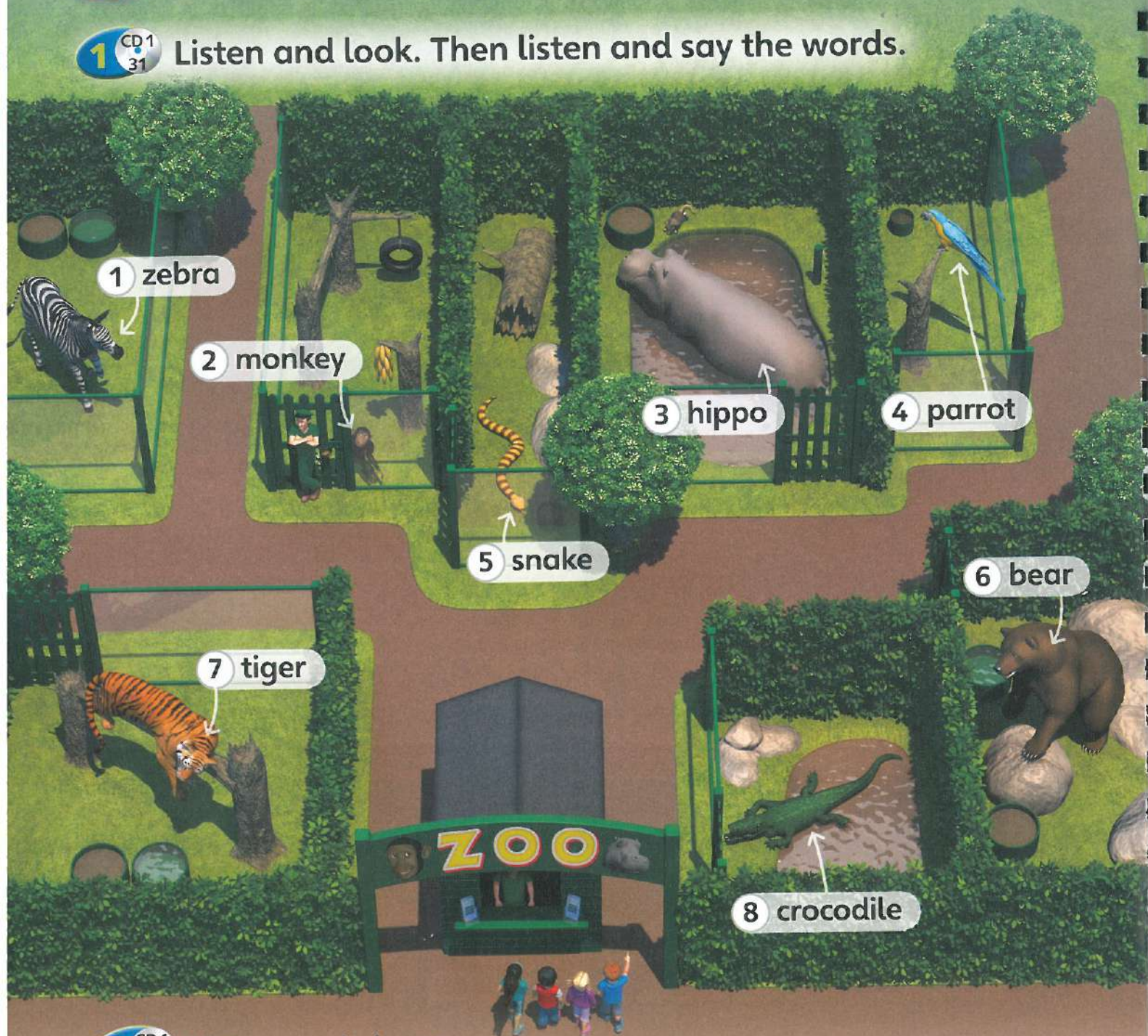
I have lunch at one o'clock in the afternoon.

2

The zoo

1 CD 1
31

Listen and look. Then listen and say the words.



2 CD 1
32

Listen and chant.

Come on, let's go to the zoo!
Come on, let's go to the zoo!
Hippo, zebra, monkey, bear,

Parrot, tiger, all are there.
Come on, let's go to the zoo!
It's fun for me and you.

Aims:

- to present and practise animals
- to say a chant with the class

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

Recycled language: let's go, come on, it's fun

Materials: CD, flashcards (animals)

Language competences: Your students will be able to identify and name some animals at the zoo.

Warm-up

Aim: to review animals

- Mime a known animal, e.g. a cat, or make a noise like a cat.
- Students guess. Elicit the spelling and write *cat* on the board.
- Repeat for other known animals.
- Circle the wild animals in one colour and the domestic animals in another.
- Pre-teach zoo and tell students that we can see the wild animals there.

Presentation

Aim: to present animals

- Use the flashcards to present each animal.
- 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 animal names at random.

1 CD1 31

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

Aim: to practise animals

- Students look at the plan of the zoo in their Student's Books.
- Play the recording.

CD1 Track 31

Whisper: What a great day!

Thunder: I love the zoo.

Flash: Me too.

Now say the words.

1 zebra, 2 monkey, 3 hippo, 4 parrot, 5 snake, 6 bear, 7 tiger, 8 crocodile

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

2 CD1 32

SB p22 Listen and chant.

Aim: to give students further practice saying the animal names

- Students look at the chant.
- Use the pictures to support meaning whenever possible.
- Play the recording. Students listen and follow the chant in their Student's Books.
- 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.

1

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

Aim: to practise spelling

Key: Across: crocodile, monkey, mouse

Down: parrot

Diagonally: tiger, hippo, bear

Ending the lesson

Aim: to review key language from the lesson

- Mime one of the animals and make its sound.
- Students guess.
- The student who guesses correctly comes and mimes another animal and makes the sound.

Extension activity

Aim: to practise interactive speaking

- Students copy the outline zoo from SB Activity 1, but without the animals.
- Each student decides where to put the animals, draws them in the cages and labels the pictures.
- Tell students to draw a mouse too and to label it.

Aim:

- to present and practise the present simple third person singular affirmative and negative

New language: *like, live, apples, bananas, carrots, chicken, spiders, tree*

Recycled language: *animals, cheese, peas*

Materials: CD, flashcards (animals)

Language competences: Your students will be able to talk about likes and dislikes.

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. Pre-teach the vocabulary and write the words under the pictures.
- Draw a stick figure or 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 *apple*, but say *Henry doesn't like apples*. Write the sentence on the board.
- Repeat using the students.

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.
- Do the first one as a class and check students know what to do.
- They read the sentences silently and individually and match them with the pictures.
- They compare answers in pairs.
- Check answers and understanding of vocabulary with the class.

Key: Tim, Bill, Ben, Monica, Tony, Mary

2 **CD1 33** **SB p23** Listen and say.

Aim: to focus students on grammatical form

- Play the first sentence on the recording.
- Students repeat.

- Do the same for the second sentence.
- Students practise saying the sentences in pairs.

3 **SB p23** Draw an animal. Tell your friends about it.

Aim: to give students practice with descriptions

- Demonstrate the activity using the example on the Student's Book page.
- Check students know what to do.
- Each student draws an animal and makes notes about it: they don't write the text.
- In groups of three or four, students take turns to talk about their animals. Remind them to use the model from Activity 3.

1 **CD1 34** **WB p23** Listen and write the letters.

Aim: to practise listening for specific information

CD1 Track 34

- 1 Ben likes bananas.
- 2 Martin doesn't like bananas.
- 3 Ruth likes apples.
- 4 Trudy doesn't like apples.
- 5 Daisy likes milk.
- 6 Jeff doesn't like milk.

Key: 2 M, 3 R, 4 T, 5 D, 6 J

2 **WB p23** Look at Activity 1. Write the words.

Aim: to practise the written form of the new language

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

Ending the lesson

Aim: to review new language from the lesson

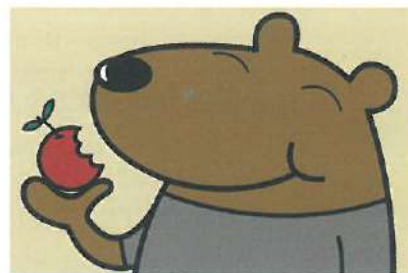
- Write at least six known food words on the board, e.g. *milk, chicken, apples*.
- Students copy the list and put a tick or cross next to each to express likes and dislikes.
- Students swap papers.
- Elicit from different students some of their partner's likes and dislikes.

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

2 CD 1 33

Grammar focus

Listen and say.

Freddy likes spiders.

Freddy doesn't like apples.



3 Draw an animal. Tell your friends about it.



This is Freddy the frog. He lives in a tree and he eats spiders. He doesn't like apples.

Likes / Doesn't like

23

Listen and sing.

The zebra likes sausages,
He doesn't like peas.
Some carrots and sausages,
For the zebra, please.

Peas, peas, lovely peas.
Someone come and eat them,
My lovely peas.

The hippo likes bananas,
She doesn't like peas.
Some apples and bananas,
For the hippo, please.

Peas,
peas ...

The parrot likes sandwiches,
He doesn't like peas.
Some pizza and sandwiches,
For the parrot, please.

Peas, peas ...

2

Ask and answer.

What does the zebra like?

The zebra likes ...

Aims:

- to consolidate the present simple third person singular affirmative and negative
- to present the present simple third person singular question form with *What*
- to sing a song with the class

New language: *sausages, lovely, sandwiches, please, someone*

Recycled language: animals

Materials: CD, flashcards (animals)

Language competences: Your students will be able to join in with a song.

Your students will be able to talk about likes and dislikes.

- 1 WB p24 Read the song. Match the animals' plates and the food they eat.

Aim: to practise the present simple third person

Key: zebra – carrots; hippo – bananas, apples; parrot – sandwiches, pizza

Ending the lesson

Aim: to review key language from the lesson

- Write the question form as in SB Activity 2 in jumbled word order on the board. Do the same for two responses, one positive and one negative.
- Students work in pairs and put the words in the correct order.

Extension activity

Aim: to practise creativity

- Make groups of four.
- Each group writes a new verse for the Student's-Book song, changing the animal and the food.
- Monitor the groups and give help as needed.
- Use the karaoke version of the song for groups to perform their new verses.

Warm-up

Aim: to review spelling of animal words

- Write the animal words (including *mouse*) in scrambled letter order on the board.
- In pairs, students unscramble them.
- Check with the class. Students come and write the word correctly under the jumbled word.



1 SB p24 Listen and sing.

Aim: to sing a song with the class

- Students look at the pictures in their Student's Books. Elicit which animals and foods they can see.
- Use the pictures to support / check meaning whenever possible.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in three groups.



2 SB p24 Ask and answer.

Aim: to present the present simple third person singular question form

- Demonstrate the activity, using the example. Say the question several times for students to repeat.
- Do the activity with the class, using open pairs. Check correct use and pronunciation of the question form and the responses.
- Students continue the activity in closed pairs.

Aims:

- to present and practise the present simple third person singular question form with inversion
- to present and practise the present simple third person singular short answers

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

Recycled language: animals

Materials: CD

Language competences: Your students will be able to ask and answer questions about likes and dislikes.

Warm-up

Aim: to review the present simple third person singular questions and answers

- Draw a simple 6 x 3 grid 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 grid.
- Students then ask and answer the questions and complete the grid.

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

1 SB p25 Read and draw lines.

Aim: to present the present simple third person singular questions and answers

- Give students time to look at the picture.
- Read the first question with the class and elicit the answer.
- Ask students what they notice about the question form (no question word).
- Students complete the activity silently and compare their answers in pairs.
- Check with the class using open pairs.
- Focus on answers b and c to show how the short answer is used.

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

2 CD 37 SB p25 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.
- 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 about Mark and Emma.
- 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 (✓) the boxes.

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

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

2 Think! WB p25 Match the questions with the answers.

Aim: to give students further practice with present simple question forms and to present object pronouns: *it, her, him*

Thinking skill: matching

Key: 2, 3, 4, (1), 5

Ending the lesson

Aim: to practise key language from the lesson

- Use the grid 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 on the grid.
- Repeat for all the animals.

Extension activity

Aim: to give students further practice with writing the present simple third person affirmative

- 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

Read and draw lines.



- 1 Does the baby mouse sleep a lot?
 - 2 Does it eat fruit?
 - 3 Does it play?
 - 4 Does it like swimming?
- a No, it doesn't like swimming.
 - b Yes, it does. It sleeps all day.
 - c No, it doesn't. It drinks milk.
 - d Yes, it does. It plays with its mother.

2

CD 1
37Grammar
focus

Listen and say.

Does Mark like bananas?
Does Emma like bananas?

Yes, he does.
No, she doesn't.



3

Look at the table. Ask and answer.

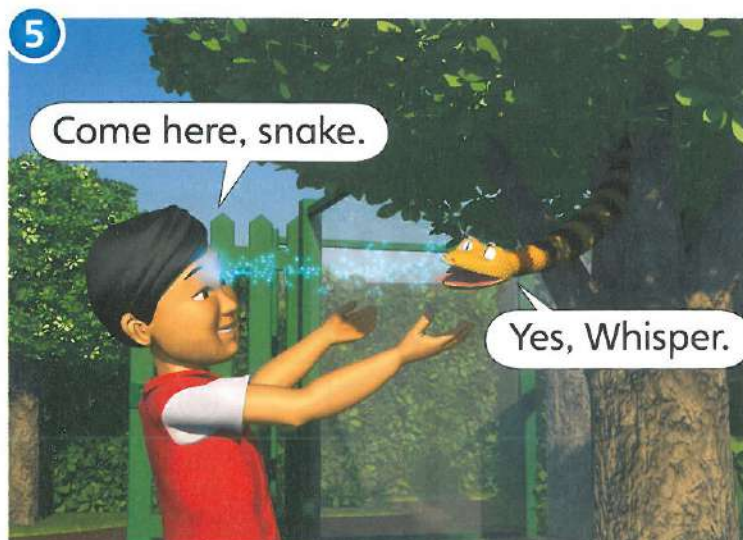
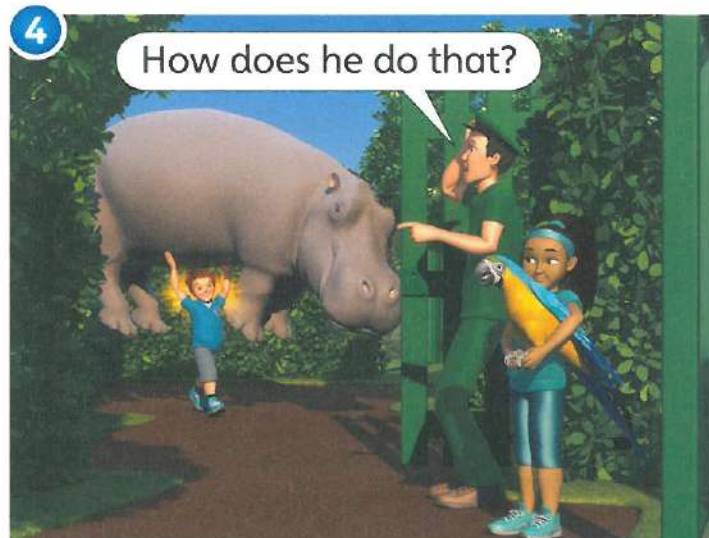
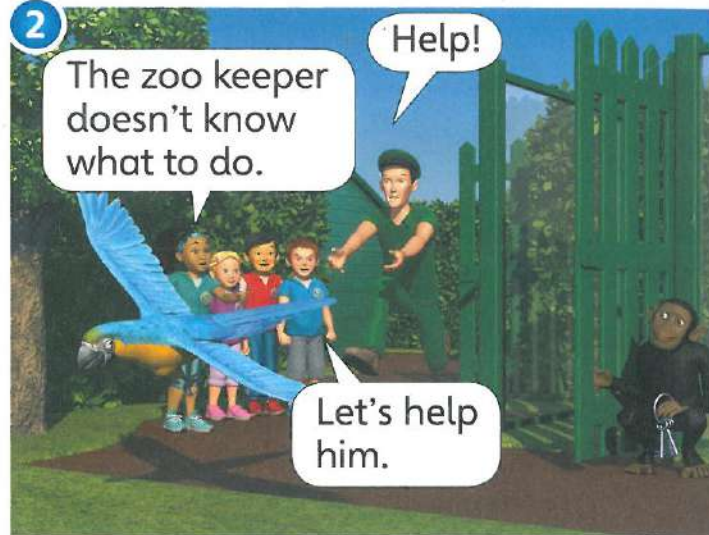
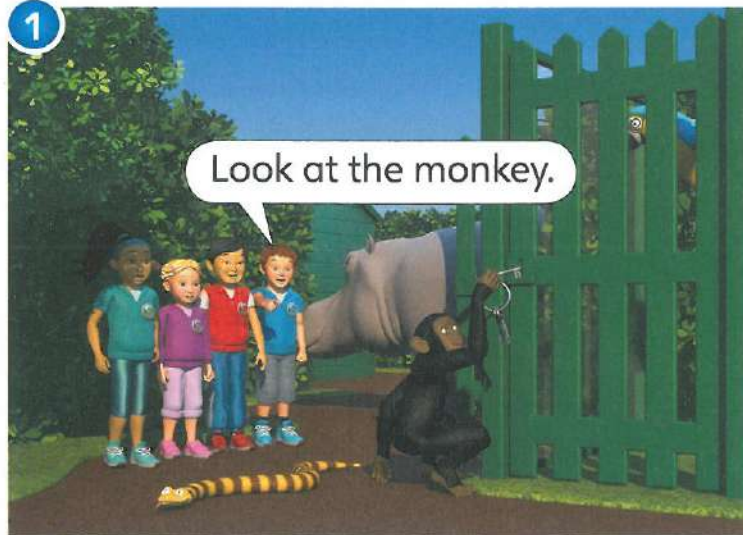


Mark



Emma





Aims:

- to present a picture story
- to review language from the unit

New language: *Zoo Keeper, got you, throw, thank you all so much, snake, I can help*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to act out a story.

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 special powers.
- Elicit things that happen on a bad day / a good day to review the previous episode.

1 CD1 38

SB pp26-27 The Zoo Keeper

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit who the students can see in the second picture.
- Pre-teach *Zoo Keeper*.
- Play the recording. Students listen for how 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).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the things.)

1 CD1 39

WB p26 Listen and tick (✓) the box.

Aim: to review phrases from the story

CD1 Track 39

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

2 **Misty:** Here you are.

3 **Thunder:** Look at the monkey.

Key: 1 2nd picture, 2 1st picture, 3 1st picture

2

2 **WB p26** Read the story. Then read and answer.

Aim: to review the storyline

Key: 2 Does Misty catch the monkey? No, she doesn't.
3 Does Flash catch the parrot? Yes, she does.

3

Think!

WB p26 Match the pictures with the sentences.

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 Let's help him. 3 Come here, rabbit!

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.
- 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*.
- They draw a picture of how they can help and write the sentence underneath.

Aims:

- to talk about the meaning of the story
- to practise saying the long vowel sound *ie*

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify and say the letter sound *ie* and its alternative spellings *i_e* and *_y*. They contrast it with the short letter sound *i*.

Value: helping people

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 with which animal. Students mime how the Super Friends help.

2 SB p27 Match the Super Friends with the animals.

Aim: to focus students on the detail 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: Misty – monkey, Flash – parrot, Thunder – hippo, Whisper – snake

3 SB p27 Find who says ...

Aim: to present the letter sound *ie*

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

Key: The Zoo Keeper

4 CD1 40 SB p27 Listen and say.

Aim: to practise the letter sound *ie* and its alternative spellings *i_e* and *_y*

- Play the recording. Students look at the picture, read and repeat.

CD1 Track 40

ie – ie – ie

Mike flies by pies in the sky.

Mike flies by pies in the sky!

- 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*).
- Ask *How many pies?* (There are nine.)
- Students take turns to repeat in pairs.

1 Values WB p27 Look and circle.

Aim: to focus students on the value of helping people

Key: Picture 2

2 WB p27 What's in Kim's bin? What's in Mike's pie? Say and write.

Aim: to practise contrasting the long vowel sound *ie* with the short vowel sound *i*

3 CD1 41 Listen, say and check your answers.

CD1 Track 41

Kim's bin: six, pink, hippo, pig

Mike's pie: nine, white, spider, tiger

Key: See CD script above.

Ending the lesson

Aim: to review and write words with the letter sound *ie* and contrast it with the letter sound *i*

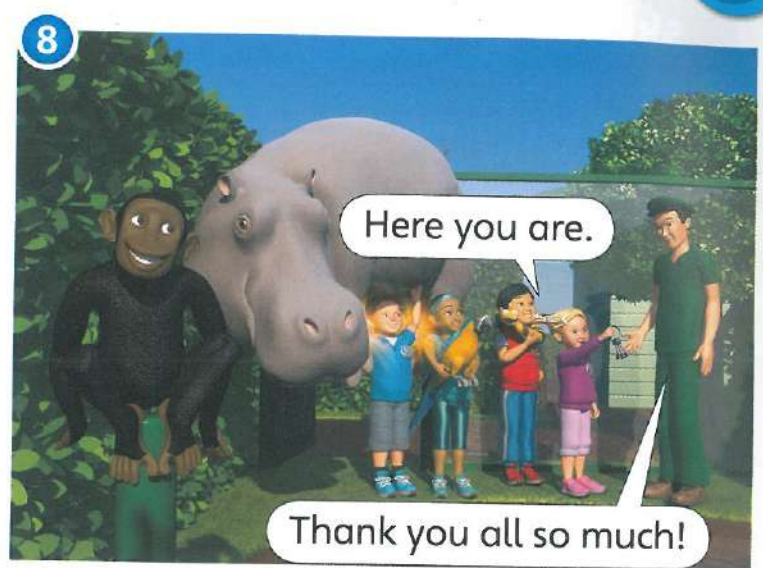
- Students close their Student's Books.
- Dictate the sound sentence while students write. They check in the Student's Book.
- Students write two columns in their notebooks: *i* and *ie*. Say the words *bin*, *pie*, *my*, *six*, *sit*, *big*, *nine*, *like*. Pupils write the words in the correct column.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

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.

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



2 Match the Super Friends with the animals.

Whisper catches the ...



3 Find who says ... My keys!



4 CD 1 40 Listen and say.



Mike flies by pies in the sky.

Read and tick (✓) the boxes.

Hipsway Zoo

Open 10:00 - 6:00

Come and see our animals. What's your favourite animal? Is it the lion? The elephant? The hippo? What about the crocodiles, or the snakes? We have 100 different kinds of animals. Our big bird house is famous. Come inside and see beautiful birds flying over your head. Is there something you want to know about an animal? Our zoo keepers can answer all your questions. When you're hungry, you can visit the café for lunch. We've got lots of delicious food and drink.

1 There are crocodiles at the zoo.

yes ☐ / no ☐

2 You can talk to the zoo keepers.

yes ☐ / no ☐

3 There are two cafés at the zoo.

yes ☐ / no ☐

4 The zoo opens at six o'clock.

yes ☐ / no ☐2 CD 1
42

Listen and answer.

1 What's the parrot called?

2 Where's she from?

3 How old is she?

4 What's her favourite food?

1. The parrot is called ...



3

Write about an animal. Can your friends guess what it is?

My favourite animal is very small. It likes cheese but it doesn't like cats. What is it?

Aims:

- to practise reading, listening and writing skills
- to present *can, can't*
- to present present simple questions with *does*

Skills:

- listening and reading for specific information
- writing from a model, interactive speaking

New language: *lion, elephant, beautiful, head, hungry, café, delicious, talk, closes, open, what about*

Recycled language: animals

Materials: CD, flashcards (animals)

Language competences: Your students will be able to listen and read for specific information. Your students will be able to ask and answer in pairs.

Your students will be able to write a description from a model.

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 animals.
- Pre-teach and add the new animals for the lesson: *lion, elephant*.

1  **SB p28** Read and tick (✓) the boxes.

Aim: to practise reading for specific information (scanning)

- Tell students that the text is about a zoo called *Hipsway*.
- Pre-teach *delicious, beautiful, café, hungry, head, talk, open, close*.
- 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 yes, 2 yes, 3 no, 4 no

2  **SB p28** Listen and answer.

Aim: to practise listening for specific information

- Students read the questions before they listen.
- Play the recording. Students compare answers in pairs.

CD1 Track 42

Girl: Excuse me. Can I ask you about your parrot?

Man: Of course. What do you want to know?

Girl: What's his name?

Man: Her name - she's a girl - is Mary. That's M A R Y.

Girl: And where is she from?

Man: She's from Mexico.

Girl: Where does she live in Mexico?

Man: In the jungle. She lives in the jungle.

Girl: How old is she?

Man: She's five years old.

Girl: What does she eat?

Man: Her favourite food is fruit and she really loves bananas.

Girl: Wow! She's so beautiful.

Man: Thank you. Would you like to hold her?

Girl: Can I? Thanks.

- Play the recording again. Check answers with the class.

Key: 1 The parrot is called Mary. 2 She's from Mexico. 3 She's five years old. 4 Her favourite food is fruit/bananas.

3  **SB p28** Write about an animal. Can your friends guess what it is?

Aim: to practise writing a description

- Students take turns to read their descriptions to the class for students to guess.

1  **WB p28** Listen and circle.

Aim: to practise listening for specific information

CD1 Track 43

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.

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

2  **WB p28** Ask and answer.

Aim: to present and practise question forms with *do*

Ending the lesson

Aim: to practise question forms with *do*

- 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*.

Aims:

- to practise speaking skills
- to present and review prepositions of place

Skills:

- listening for specific information
- speaking

New language: *in, on, near, next to*

Recycled language: animals, food, colours, tree, grass, hat

Materials: Unit 2 page 29 stickers

Language competences: Your students will be able to listen for specific information.

Your students will be able to speak about a picture.

Warm-up

Aim: to review prepositions of place

- Using classroom objects, teach and review prepositions of place.
- Give students instructions, e.g. *Put your ruler in your book.*
- Review *in, on, near* and *next to*.

1 SB p29 Listen to your teacher and stick.

Aim: to practise listening skills YLE

- Students prepare their stickers (cheese, ball, hat, flower, bananas).

Note: In order to carry out this activity, students will first need to cut out their stickers with the backs attached.

- Say the words. Students hold up the relevant sticker.
- Give instructions for students to follow, e.g. *Put the hat on the hippo. Put the flower in the water. Put the bananas near the monkey.*
- Students compare their pictures in pairs.

2 SB p29 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 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 choose a word from the box. Write the correct word next to numbers 2–6.

Aim: to give students practice in reading for detail YLE

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.
- Students write the sentences 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.

Skills

1

Sticker

Listen to your teacher and stick.



2

Look and say. The cheese is ...

Animal families

1 CD 1
44

Listen and read about animal family groups.

Every animal is part of a family group. The animals in each family group have features that make them different from other animal family groups. Here are some examples of features.



eggs



hair



feathers



scales



blood

2

Think!

Look at some groups and write the missing features.

can often fly their babies drink milk have six legs lay eggs

Mammals

- ◆ have hair
- ◆ have warm blood
- ◆ _____



mouse



bear

Reptiles

- ◆ have scales
- ◆ have cold blood
- ◆ _____



crocodile



lizard

Birds

- ◆ lay eggs
- ◆ have feathers
- ◆ _____



owl



duck

Insects

- ◆ lay eggs
- ◆ have cold blood
- ◆ _____



butterfly



beetle

Aim:

- to integrate other areas of the curriculum through English: Science

Thinking skills: categorising and classifying

New language: *family group, part of, features, different from, mammal, reptile, insect, lizard, owl, duck, butterfly, beetle, hair, lay, egg, scales, blood, feathers, warm*

Recycled language: animals

Materials: CD

Language competences: Your students will be able to use known language to talk about Science in English.

Warm-up

Aim: to review animals

- Elicit the animals students know onto the board.
- Ask students if they are all the same. Prompt them to think of differences, e.g. *Some can fly. Some have babies.*

1 CD1 44

SB p30 Listen and read about animal family groups.

Aim: to introduce the concept of animal groups

- Play the recording. Students follow the text silently in their Student's Books.
- Check understanding with reference to the Warm-up activity.

2

Think!

SB p30 Look at some groups and write the missing features.

Aim: to enable students to consolidate the concept of animal groups

Thinking skill: applying world knowledge

- Read the family name of each group aloud and discuss the features given and the example animals.
- Elicit other animals from that group, using students' experience and/or examples from the Warm-up.
- Individually, students choose which feature matches with which group.
- They compare and discuss their ideas in pairs.
- When everyone has finished, check with the class.
- Check understanding of new vocabulary.
- Elicit other family groups that students know, with their examples and features, e.g. *amphibians, fish*.

Key: Mammals: their babies drink milk, Birds: can often fly, Reptiles: lay eggs, Insects: have six legs

1 **WB p30** Match the pictures with the words.

Aim: to consolidate understanding of new vocabulary

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

2 **WB p30** Write *m* (mammal) / *b* (bird) / *r* (reptile) / *i* (insect).

Aim: to consolidate understanding of animal groupings

Key: 2 b, i, 3 m, i, 5 r, 6 m

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *animal families, features of different animal families.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of animal families

- Write the other animal families you elicited from the class at the end of SB Activity 2 on the board.
- Name some other animals for students to match with the categories. Give the animal names in L1 first if necessary.
- Elicit other features for some of the animal families. Write these on the board.

Aims:

- to extend the focus on Science through English
- to enable students to complete a project

New language: *tortoise, fox, toucan, bee*

Recycled language: animal families

Materials: Unit 2 page 31 stickers, scissors (optional), poster paper for each group of students, animal magazines, scissors, glue, reference books, the Internet

Language competences: Your students will be able to talk about Science in English.

Your students will be able to complete a project.

Warm-up

Aim: to review animal families

- Write an animal from each family group on the board.
- Elicit the family group and its features.
- Elicit other animals from each group.

1 Think! **SB p31** Look and stick in the animal family groups.

Aim: to review and extend what students have learnt about family groups

Thinking skills: classifying and categorising

- Students prepare their stickers (tortoise, toucan, bee, cow, penguin, fly, snake, fox).

Note: You may wish students to cut out their stickers with the backs attached before carrying out this activity.

- Students do the activity in pairs.
- Check with the class.

Key: mammals – fox, cow; birds – penguin, toucan; reptiles – snake, tortoise; insects – bee, fly

2 Project **SB p31** Make an animal family group display.

Aim: to enable students to build on their knowledge and experience about animal families

- Elicit other animal families from students, e.g. *fish, amphibians*.
- Students work in groups and produce posters about one of the other animal families. Each group works on a different animal family.
- Help and advise groups as necessary.
- Groups display and orally present their posters to the class.

1 **WB p31** Use the code to write the words.

Aim: to encourage students to make use of their own knowledge and experience

Key: 2 duck, 3 shark, 4 fox, 5 beetle, 6 lizard

2 Think! **WB p31** Write the words. Then write *m* (mammal), *b* (bird), *r* (reptile), *f* (fish) or *i* (insect).

Aim: to consolidate understanding of family groupings

Thinking skills: identifying and classifying

Key: 2 lizard r, 3 shark m, 4 tortoise r, 5 duck b, 6 fox m

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about animal family groupings and I've made a poster about an animal family.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop logical-mathematical thinking

- Students work in groups of four.
- Students use the code in WB Activity 1 and draw the words for six animals.
- They swap their codes and write the animal words under each one.
- They swap their work back and check.
- Students discuss which family group the animals are from.

1

Sticker

Think!

Look and stick in the animal family groups.

Does it lay eggs?

Can it fly?

Does it have babies?

mammals

birds

reptiles

insects

2

Project

Make an animal family group display.



Listen and imagine. Then draw your picture.



2

Show your picture to your friends.

This is my animal. It's half bear and half mouse. It climbs trees. It's small and brown. It likes cheese and honey.

This is my animal. It's half lion and half crocodile. It's very beautiful. It's yellow and green. It likes parrots for breakfast and frogs for lunch.



Aim:

- to draw out the students' creativity through mental imagery

New language: *half, very, frog, breakfast, honey*

Recycled language: animals, animal families, colours, imperatives

Materials: CD, paper, wool, tape and glue, coloured pens and pencils, scissors

Language competences: Your students will be able to listen to ideas and respond creatively.

Your students will be able to follow written and visual instructions.

1 WB p32 **Make a zoo.**

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

Ending the lesson

Aim: to enable students to compare their pictures

- Display students' pictures from SB Activity 2 on tables or on the walls.
- Have students go around and see how many different animal combinations they can find.
- Ask the students which pictures use the same animals.

Warm-up

Aim: to review animal names

- Draw a strange animal on the board, e.g. half crocodile and half lion.
- Elicit what it is and pre-teach *half*.



1 SB p32 **Listen and imagine. Then draw your picture.**

Aim: to enable students to listen and visualise and to create their own pictures

- Tell students to put their heads on their desks, close their eyes and listen.
- Play the recording. At the end of the recording, speak quietly and tell students to listen again and imagine. Tell them they are going to draw the picture from their heads.

CD1 Track 45

Imagine you are in the jungle. Listen to all those strange noises. There are birds. And insects. Was that a lion? And what was that? What a beautiful place! Suddenly you see something. What is it? A bird? An insect? A mammal? It's different. Is it half animal and half bird? Is it half reptile and half mammal? What a strange animal! Draw it.

- Play the recording again.
- Students draw their own pictures of what they imagined.
- Go around the class and encourage students.
- Talk to them about their ideas and help if necessary.



2 SB p32 **Show your picture to your friends.**

Aim: to give students practice in describing a picture

- Read the examples from the Student's Book with the class.
- Remind students to use adjectives and other words to make their talk more interesting.
- Put students into groups of four for the descriptions.
- Volunteer students describe their pictures to the class.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

New language: *dangerous, you're welcome*

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (animals), reference materials, a cap and broom (optional)

Language competences: Your students will be able to use language from the unit to act out a play.

Warm-up

Aim: to review animals

- Use the flashcards to review animals.
- Show each flashcard quickly to the class. Students say the animal.
- Elicit other animals they have learnt about in this unit.

1 SB p33 Look, read and plan.

Aim: to enable students to consolidate their knowledge of animals and their habits, to encourage students to plan their work

- Discuss the stages of the activity with the class.
- Make sure students know what they have to do. Put them into pairs.
- Tell students that they can choose another animal for their play, research it and write their own fact sheet to work from.
- Monitor and help pairs as necessary.
- Remind them to practise and rehearse their role plays.

2 SB p33 Act out your play.

Aim: to give students practice with productive and interactive speaking

- Invite pairs to come to the front of the class to act out their plays. The Zoo Keeper can dress up if you wish.
- In big classes, pairs can act out their plays in groups.
- Give students a listening task to make sure they concentrate, e.g. to write one piece of information about each animal.

Picture dictionary

Aim: to review vocabulary for animals

- Students look at the Picture dictionary page for animals (WB page 121).
- 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.

1 WB p33 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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 enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 33.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Act out at the zoo

1 Look, read and plan.

Is there something you want to know about an animal?
Our zoo keepers can answer all your questions.



HIPPO FACTSHEET

- the hippo comes from Africa
- it lives in rivers
- it eats grass
- it's very dangerous

Useful language

Child

Where does the ... come from?
Is it dangerous?
What does it eat?
Can it ... ?
Thank you.

Zoo keeper

It comes from ...
Yes, it is. / No, it isn't.
It eats ...
Yes, it can. / No, it can't.
You're welcome.

2 Act out your play.





Where we live

1 CD2
02

Listen and look. Then listen and say the words.



2 CD2
03

Listen and chant.

Can you see the shop?

Yes, we can.

Can you see the bus stop?

Yes, we can.

Shop, street, park and pool.

Looking from up here,

Is really cool.

Can you see the school?

Yes, we can.

Can you see the pool?

Yes, we can.

Shop, street, park and pool.

Looking from up here,

Is really cool.



Aims:

- to present and practise places in a town
- to say a chant with the class

New language: *playground, cinema, swimming pool, park, hospital, bus stop, shop, street, café, train station, looking from up here, yes, we can*

Recycled language: *school*

Materials: CD, flashcards (places in a town)

Language competences: Your students will be able to identify and name some places in a town.

Warm-up

Aim: to introduce the topic of town

- 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 park/school?*

Presentation

Aim: to present places in a town

- Use the flashcards to present each place in a town.
- 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 place names at random.



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

Aim: to practise places in a town

- Students look at the plan of the town in their Student's Books.
- Play the recording.

CD2 Track 02

Thunder: Wow! It's great up here.

Misty: I can see the school.

Flash: Look, over there!

Now say the words.

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

- 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.



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.
- 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.



WB p34 Look and draw lines.

Aim: to practise identification of places



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 present and practise *have got*: affirmative, questions and short answers

New language: *town***Recycled language:** places in a town**Materials:** CD, flashcards (places in a town)**Language competences:** Your students will be able to talk about what is in their town using *have got*.**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. Pre-teach *town*.
- Draw and label four places, e.g. *cinema, shop*.
- Say, e.g. *The town has got a shop*.
- Repeat for the other places.
- Say negative sentences for places not on the map.
- 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.
- They 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**  **SB p35** Listen and say.**Aim:** to present question forms and short answers and to focus students on grammatical form

- Present the question form using the map from the Presentation stage above.
- Play the first question and answer on the recording.
- Students repeat.

- Do the same for the second question and answer.
- Students practise asking and answering in pairs.

3  **SB p35** Imagine a town and write five things it has got. Then ask and answer.**Aim:** to give students practice with using *have 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 the places. They don't show their partner.
- In pairs, they take turns to ask and answer.

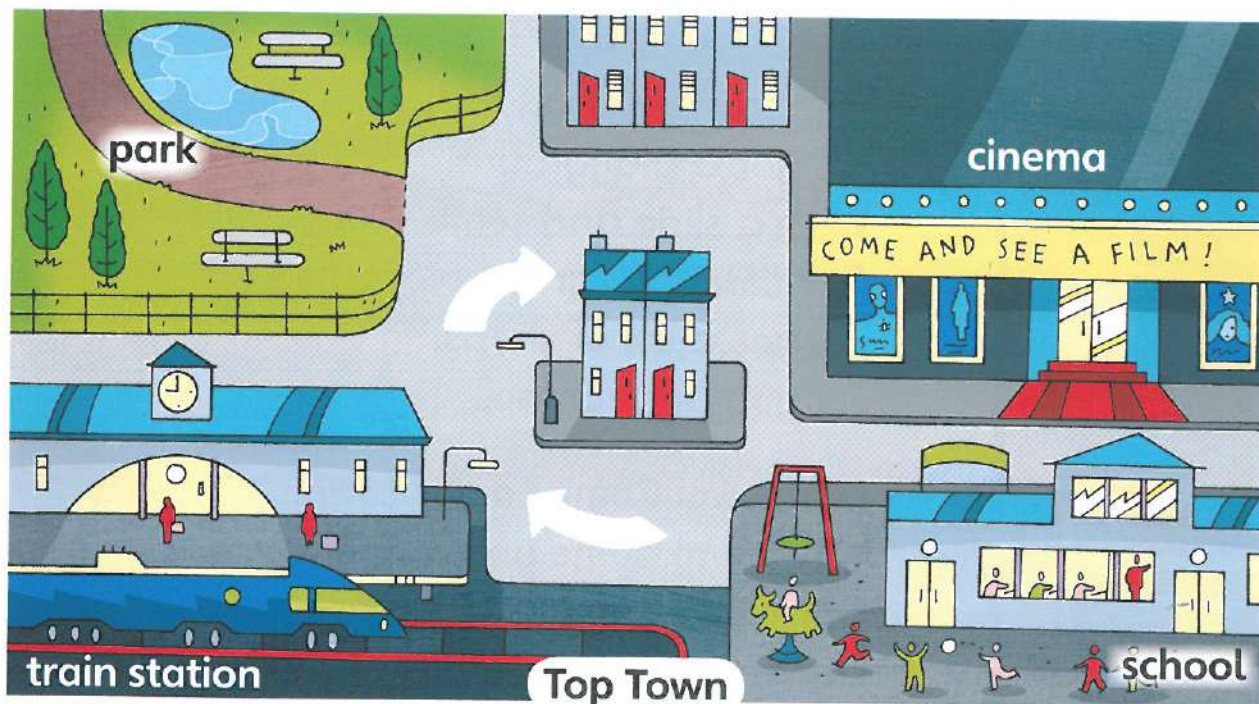
1 **Think!**  **WB p35** Tick (✓) the box.**Aim:** to give further practice with *has got***Thinking skills:** paying close visual attention and interpreting**Key:** 2 Yes, it has. 3 No, it hasn't. 4 Yes, it has. 5 No, it hasn't. 6 Yes, it has.**2**  **WB p35** Write about your town.**Aim:** to practise writing a description of a town**Ending the lesson****Aim:** to review new language from the lesson

- Write some of the town words in scrambled letter order on the board.
- Students unscramble them in pairs.
- Elicit the correct spelling and write the words on the board.

Extension activity**Aim:** to give students practice with the new language

- Play a bingo game with the class.
- Students each draw 2 x 2 grids.
- Display the flashcards on the board and number them 1–10.
- Students write four numbers, one in each square.
- Say the places at random. If students have the number corresponding to the 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

CD 2
04Grammar
focus

Listen and say.

Has your town got a swimming pool? Yes, it has.
Has your town got a train station? No, it hasn't.



3

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

Has your town got ... ?



No, it hasn't. It's got ...

Has ... got ... ?

35

Our town's got a lot of great things.
It's got a playground,
With a slide and some swings.
Our town is a great place to be.
It's got a lot of shops,
For you and for me.

Our town! Come to our town.
Our town! Come on, everyone.
Our town! Come to our town.
Our town! Come and have some fun ...

Our town is a great place to stay.
It's got a park,
Where we can play all day.
Our town's got a nice swimming pool.
Jump into the water,
It's nice and cool.

Our town! Come to our town ...



Aims:

- to consolidate *have got*
- to sing a song with the class

New language: *slide, swings, stay*

Recycled language: places in a town

Materials: CD, flashcards (places in a town)

Language competences: Your students will be able to join in with a song.

Your students will be able to listen and sequence pictures.

Warm-up

Aim: to review spelling of town words

- Write the first two letters 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 CD2 05 06

SB p36 Listen and sing.

Aim: to sing a song with the class

- Students look at the picture in the Student's Book. Elicit which places they can see.
- Use the picture to support / check meaning whenever possible.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in three groups.

2 CD2 07

Think!

SB p36 Listen again and number the pictures.

Aim: to practise listening and reading skills

Thinking skills: comparing and sequencing

- Students look at the small pictures first.
- Play the recording. They listen and number the things they hear. Remind them to look at the large picture at the top of the page to help them.
- Students compare answers in pairs.
- Check with the class, playing the recording again if necessary.

Key: 4, 1, 3, 2

1

Think!

WB p36 Read the song again and tick (✓) the boxes to find the town. Then do the maze.

Aim: to practise reading skills and to develop spatial awareness

Thinking skill: matching written and visual information

Key: shops, park, swimming pool

Ending the lesson

Aim: to review key language from the lesson

- Students sing the song again from SB Activity 1.

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.

Aims:

- to present and practise *between, behind, in front of, next to*
- to practise reading skills

New language: *toy shop, sweet shop*

Recycled language: places in a town

Materials: CD, Unit 3 cut-outs SB page 125

Language competences: Your students will be able to say where places are in a town using prepositions of place.

Warm-up

Aim: to review known prepositions *in, on, near, next to*

- 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  **SB p37** Listen and write the words.

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 plan and to read the sentences.
- Students write the answers in pencil.
- Play the recording for students to listen and check.

CD2 Track 08

- 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.

- They compare answers in pairs.
- Play the recording again and check with the class.

Key: 1 cinema, 2 café, 3 train station, 4 cinema

2  **SB p37** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.
- Students take turns to practise the sentences in pairs.

3  **SB p37** Decide where to put these places on your map.

Now tell your partner about your map.

Aim: to give students practice in using prepositions of place

- Students prepare the Unit 3 cut-outs.
- Students use one map to draw their map as in the instructions. They use the other map to draw their partner's map as they listen to his/her description.
- Make sure students know what to do.
- Tell them not to look at each other's maps when they draw and label the places.
- In the pair work activity, Student A describes his/her town and Student B draws it. Then they swap roles.

1  **WB p37** Look at the tree and match the pictures with the words.

Aim: to give students practice with prepositions

Key: 2 d, 3 a, 4 b

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

Aim: to practise reading for specific information

Key (from left to right): swimming pool, playground, park, toy shop, school

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.

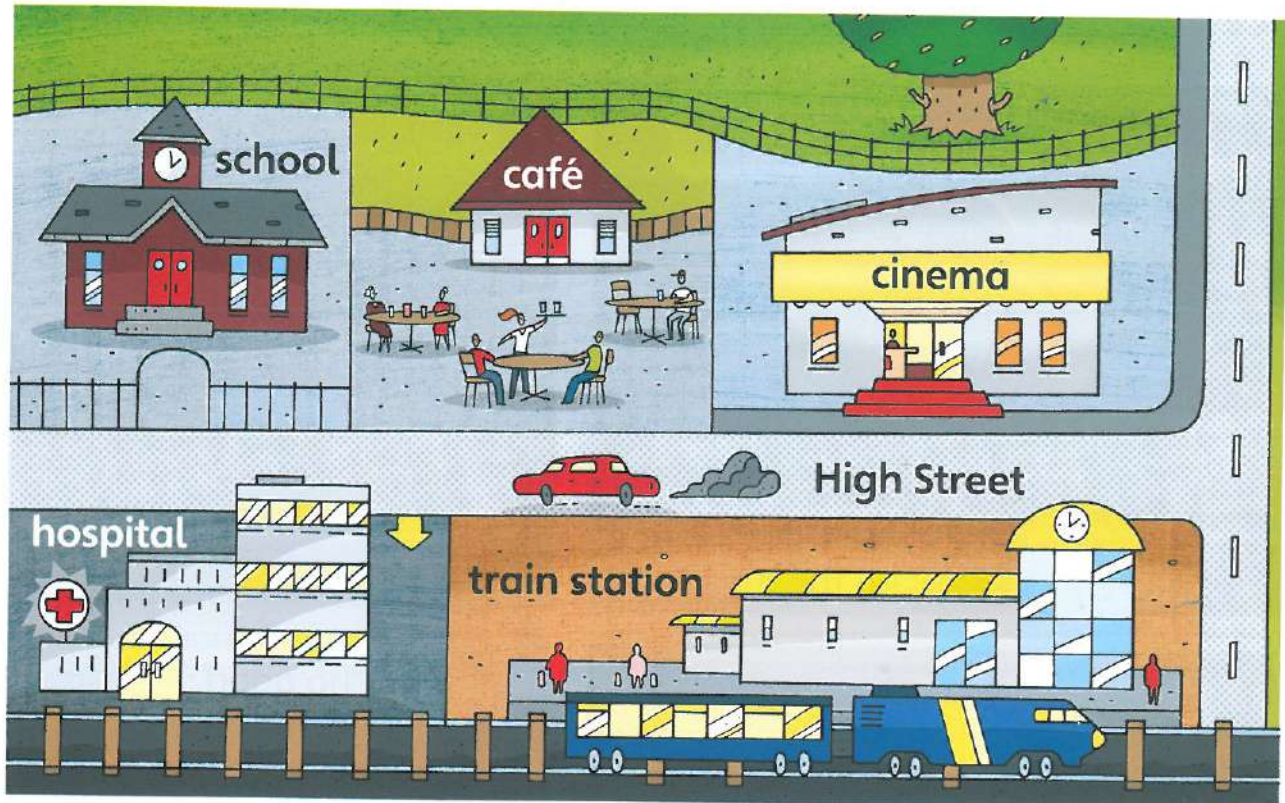
Extension activity

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 CD 2 08

Listen and write the words.



- 1 The café is between the school and the _____.
- 2 The car is in front of the _____.
- 3 The hospital is next to the _____.
- 4 The tree is behind the _____.

2 CD 2 09

Grammar focus

Listen and say.

The cinema is **between** the toy shop and Green Street.
The hospital is **behind** the playground.



3

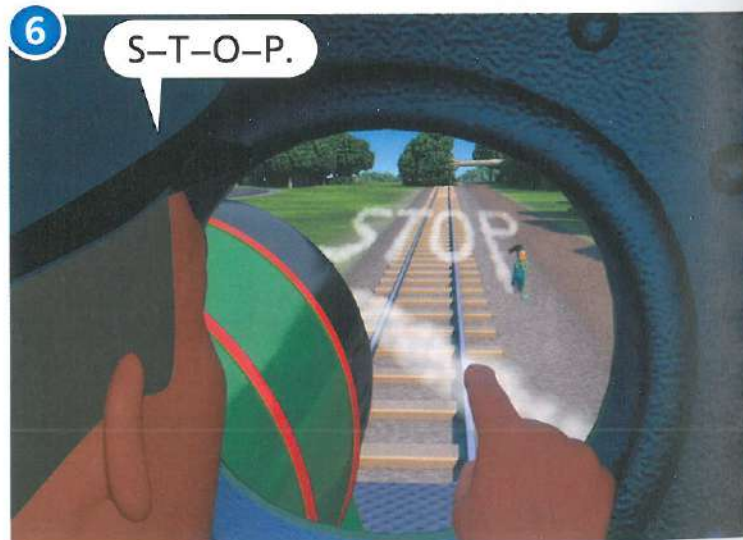
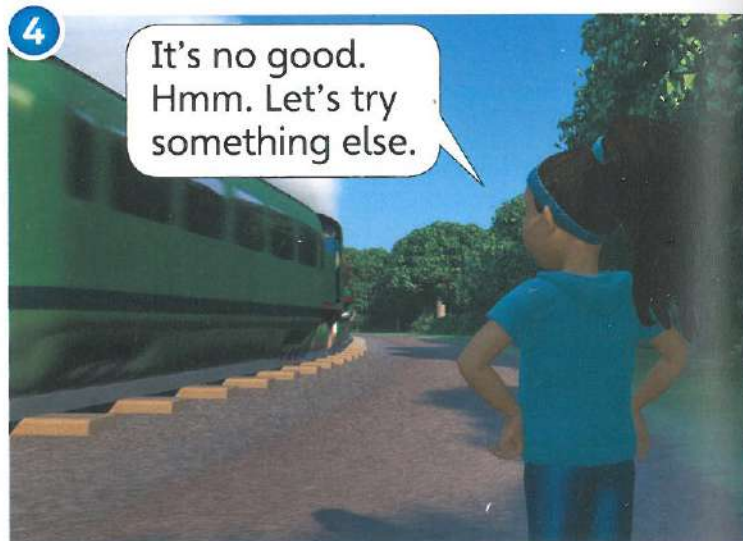
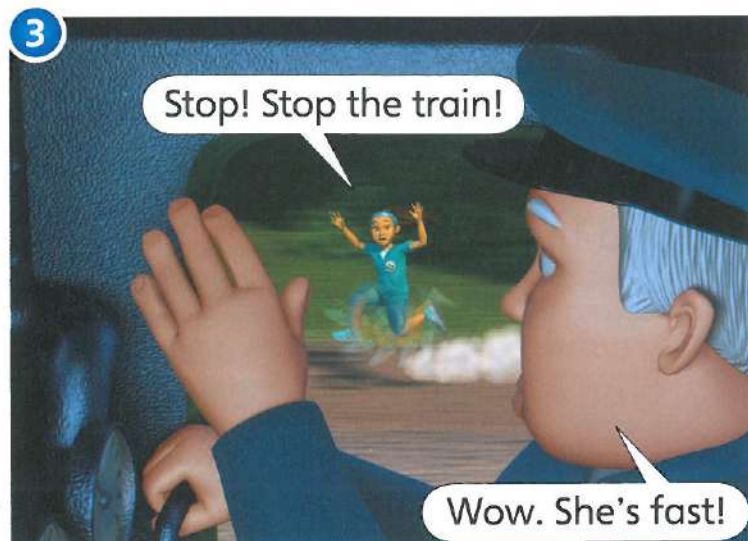
Page 125

Decide where to put these places on your map.

toy shop zoo sweet shop car tree

Now tell your partner about your map.

The tree on the track



Aims:

- to present a picture story
- to review language from the unit

New language: *track, is leaving, kids, fast, train driver, stop, tree, train*

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to act out a story.

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 special powers.
- 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, Misty takes the keys from the monkey.)

1 CD2 10

SB pp38-39 The tree on the 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.
- Pre-teach *track*.
- Play the recording. Students listen for what the problem is (a tree on the track) and for how Flash stops the train (she writes *STOP* out of dust).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the things.)

1 CD2 11

WB p38 Listen and tick (✓) the box.

Aim: to review phrases from the story

CD2 Track 11

- 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?

Key: 1 2nd picture, 2 1st picture, 3 2nd picture

2

Think!

WB p38 Match the questions about the story with the answers.

Aim: to check understanding of the story

Thinking skill: matching

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

3

Think!

WB p38 Number the sentences.

Aim: to check comprehension of key phrases

Thinking skill: sequencing

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.
- Elicit from students who says them.
- Elicit from students other ideas for how Flash can stop the train.

Aims:

- to talk about the meaning of the story
- to practise consonant blends containing the letter sound *r* as in *train*, *green*, *crocodile*, *dress* and *brush*
- to review language from the story and the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a 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* = *rite*).

Value: perseverance

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 the detail 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: 1 The Super Friends are on the hill. 3 The driver is in the train. 1 The tree is on the track. 3 Flash is next to the train. 6 Flash is in front of the train. 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



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.

CD2 Track 12

tr - tr - tr

gr - gr - gr

dr - dr - dr

Troy's grandpa's got a great big green dragon.

Troy's grandpa's got a great big green dragon!

- 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

Values **WB p39** Look and circle.

Aim: to focus students on the value of perseverance

Key: Picture 2

2

WB p39 Look and write.

Aim: to practise consonant blends at the beginning of words

3

CD2 13 **WB p39** Listen, say and check your answers.

CD2 Track 13

1 tree, 2 have breakfast, 3 get dressed, 4 brush your teeth,

5 crocodile, 6 grandmother, 7 train driver

Key: See CD script above.

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 examples of when students have persevered with something.

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



2 Point to pictures in the story and make sentences.

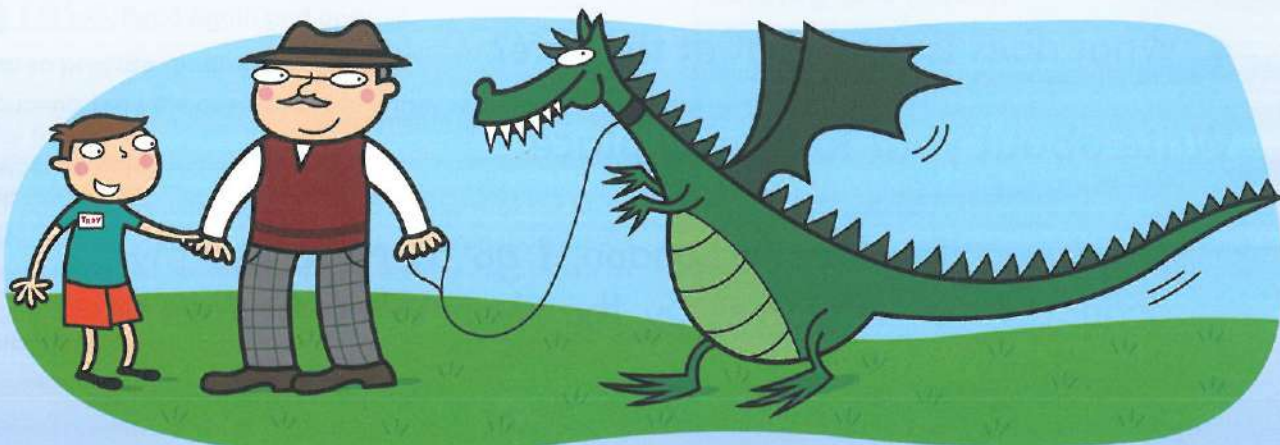
The Super Friends are	on	the hill.
The driver is	in	the train.
The tree is	next to	the track.
Flash is	in front of	the station.
The train is		the town.

3 Find who says ...

But there's a tree on the track!



4 Listen and say.



Troy's grandpa's got a great big green dragon.

**1****Read and write the names.****Isabelle****Martin**

My favourite place in town is the cinema. On Saturday mornings there is a Kids' Club. They show films for children. There are three different films. My mum and dad take me every week. Sometimes we have popcorn or sweets. _____

My favourite place in town is the café. My mum takes me and my brother there on Wednesdays. We go after school for our dinner. I have pizza and chips. My brother has chicken and rice. Then we have some cake. Delicious! _____

2**Read again and answer.**

- 1** How many films does the cinema show at Kids' Club?
- 2** What does Martin eat at the cinema?
- 3** Who does Isabelle go to the café with?
- 4** What does Isabelle eat at the café?

3**Write about your favourite place.**

My favourite place is London. I go there to see my grandmother. She lives by the river. We have lots of fun there.

4**Now tell your friends.**

My favourite place is ...

**Aim:**

- to practise reading, speaking and writing skills

Skills:

- reading for specific information
- reading for detail
- writing from a model

New language: popcorn, pizza, rice, chips, grandmother

Recycled language: places in a town

Materials: CD, flashcards (places in a town)

Language competences: Your students will be able to read for specific information.

Your students will be able to write a description from a model.

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 *popcorn, pizza, rice* and *chips*.
- 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: Martin – cinema, Isabelle – café

2 **SB p40** Read again and answer.

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 Three. 2 Popcorn or sweets. 3 Her mum and her brother. 4 Pizza and chips.

3 **SB p40** Write about your favourite place.

Aim: to practise writing a description

- Students work individually or in pairs.

4 **SB p40** Now tell your friends.

Aim: to practise reading aloud

- Students take turns to read out their descriptions.

CD2
14

Think!

WB p40

Listen and write S (Sarah), O (Oscar), or C (Cheryl).

Aim: to practise listening for specific information

Thinking skills: selecting and interpreting pictures

CD2 Track 14

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.

Key: Where? O, C, (S), With? (S), O, C, When? O, (S), C, What? (S), O, C

2

Think!

WB p40

What is Tom's favourite place? Read and write.

Aim: to practise reading skills

Thinking skill: problem solving

Key: library or bookshop

Ending the lesson

Aim: to review language from the lesson

- Write the places on the board or use the flashcards.
- Take a show of hands to find out which is the class's favourite place. Elicit reasons why.
- Elicit reasons why from the students who chose it.

Extension activity

Aim: to give students practice with information transfer skills

- Students draw a picture of their favourite place and write: *This is my favourite place because ...*

Aim:

- to practise listening skills

Skills:

- listening for specific information

New language: ham, pounds, cute

Recycled language: places in a town, food, animals

Materials: CD

Language competences: Your students will be able to listen for specific information.

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?* (café).
- Repeat for the other places in a town. Use different prompts, e.g. *I can see some water. Where am I?* (swimming pool or park).

1 CD2
15

SB p41 Listen and tick (✓) the box.
Where are they?

Aim: to practise listening skills **YLE**

- Tell students to study the pictures in the Student's Book before they listen.
- Play the recording straight through to the end.

CD2 Track 15

1 **Man:** Can I have a sandwich, please?

Woman: Sure. Cheese or ham?

Man: Ham. And I'd like some orange juice too.

Woman: One ham sandwich and one orange juice. That's £4, please.

2 **Boy:** Can I go on the swings, Dad?

Man: Of course you can.

Girl: I want to go on the slide.

Man: OK, but be careful.

3 **Boy:** What film do you want to see?

Girl: Let's see *The Super Friends*.

Boy: Good idea. When does it start?

Girl: At four o'clock. We've got ten minutes.

Boy: Great. Let's get some popcorn.

4 **Girl 1:** Can you see the horses?

Girl 2: Yeah. Look, there's a baby horse too.

Girl 1: Ahhh. It's so cute.

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

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

1 **WB p41** Look at the pictures and the letters.
Write the words.

Aim: to give students practice in spelling **YLE**

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 and the previous lesson, e.g. *P O P C O R N*.
- Students guess the word as quickly as they can.
- The student who guesses correctly spells out another word for the class to guess.

Extension activity

Aim: to practise speaking skills

- Write the first dialogue from SB Activity 1 on the board.
- Students practise it in pairs. Encourage them to change the foods and the prices.
- Pairs role play their dialogues for the class.

Listen and tick (✓) the box. Where are they?

1



book shop

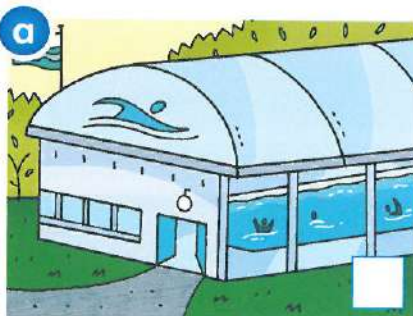


café



school

2



swimming pool

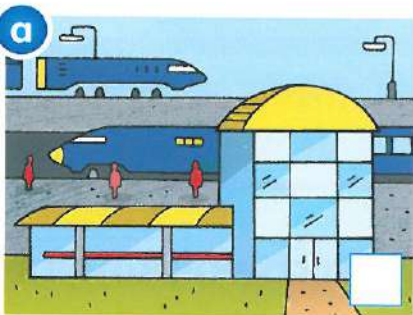


playground

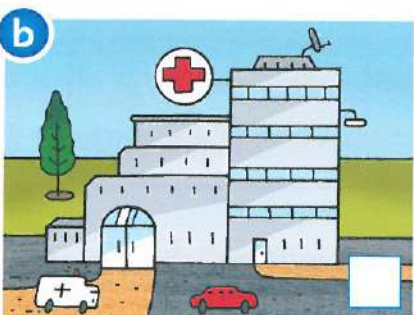


farm

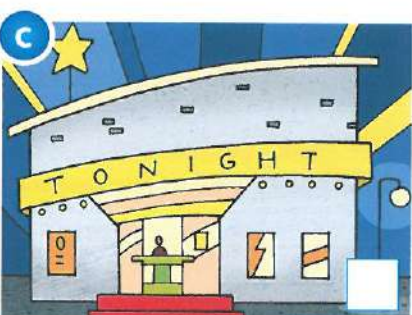
3



train station

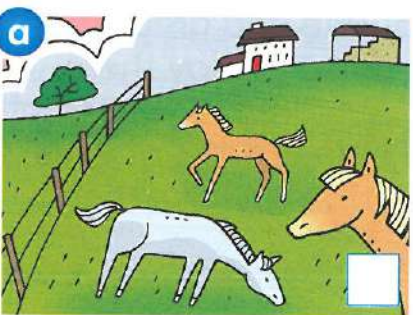


hospital



cinema

4



farm



zoo



bus stop

Towns and art

1

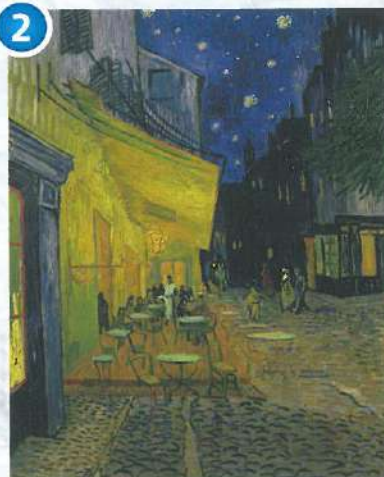
Look and say. What is in the paintings?

There's a lake in painting 1.

1



2



3



4



2 CD2 16

Think!

Listen, read and number. Which painting are they talking about?

I like the water and the big buildings. It's beautiful. ☐

I like the colours. Yellow, purple and green. I'd like to play there. ☐

I like this painting because I like trains. ☐

There are lots of stars in the sky. I like them. ☐

3

Which painting is your favourite?

I like ... because ...

**Aim:**

- to integrate other areas of the curriculum through English: Art

Thinking skills: interpreting and giving opinions**New language:** *painting, building, stars, sky, café***Recycled language:** places in a town, colours, water, beautiful**Materials:** CD**Language competences:** Your students will be able to use known language to talk about Art in English.**Warm-up****Aim:** to review colours

- Play a game. Say, e.g. *I can see something and it's blue and green.* Students look around the room and guess what it is.
- The student who guesses correctly continues the game.

1 **SB p42** Look and say. What is in the paintings?**Aim:** to encourage students to interpret and give opinions

- Students look at the paintings. Elicit some of the things they can see in the first painting.
- In pairs, students talk about the other paintings.
- Discuss as a class, encouraging students to describe the colours and to offer interpretations using, e.g. *I think ... / It looks like ...*

2 **CD2 16****Think!****SB p42** Listen, read and number. Which painting are they talking about?**Aim:** to practise listening skills**Thinking skill:** paying attention to details in a picture

- Give students time to look at the pictures in Activity 1 again before they read and listen.
- Play the recording. Students read the text silently as they listen.

CD2 Track 16

I like the water and the big buildings. It's beautiful.

I like the colours. Yellow, purple and green. I'd like to play there.

I like this painting because I like trains.

There are lots of stars in the sky. I like them.

- They number the speech bubbles and compare their answers in pairs.
- Students read the texts again to make sure of their answers.
- Check with the class.

Key: 1, 4, 3, 2**3** **SB p42** Which painting is your favourite?**Aim:** to encourage students to express preferences and give reasons

- Students choose their favourite picture individually. Tell them to think about why they chose it.
- Students discuss their choices and reasons in groups of four.
- Discuss as a class.

1**Think!****WB p42** Look and draw lines. Then talk with a friend.**Aim:** to encourage students to make use of their own knowledge and experience**Thinking skills:** spatial and visual**Key:** b 3, c 2, d 3, e 1, f 2**Ending the lesson****Aim:** to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *paintings and how to describe them.*
- Write it on the board. Students copy it into their notebooks.

Extension activity**Aim:** to extend students' ability to express their preferences

- Students write a short text about the painting they chose in SB Activity 3. They write about what they can see in it, and why they like it.
- Provide useful words on the board before students start writing.
- Go around the class checking students' first drafts.
- Then students write their final drafts on paper.
- Display the pieces of paper in four places around the room, one place for each of the paintings in the Student's Book.

Aims:

- to extend the focus on Art through English
- to enable students to complete a project

New language: wall, playground, train station, school, building

Recycled language: places in a town

Materials: poster paper, coloured paper, scissors, coloured pens, glue, a painting for the Warm-up (optional), six photocopies of different paintings, each cut into eight pieces (optional)

Language competences: Your students will be able to talk about Art in English.

Your students will be able to complete a project.

Warm-up

Aim: to review language to talk about paintings

- Tell students to look again at the paintings on SB page 42 or display the painting you have brought.
- Prompt students to describe the painting(s) and to tell you why they like or don't like it/them.

1 **SB p43** Where are these paintings?

Aim: to review and extend what students have learnt about art and paintings

- Talk about the first painting with the class. Ask them where it is and what they can see in it.
- In pairs, students talk about the other paintings and say where they are.
- Elicit and discuss each painting as a class.

Key: 2 in a train station, 3 in a school, 4 on a house

2 **SB p43** Where can you find paintings in your town?

Aim: to enable students to reflect on their own knowledge and experience

- Put students into groups of three to discuss the question before discussing ideas as a class.
- If students do not name any places, tell them where they can see paintings in the town.

3 **Project** **SB p43** Make pictures of your town and create a collage.

Aim: to enable students to express their creativity

- Talk about the project with students and make sure they know what to do.
- Make groups of three or four. Supply each group with scissors, magazines and pens.
- They choose, cut out and draw pictures for their collage.
- Hand out the poster paper for students to practise laying out their towns.

- When you have seen each group's town, hand out glue.
- Groups display and orally present their posters to the class.

1 **WB p43** Colour and talk about the picture.

Aim: to encourage individual expression

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt about where there are paintings in our town and I've made a collage.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

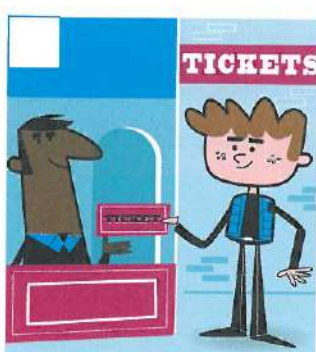
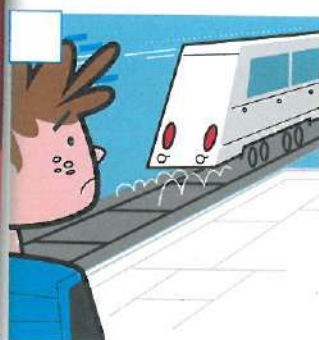
Aim: to develop spatial and visual awareness

- Divide the class into six groups.
- Hand out a cut up painting to each group. Students organise the pieces to put the painting back together.
- Groups pass the pieces on to the next group.
- Repeat until all the groups have done all the paintings.

Do that!

1 CD 2
17

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



2 Read and number the sentences from the story.

- | | |
|---|--|
| ☐ Go to the café. Buy some orange juice. | ☐ Buy a ticket. |
| ☐ Where's your train? It's gone! | ☐ Drink your juice. |
| ☐ Run to the platform. | ☐ Look at your watch. Oh no! |
| ☐ Buy a magazine and read it. | ☐ Walk up the steps to the station. |

3 Listen to your friend and act out.

Drink your juice.



**Aim:**

- to stimulate the students' imagination through listening and acting out

New language: *gone, steps, watch***Recycled language:** places in a town, imperatives**Materials:** CD, boxes and tubes, tape and glue, coloured paper, tissue, coloured pens**Language competences:** Your students will be able to listen and do actions to demonstrate meaning.

Your students will be able to follow auditory, written and visual instructions.

Warm-up**Aim:** to review instructions

- Give a student some simple instructions to follow, e.g. *Stand up. Walk to the door. Turn around. Come back to your chair.*
- Repeat, giving similar instructions to other students.

**1** **SB p44** Listen and act out with your teacher. Then listen again and number the pictures.**Aim:** to give students practice in following instructions and in sequencing information

- Students look at the pictures in their Student's Books.
- Play the recording and mime the actions.

CD2 Track 17

- 1 Walk up the steps to the station.
- 2 Buy a ticket.
- 3 Buy a magazine and read it.
- 4 Go to the café. Buy some orange juice.
- 5 Drink your juice.
- 6 Look at your watch. Oh no!
- 7 Run to the platform.
- 8 Where's your train? It's gone!

- Mime the actions without the recording and teach the new language through mime.
- Play the recording again and mime the actions. Students mime the actions with you.
- Students listen again and sequence the pictures.
- They compare their answers in pairs.
- Check with the class.

Key: 8, 1, 6, 3, 5, 4, 2, 7**2** **SB p44** Read and number the sentences from the story.**Aim:** to give students practice in reading for detail

- Read the eight instructions aloud.
- Students individually match the instructions with the pictures.

- They compare their answers in pairs.
- Check by asking one student to read an instruction aloud, another to mime the action and another to say the number.

Key (from left to right): 4, 2, 8, 5, 7, 6, 3, 1**3** **SB p44** Listen to your friend and act out.**Aim:** to give students practice in giving and following instructions

- Demonstrate the activity by giving the instructions in random order for the class to follow.
- Students do the activity in pairs.
- Invite more confident students to role play their instructions in front of the class.

**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 give students practice in following instructions

- Play a game of 'Simon says' using the instructions from SB page 44 Activity 2. When you say *Simon says* before the instruction, students mime it. When you do not say *Simon says*, students do not mime it.

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 and say where the places are, using the prepositions.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (places in a town)

Language competences: Your students will be able to use language from the unit to do a quiz.

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 and what they can do there.

1 **SB p45** Quiz time

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 b, 4 a, 5 c, 6 b, 7 a, 8 a

Picture dictionary

Aim: to review vocabulary for places in a town

- Students look at the Picture dictionary page for towns (WB page 122).
- 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.

1 **WB p45** Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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 enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 45.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Quiz time

6



1 Where are they?

- a at the swimming pool b at the bus stop
c at the train station

2 Top Town hasn't got a ...

a



b



c



3 The boy ... an ice cream.

- a have got b has got c hasn't got

4 Where is the cat?

- a between the dogs b in front of the dogs
c behind the dogs



5 Who stops the train?

a



b



c



6 Circle the different sound.

- a grey b ugly c great

7 Martin really likes the ...

a



b



c



8 What colour is the train in the painting on page 42?

- a green b red c blue

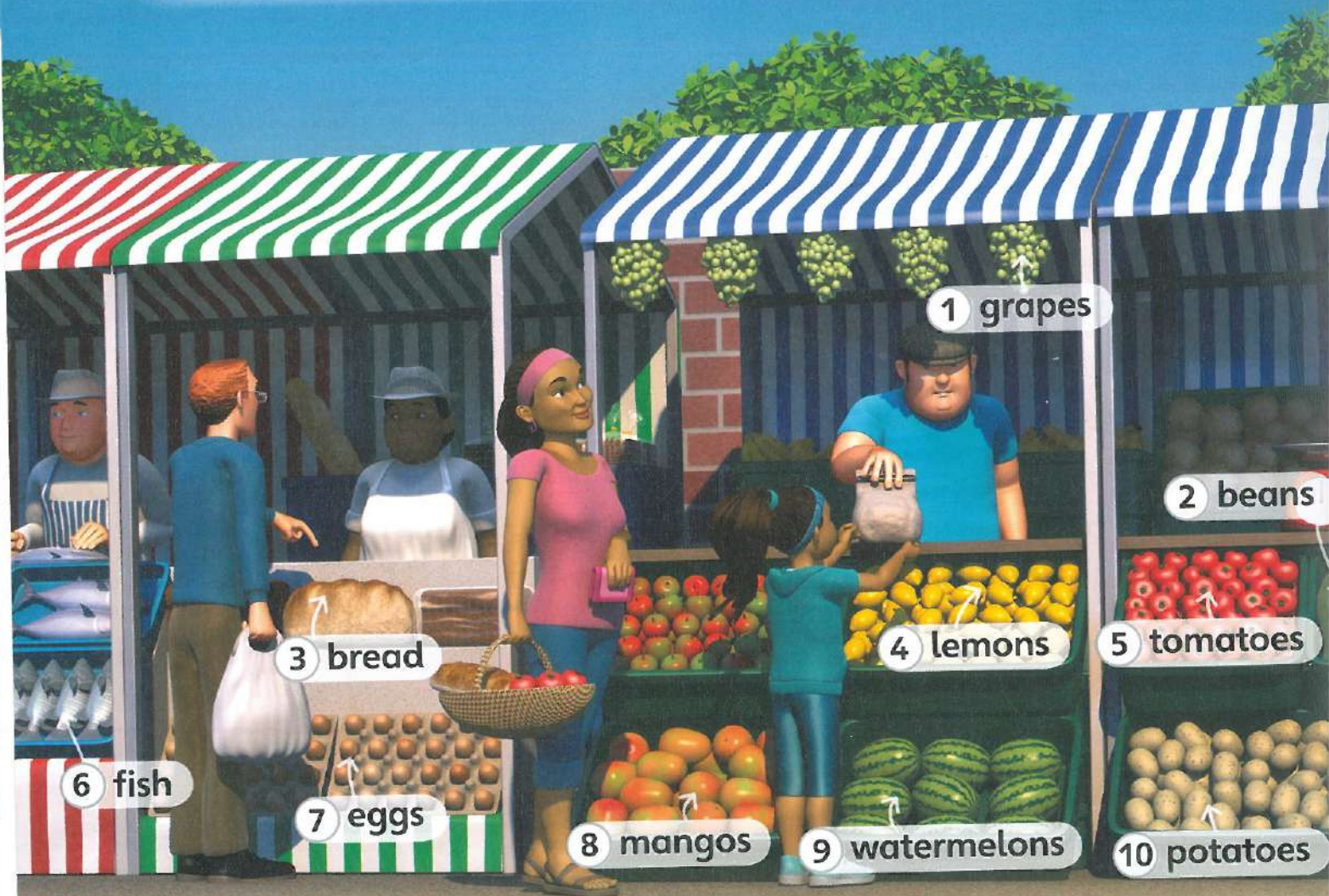


4

The market

1 CD2
18

Listen and look. Then listen and say the words.



2 CD2
19

Listen and chant.

Apples, apples,
I am hungry,
Lemons, mangos,
Watermelons.
I am hungry,
Have some fruit!

Apples, apples,
I am thirsty,
Lemons, mangos,
Watermelons.
I am thirsty,
Have some juice!

Aims:

- to present and practise food
- to say a chant with the class

New language: grapes, beans, bread, lemons, tomatoes, fish, eggs, mangos, watermelons, potatoes, hungry, thirsty, market, fruit, vegetables

Recycled language: apples

Materials: CD, flashcards (food), an apple (optional)

Language competences: Your students will be able to identify and name some food.

- 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.



SB p46 Listen and chant.

Aim: to give students further practice saying the food

- Use the picture to support meaning whenever possible.
- Play the recording. Students listen and follow the chant in their Student's Books.
- 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.



WB p46 Do the crossword.

Aim: to practise spelling of the new vocabulary

Key: 2 watermelon, 3 tomatoes, 4 lemon, 5 mango, 6 potatoes, 7 eggs, 8 beans, 9 grapes, 10 fish

Warm-up

Aim: to introduce the topic of market

- Draw an apple on the board (or show one if you have one in your bag).
- Elicit what it is and write the name.
- Elicit other foods students know, e.g. *banana*.
- Draw a circle on the board and write *Market* in the middle.
- Tell students that this is where we can buy different fruit and vegetables.
- Start to build a word map with the elicited food words.

Presentation

Aim: to present food words

- Use the flashcards to present each item of food.
- 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 around the word map and elicit the words at random.



SB p46 Listen and look. Then listen and say the words.

Aim: to practise food

- Students look at the picture of the market in their Student's Books.
- Play the recording.

CD2 Track 18

Flash: I'd like some apples, please.

Man: How many?

Flash: Eight, please.

Now say the words.

1 grapes, 2 beans, 3 bread, 4 lemons, 5 tomatoes, 6 fish, 7 eggs, 8 mangos, 9 watermelons, 10 potatoes

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.
- Place each flashcard back on the board around the word map.

Extension activity

Aim: to practise memorisation and speaking

- Focus students on the word map on the board.
- Say, e.g. *In my bag I've got some mangos*. Student A chooses another fruit or vegetable 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.

Aims:

- to present and practise questions and responses: *Would you like a/some ... ? Yes, please / No, thank you.*
- to present and practise articles: *a, an, some*

Recycled language: food

Materials: CD, flashcards (food)

Language competences: Your students will be able to ask questions and respond.

Warm-up

Aim: to review food

- Play a guessing game. Say, e.g. *I'm thinking of some food. It's yellow and looks like this* (make a shape with your hand).
- Students try to guess. 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 present *Would you like a/some ... ? Yes, please. / No, thank you.*

- Hold out the tomatoes to a student. Say *Would you like some tomatoes?*
- Prompt the student to say Yes and supply *Yes, please.*
- Repeat with a different flashcard but prompt *No.*
- Practise offering flashcards around the class.
- Focus students on the use of *a/some*.
- Hand out the flashcards to students. They practise asking and answering in open pairs.

1 **SB p47** Read and number the pictures.

Aim: to practise the new language

- Students look at the pictures in the Student's Book.
- Do the first one as a class and check students know what to do.
- They read the speech bubbles silently and individually and number the pictures.
- They compare answers in pairs.
- Check answers with the class.

Key: 3, 4, 1, 2

2 **CD2 20** **SB p47** Listen and say.

Aim: to focus students on grammatical form

- Play the first question and answer on the recording.
- Students repeat.
- Do the same for the second question and answer.
- Students practise asking and answering in pairs. They can include the 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 your own four items and having students ask you *Would you like ... ?*
- Check students know what to do.
- Each student chooses four things and then they ask and answer in pairs.
- Monitor and help.
- Check using open pairs.

1 **WB p47** Write *a, an* or *some*.

Aim: to practise articles with singular and plural nouns

Key: 2 a, 3 an, 4 some, 5 an

2 **WB p47** Put the words in order.

Aim: to practise word order in polite requests

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 ten 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 foods 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.



2 CD 2
20

**Grammar
focus**

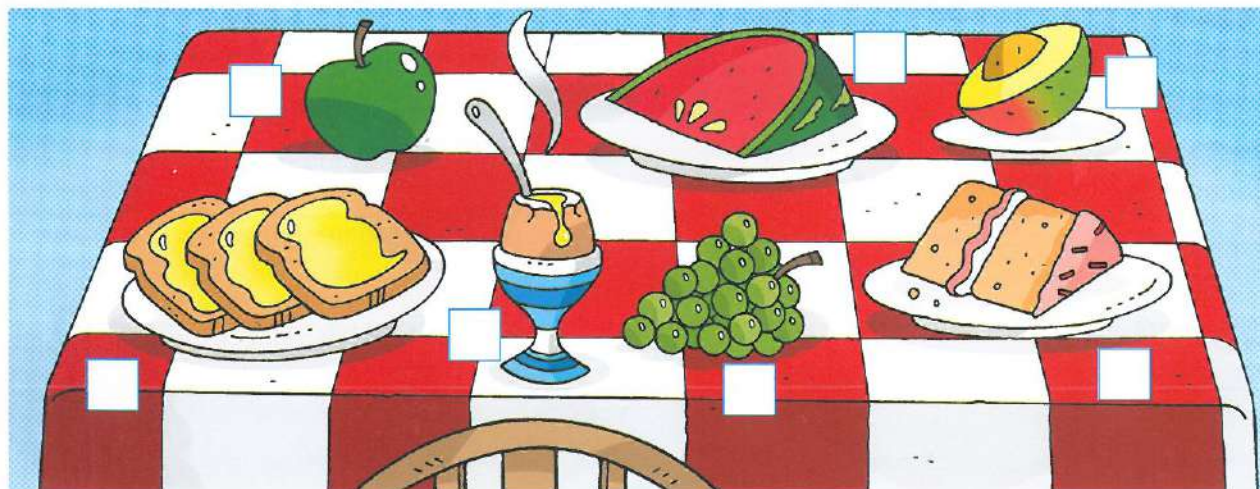
Listen and say.

Would you like a tomato?
Would you like some bread?

Yes, please.
No, thank you.



3 Tick (✓) four things you would like to eat. Then ask and answer.

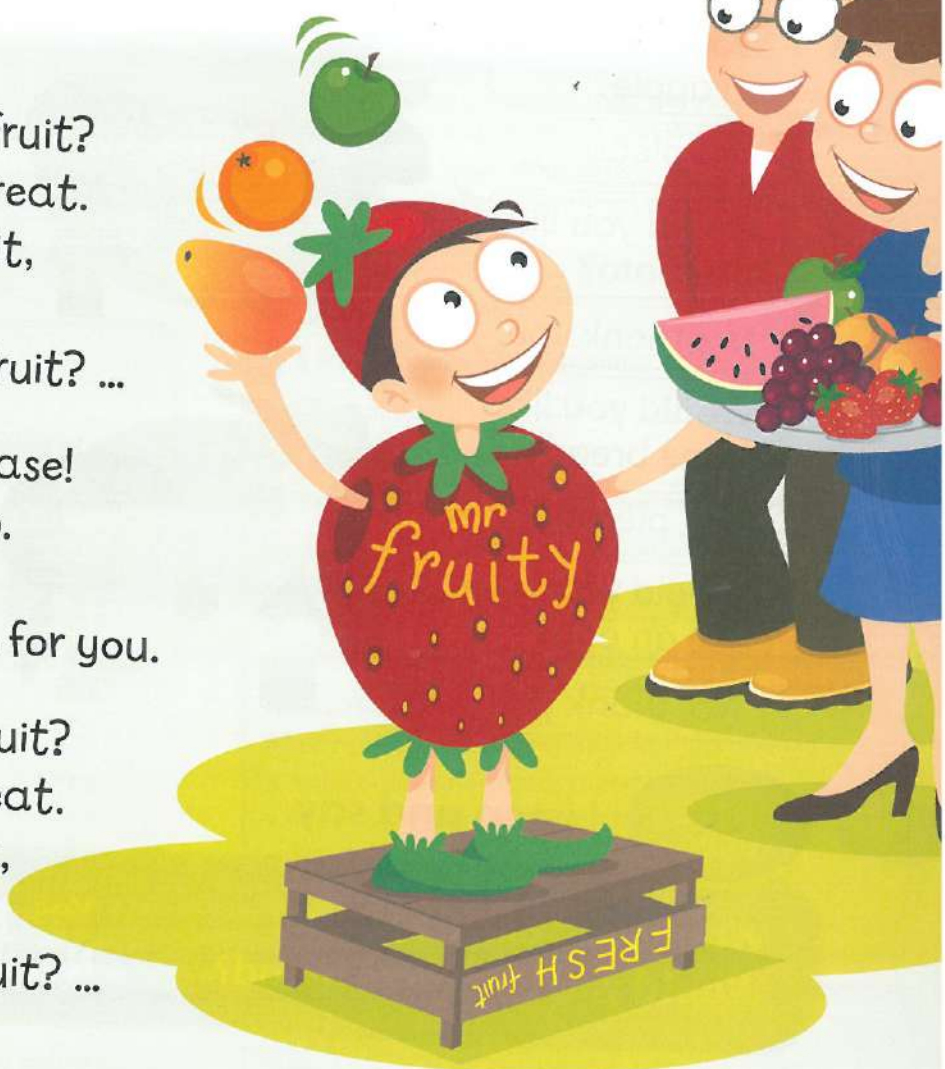


Would you like ... ?

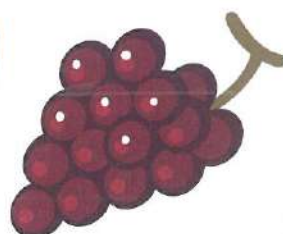
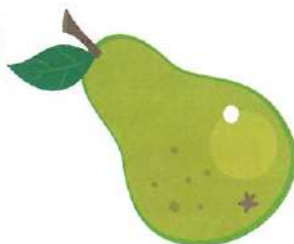
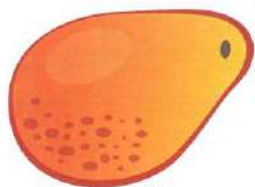
Would you like some fruit?
Yeah, fruit is really great.
Please eat lots of fruit,
Put it on your plate!
Would you like some fruit? ...

Give me a mango, please!
Give me an apple, too.
Give me some grapes,
And please keep some for you.

Would you like some fruit?
Yeah, fruit is really great.
Please eat lots of fruit,
Put it on your plate!
Would you like some fruit? ...



Listen again and tick (✓) the fruit that you hear in the song



Aims:

- to consolidate questions and food vocabulary
- to sing a song with the class

New language: *really great, plate, put, keep, too*

Recycled language: food

Materials: CD, flashcards (food)

Language competences: Your students will be able to join in with a song.

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.



SB p48 Listen and sing.

Aim: to sing a song with the class

- Students look at the picture in the Student's Book. Elicit which foods they can see.
- Use the picture to support / check meaning whenever possible.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in three groups.



SB p48 Listen again and tick (✓) the fruit that you hear in the song.

Aim: to practise listening and reading skills

- Students look at the small pictures first and identify the fruit.
- Play the recording. They listen, read the song and tick the things they hear.
- Students compare answers in pairs.
- Check with the class, playing the recording again if necessary.

Key: 1st picture – mango, 3rd picture – apple, 6th picture – grapes

1

WB p48 Look at the pictures and the letters. Write the words.

Aim: to practise spelling

Key: 2 grapes, 3 mango, 4 banana, 5 orange, 6 watermelon

2

WB p48 Draw your favourite fruit and write.

Aim: to encourage students to express their own preferences

Ending the lesson

Aim: to review key language from the lesson

- Brainstorm all the food from this lesson and from previous lessons.
- Write the words on the board.
- Draw two circles. Write *Fruit* in one and *Vegetables* in the other.
- Students try to classify the food.

Note: Some will not fit in this classification, e.g. *fish, chicken, eggs*. Elicit from students what type of food these are.

Extension activity

Aim: to practise creativity

- Make groups of four.
- Each group writes a new verse for the Student's Book song, changing the fruits for their favourite ones.
- Monitor the groups and give help as needed.
- Use the karaoke version of the song for groups to perform their new verses.

Aims:

- to present and practise *Are there / Is there* and short answers
- to practise listening skills

New language: *fridge, basket, sweets*

Recycled language: food

Materials: CD, Unit 4 stickers

Language competences: Your students will be able to ask and answer about food.

Warm-up

Aim: to review foods

- Write the following food words in jumbled letter order on the board: *grapes, tomatoes, bread, cake, milk, sweets*.
- Students work individually to work out what each word is.
- Don't check their answers until after SB Activity 1.

1  **SB p49** Listen and write the words.

Aim: to present and practise *Are there ... ? Is there ... ?*

- Give students time to look at the picture and read the sentences.
- Check they know what to do. Tell them that the food words are in jumbled order on the board.
- Play the recording for students to listen and write.

CD2 Track 24

- 1 Are there any grapes?
- 2 Are there any tomatoes?
- 3 Is there any bread?
- 4 There isn't any cake.
- 5 Is there any milk?
- 6 There aren't any sweets.

- They compare answers in pairs.
- Play the recording again and check with the class.
- Elicit the words and the correct spelling from students.
- Group the words on the board as follows: Group 1: *bread, cake, milk*, Group 2: *grapes, tomatoes, sweets*.
- Write two questions and two statements on the board, one with *is* and one with *are*.
- Underline *any* and elicit from students when we use *is* and when we use *are* with reference to the two word groups on the board.

Key: 1 grapes, 2 tomatoes, 3 bread, 4 cake, 5 milk, 6 sweets

2  **SB p49** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.

- Repeat.
- Students take turns to practise the questions and answers in pairs.

3 **SB p49** Choose where to stick your food. Then ask and answer.

Aim: to give students practice with the new language

- Pre-teach *fridge* and *basket*.
- Students prepare their stickers. Elicit what each one is.

Note: In order to carry out this activity, students will first need to cut out their stickers with the backs attached.

- Students choose individually: they put five in the fridge and five in the basket.
- They do not show their partner.
- In pairs, they take turns to ask and answer to find out what their partner has got in his/her fridge and basket.
- They note down the items which they have in common.
- Provide the questions *Are there any ... in your basket/ fridge?* and the answers *Yes/No, there ...*
- Monitor and check as pairs are working.

1 **Think!** **WB p49** Look, read and tick (✓) the box.

Aim: to give students practice with vocabulary
Thinking skills: paying close visual attention and interpreting

Key: 2 No, there aren't. 3 No, there isn't. 4 Yes, there is. 5 Yes, there are. 6 No, there isn't.

2 **WB p49** Write about your desk.

Aim: to practise writing a description

Ending the lesson

Aim: to practise key language from the lesson

- Say statements about your table or desk. Some of them are true and some are 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 the new language

- Students write sentences in their notebooks about their basket in SB Activity 3, using the text from WB Activity 2 as a model.

1

CD 2
24

Listen and write the words.

- 1 Are there any _____ ?
- 2 Are there any _____ ?
- 3 Is there any _____ ?
- 4 There isn't any _____ .
- 5 Is there any _____ ?
- 6 There aren't any _____ .



2

CD 2
25Grammar
focus

Listen and say.

Are there any pears
in the fridge?

Yes, there are.
No, there aren't any.

Is there any bread
in the basket?

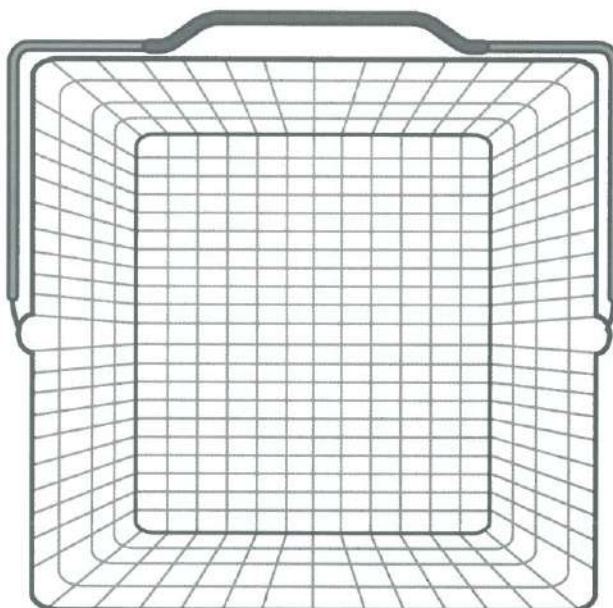
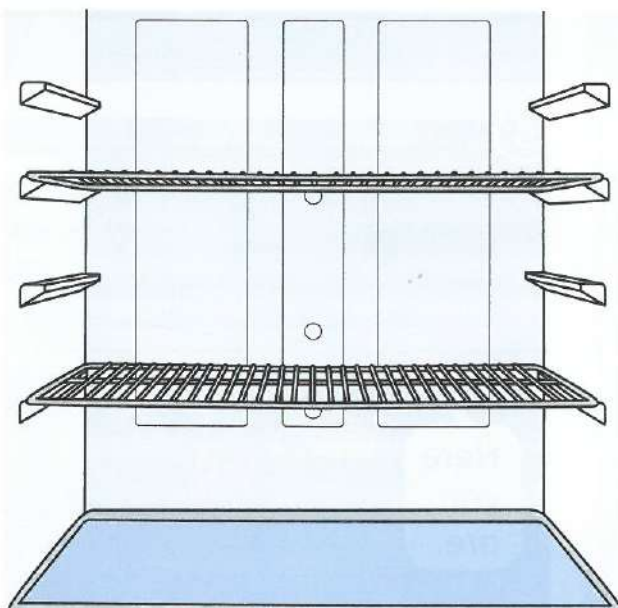
Yes, there is.
No, there isn't any.



3

Sticker

Choose where to stick your food. Then ask and answer.



CD 2
24

1 Listen and write the words.

- 1 Are there any _____ ?
- 2 Are there any _____ ?
- 3 Is there any _____ ?
- 4 There isn't any _____ .
- 5 Is there any _____ ?
- 6 There aren't any _____ .

CD 2
25Grammar
focus

Listen and say.

Are there any pears
in the fridge?

Yes, there are.
No, there aren't any.

Is there any bread
in the basket?

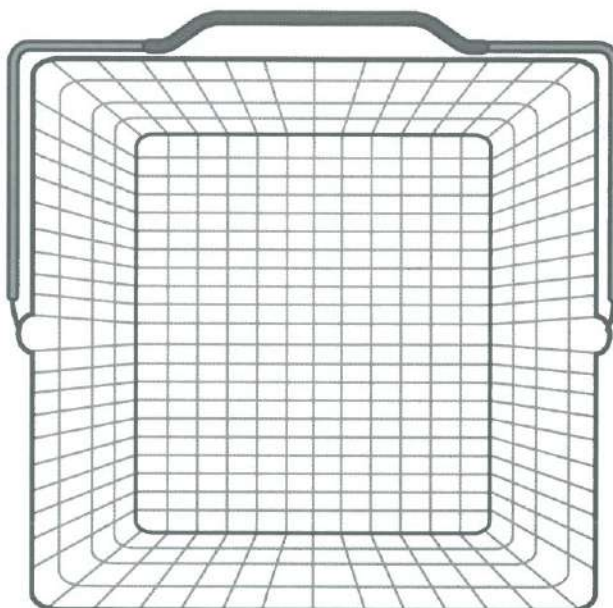
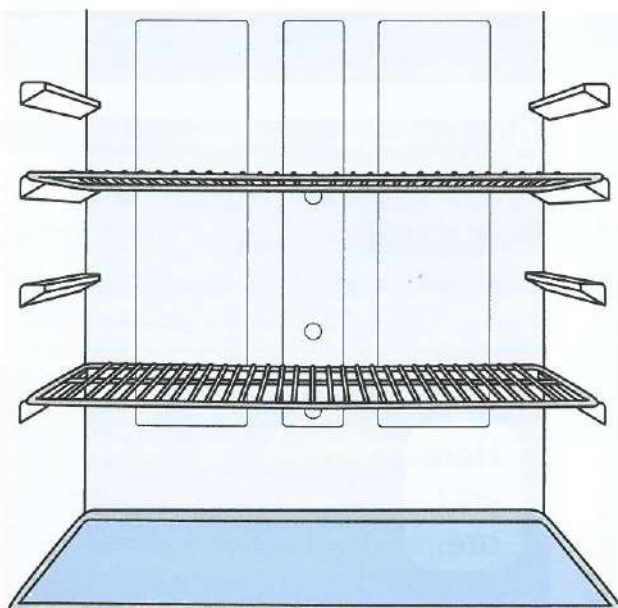
Yes, there is.
No, there isn't any.



3

Sticker

Choose where to stick your food. Then ask and answer.



Bad apples

1

Here are two apples for everyone.



2

Look! I've got a bad apple.

Me too!

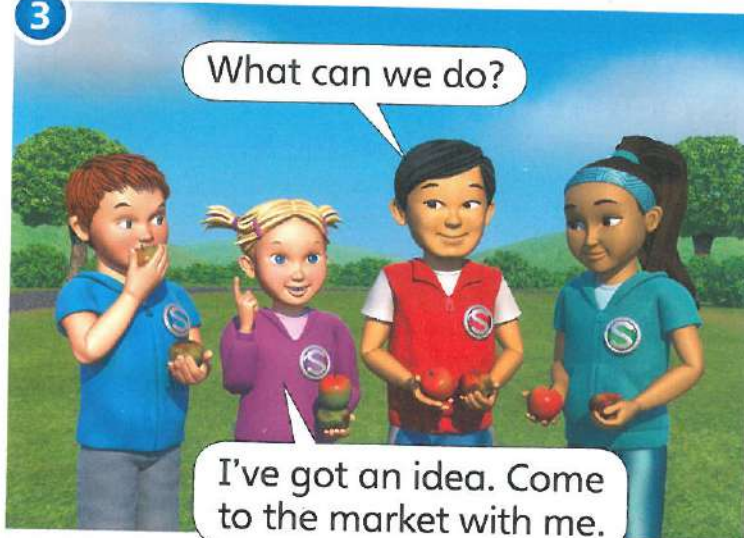
So have I!



3

What can we do?

I've got an idea. Come to the market with me.



4

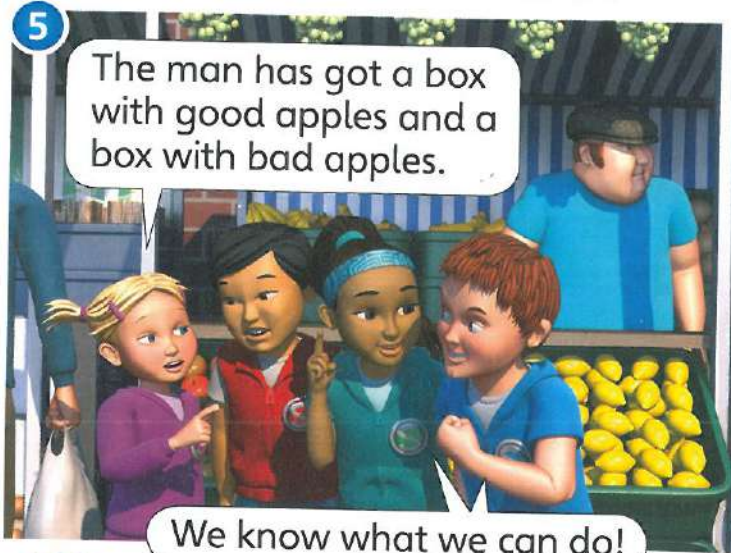
Apples. Nice, sweet apples!



5

The man has got a box with good apples and a box with bad apples.

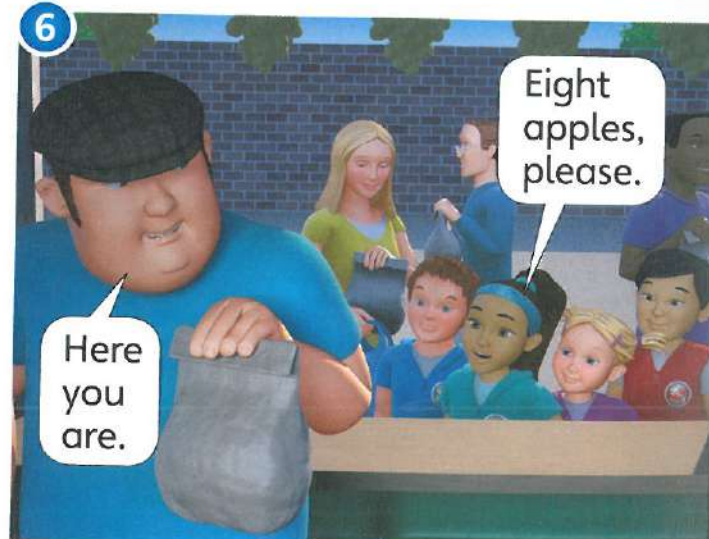
We know what we can do!



6

Here you are.

Eight apples, please.



Aims:

- to present a picture story
- to review language from the unit

New language: *bad, sweet (adj), good, so have I, nice, well done, everybody*

Recycled language: language from the story, food, worm

Materials: CD

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to act out a story.

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 special powers.
- 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?*

CD2
26

SB pp50–51 **Bad apples**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit what the friends have got in frame 1 (apples).
- Pre-teach *bad* and *sweet*.
- Play the recording. Students listen for 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).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the things.)

CD2
27

WB p50 **Listen and tick (✓) the box.**

Aim: to review phrases from the story

CD2 Track 27

- Whisper:** What can we do?
- Fruit seller:** Apples. Nice, sweet apples.
- Thunder:** A box of good apples and a box of bad apples.

Key: 1 2nd picture, 2 2nd picture, 3 1st picture

2

WB p50 Look at the story. Find the four worms hidden.

Aim: to check understanding of the story

Key: 2 4, 3 7, 4 8

3

Think! **WB p50** Match the pictures with the sentences.

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 We know what we can do. 3 Well done!

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.

Extension activity

Aim: to review ideas and concepts from the story

- Students draw a picture of a market stall and label the fruit and vegetables.

Aims:

- to talk about the meaning of the story
- to identify the consonant sound *w* as in *we* and *what*
- to review language from the story and the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story, food

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to say the letter sound *w*, spelt *wh*.

Note: *Who* /hu:/ is a special word and must be learnt as a whole (it rhymes with *blue*).

Value: cheating doesn't pay

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 **Think!** SB p51 Look at the picture and circle the correct sentence.

Aim: to focus students on the detail in the story

Thinking skill: matching

- 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: 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 CD2 28 SB p51 Listen and say.

Aim: to practise the letter sound *w*

- Play the recording. Students look at the picture, read and repeat.

CD2 Track 28

W - W - W

Where's the watermelon, Wally?

Where's the watermelon, Wally?

- 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 **Values** WB p51 Look and circle.

Aim: to focus students on the value of cheating doesn't pay

Key: Picture 2

- 2 CD2 29 WB p51 Listen and follow. Say the number.

Aim: to practise reading and saying words with the letter sound *w*

CD2 Track 29

Whisper, watermelon, window, white, wall, witch, windy, wheel, water

What's the number? It's number three.

Key: See CD script above.

- 3 CD2 30 WB p51 Listen again and say.

CD2 Track 30

Whisper, watermelon, window, white, wall, witch, windy, wheel, water

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 page 51. Write the words in a random order on the board. In pairs, they draw the pictures and write the words.

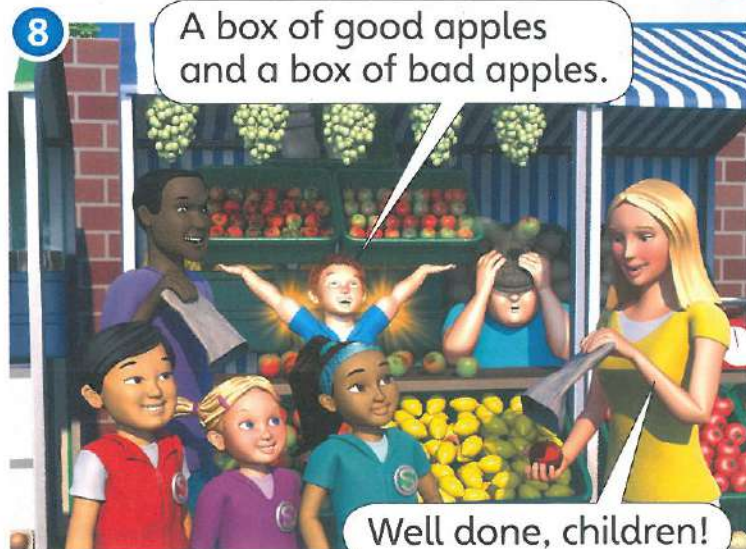
Key: See CD script above.

Extension activity

Aim: to discuss the value of cheating doesn't pay

- Focus on the parts of the story where the man sells them bad apples.
- Elicit why this value is important and examples of when cheating might not pay.
- Make sure students do not accuse others in the class of cheating.

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



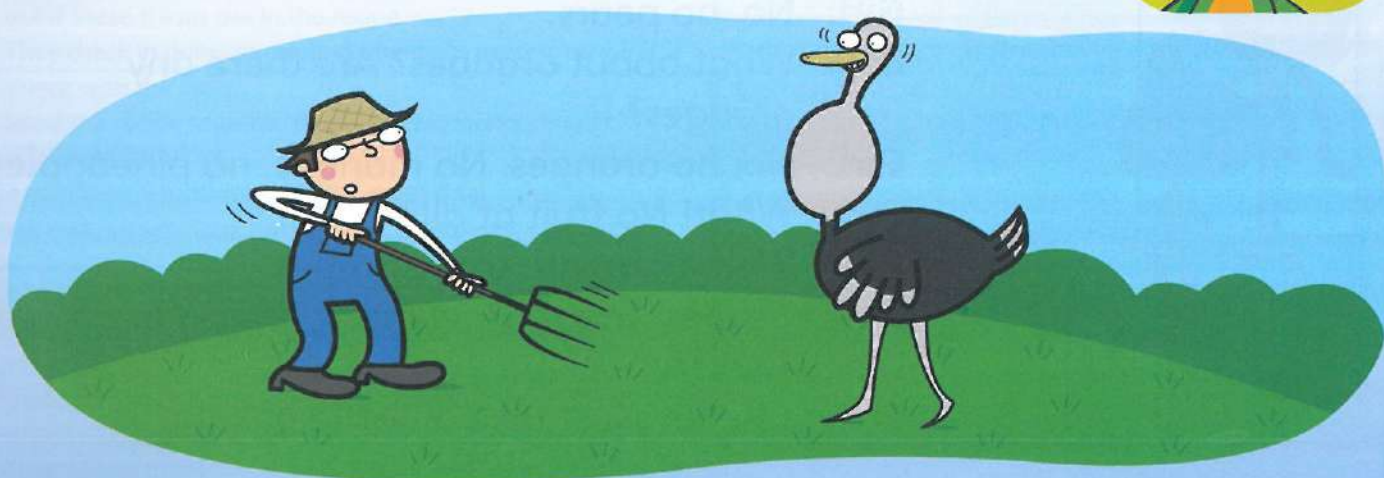
2 **Think!** Look at the picture and circle the correct sentence.



- 1 Look everybody!
- 2 Two for everyone.
- 3 Well done!
- 4 Come to the market with me.

3 Find who says ... What can we do?

4 CD 2 28 Listen and say.



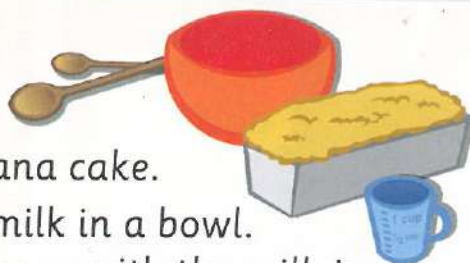
Where's the watermelon, Wally?



1

Think!

What's needed for the cake?
Read and tick (✓) the boxes.



Make some banana cake.

- 1 Put a cup of milk in a bowl.
- 2 Mix two bananas with the milk in the bowl.
- 3 Put a cup of sugar and two cups of flour into the bowl.
- 4 Then put four big spoons of butter and two eggs into the bowl. Start mixing. Then put the mixture in a cake tin.
- 5 Bake the cake in the oven for one hour. Enjoy it with your friends!



2

Act out the play.



Boy: Let's make some fruit juice for the party.

Girl: OK. Let's look in the fridge.

Boy: Are there any apples?

Girl: No, there aren't.

Boy: Are there any pears?

Girl: No, no pears.

Boy: What about oranges? Are there any oranges?

Girl: No, no oranges. No mangos, no pineapples.

Boy: What! No fruit at all?

Girl: Well, there are some grapes.

Boy: Grapes. Great! How many grapes are there?

Girl: Two.

Boy: OK. Let's just take a bottle of cola.

3

Write your own play and act it out.

Aim:

- to practise reading, speaking and writing skills

Skills:

- reading for specific information
- interactive speaking
- writing from a model

New language: *needed, bowl, recipe, cup, sugar, flour, spoon, butter, start, mix, mixture, cake tin, bake, oven, fruit juice, pineapples, cola, party*

Recycled language: food

Materials: CD

Language competences: Your students will be able to read for specific information.

Your students will be able to act out a play.

Your students will be able to write a play from a model.

Warm-up**Aim:** to review food

- Write *Food* in a circle on the board and brainstorm all the food students know.
- Leave the word map on the board and add to it during the lesson.

- 1 **Think!** SB p52 What's needed for the cake?
Read and tick (✓) the boxes.

Aim: to practise reading for specific information (scanning)

Thinking skill: matching visual and written information

- Tell students that this is a *recipe*.
- Elicit what they can see in the photos.
- Tell students to read the text quickly and silently to find out if these things are in the recipe.
- They check in pairs, re-reading silently as necessary.
- Check with the class.
- Read the recipe together and check understanding of all new vocabulary.

Key: milk, sugar, flour, butter, eggs, bananas

- 2 SB p52 Act out the play.

Aim: to practise reading for detail and interactive speaking

- Invite two students to read the play aloud.
- Check understanding of new vocabulary and add new food words to the word map (*pineapples, cola*).

- Invite two more students to read the play aloud, this time acting it out.
- Students practise the role play in pairs.

- 3 SB p52 Write your own play and act it out.

Aim: to practise writing a conversation

- Demonstrate the activity using the model.
- Write the play on the board and underline the words students can change, e.g. food items, *No*.
- 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 role plays.
- Students take turns to do their role plays for the class.

- 1 CD2 31 WB p52 Listen and tick (✓) what they like.

Aim: to practise listening for specific information

CD2 Track 31

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.

Key: Sandra likes potatoes, tomatoes, juice. John likes potatoes, tomatoes, carrots, water. Mum likes potatoes, tomatoes, carrots, water. Dad likes 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 copy the food word map into their notebooks.

Extension activity

Aim: to give students practice with information transfer skills

- Students work in groups of four.
- They draw a table like the one in WB Activity 1. They write their names at the top.
- Down the side they write all the foods they mentioned in their texts for WB Activity 2.
- They put ticks and crosses to show which foods each of them likes and does not like.

Aim:

- to practise listening skills

Skills:

- listening for specific information

New language: *beans* (different meaning from first lesson)

Recycled language: food

Materials: CD

Language competences: Your students will be able to listen for specific information.

Warm-up

Aim: to review language to talk about food

- Ask for volunteers to role play some of their plays from the previous lesson.

1 CD2 32 **SB p53** Listen and tick (✓) the boxes.

Aim: to practise listening skills **YLE**

- Tell students to study the pictures in the Student's Book and read the questions before they listen.
- Elicit who the people in the pictures are (Daniel, sister Emma, Mum, Dad).
- Play the recording straight through to the end.

CD2 Track 32

Hi, I'm Daniel. I'm from New York. On Sundays my sister Emma and I make breakfast. I have milk. My sister, my mum and my dad have orange juice. My dad and I have sausages and eggs. My mum and my sister have eggs and beans. My mum, my sister and I also have apples or mangos. My father doesn't. He doesn't like fruit. He has some cheese.

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

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

1 **WB p53** Look and read. Put a tick (✓) or a cross (X) in the box.

Aim: to give students practice in reading for detail **YLE**

Key: 3 ✓, 4 X, 5 ✓, 6 X, 7 ✓

Ending the lesson

Aim: to review vocabulary and spelling

- Spell out some of the words from this and the previous lesson, e.g. *B O W L*.
- Students guess the word as quickly as they can.
- The student who guesses correctly spells out another word for the class to guess.

Extension activity

Aim: to practise speaking skills

- Brainstorm what the family in SB Activity 1 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 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.



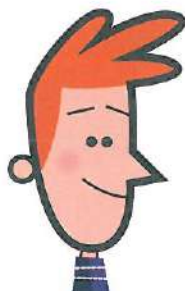
1 CD2
32

Listen and tick (✓) the boxes.

4

1 Who makes breakfast on Sunday?

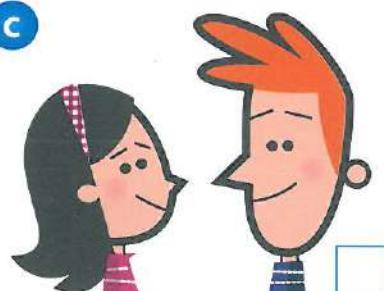
a

☐

b

☐

c

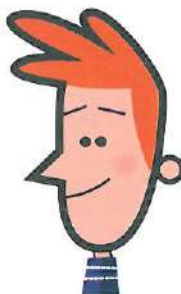
☐

2 Who drinks milk for breakfast?

a

☐

b

☐

c

☐

3 Who eats eggs and beans for breakfast?

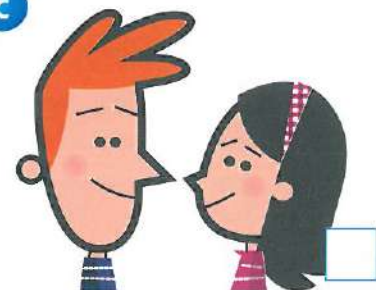
a

☐

b

☐

c

☐

4 Who doesn't like fruit?

a

☐

b

☐

c

☐

Bacteria and food

1 CD2
33

Listen, read and number the photos.

Bacteria are not animals, but they *are* living things. You can't see them because they are very, very small. There are lots of different bacteria. They have strange names! Here are some bacteria.



Listeria monocytogenes



E. coli



Bacillus cereus



Shigella

2 CD2
34

Listen, read and draw lines.

Some bacteria are very dangerous. These bacteria can live in food and make us ill. We don't want to eat these bacteria. We need to be careful with food.



1 Clean the kitchen.

2 Keep different foods in different places before cooking.

3 Cook meat so it's very hot.

4 Wash fruit and vegetables.

5 Wash and dry your hands before you cook.

6 Keep food cold in the fridge.



Aim:

- to integrate other areas of the curriculum through English: Science

New language: *bacteria, ill, meat, dry, kitchen, hands, clean*

Recycled language: *food, dangerous, careful, hot, cold, fridge*

Materials: CD

Language competences: Your students will be able to use known language to talk about Science in English.

Warm-up

Aim: to review hygiene procedures

- Mime washing your hands. Elicit/teach *Wash your hands*.
- Ask students why we wash our hands and when we wash our hands.
- Pre-teach *clean, dirty, ill*.

1 CD2 33

SB p54 Listen, read and number the photos.

Aim: to introduce the topic of food hygiene

- Students look at the pictures in the Student's Book. Elicit what they think they are.
- Read the first sentence to the class and elicit that the pictures are of different bacteria.
- Play the recording for students to hear their names.
- Ask students if they have heard of these bacteria before.

Key: 3, 4, 1, 2

2 CD2 34

SB p54 Listen, read and draw lines.

Aim: to practise listening and matching skills

- Give students time to look at the pictures before they read and listen.
- Pre-teach *meat* and *kitchen*.
- Play the recording. Students read the text silently as they listen.
- They draw lines and compare their answers in pairs.
- Students read the texts again to make sure of their answers.
- Check with the class.
- Discuss the six pieces of advice with the class.

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

1

Think! WB p54 Match the bacteria.

Aim: to review vocabulary

Thinking skill: matching

Key: 2 d, 3 c, 4 b

2

WB p54 Find and circle the bacteria.

Aim: to encourage students to pay close attention to visual detail

Note: Remind students that we cannot really see these bacteria. That is why they are dangerous. Also tell students that not all bacteria are dangerous. Some bacteria are important for our bodies and are not dangerous to eat.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *bacteria and how to prepare food*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to encourage students to use their knowledge and experience

- Re-read with students the six pieces of advice about hygiene from SB Activity 2.
- Make groups of four. Students think of at least two more pieces of advice to add to the list. Remind students to use the imperative.
- Go around the groups and help with / supply any vocabulary they need.
- Elicit the new advice from each group and write it on the board.
- Discuss with the class if they think it is all good advice.

Aims:

- to extend the focus on Science through English
- to enable students to complete a project

Recycled language: food

Materials: lemons, a knife, earth, clear plastic bags, bowls, water, tissues

Language competences: Your students will be able to talk about Science in English.

Your students will be able to complete a project.

Warm-up

Aim: to review food hygiene

- Brainstorm with students the pieces of advice about food hygiene from the previous lesson. Students can add their own ideas if they did the Extension activity.

1 Project SB p55 Grow some bacteria.

Aim: to enable students to express their creativity

- Talk about the project with students and make sure they know what to do.
- Make pairs or small groups. Supply each pair/group with the materials they need.
- Monitor and help each group as necessary.
- Discuss the outcomes as a class.

1 WB p55 Draw lines to make sentences.

Aim: to give students practice with collocations

Key: 2 Cook meat until it's very hot. 3 Keep food in the fridge. 4 Wash fruit and vegetables.

2 WB p55 Circle the things that are wrong. Then draw lines from your circles to the sentences.

Aim: to review students' understanding of food hygiene

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about ...*
- Elicit from students what they learnt about today, e.g. *what's dangerous in the kitchen and how to prepare food properly and I've grown some bacteria.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project and what the outcome was.
- Monitor and help as necessary.

1 **Project** **Think!** Grow some bacteria.



Take half a lemon, put it on the ground.



Now put it in a clear plastic bag with a piece of wet tissue.



Leave the bag in a warm, dark place.



After a few days, take the bag out. Look at your lemon. Never eat food with this on!

Create that!

1

CD 2
35

Listen and imagine. Then draw your picture.



2

Write about your picture. Then listen to your friends and guess.



In my favourite fruit salad, there are some oranges and there are some bananas. There aren't any grapes and there aren't any mangos. Yummy!

Aim:

- to draw out the students' creativity through mental imagery

New language: *smell, fruit salad*

Recycled language: food, adjectives, imperatives

Materials: CD, scissors, clean potatoes, wool, toothpicks, glue, paper, coloured pens, a potato person you have made yourself

Language competences: Your students will be able to listen to ideas and respond creatively. Your students will be able to follow written and visual instructions.

Warm-up

Aim: to review food words

- Say, e.g. *Mmm. I like eggs, but I don't like chicken.*
- Invite students to say in turn foods they like and don't like.
- Pre-teach *fruit salad* and *smell*.



1 **SB p56** Listen and imagine. Then draw your picture.

Aim: to enable students to listen, visualise and create their own pictures

- Tell students to put their heads on their desks, close their eyes and listen.
- Play the recording. At the end of the recording, speak quietly and tell students to listen again and imagine. Tell them they are going to draw the picture from their heads.

CD2 Track 35

Let's make a big fruit salad for you and your friends. Would you like some bananas and apples? Would you like some red grapes? What a wonderful smell! Now ask your mum to cut the fruit. Watch her. Smell the fruit. And now get a plate and a spoon. Mmm, a wonderful fruit salad!

- Play the recording again.
- Students draw their own pictures of what they imagined.
- Go around the class and encourage students.
- Talk to them about their ideas and help if necessary.



2 **SB p56** Write about your picture. Then listen to your friends and guess.

Aim: to give students practice in describing a picture

- Read the example from the Student's Book with the class.
- Students can use adjectives and other words to make their descriptions more interesting.
- They write their descriptions. Monitor and help as necessary.

- Put students into groups of three or four.
- Stick students' pictures up on a wall / the board.
- Each student reads out their written piece for the class to guess which picture is theirs.

Note: Students should not write their names on their pictures.



WB p56 Make a potato person.

Aim: to enable students to follow a set of instructions to make a potato person

Ending the lesson

Aim: to enable students to compare their pictures

- Display students' pictures from SB Activity 1 on tables or on the walls.
- Have students go around and see how many different foods they can find.
- Ask the students if any pictures have exactly the same foods.

Extension activity

Aim: to enable students to exploit their potato people

- Show the class your potato person and tell the class about him/her, e.g. *This is George. He's got two brothers and a sister. His favourite food is cheese. He doesn't like potatoes!*
- Give students time to think about their descriptions.
- Then students go around the classroom introducing their potato people to each other.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (food), small pieces of paper for the game, eight counters for each student

Language competences: Your students will be able to use language from the unit to play a game.

Warm-up

Aim: to review food

- Use the flashcards to review food.
- Show each flashcard quickly to the class. Students say the food and if they like it.
- Brainstorm other food from the unit that students remember.

1 SB p57 The food game

Aim: to enable students to review language from the unit by playing a game

- Elicit some of the things students can see on the gameboard on the Student's Book page.
- Tell students to cut out eight small pieces of paper, each the size of a square in the gameboard.
- Students play the game in pairs. They each cover eight food items with a small square of paper. They do not look at each other's books.
- Hand out the counters, eight for each student.
- They take turns to ask and answer, using *Are/Is there any ... ?* about the food on the gameboard. If their partner's food is not covered, he/she answers *Yes, there are/is* and hands a counter to the student. If the food is covered, the answer is *No, there isn't/aren't*. The first student to get all their partner's counters is the winner.
- Repeat the game in new pairs with students covering different items.

Picture dictionary

Aim: to review vocabulary for food

- Students look at the Picture dictionary page for food (WB page 123).
- 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.

1 WB p57 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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.

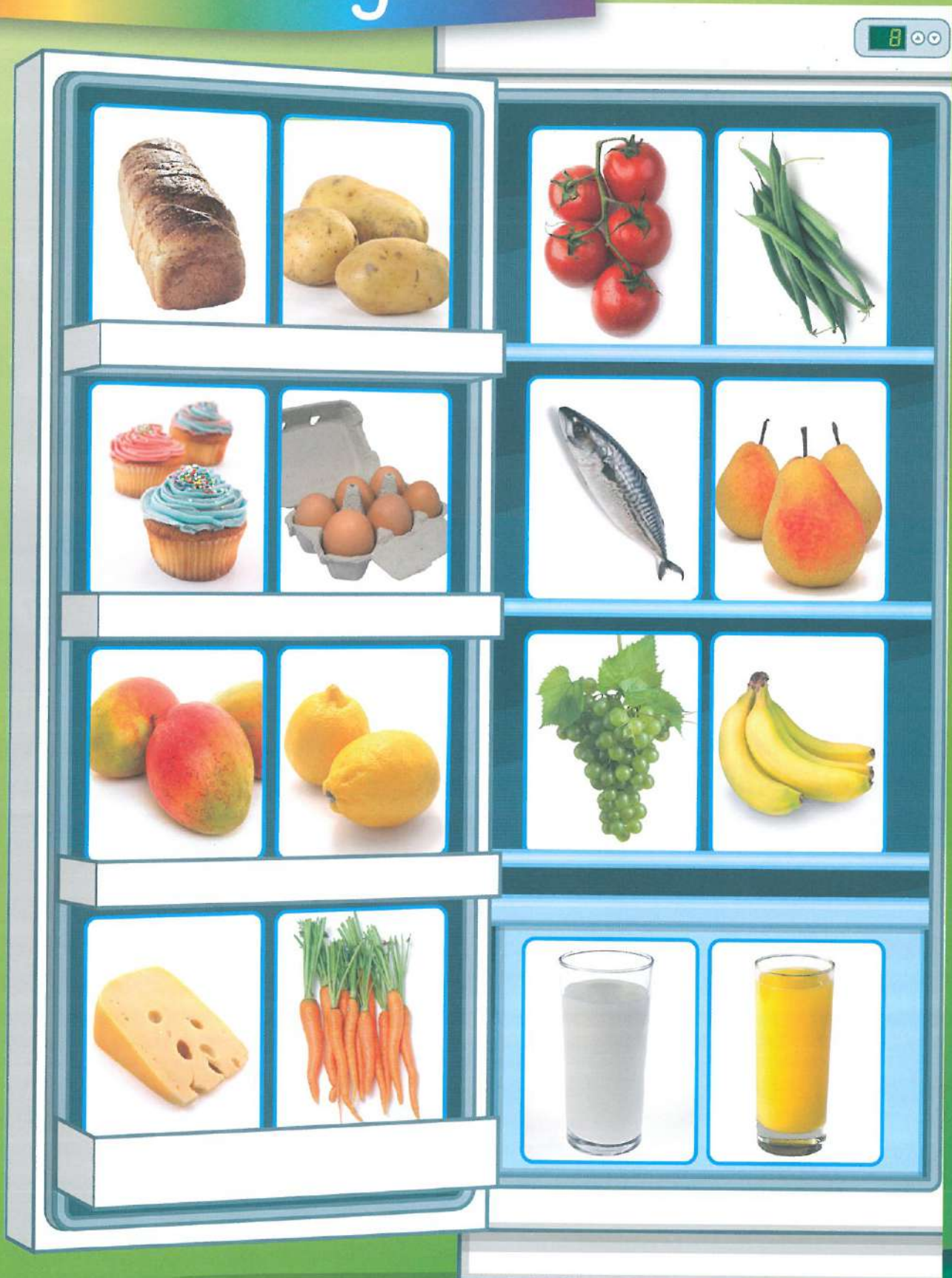
Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 57.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

The food game

4

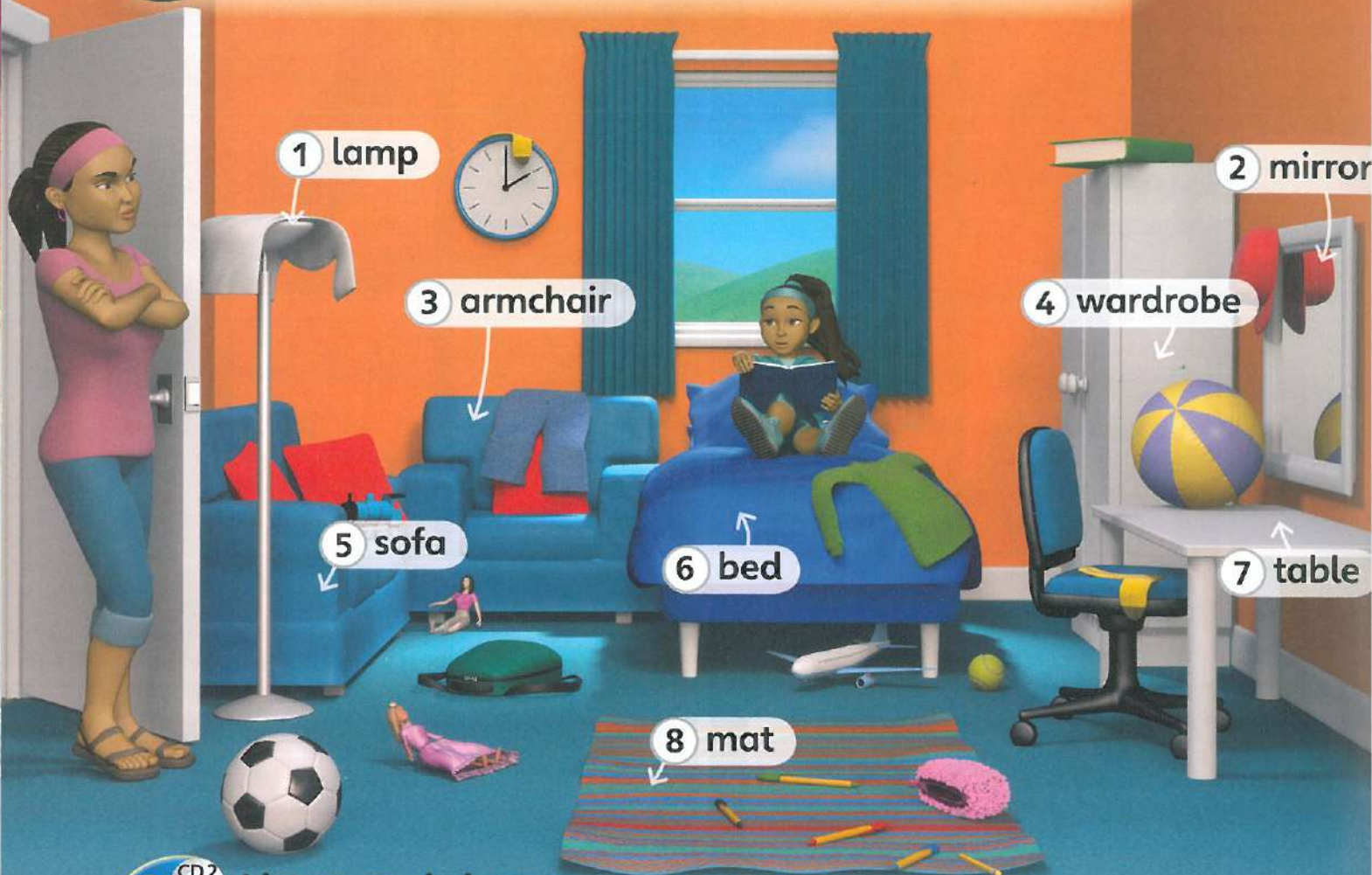


5

My bedroom

1 CD 2
36

Listen and look. Then listen and say the words.



2 CD 2
37

Listen and chant.

What a mess!
What a mess!
What a mess!
Please tidy up your room.

There's a schoolbag on the floor,
The jeans are on the armchair.
The T-shirt's on the lamp,
There's a plane under the bed.

There are pencils on the mat,
There's a ball on the table.
There's a book on the wardrobe,
And a sock on the clock.

Your cap's on the mirror,
Your train's on the sofa.
And where's the other sock?
On the chair, over there!

Aims:

- to present and practise furniture
- to say a chant with the class

New language: lamp, mirror, armchair, wardrobe, sofa, bed, table, mat, mess, tidy up, clock

Recycled language: clothes, colours, schoolbag

Materials: CD, flashcards (furniture)

Language competences: Your students will be able to identify and name some 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.
- 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 CD2 36

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 this.
- Play the recording.

CD2 Track 36

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.

1 lamp, 2 mirror, 3 armchair, 4 wardrobe, 5 sofa, 6 bed, 7 table, 8 mat

- 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.

2 CD2 37

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 *mess* and *tidy up*.
- Play the recording. Students listen and follow the chant in their Student's Books.
- 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 others click their fingers in time with the rhythm.
- Change groups and repeat.

1

WB p58 Use the code to colour the picture.

Aim: to practise motor skills

2

WB p58 Look at Activity 1. Write the words.

Aim: to practise spelling of new vocabulary

Key: 2 sofa, 3 table, 4 wardrobe, 5 mirror, 6 bed, 7 mat, 8 lamp

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: *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.

Aim:

- to present and practise *this, that, these, those*

Recycled language: furniture, colours, like

Materials: CD, flashcards (furniture)

Language competences: Your students will be able to identify objects using *this* and *that*.

Warm-up

Aim: to review objects in a room

- Write the first two letters of each object on the board, 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 CD2 38

SB p59 Listen and match.

Aim: to practise the new language

- Students look at the sentences and at the pictures.
- Check students know what to do.
- Play the recording. They listen and match.

CD2 Track 38

Mum: I like this blue lamp.

Daughter: I don't like it. I like that green lamp over there.

Son: Do you like these yellow chairs?

Dad: Yes, I do. And those blue chairs are nice too.

- They compare answers in pairs.
- Play the recording again and then check answers with the class.

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

2 CD2 39

SB p59 Listen and say.

Aim: to focus students on grammatical form

- Play the first pair of sentences on the recording.
- Students repeat.
- Do the same for the second pair.
- Students practise saying the sentences in pairs.

3

SB p59 Talk about your classroom.

Aim: to give students practice in using *this, that, these, those*

- Demonstrate the activity by talking about some of the objects in the classroom.
- Check students know what to do.
- Students take turns to make statements using *like / don't like* about objects. Make sure they do not talk about other students in this way.
- Check using open pairs.

1

WB p59 Look and draw lines.

Aim: to practise the new language

Key: 2 c, 3 a, 4 b

2

WB p59 Write the words.

Aim: to practise writing the new language

Key: 2 that, 3 This, 4 these

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, these, that* or *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 himself/herself. This is important so there is a sense of perspective for *this/that*.
- Students then write sentences about the room, using SB Activity 3 as a model.

CD 2
38

Listen and match.



a Do you like these yellow chairs? ☐

b I like this blue lamp. ☐

c I don't like it. I like that green lamp over there. ☐

d Yes, I do. And those blue chairs are nice too. ☐

CD 2
39Grammar
focus

Listen and say.

I like **this** book.
I like **these** books.

I like **that** book.
I like **those** books.



3

Talk about your classroom.

I like those ...

I don't. I like the ...



This, that, these, those



1 Listen and sing.

Little Timothy McKane
Is a real pain.
His mum is in a shop with him.
Please stop it, stop it, Tim!

Do you like this sofa, Tim?
No, I don't. It's awful, Mum,
But that sofa over there,
Is beautiful, I swear!



Do you like these armchairs, Tim?
No, I don't. They're awful, Mum,
But those armchairs over there,
Are beautiful, beautiful, I swear!

Do you like this table, Tim?
No, I don't. It's awful, Mum,
But that table over there,
Is beautiful, I swear!

Do you like this sofa, Tim? ...

Little Timothy McKane ...

2

Choose words and read out your verse.

Do you like these mirrors, Tim?
No, I don't. They're awful, Mum,
But those mirrors over there ...

Aims:

- to consolidate *this, that, these, those* and objects in a room
- to sing a song with the class

New language: *real pain, awful, swear, stop it*

Recycled language: *furniture, Mum, shop, beautiful*

Materials: CD, flashcards (furniture), poster paper for each group of four (optional)

Language competences: Your students will be able to join in with a song.

Your students will be able to write their own verse for a song.

- 1 **WB p60** Look and circle the things in the song. Then write how many things there are in the picture.

Aim: to practise reading skills

Key: 2 4, 3 6

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 their groups of four from SB Activity 2, students draw a large picture to illustrate their new verse. They label the furniture as appropriate and write their new verse on the poster paper.

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 **CD2 40 24** **SB p60** Listen and sing.

Aim: to sing a song with the class

- Students look at the pictures in the Student's Book. Elicit which objects they can see.
- Use the pictures to support / check meaning whenever possible.
- Play the recording. Students follow the song in their Student's Books.
- Check understanding of new vocabulary. Tell students that some words are not appropriate for them to use, e.g. *real pain*.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in four groups.

- 2 **SB p60** Choose words and read out your verse.

Aim: to practise writing from a model

- Check students know what to do.
- Make groups of four. Students write a new verse, using other objects in a room.
- Monitor and help as appropriate.
- Groups take turns to read out their new verse.
- Use the karaoke version of the song for students to sing their new verses as appropriate.

Aims:

- to present and practise *Whose ... ?* and possessive 's
- to practise speaking skills

New language: *mine*

Recycled language: furniture, clothes

Materials: CD

Language competences: Your students will be able to ask and answer about possession using *Whose* and possessive 's.

Warm-up

Aim: to review clothes

- Use clothes the students are wearing to review known clothes.
- 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 have students repeat.
- Practise this several times, reviewing *that, these, those* at the same time.
- Students then practise in open pairs, asking and answering about things in the room.

1  **SB p61** Listen, read and tick (✓) the boxes.

Aim: to practise *Whose ... ?* and possessive 's

- Give students time to look at the pictures in the Student's Book and identify the objects.
- Play the recording for students to listen and tick.

CD2 Track 42

- 1 **Man:** Hi, Rosie. Whose jeans are these? Are they Nick's?
Rosie: No, they're mine.
- 2 **Man:** Mike, whose cap is this?
Mike: It's Bob's. He's got a red cap.

- They compare answers in pairs.
- Play the recording again and check with the class.
- Focus students on the spelling of words with the possessive 's and on how to spell *Whose*.

Key: 1 Rosie's, 2 Bob's

2  **SB p61** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.

- Students take turns to practise the questions and answers in pairs. Students can extend the questions and answers to cover other items on their desks or in the room. Teach *mine* if necessary.

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 objects in the border, pointing to the objects as necessary, e.g. *Whose bed is this? It's Fred's*.
- Monitor and check as pairs are working.

1 **Think!** **WB p61** Match the questions with the answers.

Aim: to give students practice with the new language

Thinking skill: matching

Key: 4, 3, (1), 2

2 **WB p61** Answer the questions.

Aim: to practise using the possessive 's

Key: 2 They're Pete's. 3 It's Dave's.

Ending the lesson

Aim: to practise key language from the lesson

- Repeat the same activity as in the Presentation, but students have to 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, e.g. *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 CD 2 42 Listen, read and tick (✓) the boxes.



1 Whose jeans are these?
They're ☐ Rosie's ☐ Nick's.

2 Whose cap is this?
It's ☐ Bob's ☐ Mike's.

2 CD 2 43

Grammar
focus

Listen and say.

Whose socks are these?
Whose hat is this?

They're Fred's.
It's May's.



3 Look at the pictures. Then ask and answer.



Whose ... this / these ... ?

CD 2
44

Tidy up!



Aims:

- to present 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

Materials: CD

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to act out a story.

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 special 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?*

1  **SB pp62–63** Tidy up!

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 recording. Students listen for where Flash wants to go (the park) and what her mum finds in the wardrobe (all her things).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of their ideas.)

1  **WB p62** Listen and tick (✓) the box.

Aim: to review phrases from the story

CD2 Track 45

- 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!

Key: 1 2nd picture, 2 1st picture, 3 1st picture

2  **WB p62** Read and circle. Then read the story and check.

Aim: to check understanding of the story

Key: 2 an idea, 3 check, 4 tidy

3  **WB p62** Match the pictures with the sentences.

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 Finished! 3 I don't believe it!

Ending the lesson

Aim: to practise the story

- Put students into pairs.
- Students take a role of one of the characters.
- Play the recording. Students repeat in role. (They can omit the first half-frame.)
- 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 on the floor in frame 2.
- They compare their lists in pairs and then in groups of four.
- They look and check.

Aims:

- to talk about the meaning of the story
- to practise two main pronunciations of the letter sound oo: /u:/ as in *moon* and /ʊ/ as in *look*
- to review language from the story and the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story, furniture

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify and say the short and long oo vowel sounds and recognise some words which contain them.

Note: The words *door* and *floor* are pronounced with the *or* letter sound (rhyming with *for*).

Value: tidiness

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** Imagine you are Whisper and Flash. Act out the phone call at the end of the story.

Aim: to focus students on the content and implications of the story

- Play the recording of the story again. Students follow it in their Student's Books.
- Elicit ideas from students for the phone conversation between Flash and Whisper.
- Do a dialogue build on the board, taking ideas from the class.
- Use this outline as a guide:
Whisper: Hi, Flash. It's Whisper again. Can you come to the park now?
Flash: Hi, Whisper. Sorry, there's a problem.
Whisper: What?
Flash: I'm tidying up my room.
Whisper: We can help you.
Flash: Great!
- Students practise the phone conversation in pairs.

- 3** **SB p63** Find who says ...

Aim: to present the two letter 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 /u:/ sound. Separate out the phonemes in *book* (b – oo – k).
- Students repeat *Bag, books, balls and dolls* after you.
- Students find the speech bubble in the story (frame 4).

Key: Flash

CD2 46 **SB p63** Listen and say.

Aim: to practise the short and long sounds of oo

CD2 Track 46

oo – oo – oo

Look at the books all over the room.

Look at the books all over the room!

- 1** **Values** **WB p63** Look and circle.

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 oo sounds

CD2 47 **WB p63** Listen, say and check your answers.

CD2 Track 47

oo – oo – oo Look, book, good, football

oo – oo – oo School, food, zoo, pool

Key: See CD script above.

Ending the lesson

Aim: to review and to learn some special words with the oo sounds

- Dictate the sound sentence while students write. They check in the Student's Book.
- Teach some special words with the long oo 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 this value is important and examples of when students being messy has meant they cannot do something.

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



- 2 Imagine you are Whisper and Flash. Act out the phone call at the end of the story.

Hi, Flash.
It's Whisper again. Can
you come
to the park
now? ...



Hi, Whisper.
Sorry, there's
a problem ...



- 3 Find who says ...

Bag, books,
balls and dolls.

- 4 CD 2
46 Listen and say.



Look at the books all over the room!

**1**

Read and write the correct words next to numbers 1–8.



table books chairs bed clock mirror bookcase wardrobe

My room

In my room there's a big, blue ⁽¹⁾ _____. There is a brown ⁽²⁾ _____ and there is a ⁽³⁾ _____. On it there is my computer. There is a ⁽⁴⁾ _____ on the wall. There are also two ⁽⁵⁾ _____ in my room, but there isn't a ⁽⁶⁾ _____. There is also a red ⁽⁷⁾ _____. I think there are fifteen ⁽⁸⁾ _____ in it.

Aim:

- to practise reading skills

Skills:

- reading for specific information

Recycled language: furniture, colours, prepositions

Materials: CD

Language competences: Your students will be able to read for specific information.

Warm-up

Aim: to review objects in a room

- Write the words for objects in a room in scrambled letter order on the board.
- Students come to the board in turn and write the words correctly.

- 1 **SB p64** Read and write the correct words next to numbers 1–8.

Aim: to practise reading for specific information (scanning) and identification skills **YLE**

- 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 with the class.
- Read the text around the class.

Key: 1 bed, 2 wardrobe, 3 table, 4 clock, 5 chairs, 6 mirror, 7 bookcase, 8 books

- 1 **CD2 48** **WB p64** Listen and draw lines.

Aim: to practise listening for specific information **YLE**

CD2 Track 48

- Woman:** Put the cat on the sofa.
Boy: Sorry?
Woman: Put the cat on the sofa.
Boy: OK.
- Woman:** Now put the mirror on the wall, between the pictures.
Boy: On the wall, between the pictures.
Woman: That's right.
Boy: OK.
- Woman:** Next, can you put the book under the table?
Boy: Under the table.
Woman: That's right. Put the book under the table.
Boy: Done it.
- Woman:** Now find the lamp.
Boy: The lamp. OK.
Woman: And put the lamp on the table.
Boy: On the table. OK.

- Woman:** And finally, put the mat on the floor, in front of the TV.

Boy: Good. I've finished.

Key: The mirror – on the wall between the pictures.
The book – under the table. The lamp – on the table.
The mat – on the floor in front of the TV. The dog – no line.

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.

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.
- If time, they can draw a picture to illustrate the text.

Aim:

- to practise listening, speaking and writing skills

Skills:

- listening for specific information
- productive speaking

New language: *balloon***Recycled language:** *furniture, think, draw, close, sit, pen, paper***Materials:** CD**Language competences:** Your students will be able to listen for specific information.

Your students will be able to speak to other students about what they do.

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*.
- Build a word map on the board around *bedroom*.

1 CD2 49**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. They listen to find out if any of their ideas in the Warm-up are what Claire does in her bedroom.

CD2 Track 49

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.

- 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 to questions 1–3 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** What do you do when you want to think? Tell your friend.

Aim: to practise speaking skills

- Put students into pairs.
- They take turns to discuss their answers to questions 4 and 5 from Activity 1.
- Share ideas as a class.

- 1** **WB p65** Talk about your bedroom.

Aim: to give students practice in productive speaking

- 2** **WB p65** Read and circle.

Aim: to practise reading for detail**Key:** 2 these, 3 are, 4 bedrooms, 5 beds**Ending the lesson****Aim:** to review the content of the lesson

- Elicit from students who would like to stay in the ice hotel.
- 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?

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 imaginations and make the text expressive like Claire's.
- Students write their texts on paper.
- Display the texts around the room.



- 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?

1. Claire goes ...

2

What do you do when you want to think? Tell your friend.



When I want to think,
I go to my room.
I listen to music.
I like music.

Recycling

1 CD2
50

Think!

Listen, read and talk about the question.

We throw things away every day. This is called rubbish. A lot of rubbish goes into big holes in the ground called landfills. Landfills are bad for our world. This is why recycling is a good idea. What things do we throw away?



2 CD2
51

Listen and read about recycling. Number the pictures.

When we recycle, we take rubbish and make it into new things.

- 1 We can make old newspapers and magazines into new paper.
- 2 We can make old bottles and jars into new glass.
- 3 We can make metal from fridges into new metal.
- 4 We can make old fruit and vegetables into earth for the garden.



Aim:

- to integrate other areas of the curriculum through English: Science

New language: *recycling, throw away, rubbish, landfill, hole, ground, newspapers, magazines, bottles, jars, glass, metal, earth*

Recycled language: *furniture, can, garden, paper, fridge*

Materials: CD

Language competences: Your students will be able to use known language to talk about Science in English.

Warm-up

Aim: to introduce the topic of rubbish

- Point to the rubbish bin in the classroom and elicit what it is and what goes in there.
- Introduce the concept of recycling by asking students if there are some things they can use again.
- If you have recycling bins for paper, glass, cans, etc. in the school, talk about these with the class.
- Pre-teach *recycling*.

1 CD2 50

Think!

SB p66 Listen, read and talk about the question.

Aim: to extend students' understanding of recycling

Thinking skills: reflection and analysis

- Students look at the picture in the Student's Book.
- Play the recording. Students listen and read.
- Check understanding of new words in the text and understanding of the text as a whole.
- Play the recording again.
- Discuss the question as a class and write students' ideas on the board.

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

2 CD2 51

Think!

SB p66 Listen and read about recycling. Number the pictures.

Aim: to practise listening and matching skills

- Give students time to look at the pictures before they read and listen.
- Pre-teach *bottles, jars, glass, metal* and *earth*.
- Play the recording. Students read the text silently as they listen.
- They number the pictures and compare their answers in pairs.
- Students read the texts again to make sure of their answers.

- Check with the class.
- Discuss which of the four things students and their families regularly do.

Key: 4, 3, 2, 1

1 **WB p66** Look at the rubbish. Read and answer.

Aim: to review vocabulary

Key: 2 No, there isn't. 3 Yes, there are. 4 Yes, there is. 5 Yes, there are. 6 No, there aren't.

2 **Think!** **WB p66** Look and draw lines.

Aim: to activate and extend students' understanding of recycling

Thinking skill: matching

Key: old bottles – new glass, old fridge – new metal, apple core – compost

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *recycling and what rubbish can become when it's recycled*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to encourage students to reflect on their knowledge and experience

- Brainstorm with the class all the things they threw away yesterday (rather than recycled).
- Focus on the words on the board. Discuss with students which things can be recycled and how.
- Tell them to look back at the list in SB Activity 2 for ideas.

Aims:

- to extend the focus on Science through English
- to enable students to complete a project

New language: card

Recycled language: recycling

Materials: Unit 5 stickers, cardboard boxes, paper, newspapers, magazines, scissors, glue, coloured pens

Language competences: Your students will be able to talk about Science in English.

Your students will be able to complete a project.

Warm-up

Aim: to review recycling

- Brainstorm with students what they learnt about recycling in the previous lesson.
- Write words on the board, e.g. *jars*, *magazines*, *vegetables*, *bikes*, and elicit how they can be recycled, e.g. *Jars become glass*.
- Ask students if they have recycled more things since the previous lesson.

- 1 **SB p67** Look, read and stick the rubbish in the correct bins.

Aim: to review and extend what students have learnt about recycling

- Focus students on the pictures in the Student's Book and elicit one thing they can put in each bin.
- Students prepare their stickers.

Note: In order to carry out this activity, students will first need to cut out their stickers with the backs attached.

- In pairs, students discuss and decide what to put in which bin.
- Discuss and share ideas as a class.
- Students stick the stickers in the correct bins.

Key: Fruit and vegetables: pear core, banana skin. Glass: glass bottle, empty glass jar. Paper and card: cardboard box, newspaper. Metal: tin can, tin foil.

- 2 **Think!** **SB p67** Think of more things to put in these bins.

Aim: to build on students' knowledge and experience

Thinking skill: analysis

- Elicit from the class one idea for each bin.
- Put students into groups of four. In their fours, they think of as many things as they can.
- Go around the groups, supplying the English words as needed.
- Share ideas as a class.

- 3 **Project** **SB p67** Make some recycling bins for your classroom.

Aim: to enable students to follow instructions and collaborate

- Talk about the project with students and make sure they know what to do.
- Make four groups. Each group makes one of the bins as in Activity 1. They decorate and label the bins.
- Supply each group with the materials they need.
- Monitor and help each group as necessary.

Note: If you use the bins in the classroom, you will need to contact your local recycling company to come and collect the rubbish you generate.

- 1 **WB p67** Draw the rubbish in the recycling bins.

Aim: to give students practice with classifying

Key: food: apple core; metal: fork (this may need pre-teaching), drinks can; glass: bottle, broken glass; paper: birthday card, magazine

- 2 **Think!** **WB p67** Write a list.

Aim: to encourage students to reflect on their actions

Thinking skill: reflection

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about ...*
- Elicit from students what they learnt about today, e.g. *four categories of recycling and made a recycling bin for the classroom*.
- Write it on the board. Students copy it into their notebooks.

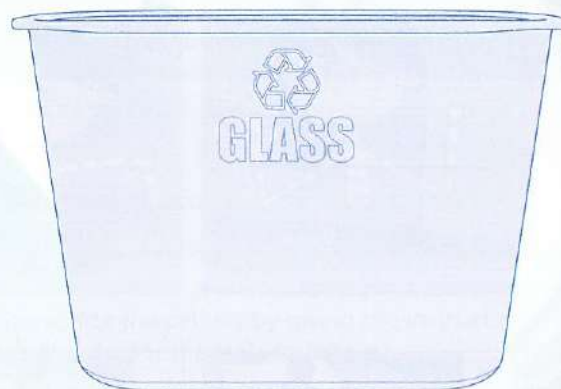
Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project and what the outcome was.
- Monitor and help as necessary.

1
Sticker

Look, read and stick the rubbish in the correct bins.



2

Think!

Think of more things to put in these bins.

We can put magazines in the paper bin.

3

Project

Make some recycling bins for your classroom.



When you throw something away, think about which bin you put it in.

Do that!

1 CD 2
52

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



2 Read and number the sentences from the story.

- | | |
|--|---|
| ☐ Look in the wardrobe. | ☐ Look under your bed. |
| ☐ Oh no! | ☐ The cat has got it. |
| ☐ Where's your hat? | ☐ It's cold outside. |
| ☐ Look out of the window. | ☐ Nothing! |

3 Listen to your friend and act out.

Nothing!



Aim:

- to stimulate the students' imagination through listening and acting out

New language: *nothing*

Recycled language: furniture, imperatives

Materials: CD, card, clean rubbish, glue

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Your students will be able to follow auditory, written and visual instructions.

Warm-up

Aim: to review instructions

- Give a student some simple instructions to follow, e.g. *Stand up. Close your eyes. Touch your head with your left hand. Turn around. Open your eyes. Sit down.*
- Repeat, giving similar instructions to other students.

CD2
52

SB p68 Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to give students practice in following instructions and in sequencing information

- Students look at the pictures in their Student's Books.
- Play the recording and mime the actions.

CD2 Track 52

- Look out of the window.
- It's cold outside.
- Where's your hat?
- Look under your bed.
- Look in the wardrobe.
- Nothing!
- The cat has got it.
- Oh no!

- Mime the actions without the recording and checking understanding through mime.
- Play the recording again and mime the actions. Students mime the actions with you.
- Students listen again and sequence the pictures.
- They compare their answers in pairs.
- Check with the class.

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

2

SB p68 Read and number the sentences from the story.

Aim: to give students practice in reading for detail

- Read the eight instructions aloud.
- Students individually match the instructions with the pictures.
- They compare their answers in pairs.
- Check by asking one student to read an instruction aloud, another to mime the action and another to say the number.

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

3

SB p68 Listen to your friend and act out.

Aim: to give students practice in giving and following instructions

- Demonstrate the activity by giving the instructions in random order for the class to follow.
- Students do the activity in pairs.
- Invite more confident students to role play their instructions in front of the class.

1

WB p68 Make a picture from rubbish.

Aim: to enable students to follow a set of visual and written instructions to make a picture from rubbish

Ending the lesson

Aim: to give students practice in following instructions

- Play a game of 'Simon says', using the instructions from SB Activity 2. When you say *Simon says* before the instruction, students mime it. When you do not say *Simon says*, students do not mime it.

Extension activity

Aim: to enable students to compare and discuss their pictures and what they used to make them

- Put students into groups of four.
- They take turns to describe their pictures and what they used to make them.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (furniture)

Language competences: Your students will be able to use language from the unit to complete a quiz.

Warm-up

Aim: to review objects in a room

- Use the flashcards to review vocabulary.
- Show each flashcard quickly to the class. Students say if they have the object in their bedroom and, if they have, what colour it is.

1 SB p69 Quiz time

Aim: to enable students to review language from the unit by completing 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 questions they did not know.
- Check answers with the class.

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

Picture dictionary

Aim: to review vocabulary for furniture

- Students look at the Picture dictionary page for furniture (WB page 124).
- 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.

1 WB p69 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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 enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 69.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Quiz time



- 1 What's on the wall?
 a a picture and a clock
 b a mirror and a clock
 c a mirror and a picture

- 2 Do you like ... orange clock over there?
 a this b that c those



- 3 Tim thinks the sofa is ...
 a beautiful. b old. c awful.

- 4 What's in the room?
 a a bed and a desk
 b a desk and a wardrobe
 c a wardrobe and a bed



- 5 ... cap is this?
 a Who b What c Whose

- 6 What does Flash leave on the lamp?
 a a T-shirt b socks c trousers



- 7 Circle the different sound.
 a book b doll c look

- 8 Rubbish is ... for the environment.
 a not good b not bad c very good

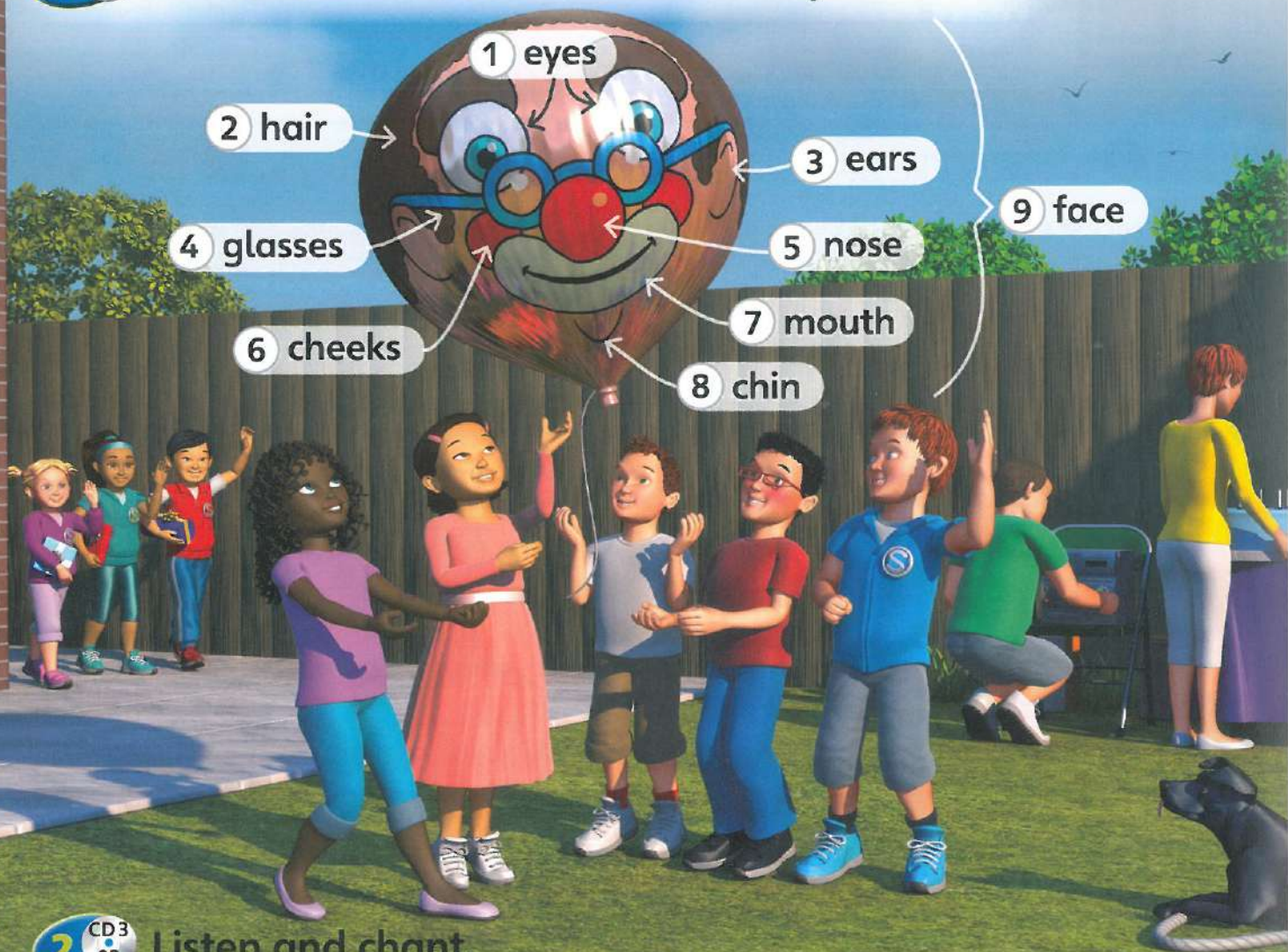


6

People

1 CD 3 02

Listen and look. Then listen and say the words.



2 CD 3 03

Listen and chant.

Her hair is brown,
It's brown, so brown.
Her nose is small,
It's small, so small.
Her eyes are blue,
They're blue, so blue.
Do you know her name?
I do. It's Sue.

His face is pink,
It's pink, so pink.
His eyes are green,
They're green, so green.
His hair is black,
It's black, so black.
Do you know his name?
Oh, yes. It's Jack.

Aims:

- to present and practise face words
- to say a chant with the class

New language: *people, eyes, hair, ears, glasses, nose, cheeks, mouth, chin, face, so (colour), I do, Do you know his/her name?*

Recycled language: *colours, his, her, they*

Materials: CD, flashcards (the face)

Language competences: Your students will be able to identify and name parts of and things on a face.

Warm-up

Aim: to review colours

- Play a game of 'I spy'. Say *I spy with my little eye something which is pink and green*.
- Students look around the classroom and look for things which are pink and green.
- Students guess by saying the person and the thing, e.g. *(Name)'s shoes*.
- Students can take turns to choose objects in the room for others to guess.

Presentation

Aim: to present face words

- Use the flashcards to present each object, 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 CD3 02

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.

CD3 Track 02

Misty, Flash, Whisper: Happy birthday, Thunder!

Everybody: Hurray!

Thunder: Come on. Let's play!

Now say the words.

1 eyes, 2 hair, 3 ears, 4 glasses, 5 nose, 6 cheeks, 7 mouth, 8 chin, 9 face

- 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.

2 CD3 03

SB p70 Listen and chant.

Aim: to give students further practice saying the new words

- Use the pictures to support meaning whenever possible.
- Pre-teach *so (colour)*.
- Play the recording. Students listen and follow the chant in their Student's Books.
- 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.

1

WB p70 Use the letters to make *face* words.

Aim: to practise spelling the face words

Key: Down: glasses, chin, face; Across: cheeks, hair, mouth, nose, ears

2

WB p70 Write the words.

Aim: to give further practice spelling the new vocabulary

Key: 2 ears, 3 eyes, 4 hair, 5 nose, 6 mouth, 7 chin, 8 cheek(s), 9 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.

Aims:

- to present and practise adjectives of emotion
- to present and practise short answers: *Yes, I am, No, I'm not.*

New language: *sad, excited, scared, tired, angry, happy*

Recycled language: the face, colours, have got, present continuous, to be

Materials: CD, flashcards (the face)

Language competences: Your students will be able to identify and name different emotions.

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

- 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, and then compare answers in pairs.
- Check answers with the class. Students mime the emotion for each one.

Key: a Dan, b Jim, c Sally, d Tom, e Sue, f Paula

2  **SB p71** Listen and say.

Aim: to focus students on grammatical form

- Play the first question and set of answers on the recording.
- Students repeat.

- Do the same for the second pair.
- Students practise asking and answering the questions in pairs.

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 and having 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** Find the words.

Aim: to practise spelling of the new language

Key: 2 excited, 3 scared, 4 tired, 5 angry, 6 happy

2  **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

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

- Students work in pairs. They think of a little mime story which ends with one of the pair saying *I'm (emotion)*.
- Monitor and give ideas as they prepare their mimes.
- Pairs mime their stories for the class.

1 Read and write the names.



- 1 Tom has got green eyes and brown hair. He is sad.
- 2 Jim has got blue eyes and black hair. He is excited.
- 3 Sue has got blue eyes and she is wearing glasses. She is scared.
- 4 Dan has got brown eyes and brown hair. He is tired.
- 5 Sally has got brown hair and green eyes. She is wearing glasses. She is angry.
- 6 Paula has got blue eyes and brown hair. She is happy.

2

CD 3
04Grammar
focus

Listen and say.

Are you angry?
Are you happy?

No, I'm not angry. I'm tired.
Yes, I'm happy and I'm excited.



3

Play the mime game.





Who's that man over there,
The man with white hair?
The man with the guitar,
Who sings like a star ...

That man is my grandpa,
The best one in the world.
He knows so many songs,
I love to sing with him ...

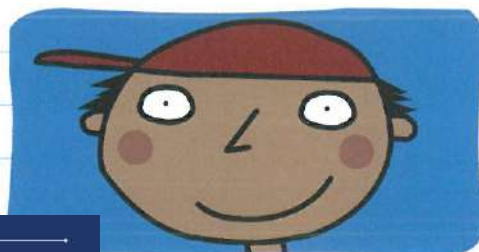
Who's that woman over there,
The woman with grey hair?
The woman with grey hair,
In the rocking chair ...

That woman is my grandma,
She's happy and she's great.
And I'm her best friend,
Although I'm only eight ...

2

Draw a picture of someone in your family and write about them.

That boy is my brother.
He's friendly and he's fun ...



Aim:

- to sing a song with the class

New language: guitar, sing, star, grandpa, world, so many songs, man, woman, rocking chair, grandma, great, although

Recycled language: family members, that

Materials: CD, flashcards (the face)

Language competences: Your students will be able to join in with a song.

Your students will be able to write about a member of their family.

Warm-up

Aim: to review face 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

CD3
05
06

SB p72 Listen and sing.

Aim: to sing a song with the class

- Students look at the picture in the Student's Book.
- Elicit/pre-teach *grandma, grandpa, guitar* and *rocking chair*.
- Use the picture to support / check meaning whenever possible.
- Play the recording. Students follow the song in their Student's Books.
- Check understanding of new vocabulary.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in four groups.

2

SB p72 Draw a picture of someone in your family and write about them.

Aim: to practise writing from a model

- Check students know what to do.
- Go around the class to elicit who each student is going to draw and what the person is like. Supply vocabulary as needed.
- Students draw their pictures and write a first draft.
- Go around the class and check students' writing, giving feedback as appropriate.
- Students write a final draft of their texts next to their pictures.

1 **WB p72** Read and tick (✓).

Aim: to practise listening and reading skills

Key: 1 2nd picture, 2 4th picture

2

WB p72 Write a verse about someone you know.

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 reading skills

- Students display their pictures and texts from SB Activity 2 around the room.
- In pairs, students go around the room, reading the information.
- Each pair counts how many different family members are mentioned.
- As a class, they vote for their favourite drawing and text.

Aims:

- to present possessive adjectives *their, our*
- to present and practise the months of the year
- to practise speaking skills

New language: months of the year, *birthday, in (April), their, our*

Recycled language: possessive 's, possessive adjectives

Materials: CD

Language competences: Your students will be able to say when their and their friends' birthdays are.

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 (or her) pen*.
- Practise with other objects and other students.

1 SB p73 Listen and chant.

Aim: to present and practise the sequence of 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.
- Play the recording. Students follow the chant in their Student's Books.
- Play the recording again for students to join in.
- When students have learnt the chant, practise it with the whole class.

2 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.

CD3 Track 08

Lucy: When's your birthday, Ben?

Ben: My birthday's in May too.
In twelve days.

Lucy: Great. Our birthdays are
in May! Two parties. Yippee!

Ben: Are Tim and Sam cousins?

Lucy: No, they're twins.

Ben: When are their birthdays?

Lucy: Their birthdays are
in July.

Ben: Is that your lizard?

Lucy: Yes, it is.

Ben: When's its birthday?

Lucy: I don't know.

- 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 SB p73 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.
- Use groups of students in the class to clarify the meaning of *our* and *their*.

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: 2 February, 6 June, 3 March, 5 May, 11 November, 8 August, 12 December, 10 October

2 Think! WB p73 Look, think and match the pictures with the sentences.

Aim: to practise possessive adjectives

Thinking skill: matching

Key: a 6, b 2, c 4, d 5, (e 1), f 3

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 things.
- 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 CD 3 07 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 CD 3 08 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 CD 3 09 **Grammar focus** Listen and say.

Our birthdays are in May.
Their birthdays are in November.



4 Find out when your friends' birthdays are.
Then play the birthday game.

Their birthdays are in ...



Our birthdays are in ...

The months: *our, their*



Thunder's birthday

1

Pull, pull, pull, you can win this tug of war!



2

Oh no!

We're the winners.



3

Let's have a three-legged race.

Great. I want to be with Flash, please.



4

Help!

Oh dear.

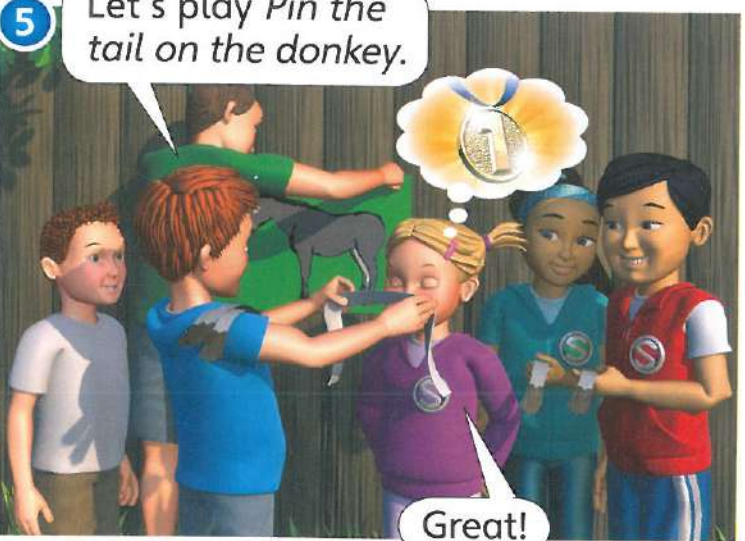
No medal for us.



5

Let's play Pin the tail on the donkey.

Great!



6

That's perfect, Misty.

Misty's great!



Aims:

- to present a picture story
- to review language from the unit

New language: *pull, tug of war, three-legged race, medal, pin, tail, donkey, perfect, winner*

Recycled language: language from the story

Materials: CD, a piece of string and sticky tack (optional)

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to act out a story.

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 special 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.)*

1 **CD3 10** **SB pp74-75** **Thunder's birthday**

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 recording. Students listen for what the names of the three games are (Tug of war, Three-legged race, Pin the tail on the donkey).
- Students compare their ideas in pairs. Elicit from the class.
- Demonstrate the games and ask if students have played any of them.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of their ideas.)

1 **CD3 11** **WB p74** **Listen and tick (✓) the box.**

Aim: to review phrases from the story

CD3 Track 11

- 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!

Key: 1 2nd picture, 2 2nd picture, 3 2nd picture

2 **WB p74** **Match the names with the games.**

Aim: to check understanding of the story

Key: 2 b, 3 a

3 **Think!** **WB p74** **Match the pictures with the sentences.**

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 Oh dear! 3 Let's play.

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' imaginations

- 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.
- Play the game with the class.

Aims:

- to talk about the meaning of the story
- to practise saying the long vowel sound *ay* as in *play*. This phoneme is called a diphthong (the mouth changes shape as it is made).
- to review language from the story and the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to say the letter sound *ai/ay* and identify the alternative spelling *a_e* (e.g. *lake*), called a split digraph. They can contrast this sound with the short *a*.

Note: *Hair* /heə/ is a special word (it rhymes with *where* and *air*).

Value: being a good loser

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 **Think!** **SB p75** Look at the picture and circle the correct sentence.

Aim: to focus students on the content of the story

Thinking skills: interpreting and giving reasons

- 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, eliciting why they chose that sentence.

Key: 2 We're the winners!

- 3 **SB p75** Find who says ...

Aim: to present the letter sound *ai/ay*

- Write *play* and *tail* on the board, using a red pen for the *ay* and *ai*, explaining that the two words have the same sound.
- 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 **CD3 12** **SB p75** Listen and say.

Aim: to practise the long sound *ai* and recognise its alternative spellings

- Play the recording. Students look, read and repeat.

CD3 Track 12

ay - ay - ay

Jane and a snake make cakes on a rainy day.

Jane and a snake make cakes on a rainy day!

- 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 *ay* sound on the board under *play* and *tail*.

- 1 **Values** **WB p75** Look and circle.

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 *ai* sound and contrast it with the short *a* sound

- 3 **CD3 13** **WB p75** Listen, say and check your picture.

CD3 Track 13

Red - train, face, day, race

Blue - mat, thanks, caps, lamp

Key: See CD script above.

Ending the lesson

Aim: to review the long *ai* letter sound and its alternative spellings

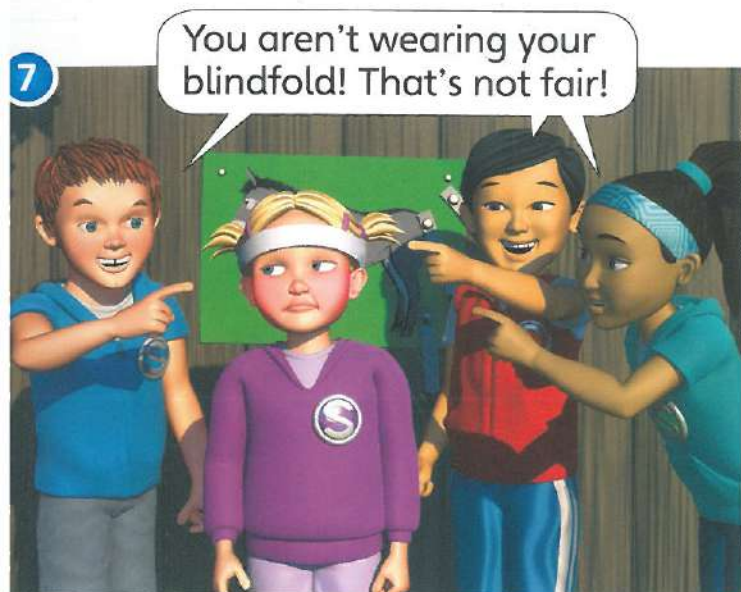
- Dictate the sound sentence while students write. They check in the Student's Book.
- Dictate the following words: *say, name, bag, Flash, rain, lamp, face, black*. Students write them under columns marked *ay* and *a*.

Extension activity

Aim: to discuss the value of being a good loser

- Focus on what happens at the birthday party and who wins and who 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.



2 **Think!** Look at the picture and circle the correct sentence.



- 1 That's not fair!
- 2 We're the winners!
- 3 Let's have a race.
- 4 Let's play.

3 Find who says ... *Let's play Pin the tail on the donkey.*

4  Listen and say.



Jane and a snake make cakes on a rainy day.

**1****Think!**

Read, think and write what's missing in each birthday invitation.

a

Dear Ben, _____
Come to my birthday party on Sunday. Please ask your sister to come, too. Can you also bring your football? I can't find mine. The birthday party is in our garden. See you on Sunday,
Tim

**b**

Dear Oliver, _____
Please come to my birthday party on Saturday. Can you bring your running shoes? We'll have a race. Mum says don't bring your dog. Sorry! The party starts at three o'clock. See you on Saturday,
Tara

c

Dear Linda, _____
Please come to my birthday party. Can you please bring your Purple Pumpkins CDs and your High Five CD? Please ask your brother to come, too. Jamie wants to play football with him. The party is at my grandma's house - 16 Station Road. It starts at four o'clock. See you there!
Emma

2

Write an invitation to your party.

Remember to write: where it is.

what day it is.

what time it is.

Aim:

- to practise reading and writing skills

Skills:

- reading for specific information
- writing an invitation

New language: *invitation, ask, bring, football, running shoes, CD, See you there / on Sunday*

Recycled language: family

Materials: CD, flashcards (the face)

Language competences: Your students will be able to read for specific information.

Your students will be able to write an invitation.

Warm-up

Aim: to review face words

- Use the flashcards to review face words.
- Show each one quickly to the class and they guess the word.

- 1 **Think!** **SB p76** Read, think and write what's missing in each birthday invitation.

Aim: to practise reading for specific information (scanning) and identification skills

Thinking skills: analysing and applying world knowledge

- 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.

Key: A time, B place, C date

- 2 **SB p76** Write an invitation to your party.

Aim: to give students practice writing from a model

- 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.
- 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 swap invitations, read and reply.

- 1 **CD3 14** **WB p76** Listen and tick (✓) the box.

Aim: to practise listening for specific information **YLE**

CD3 Track 14

- 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.

Key: 2 a, 3 b, 4 c, 5 b

Ending the lesson

Aim: to activate students' imaginations

- 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 practise listening and speaking skills

Skills:

- listening for specific information
- interactive speaking

New language: *clown***Recycled language:** the face, colours**Materials:** CD, flashcards (the face)**Language competences:** Your students will be able to listen for specific information.

Your students will be able to ask and answer to play a game.

Warm-up**Aim:** to review face words

- Stick the nine 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 card back on the board each time until all the flashcards are there.

1 CD3 15 **SB p77** Listen and colour.**Aim:** to practise listening skills **YLE**

- Pre-teach *clown*. Tell students that these are two clowns. Elicit their names (Jolly and Poppy).
- Check students know what to do.
- Play the recording. They listen and make a small dot in the right colour.

CD3 Track 15

Can you see Jolly? He's the big clown with the long hair and the big ears. OK. Can you colour his nose red? That's right. A big, red nose. Now his eyes. Jolly's got blue eyes. Colour them blue. Good. Now let's colour his hair. What colour? Hmm, let me think. I know. Yellow. Let's colour his hair yellow. So that's a red nose, blue eyes and yellow hair. He looks great.

Now look at Poppy. She's the small clown with the short hair. She's wearing glasses. Her hair is green. Green hair! That's strange. Now colour her nose. She's got a big orange nose. It's very funny. So that's green hair and an orange nose. Let's colour her eyes brown. Nice big, brown eyes. Good job! Well done!

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

Key: Jolly: red nose, blue eyes, yellow hair; Poppy: green hair, orange nose, brown eyes**2** **SB p77** Draw a clown face and play the game.**Aim:** to practise speaking and listening skills

- Students each draw a clown face, using the ones in the Student's Book as a model.
- They colour it but do not show the other students.
- 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 prompts to find out which picture is whose.

1 **Think!** **WB p77** Read and write the words.**Aim:** to give students practice in reading for detail**Thinking skills:** analysing and interpreting**Key:** 2 park, 3 bike, 4 birthday, 5 brother, 6 26, 7 four, 8 July, 9 morning**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.

Extension activity**Aim:** to practise writing skills

- Students write a description of the clowns they drew for SB Activity 2.



Jolly



Poppy

2

Draw a clown face and play the game.

Has your clown
got ... hair?

Yes, he has.

Has your clown
got ... eyes?

No, she hasn't.



The life cycle of a butterfly

1 CD3
16

Listen, read and write the words.

- 1 The butterfly starts as a very small egg on a leaf. Butterfly eggs can be many shapes.
- 2 What comes from the egg? Not a butterfly, but a caterpillar! The caterpillar eats a lot of the leaves on the plants around it. It grows bigger and bigger.
- 3 When the caterpillar stops growing, it has a hard, brown skin called a chrysalis. The chrysalis hangs from a plant. Inside the chrysalis, the caterpillar is changing.
- 4 When the chrysalis opens, a butterfly comes out. After a few hours, the butterfly opens its wings and flies away.

chrysalis butterfly egg caterpillar



2

Read again and tick (✓) the boxes.

- | | |
|---|--|
| 1 All caterpillar eggs are round. | yes ☐ / no ☐ |
| 2 The butterfly comes out of the egg. | yes ☐ / no ☐ |
| 3 Chrysalises are soft. | yes ☐ / no ☐ |
| 4 The butterfly comes out of the chrysalis. | yes ☐ / no ☐ |

Aim:

- to integrate other areas of the curriculum through English: Science

New language: *life cycle, chrysalis, caterpillar, soft, bigger, hard, skin, hang*

Recycled language: *butterfly, egg*

Language competences: Your students will be able to use known language to talk about Science in English.

Warm-up

Aim: to review the topic of animal families

- Elicit the animal families students studied in Unit 2.
- Focus on insects and tell students they are going to learn more about an insect in this lesson.
- Students try to guess which insect it will be.
- Students open their Student's Books to find out / check.

1 CD3 16

SB p78 Listen, read and write the words.

Aim: to extend students' understanding of life cycles

- Pre-teach *life cycle*.
- Play the recording.
- Then read the four texts aloud around the class.
- Students write the words and compare their answers in pairs.
- Check with the class.
- Elicit who has seen a chrysalis.

Key: 1 egg, 2 caterpillar, 3 chrysalis, 4 butterfly

2

SB p78 Read again and tick (✓) the boxes.

Aim: to practise reading for detail

- Students read the statements before they look at the text again.
- They compare answers in pairs.
- Check with the class, eliciting how they found the answers.
- Elicit the correct answers for 1, 2 and 3.

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

1

WB p78 Look and match.

Aim: to review vocabulary

Key: 2 a, 3 b, 4 d

2

WB p78 Number the pictures.

Aim: to review students' understanding of a sequence

Key (from left to right): 4, (1), 3, 2

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *the life cycle of a butterfly and what each stage is called.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to encourage students to compare life cycles

- Introduce the life cycle of a frog.
- Tell students what each stage is: *egg, tadpole with tail, tadpole with legs, frog.*
- Students draw pictures of the different stages and label the pictures.

Aims:

- to extend the focus on Science through English
- to enable students to complete a project

New language: move, change**Recycled language:** life cycles**Materials:** cut-outs SB page 127, coloured pens, scissors, string, coat hangers**Language competences:** Your students will be able to talk about Science in English.

Your students will be able to complete a project.

Warm-up**Aim:** to review life cycles

- Elicit what the four stages of a butterfly's life are called and write them on the board.
- Ask what students remember about each one.

1**Think!****SB p79** Write numbers to order the butterfly life cycle.**Aim:** to review what students have learnt about life cycles**Thinking skills:** sequencing and remembering

- Students read the four statements and put them in the right order.
- They compare their sequence in pairs.
- Check and discuss as a class.

Key: 1, 4, 2, 3**2****Project****SB p79** Make a mobile.**Aim:** to enable students to follow instructions and collaborate

- Talk about the project with students and make sure they know what to do.
- Students make one mobile each.
- First they cut out the pictures from SB page 127 and colour them.
- Then they tie pieces of string to the pictures.
- They tie the other ends of the string to a coat hanger.
- Finally their mobiles are ready to hang.
- Students can either hang them in the classroom or take them home to hang there.

1**WB p79** Write *b* (butterfly), *e* (egg), *ch* (chrysalis) or *ca* (caterpillar).**Aim:** to further review what students have learnt about life cycles**Key:** 2 *ch*, 3 *e*, 4 *b*, 5 *b*, 6 *ca*, 7 *ch***2****WB p79** Read and colour.**Aim:** to develop reading and motor skills**Ending the lesson****Aim:** to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt more about the life cycle of a butterfly and I've made a mobile.*
- Write it on the board. Students copy it into their notebooks.

Extension activity**Aim:** to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project and what the outcome was.
- Monitor and help as necessary.

1

Think!

Write numbers to order the butterfly life cycle.

- ☐ There is a small egg on a plant.
- ☐ Now it can use its wings to move.
- ☐ The first thing it eats is the plant.
- ☐ It doesn't move. It is hard, but inside it is changing.

2

Page
127

Project

Make a mobile.

1



2



3



4



Create that!

1 CD3
17

Listen and imagine. Then draw your picture.



2

Show your picture to your friends. Then ask and answer.

This is my birthday party. Here is a big birthday cake with seven candles on it. The children are eating ice cream and fruit salad.

These are my friends. There are lots of presents and there are balloons. My brother is wearing a crown.



Aim:

- to draw out the students' creativity through mental imagery

New language: *parents, presents, birthday cake, wear, crown, candle*

Recycled language: *birthday party, food, games, imperatives*

Materials: CD, sheets of card, scissors, coloured pens

Language competences: Your students will be able to listen to ideas and respond creatively.

Your students will be able to follow written and visual instructions.

Warm-up

Aim: to review face words

- Mime the face words for students to guess.

CD3
17

SB p80 Listen and imagine. Then draw your picture.

Aim: to enable students to listen, visualise and create their own pictures

- Tell students to put their heads on their desks, close their eyes and listen.
- Play the recording. At the end of the recording, speak quietly and tell students to listen again and imagine. Tell them they are going to draw the picture from their heads.

CD3 Track 17

Close your eyes and relax. Imagine you're having a birthday party. Who's there? Your friends? Your parents? Imagine where it is. Is it in a house or is it in a garden? What food is there? Are there lots of presents? What are the presents? Is there a birthday cake? What colour is it? Are there balloons? Are you playing games with your friends?

- Play the recording again.
- Students draw their own pictures of what they imagined.
- Go around the class and encourage students.
- Talk to them about their ideas and help if necessary.
- If you wish, students can stick their pictures onto coloured card.

2 **SB p80** Show your picture to your friends. Then ask and answer.

Aim: to give students practice in describing a picture

- Read the examples from the Student's Book with the class.
- Check understanding of new vocabulary.

- Go around the class quickly to provide the words students need in their discussions.
- Put students into groups of four for the descriptions.
- They take turns to show their pictures, talk about them and respond to questions.
- Tell students that they each have to ask one question about each of their friends' pictures.
- Volunteer students describe their pictures to the class.

1 **WB p80** Make a cat birthday card.

Aim: to enable students to follow a set of instructions to make a birthday card

Ending the lesson

Aim: to enable students to compare their pictures

- Display student pictures from SB Activity 1 on tables or on the walls.
- Have students go around and see how many different birthday things, including food, they can find.
- Ask the students if any pictures have exactly the same presents.

Extension activity

Aim: to enable students to exploit their birthday cards

- Find out from students who in their family has a birthday coming up.
- Students write the cat birthday card for this person.
- Provide them with the language to use inside the card: *Dear _____, Happy Birthday. From _____.*
- Students make envelopes for their cards from paper and address them to the person.
- They take their cards home and give or post them to the person.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

Recycled language: vocabulary and grammar from the unit, food

Language competences: Your students will be able to use language from the unit to act out a play.

Warm-up

Aim: to review face words

- Draw an outline of a face on the board, like a circle.
- Students copy it into their notebooks and label it in pairs with the face words they can remember.
- Check by asking students to come to the board and draw and label the face words.

1 SB p81 Look, read and plan.

Aim: to enable students to consolidate their knowledge of birthday parties and to encourage students to plan their work

- Read through the activity with the class.
- Make sure they know what they have to do. Put students into pairs.
- Tell students that they have to plan their party. Remind them to look back at the unit story if they need ideas.
- Remind them to use the useful language.
- Monitor and help pairs as necessary.
- Remind them to practise and rehearse their role plays.

2 SB p81 Act out your play.

Aim: to give students practice with productive and interactive speaking

- Invite pairs to come to the front of the class to act out their plays.
- In large classes, pairs can act out their plays in groups.
- Give students a listening task to make sure they concentrate, e.g. to write one present from each party.

Picture dictionary

Aim: to review vocabulary for face words

- Students look at the Picture dictionary page for the face (WB page 125).
- 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.

1 WB p81 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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 enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 81.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Act out a birthday party

1 Look, read and plan.

At birthday parties people eat their favourite foods and give presents. They have lots of fun playing games and listening to music.



PARTY PLAN

- **Time:** 01:00 Saturday afternoon.
- **Place:** My house.
- **Food:** sandwiches, cake, ice cream, juice.
- **Games:** tug of war, three-legged race.

Useful language

Child 1
Happy Birthday!

Thanks, the ... is very good.
Let's play ... !

Child 2
Thanks!
Thank you for your present.
Have some ...

Yes, good idea. /
No, I don't like ...

2 Act out your play.

Happy Birthday!

Thanks! Have some cake.



7

Off we go!

1 CD3
18

Listen and look. Then listen and say the words.

1 helicopter

2 boat

3 lorry

4 scooter

6 skateboard

5 bus

7 taxi

8 motorbike

2 CD3
19

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!

Aims:

- to present and practise transport vocabulary
- to say a chant with the class

New language: *off we go, helicopter, boat, lorry, scooter, bus, skateboard, taxi, motorbike, jump, Are we going far?*

Recycled language: *plane, train, car*

Materials: CD, flashcards (transport)

Language competences: Your students will be able to identify and name means of transport.

Warm-up

Aim: to review transport words

- Mime *plane, train* and *car* 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 as necessary, e.g. *bus / taxi / I walk to school*. Add the transport words to the board.
- Students continue asking and answering in open pairs.

Presentation

Aim: to present transport vocabulary

- Use the flashcards to present the means of transport.
- 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 next to the words as appropriate.
- Elicit and write the words for the other means of transport.



SB p82 Listen and look. Then listen and say the words.

Aim: to practise transport vocabulary

- Students look at the picture in the Student's Book.
- Play the recording.

CD3 Track 18

Flash: Is this the bus to the beach?

Thunder: Yes, Quick! Get on! The bus is leaving.

Now say the words.

1 helicopter, 2 boat, 3 lorry, 4 scooter, 5 bus, 6 skateboard, 7 taxi, 8 motorbike

- 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.



SB p82 Listen and chant.

Aim: to give students further practice saying the new words

- Use the pictures to support meaning whenever possible.
- Pre-teach *Are we going far?*
- Play the recording. Students listen and follow the chant in their Student's Books.
- 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.



WB p82 Look at the pictures and do the crossword.

Aim: to practise spelling transport vocabulary

Key: 2 walk, 3 train, 4 scooter, 5 bike, 6 motorbike, 7 helicopter, 8 taxi, 9 lorry, 10 skateboard



WB p82 Look at Activity 1. Draw number 10.

Aim: to consolidate understanding of vocabulary

Key: A picture of a skateboard

Ending the lesson

Aim: to review key language from the lesson

- Mime a means of transport.
- Students guess, using *yes/no* questions, 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, ...*
- Monitor and support students as they are writing their sentences.

Aims:

- to present and practise *I'd like to ...*
- to practise speaking skills

New language: *sail, drive, by (motorbike, bus, etc.), dream*

Recycled language: *transport, countries, ride, fly, jungle, holiday*

Materials: CD, flashcards (transport)

Language competences: Your students will be able to express wishes using *I'd like to*.

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.

- 1**  **SB p83** Match the children with the pictures. Then write the words.

Aim: to practise the new language

- Students look at the sentences and at 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 train, 2 helicopter, 3 motorbike, 4 boat

- 2**  **SB p83** Listen and say.

Aim: to focus students on grammatical form

- Play the first sentence on the recording.
- Students repeat.

- Do the same for the second sentence.
- 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. I'd like to go there by train. I'd like to swim in the sea.*
- Make sure students know what to do.
- Give them thinking and preparation time.
- 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** Listen and number.

Aim: to practise the new language

CD3 Track 21

- 1 I'd like to fly a helicopter.
- 2 I'd like to drive a taxi.
- 3 I'd like to ride a motorbike.
- 4 I'd like to sail a boat.
- 5 I'd like to have a scooter.
- 6 I'd like to drive a lorry.

Key: 4 boat, 5 scooter, 3 motorbike, 2 taxi, 6 lorry

- 2**  **WB p83** Put the words in order.

Aim: to check students' comprehension of the form of the new language

Key: 2 I'd like to sail a boat. 3 I'd like to drive a bus.
4 I'd like to fly a plane. 5 I'd like to drive a train.

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 Australia*. The student to his/her right says, *I'd like to fly a plane and she (or he)'d like to go to Australia*.
- Chains continue around the circles.
- Restart the chain with another 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 the sentence 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

CD 3
20Grammar
focus

Listen and say.

I'd like to go to Africa by plane.
I'd like to go to the jungle by train.



3

Talk about your dream holiday.



I'd like to go
to the jungle
by motorbike!

I'd like to ...

83

Listen and sing.

It's a big, wide world out there,
And there's so much to see.
I'd like to fly around the world,
Why don't you come with me ... ?

I'd like to go to Africa,
I'd like to see a snake.
I'd like to take it to my house,
And feed it bread and cake.
It's a big, wide ...

I'd like to go to Canada,
I'd like to see a bear.
I'd like to take it to my house,
And give it boots to wear.
It's a big, wide ...

I'd like to go to Italy,
I'd like to eat ice cream.
I'd like to take some to my house,
It isn't just a dream.
It's a big, wide ...



Think!

Listen again and number the pictures.



Aim:

- to sing a song with the class

New language: *wide, just, around, out there*

Recycled language: transport, food, countries, animals, clothes

Materials: CD, flashcards (transport)

Language competences: Your students will be able to join in with a song.

Your students will be able to write their own verse for a song.

Warm-up

Aim: to review transport words

- Write the transport words in jumbled letter order on the board.
- Students unscramble them in pairs.
- In turn, students come to the board, stick a flashcard next to the scrambled word and write it correctly.



SB p84 Listen and sing.

Aim: to sing a song with the class

- Students look at the picture in the Student's Book.
- Pre-teach *big, wide world*.
- Use the picture to support / check meaning whenever possible.
- Play the recording. Students follow the song in their Student's Books.
- Check understanding of new vocabulary.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in four groups.



Think! **SB p84** Listen again and number the pictures.

Aim: to practise listening and reading for specific information

Thinking skill: matching auditory with visual information

- Check students know what to do.
- Play the recording again. Students listen and number the pictures.
- Remind them to re-read the text as necessary.
- Students compare their answers in pairs.
- Check with the class.

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

1

WB p84 Read the song again and draw lines.

Aim: to practise reading and memorisation skills

Key: Canada, 2 bear, 5 boots;
Italy, 3 ice cream, 4 dream

2

WB p84 Write a 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.
- Use the karaoke version of the song as groups perform their new songs (they all sing the first verse as it is in the original song).

Extension activity

Aim: to stimulate creativity

- Students draw pictures in their notebooks to illustrate the verses they wrote for WB Activity 2.

Aim:

- to present and practise the present continuous affirmative questions and answers

New language: *wait for, look for, play with*

Recycled language: transport

Materials: CD, flashcards (transport)

Language competences: Your students will be able to ask, answer and talk about actions at the moment of speaking using the present continuous.

Warm-up

Aim: to review transport vocabulary

- Mime a transport word 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.

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, having pairs read out the questions and answers.

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

2 CD3 25 SB p85 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.

- Students 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 Think! WB p85 Match the questions with the answers.

Aim: to give students practice with the new language

Thinking skill: matching

Key: a 2, b 4, c 5, d (1), e 6, f 3

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

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.
- Then they do the actions. Student A mimes the action and Student B asks the question, e.g. *Are you riding a motorbike?* Student A answers, e.g. *No, I'm not. I'm sailing a boat*.

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.

1

Read and match.

1

What are you doing?

I'm waiting for a bus.

2

What is John doing?

He's playing with his cars.

a



b



c



d



3

What is Sally doing?

She's sailing a boat.

4

What are you doing?

I'm looking for my skateboard.

2

CD3
25Grammar
focus

Listen and say.

What are you doing?
Are you flying a plane?

I'm flying a plane.
Yes, I am. / No, I'm not.



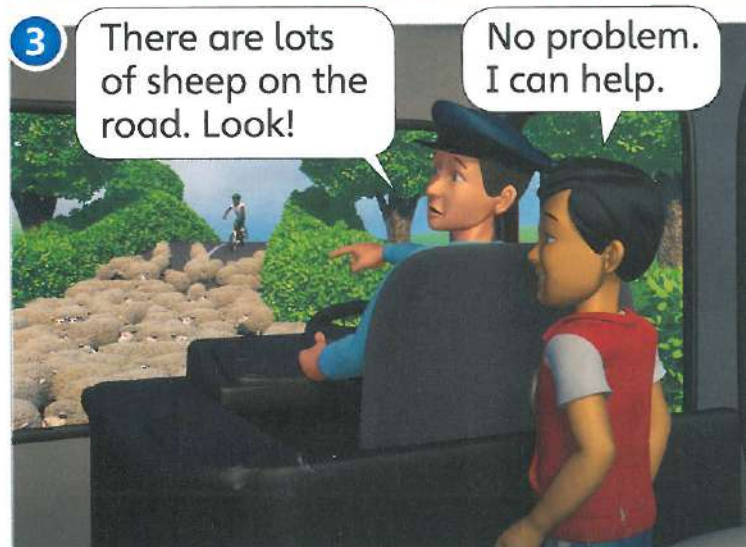
3

Play the mime game.

What are you doing?
Are you ... ?



Yes, I am. / No,
I'm not. I'm ...



Aims:

- to present 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*

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to act out a story.

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 special 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.)



SB pp86-87 The bus trip

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach *beach*.
- Play the recording. Students listen for where the Super Friends want to go (the beach) and where the bus is going (the airport).
- Students compare their ideas in pairs. Elicit from the class. Check understanding of *airport*.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of their ideas.)



WB p86 Listen and tick (✓) the box.

Aim: to review phrases from the story

CD3 Track 27

- 1 **Driver:** There are lots of sheep on the road. Look!
- 2 **Sheep:** OK. Have a good day!
- 3 **Thunder:** You're welcome!

Key: 1 1st picture, 2 2nd picture, 3 2nd picture

2

WB p86 Write the words. Then read the story and check.

Aim: to check understanding of words in the story

Key: 2 sheep, 3 problem, 4 airport

3

Think!

WB p86 Match the pictures with the sentences.

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 We can help. 3 Thanks.

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' imaginations

- 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: *We've got a problem. We can help. Thanks.*
- The other students have to guess what the problem is and how their friends help them.

Aims:

- to talk about the meaning of the story
- to practise saying the long vowel sound oo which can be spelt in many ways
- to review language from the story and the unit

Thinking skills: interpreting the values in a story

New language: plane

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to identify the long vowel sound /u:/ in many words, e.g. *two, you, blue, fruit, pool, ruler, rule, do, chew* and *move*).

Your students will be able to look for the decodable parts of special words.

Value: being generous

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** Look at the story and find the things. Write the numbers of the pictures.

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 look at the story and number the means of transport according to the story frames.
- They compare their answers in pairs.
- Check with the class.

Key: a plane 8, a boat 6, a motorbike 2, a bike 3, a helicopter 1, a taxi 8

- 3 **SB p87** Find who says ...

Aim: to present the long vowel sound oo

- Write *you* and *do* on the board, with the letters in bold in red. Point out that they have the same long oo sound as in *too* and *room*.
- Tell them there are many different spellings for the long oo sound.
- Students repeat *It's my turn to help you!* after you.
- Students find the speech bubble in the story (frame 8).

Key: The bus driver



SB p87 Listen and say.

Aim: to practise the long oo sound and recognise some different spellings

- Play the recording. Students look at the picture, read and repeat.

CD3 Track 28

oo - oo - oo

Luke's chewing Sue's new blue shoes.

Luke's chewing Sue's new blue shoes!

- 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 **Values** **WB p87** Look and circle.

Aim: to focus students on the value of being generous

Key: Picture 1

- 2 **WB p87** Write the letters.

Aim: to practise the long oo sound in words with different spellings



WB p87 Listen, say and check your answers.

CD3 Track 29

Two, you, blue, fruit, shoes, scooter

Key: See CD script above.

Ending the lesson

Aim: to review the long oo letter sound and its different spellings

- Dictate the sound sentence while students write. They check in the Student's Book.
- Write two columns on the board, one titled oo and the other /u:/. Read out these words in random order while students write them in the column: *pool, room, food, school, zoo; you, true, juice, two, do*.

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 them to the beach).
- Elicit why this value is important and examples of when students have been generous or when people have been generous to them.

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



2 Look at the story and find the things. Write the numbers of the pictures.

☐

a plane

☐

a boat

☐

a motorbike

☐

a bike

☐

a helicopter

☐

a taxi

3 Find who says ...

It's my turn to help you!



4 CD 3 28 Listen and say.



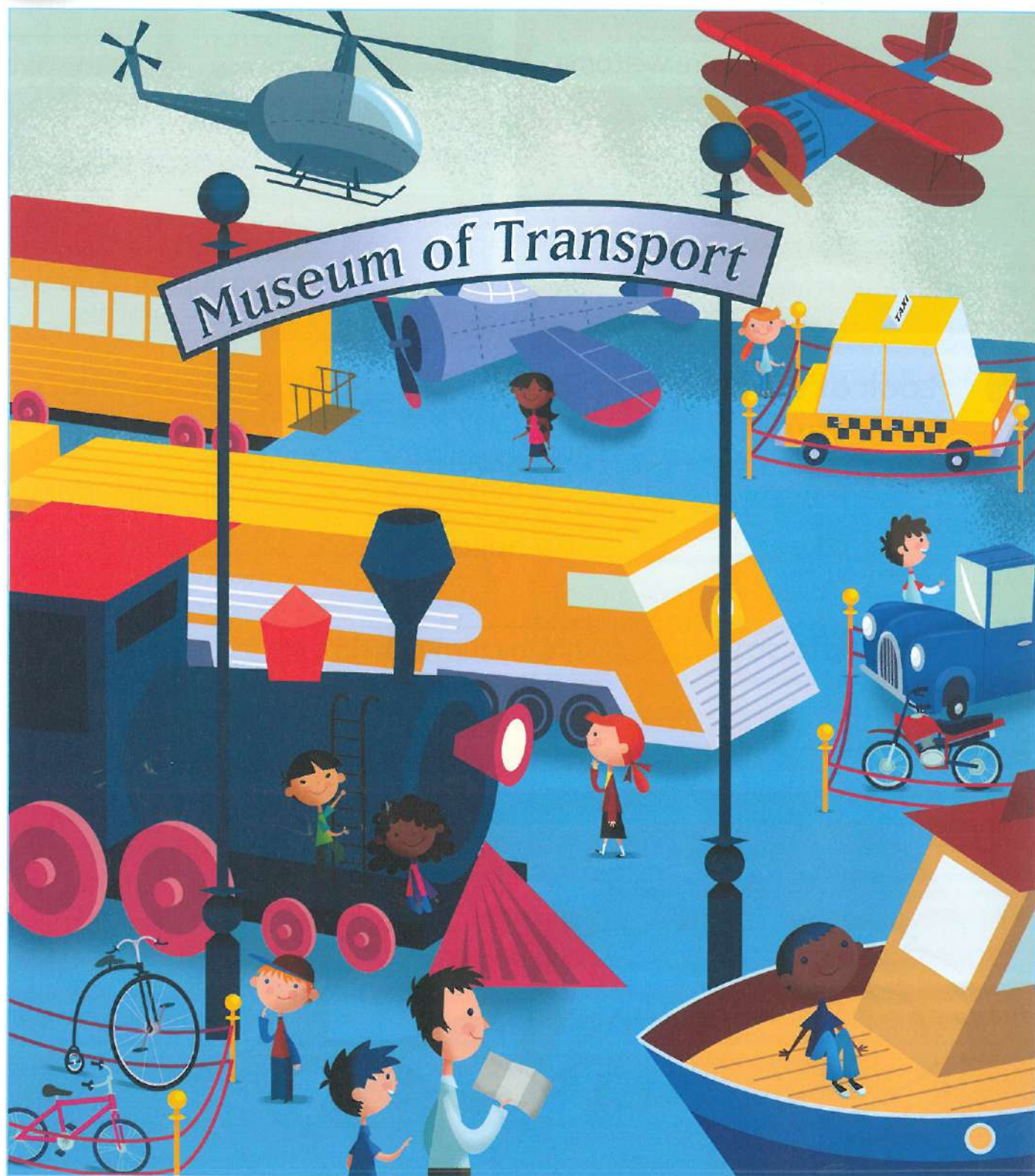
Luke's chewing Sue's new blue shoes!



skills

1
Sticker

Listen to your teacher and stick.



2

Look and say.

The bicycle is ...

Aim:

- to practise speaking skills

Skills:

- speaking

New language: museum, transport

Recycled language: transport, colours, prepositions of place, imperatives

Materials: CD, flashcards (transport), Unit 7 stickers, scissors

Language competences: Your students will be able to speak about a picture.

Warm-up

Aim: to review transport words

- Use the flashcards to review transport words.
- Show each one quickly to the class and they guess/say the word.

1 **SB p88** Listen to your teacher and stick.

Aim: to practise listening for specific information **YLE**

- Pre-teach *Museum of Transport*.
- Students look at the picture in the Student's Book. Elicit what they can see.
- Students prepare their stickers.

Note: In order to carry out this activity, students will first need to cut out their stickers with the backs attached.

- Say the words. Students hold up the relevant sticker.
- Give instructions for students to follow, e.g. *Put the bird in the sky. Put the cap on the girl near the plane. Put the bicycle on the train.*
- Students compare their pictures in pairs and say where the stickers are.

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 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 **CD3 30**

WB p88 Listen and colour.

Aim: to practise listening for specific information **YLE**

CD3 Track 30

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.

Key: green and blue skateboard, red and blue lorry, orange helicopter, purple bus

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 the 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.

Aim:

- to practise listening, reading and writing skills

Skills:

- listening for specific information
- reading for detail
- writing a description from a model

New language: *amazing, very, quite a journey. Would you like ... ?*

Recycled language: transport, family, adjectives

Materials: CD

Language competences: Your students will be able to listen for specific information.

Your students will be able to read for detail.

Your students will be able to write a description.

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 **SB p89** Listen and number the pictures.

Aim: to practise listening skills

- Tell students they are going to listen to a girl's journey to her grandma's.
- Play the recording. They listen and number the pictures.

CD3 Track 31

Girl: My grandma lives on a small island in Scotland. We go to visit her every summer. It's quite a journey. First we take a taxi to the train station. Then we get on a train. The train takes us from London to Glasgow. When we get to Glasgow we get on a bus to take us to the airport. Then we get on a plane (a very small plane) and we fly to Kirkwall. It's a town on the Orkney Islands. But our journey isn't over yet. We still have to get on a boat to go to another island called Eday. That's where my grandma lives.

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

Key: 5, 1, 4, 3, 2

2 **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*.
- Students read the text to find out what the car has got.

- They compare answers in pairs.
- Check with the class.

Key: bed, TV, swimming pool, sofa

3 **SB p89** Draw and write about an amazing car, bus, train or plane.

Aim: to give students practice writing from a model

- Brainstorm some ideas for amazing cars, buses, trains and planes.
- Write the ideas on the board in note form.
- They each make a mind map about their means of transport and draw a picture.
- Students write a first draft of their descriptions.
- Check drafts before students write the final description next to their picture.

1 **WB p89** Read, look and draw lines.

Aim: to give students practice in reading for detail

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

2 **WB p89** Read again. Where do they live? Write the names.

Aim: to give students further practice with reading skills

Thinking skill: logical-mathematical

Key: Luke, Diana, Dylan

Ending the lesson

Aim: to review the content of the lesson

- Ask students who wrote about which forms of transport for SB Activity 3.
- 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 drawings from SB Activity 3: car, plane, etc.
- 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 go to an area, not the one where their text and picture are.
- Students work in pairs, reading and matching the pictures with the texts.
- See which pair got the most matches correct.

Skills

1 CD 3 31

Listen and number the pictures.



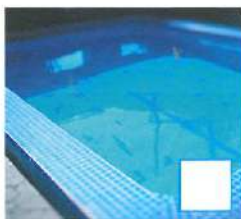
2

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 even a swimming pool!



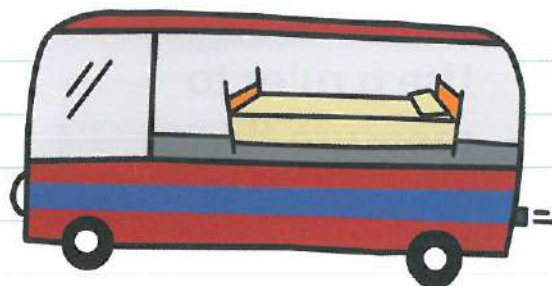
This car doesn't go on the roads very often. It is very difficult to drive. You need two drivers; one at the front and one at the back. They use this car in films or for special parties. Would you like to go for a drive in it?



3

Draw and write about an amazing car, bus, train or plane.

This is my bus. It's 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.

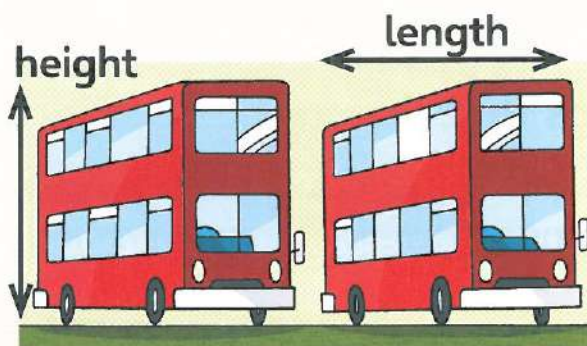


Measuring

1

Look and read. Write *a* or *b*.

We measure things to find out how big they are.



We can measure height and length.



height: line _____

length: line _____

2

Read, look and measure.

To measure small things we use centimetres (cm) and millimetres (mm). There are 10 millimetres in every centimetre. A ruler helps us to measure small things. Let's use it to measure the length of the pencils. Pencil A is 5cm long. Pencil B is 5cm and 7mm long. We write this as 5.7cm. Write the lengths for pencils C and D.



Pencil A 5cm

Pencil B 5.7cm

Pencil C _____

Pencil D _____

3

Use a ruler to measure things on your desk.

My rubber is 2.5cm long.

Aim:

- to integrate other areas of the curriculum through English: Maths

New language: *measure, height, length, centimetres, millimetres*

Recycled language: transport

Materials: rulers

Language competences: Your students will be able to use known language to talk about Maths in English.

Warm-up

Aim: to introduce the topic of measurement

- Invite six students to come to the front of the class.
- Arrange them in height order.
- Elicit from the class how you have sequenced the students.
- Pre-teach *height*.
- Tell the class that this lesson is about measuring things.

1 **SB p90** Look and read. Write *a* or *b*.

Aim: to extend students' understanding of measuring

- Pre-teach *length*.
- Read the two sentences aloud around the class.
- Students do the task together and check in pairs.
- Check with the class.

Key: height: line b, length: line a

2 **SB p90** Read, look and measure.

Aim: to practise reading for detail

- Pre-teach *cm/centimetres* and *mm/millimetres*.
- Read the instruction with students and check they know what to do.
- Students work in pairs and do the measuring.
- They compare answers with another pair.
- Check with the class.

Key: pencil C = 8.9cm, pencil D = 14.2cm

3 **SB p90** Use a ruler to measure things on your desk.

Aim: to enable students to apply what they have learnt

- Put students into pairs.
- Tell students to measure six things.
- Pairs measure and record.
- They write the results in their notebooks.

1 **WB p90** Write *h* (height) or *l* (length) in the boxes.

Aim: to give students further practice with measuring

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *length and height and I've measured things in the classroom.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Invite six students to the front.
- Tell them to stand in sequence according to the length of their hair.
- Elicit from the rest of the class if they are correct.
- Students then measure the hair of the student with the longest hair.
- Repeat with other groups of students for, e.g. length of sleeves, length of shirts, length of feet.

Aims:

- to extend the focus on Maths through English
- to enable students to complete a project

New language: *tape measure, metre, How tall are ... ?, measurement*

Recycled language: measuring

Materials: tape measures

Language competences: Your students will be able to talk about Maths in English.

Your students will be able to complete a project.

Warm-up

Aim: to review measuring

- Elicit what different kinds of measuring students did in the previous lesson.
- Write *cm* and *mm* on the board and elicit what these stand for (*centimetres* and *millimetres*).

1 **SB p91** Read, look and measure.

Aim: to enable students to apply their knowledge and experience

- Pre-teach *tape measure* using realia, and *metre*.
- Students read the problem silently and try to solve it individually.
- They compare and discuss their answers in pairs.
- Check and discuss as a class.

Key: Nora 1.30m, Jim 1.45m

2 **SB p91** Use a tape measure to measure the height of three friends.

Aim: to give students practice in measuring

- Divide the class in half, A and B.
- Put students in Group A into pairs. Give each pair a tape measure.
- Pairs measure three students in Group B.
- Put students in Group B into pairs. Give each pair a tape measure.
- Pairs measure three students in Group A.

3 **Project** **Think!** **SB p91** Guess and measure.

Aim: to enable students to apply what they have learnt, follow instructions and collaborate

Thinking skills: predicting and checking

- Talk about the project with students and make sure they know what to do.
- Make groups of four. Supply each group with a tape measure.
- Each student copies the table into their notebook.

- Check students have all written their guesses in the column before they go and measure the items.
- Monitor and help each group as necessary.
- Discuss as a class the outcomes and how good they were at guessing.

1 **WB p91** Use a ruler. Measure and write.

Aim: to give students practice in writing measurements

Key: 2 The motorbike is 4cm long and 3cm high. 3 The boat is 4.5cm long and 4cm high. 4 The skateboard is 3cm long and 1cm high. 5 The scooter is 3cm long and 3cm high. 6 The bus is 6cm long and 4.5cm high.

2 **Think!** **WB p91** Write the missing numbers.

Aim: to consolidate students' understanding of the relationship between millimetres and centimetres

Thinking skill: logical-mathematical

Key: 2 7, 3 23, 4 12, 5 6, 6 2, 7 5/45, 8 8/79

3 **WB p91** Measure at home and write.

Aim: to enable students to consolidate their understanding

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt today, e.g. *learnt more about measuring, measured three friends and measured some things in the classroom.*
- Write it on the board. Students copy it into their notebooks.

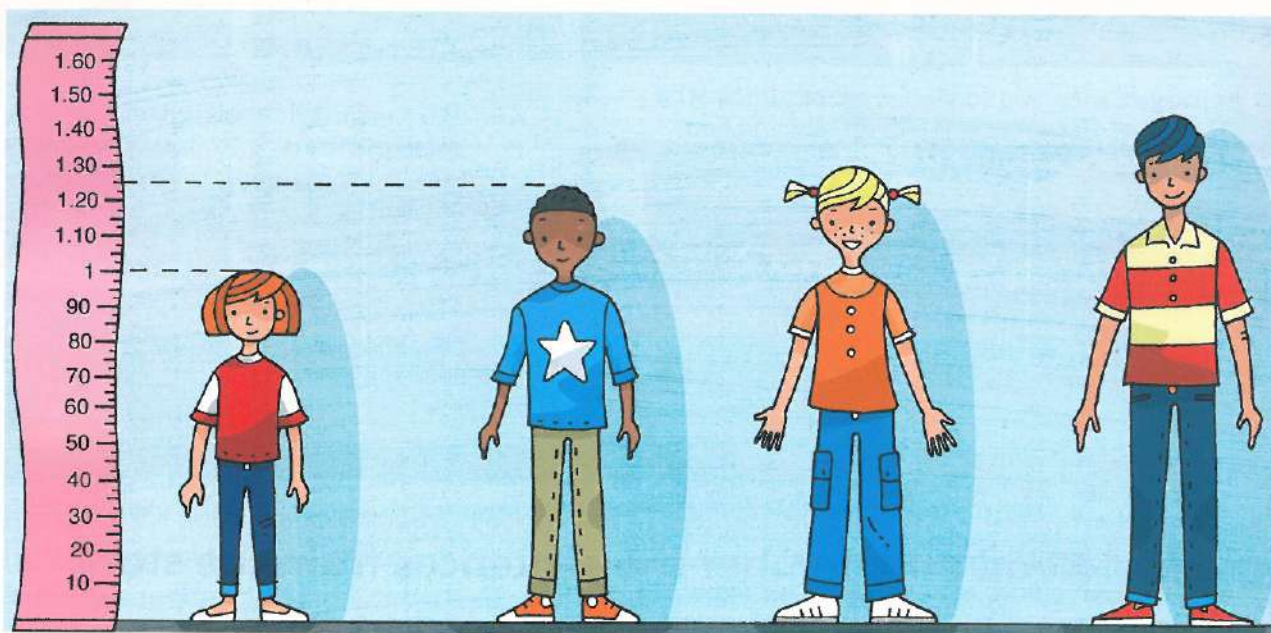
Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project and what the outcome was.
- Monitor and help as necessary.

1 Read, look and measure.

To measure big things we use metres (m). There are 100 centimetres in one metre. A tape measure helps us to measure big things. Let's use it to measure the children's heights. Jane is 1m tall. Ollie is 1m and 25cm tall (1.25m). How tall are Nora and Jim?



Jane 1m Ollie 1.25m Nora Jim

2 Use a tape measure to measure the height of three friends.

3 Project Think! Guess and measure.

- 1 Draw a table and write five things that you want to measure.
- 2 Guess the length/height and write it in your *Guess* column.
- 3 Measure and write your results.

I want to measure	Guess	Measurement
The door (height)	2m	The door is 2.10m high.
My desk (length)	1.2m	My desk is 1.23m long.

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



2

Read and number the sentences from the story.

- | | |
|---|--|
| ☐ Look down! There's a big puddle in front of you. | ☐ Open your umbrella. |
| ☐ The rain stops. Close your umbrella. | ☐ Jump out of the way. |
| ☐ You're waiting for bus number 11. | ☐ It's starting to rain. |
| | ☐ Too late! Splash! |
| | ☐ Look, here comes a bus. |

3

Listen to your friend and act out.

It's starting to rain.



Aim:

- to stimulate the students' imagination through listening and acting out

New language: *umbrella, puddle, too late*

Recycled language: imperatives

Materials: CD, sheets of card, scissors, washing-up liquid, coloured pens, water

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Your students will be able to follow auditory, written and visual instructions.

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.*

CD3
32

SB p92 Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to give students practice in following instructions and in sequencing information

- Students look at the pictures in their Student's Books.
- Play the recording and mime the actions.

CD3 Track 32

- 1 You're waiting for bus number 11.
- 2 It's starting to rain.
- 3 Open your umbrella.
- 4 The rain stops. Close your umbrella.
- 5 Look, here comes a bus.
- 6 Look down! There's a puddle in front of you.
- 7 Jump out of the way.
- 8 Too late! Splash!

- Mime the actions without the recording and check understanding through mime.
- Play the recording again and mime the actions. Students mime the actions with you.
- Students listen again and sequence the pictures.
- They compare their answers in pairs.
- Check with the class.

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

2

SB p92 Read and number the sentences from the story.

Aim: to give students practice in reading for detail

- Read the eight instructions aloud.
- Students individually match the instructions with the pictures.
- They compare their answers in pairs.
- Check by asking one student to read an instruction aloud, another to mime the action and another to say the number.

Key: 1st column: 6, 4, 1; 2nd column: 3, 7, 2, 8, 5

3

SB p92 Listen to your friend and act out.

Aim: to give students practice in giving and following instructions

- Demonstrate the activity by giving the instructions in random order for the class to follow.
- Students do the activity in pairs.
- Invite more confident students to role play their instructions in front of the class.

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 give students practice in following instructions

- Play a game of 'Simon says', using the instructions from SB Activity 2. When you say *Simon says* before the instruction, students mime it. When you do not say *Simon says*, students do not mime it.

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 (what colour they are, etc.) and to predict which boat is the fastest.
- They put them in water and try them out to find out which is the fastest.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

New language: *miss a turn*

Recycled language: vocabulary and grammar from the unit, the face, food, furniture

Materials: flashcards (transport), counters and dice for the game

Language competences: Your students will be able to use language from the unit to play a game.

Warm-up

Aim: to review transport vocabulary

- Stick the eight flashcards on the board and write a number under each one.
- Students draw a 2 x 2 grid in their books. 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 **WB p93** The roads and rail tracks game

Aim: to enable students to consolidate their understanding by playing a game

- Elicit some of the different means of transport students can see in the game.
- Demonstrate the game with a small group.
- Students each take a counter and take turns to throw the dice and move their counter.
- When a student lands on a square, he/she says the word. If he/she cannot say it, the student misses a turn.
- Students move up the roads with the up arrows and down the tracks with the down arrows.
- The student who gets to the Finish first is the winner.
- Make sure everyone knows what they have to do. Put students into groups of four.
- Monitor as necessary.
- Early finishers can play the game again.

Key: helicopter, taxi, motorbike, boat, bike, skateboard, scooter, bus, plane, train, lorry, nose, eyes, mouth, face, ears, bread, potatoes, tomatoes, beans, pears, mangos, pineapples, lemons, bed, sofa, clock, mat, table, mirror, lamp

Picture dictionary

Aim: to review vocabulary for transport

- Students look at the Picture dictionary page for transport (WB page 126).

- 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.

1 **WB p93** Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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.

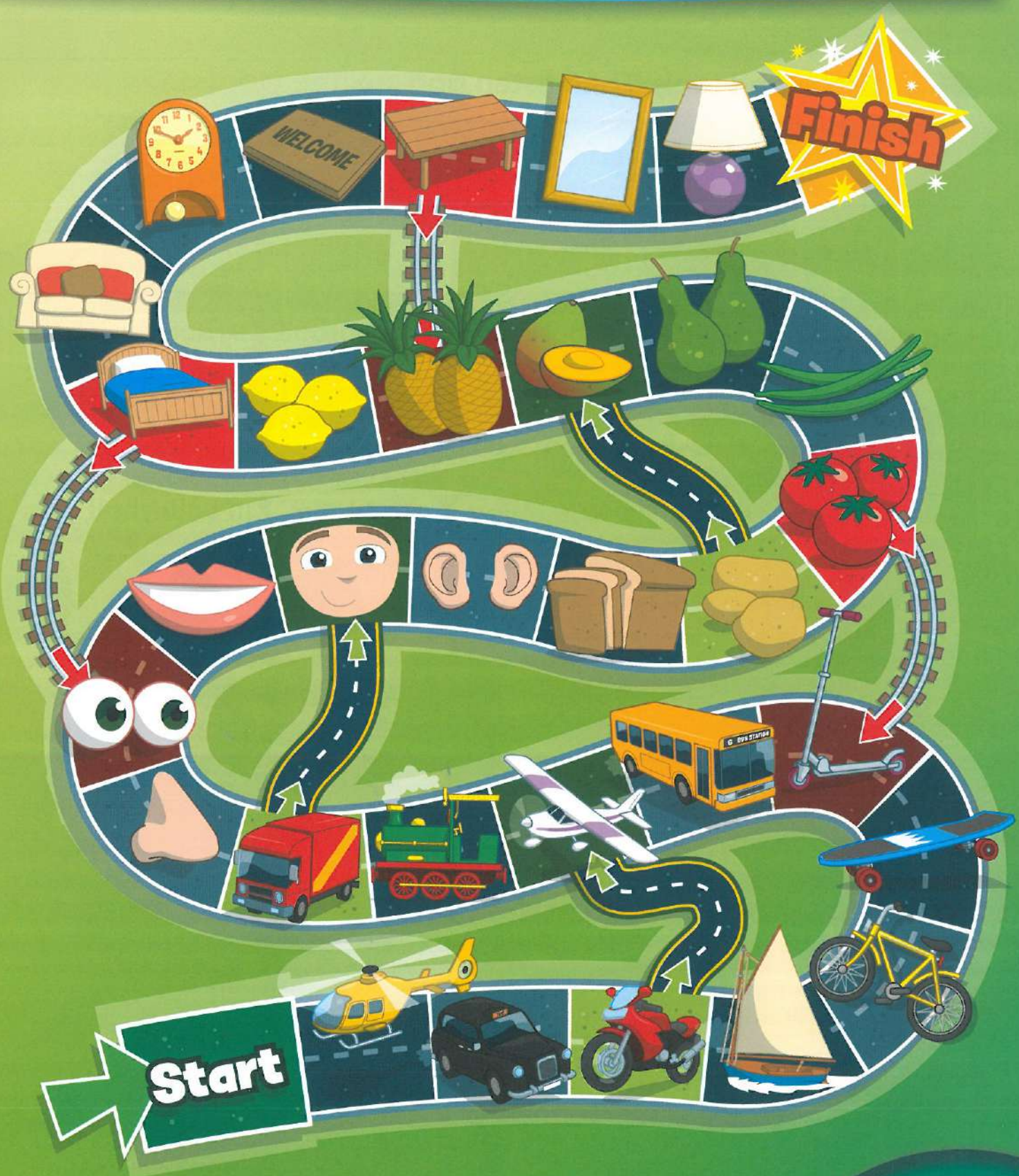
Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 93.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

The roads and rail tracks game

7



8

Sports club

1 CD3
33

Listen and look. Then listen and say the words.

Join a sports club



1 badminton



2 baseball



3 basketball



4 football



5 hockey



6 table tennis



7 tennis



8 swimming



9 athletics



10 volleyball

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, hurray!

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, hurray!

Aims:

- to present and practise sport words
- to say a chant with the class

New language: *sports club, badminton, baseball, basketball, football, hockey, table tennis, tennis, swimming, athletics, volleyball, forget, join*

Recycled language: *let's, lots of*

Materials: CD, flashcards (sport)

Language competences: Your students will be able to identify and name sports.

Warm-up

Aim: to review sports

- Mime a known sport, e.g. swimming.
- Tell students that this is a sport.
- Write *Sport* on the board in a circle and build a word map of other sports students do.
- Remind them of any sports clubs 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 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 around the word map.

1 CD3 33

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 the Student's Book.
- Play the recording.

CD3 Track 33

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.

1 badminton, 2 baseball, 3 basketball, 4 football,

5 hockey, 6 table tennis, 7 tennis, 8 swimming, 9 athletics,

10 volleyball

- Students point to the sports words when they hear them.
- Play the recording again. Students repeat the new words.
- Students practise pointing and naming in pairs.

2 CD3 34

SB p94 Listen and chant.

Aim: to give students further practice saying the new words

- Use the pictures to support meaning whenever possible.
- Pre-teach *join*.
- Play the recording. Students listen and follow the chant in their Student's Books.
- 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.

1

WB p94 Look and write.

Aim: to practise spelling sport 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 one.

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).

Aims:

- to present and practise *-ing* forms, e.g. *Flying is ...*
- to practise speaking skills

New language: *boring, fun*

Recycled language: sport, adjectives

Materials: CD, flashcards (sport)

Language competences: Your students will be able to make sentences using *-ing* forms.

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 or three sentences with the *-ing* form on the board as examples.
- Invite students to contribute their ideas about different sports.

- 1**  **CD3 35** **SB p95** Look and draw lines from the pictures to the sentences. Then listen and number the pictures.

Aim: to practise the 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.
- Check answers with the class.
- Play the recording. Students write the numbers.

CD3 Track 35

- | | |
|-------------------------------|--------------------------------|
| 1 Swimming is fun. | 3 Playing tennis is difficult. |
| 2 Playing baseball is boring. | 4 Dancing is great. |

- 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  **CD3 36**

SB p95 Listen and say.

Aim: to focus students on grammatical form

- Play the first sentence on the recording. Students repeat.
- Do the same for the second sentence.
- Students practise saying the sentences in pairs. They change the sports according to their preferences.

3

SB p95 Look and draw lines. Then ask and answer.

Aim: to give students practice with the new language

- Brainstorm adjectives students can use: *boring, fun, great, fantastic, difficult, exciting, easy and dangerous.*
- Students match the words with the pictures.
- Demonstrate the activity by prompting a student to ask you the 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.
- Check some ideas using open pairs.

Key: flying – a kite, painting – a picture, watching – TV, making – a cake, listening to – music, riding – a horse, reading – a book, playing – in the sand

1

WB p95 Find eight words.

Aim: to practise the new language

Key: 2 paint, 3 watch, 4 make, 5 listen, 6 ride, 7 read, 8 play

2

WB p95 Write the words.

Aim: to practise spelling of the new language

Key: 2 painting, 3 watching, 4 making, 5 listening, 6 riding, 7 reading, 8 playing

3

WB p95 Write five sentences with the words.

Aim: to give further practice with 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 practise the new language

- Students draw a picture in their notebooks to illustrate one of their statements.
- They write the sentence under the picture.

1 CD 3
35

Look and draw lines from the pictures to the sentences. Then listen and number the pictures.



Swimming is fun.



Playing tennis is difficult.



Dancing is great.



Playing baseball is boring.

2 CD 3
36

Grammar focus

Listen and say.

Flying a kite's difficult.

Riding's great.



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 ...

Listen and sing.



Playing tennis is great fun.
It's fun for everyone.
So come on, everyone,
Come and join the fun!

Flying kites is easy,
Easy for you and me.
So come and fly with me,
Oh, come on, it's so easy!
It's so easy!

Singing songs is great fun.
It's fun for everyone.
So come on, everyone,
Come and join the fun!

Painting pictures is easy.
Easy for you and me.
So come and paint with me,
Oh, come on, it's so easy!
It's so easy! It's so easy!
Come and join the fun.



2

Choose words and read out your new verse.

Playing music is great fun.
It's fun for everyone ...

Aims:

- to consolidate the *-ing* form
- to sing a song with the class

Recycled language: sport, activities, adjectives

Materials: CD, flashcards (sport)

Language competences: Your students will be able to join in with a song.

Your students will be able to write their own verse for a song.

- 1 **WB p96** Look and circle the things they do in the song. Draw lines between the words and your circles.

Aim: to practise reading and memorisation skills

Ending the lesson

Aim: to sing a song

- Put students into groups of eight (four pairs). They prepare their new songs, using the verses they wrote for SB Activity 2.
- 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 verse they wrote for SB Activity 2.

- 1 **CD3** **SB p96** Listen and sing.

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 recording. Students follow the song in their Student's Books.
- Check understanding of new vocabulary.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in four groups.

- 2 **SB p96** Choose words and read out your new verse.

Aim: to practise writing from a model

- Check students know what to do.
- They write their new verses in pairs.
- Monitor and help as necessary.
- Students read out their new verses.

Aims:

- to present and practise *like + -ing* affirmative and questions
- to present and practise responses *So do I, Me too, I don't*

New language: *like + -ing, So do I, Me too*

Recycled language: sport

Materials: CD, flashcards (sport)

Language competences: Your students will be able to ask and answer about what sports and activities they like doing.

Warm-up

Aim: to review sport vocabulary

- Mime a sport for students to guess.
- The student who guesses correctly mimes another sport.
- Put all the sport 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  **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.

CD3 Track 39

- | | |
|---------------------------------------|---------------------------------------|
| 1 Girl: What do you like doing, Tom? | 3 Girl: Mark, what do you like doing? |
| Boy: I like doing athletics. | Boy: I like swimming. |
| Girl: Me too. | Girl: So do I. |
| 2 Boy: Fiona, what do you like doing? | 4 Girl: Ben, what do you like doing? |
| Girl: I like playing table tennis. | Boy: I like playing football. |
| Boy: I don't. | Girl: I don't. |

- They compare in pairs. Play the recording again.
- Check, eliciting the target sentence for each one.
- Play the recording again, focussing on the responses.

Key: 3, 4, 1, 2

2  **SB p97** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Repeat.
- Students practise the question and answers in pairs.

3 **SB p97** Ask and answer.

Aim: to give students practice with the new language

- Demonstrate the activity with the class.
- Students work in pairs.
- Students take turns to ask and answer.
- Clap your hands. Students change pairs.
- Repeat several times.

1 **WB p97** Read and circle.

Aim: to give students practice with the form of the new language

Key: 2 reading, 3 going, 4 doing

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

3 **WB p97** Draw a picture and write.

Aim: to enable students to personalise the language

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 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: *ride – riding, play – playing, swim – swimming.*
- Elicit and check as a class.

1 CD 3 39 Listen and number the pictures.



2 CD 3 40

Grammar focus

Listen and say.

What sport do you like doing?

I like swimming.

I like playing football.

So do I. / Me too.

I don't.



3

Ask and answer.

What sport do you like doing?

I like ...



The football club



Aims:

- to present a picture story
- to review language from the unit

New language: *team, full, start, goal, well done, try harder*

Recycled language: language from the story, sport, adjectives, *Can I ... ?*

Materials: CD

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to act out a story.

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 special 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?*



SB pp98–99 The football club

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach *team* and *full*.
- Play the recording. Students listen for which team wins at the end (the yellow team).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of their ideas.)



WB p98 Listen and tick (✓) the box.

Aim: to review phrases from the story

CD3 Track 42

- 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?

Key: 1 1st picture, 2 1st picture, 3 1st picture

2

WB p98 Read the story. Then read and tick (✓) the boxes.

Aim: to check understanding of the story

Key: 2 no, 3 no, 4 yes

3

Think!

WB p98 Match the pictures with the sentences.

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 Try harder. 3 Great goal!

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- 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' imaginations

- In groups of three, students make up a short role play to illustrate the phrases from WB Activity 3. Change *Great goal!* to *Well done!*
- Go around the groups and help / make suggestions.
- Pairs role play their situations for the class. The only words they say are *Can I play with you? Try harder. Well done!*
- The other students have to guess what the sport/ activity is.

Aims:

- to talk about the meaning of the story
- to practise saying the long vowel sound *oa* as in *boat* and *yellow*. This phoneme is called a diphthong (the mouth changes shape as it is made).
- to review language from the story and the unit

Thinking skills: interpreting the values in a story

New language: score

Recycled language: language from the story

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to say the letter sound *oa* and identify the alternative spelling *o_e* (e.g. *hole*), called a split digraph. They can contrast this sound with the short *o*.

Value: including people

CD3 Track 43

oa - oa - oa

A hippo and a goat with a hole in their boat.
A hippo and a goat with a hole in their boat!

- 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 Values WB p99 Look and circle.

Aim: to focus students on the value of including people

Key: Picture 2

2 WB p99 Read and colour the hippo.

Aim: to practise the long *oa* sound and contrast it with the short sound *o*

3 CD3 44 WB p99 Listen, say and check your picture.

CD3 Track 44

Yellow - hippo, throw, goal, go, no, don't
Orange - hockey, frog, stop, box, socks

Key: See CD script above.

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 *oa*

- 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 speech bubble in the story (frame 7).

Key: Whisper

4 CD3 43 SB p99 Listen and say.

Aim: to practise the long *oa* sound and recognise some alternative spellings

- Play the recording. Students look, read and repeat.

Ending the lesson

Aim: to review the long *oa* sound and its alternative spellings

- Dictate the sound sentence while students write. They check in the Student's Book.
- Other words ending in *o* with the *oa* letter sound are: *mango*, *tomato* and *potato*.
- Other words students have learnt 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.



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 ☐ |

3 Find who says ...

Great goal, Misty!

4 Listen and say.



A hippo and a goat with a hole in their boat.



1 CD 3 45

Listen and tick (✓) the boxes.

	football		tennis		swimming		basketball		volleyball		athletics	
	😊	☹	😊	☹	😊	☹	😊	☹	😊	☹	😊	☹
Jenny												
Ian												

2

Ask and answer.

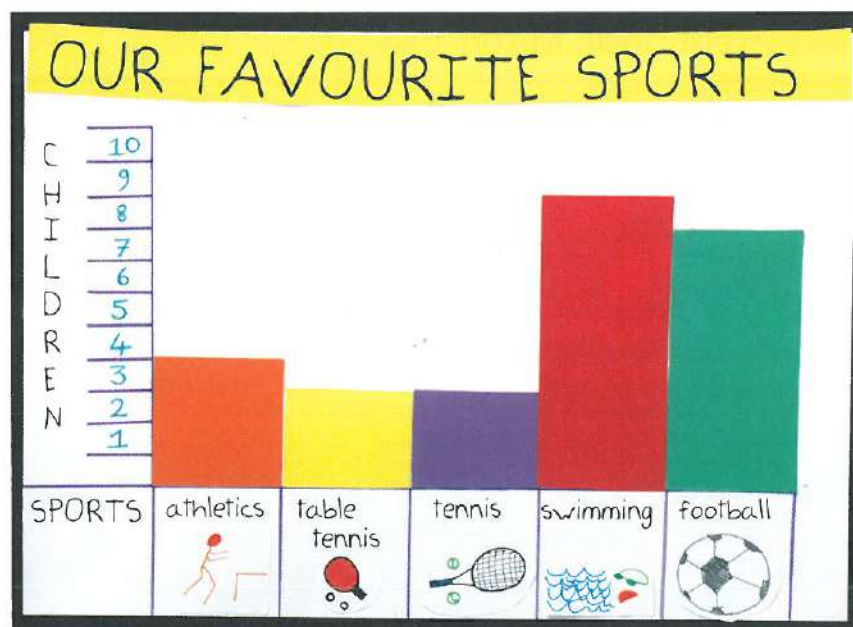
What's your favourite sport?

swimming IIII
football IIII

It's ...

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 practise listening, speaking and writing skills

Skills:

- listening for specific information
- interactive speaking
- writing (collating information)

Recycled language: sport**Materials:** CD, flashcards (sport)

Language competences: Your students will be able to listen for specific information.

Your students will be able to speak to exchange information.

Your students will be able to write sentences collating information.

Warm-up**Aim:** to review sport words

- Use the flashcards to review sport words.
- Show each one quickly to the class and they guess/ say the word and mime the sport.

1 CD3 45

SB p100 Listen and tick (✓) 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.
- Play the recording. Students listen and tick.

CD3 Track 45

Ian: Jenny, what's your favourite sport?

Jenny: That's easy. Tennis. I love tennis.

Ian: What about football?

Jenny: Yes, I like football too.

Ian: Any other sports?

Jenny: Yes, I like volleyball. I like playing volleyball on the beach.

And I like athletics. I like watching that on TV.

Ian: Are there any sports that you don't like?

Jenny: I don't like basketball.

Ian: What about swimming?

Jenny: No, and I don't like swimming. It's boring.

Now, it's your turn. What's your favourite sport?

Ian: Well, I love football. I love playing it and I love watching it on TV.

Jenny: And what about tennis?

Ian: No, I don't like tennis. It's boring.

Jenny: No, it isn't.

Ian: And I don't like badminton or swimming. And I don't like volleyball.

Jenny: So you only like football?

Ian: No, I like basketball too. That's a good sport.

Jenny: And what about athletics?

Ian: No, I don't like athletics.

- They compare answers in pairs.
- Play the recording again and check with the class.

		Jenny	Ian
football	😊	✓	✓
	☹		
tennis	😊	✓	
	☹		✓
swimming	😊		
	☹	✓	✓
basketball	😊		✓
	☹	✓	
volleyball	😊	✓	
	☹		✓
athletics	😊	✓	
	☹		✓

2 SB p100 Ask and answer.**Aim:** to practise asking and answering questions

- Students go around the class asking everyone what their favourite sport is.
- They keep a note of students' responses using lines as 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.
- They draw a bar chart using the one in the Student's Book as a model.

1 WB p100 Look and read. Write yes or no.**Aim:** to practise reading for specific information **YLE**

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

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.

Aim:

- to practise reading skills

Skills:

- reading for specific information

Recycled language: sport**Materials:** CD

Language competences: Your students will be able to read for specific information.

Warm-up**Aim:** to review sport 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 **YLE**

- Tell students to read the instruction silently.
- Check they know what to do.
- They read the statements and write the one-word answers.
- Students compare their answers in pairs.
- Check with the class.
- Elicit corrected sentences for the *no* statements.

Key: 1 yes, 2 no, 3 no, 4 yes, 5 no, 6 yes

1 **CD3 46**

WB p101 Listen and number.**Aim:** to give students practice in listening for detail**CD3 Track 46**

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!

Key: a 2, b 11, c 10, d 12, e 7, f 8, g 9, h 3, i 4, j (1), k 6, l 5

2

Think!

WB p101 Look at the pictures. Write sentences.

Aim: to give students practice with interpreting pictures**Thinking skill:** interpreting pictures

Key: 2 She's playing badminton. 3 He's playing basketball. 4 He's playing hockey. 5 She's playing football. 6 She's playing basketball.

Ending the lesson**Aim:** to review sports

- Students take turns to come to the front individually and in pairs or groups, to role play a sport.
- The other students take turns to guess.

Extension activity**Aim:** to practise role plays

- In pairs, students practise the role play in WB Activity 1.
- Students can personalise the role play by changing the days and the sports, etc.
- More confident pairs then role play the conversation for the class.

Skills

1

Look and read. Write yes or no.



- 1 The children are in the park.
- 2 There are 14 children.
- 3 The girls are playing hockey.
- 4 The girls are wearing yellow T-shirts.
- 5 The boys are playing baseball.
- 6 The boy's ball is orange.

Breathing

CD3
47

- 1** Listen and read about sport and breathing.
Write the words.

When you do sport, you often breathe a lot. When you breathe, the air moves in and out of the lungs. Put your hands on your chest and see what happens when you breathe in and breathe out.



breathing in breathing out

2

Think!

Find out how much breath there is in your lungs.

1



2



3



4



5



- 1** Write down how tall you are.
- 2** Take a balloon and take a deep breath.
- 3** Now blow all the air in your lungs into the balloon.
- 4** Ask a friend to tie a string around the mouth of the balloon.
- 5** Now measure around your balloon and write your result.
Look at your friends' results. What do you notice?

Aim:

- to integrate other areas of the curriculum through English: Science

New language: *breathing, breathe in, breathe out, air, lungs, chest*

Recycled language: the body

Materials: CD, balloons, string, rulers

Language competences: Your students will be able to use known vocabulary to talk about Science in English.

Warm-up

Aim: to introduce the topic of breathing

- Teach *breathing* and focus students on their breaths in and out. Tell them they are quite slow.
- Tell students to stand up with space around them.
- Clap your hands. Students start running on the spot.
- After about a minute, clap for them to stop.
- Ask them what they notice about their breathing now. Is it faster?



1 **SB p102** Listen and read about sport and breathing. Write the words.

Aim: to extend students' understanding of breathing and lungs

- Pre-teach *lungs* and *chest*.
- Play the recording. Students listen and read.
- Check understanding of vocabulary.
- They write the words and compare answers in pairs.
- Check with the class. Students demonstrate breathing in and breathing out.

Key: 1st picture – breathing in
2nd picture – breathing out



2 **SB p102** Find out how much breath there is in your lungs.

Aim: to enable students to learn by doing

Thinking skills: comparing and evaluating

- Read through the steps of the experiment with the class.
- Make sure they know what to do.
- Put students into pairs or small groups.
- Hand out the equipment to the students.
- They take turns to do the experiment and to record the results.
- Discuss results as a whole class.



1 **WB p102** Look and write the words.

Aim: to practise the new language

Key: 1 breathing in, 2 breathing out



2 **WB p102** Alex has the smallest amount of breath. Number from smallest to biggest.

Aim: to enable students to consolidate what they have learnt

Key: Kim 2, Sue 3, Nick 4

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *breathing in and out and how much breath there is in my lungs.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Brainstorm six sports.
- Put students into pairs.
- They rank the sports and activities in order from the ones in which they breathe more to the ones in which they breathe less.
- Elicit and discuss as a class.

Aims:

- to extend the focus on Science through English
- to enable students to complete a project

New language: *on the spot, bar code*

Recycled language: sport, breathing and lungs

Materials: stopwatches (optional), poster paper, pens, coloured paper, scissors, glue

Language competences: Your students will be able to talk about Science in English.

Your students will be able to complete a project.

Warm-up

Aim: to review breathing

- Students stand up.
- Tell them to breathe in slowly as you count to six, to hold their breath as you count to six and to breathe out slowly as you count to six.
- Repeat two or three times.

1

Project

SB p103 Find out more about breathing and sport.

Aim: to enable students to follow instructions and collaborate

- Talk about the project with students and make sure they know what to do.
- Read through all the instructions as a class.
- Make pairs. Students predict the number of breaths before they do the experiment.
- One student counts, or uses a stopwatch if available, while the other breathes for a minute and then they swap roles. Tell students to breathe as normally as they can.
- Monitor and help each pair as necessary.

2

SB p103 Now make a bar code for your class.

Aim: to enable students to make a bar code

- Discuss the outcomes as a class and elicit all the information from different pairs.
- Students make a bar code for the class, using the one in the Student's Book as a model.

1

Think!

WB p103 Tick (✓) the activities where you breathe more.

Aim: to enable students to apply what they have learnt

Thinking skill: applying knowledge of the world

Key: 3, 4

2

WB p103 Make sentences.

Aim: to enable students to record what they have learnt

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *counted how many times I breathe in a minute and made a bar code.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project, what the outcome was and what they learnt.
- Monitor and help as necessary.

1

Project

Find out more about breathing and sport.

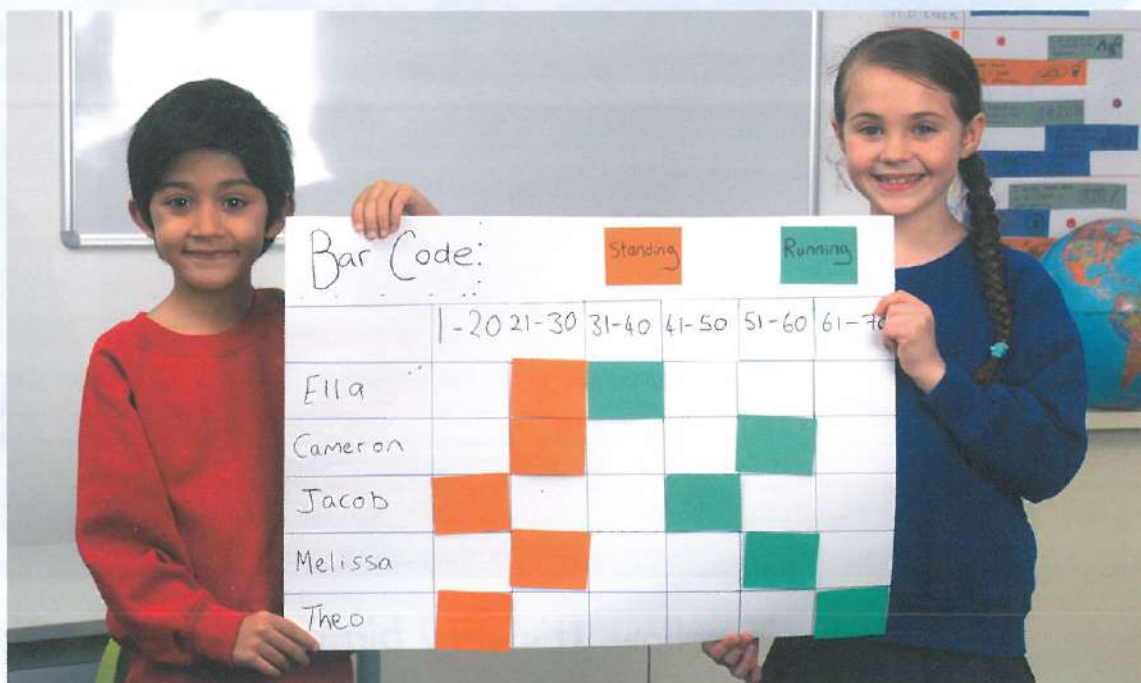
When you do sport you breathe a lot because your lungs need more air.



- 1 Count how many times you breathe in one minute. Write the number.
- 2 Run on the spot for one minute.
- 3 Now count how many times you breathe for one minute after running. Write the number.
- 4 Now time your friend.

2

Now make a bar code for your class.



Listen and imagine. Then draw your picture.



2

Write about your picture. Then listen to your friends and guess.



My trophy is yellow. It's very big and very beautiful.
It's a trophy for tennis.

Aim:

- to draw out the students' creativity through mental imagery

New language: *match, trophy*

Recycled language: sport, adjectives, imperatives

Materials: CD, pencils, paper cups, string, foil, scissors

Language competences: Your students will be able to listen to ideas and respond creatively. Your students will be able to follow written and visual instructions.

Warm-up

Aim: to review sport words

- Mime a sport. Students guess, using *yes/no* questions, e.g. *Are you playing tennis?*
- The first one to guess mimes a sport for the class to ask about and guess.
- Pre-teach *match* and *trophy*.

1 CD3 48

SB p104 Listen and imagine. Then draw your picture.

Aim: to enable students to listen, visualise and create their own pictures

- Tell students to put their heads on their desks, close their eyes and listen.
- Play the recording. At the end of the recording, speak quietly and tell students to listen again and imagine. Tell them they are going to draw the picture from their heads.

CD3 Track 48

You're playing in a sports match. You're playing well. You are very excited. Yes! You win the game. The teacher gives you a trophy. What a trophy! It's fantastic. You lift your trophy up high. Everyone cheers. You look at your trophy. Your beautiful trophy. Draw it.

- Play the recording again.
- Students draw their own pictures of what they imagined.
- Go around the class and encourage students.
- Talk to them about their ideas and help if necessary.

2

SB p104 Write about your picture. Then listen to your friends and guess.

Aim: to give students practice in describing a picture

- Read the example from the Student's Book with the class.
- Remind students to use adjectives and other words to make their descriptions more interesting.
- Students write their descriptions. Monitor and help as necessary.
- Put students into groups of four.
- One student describes their trophy and the others guess which is their picture.

1

WB p104 Make a ball in the cup game.

Aim: to enable students to follow a set of instructions to make a game

Ending the lesson

Aim: to enable students to compare their pictures

- Display students' pictures from SB Activity 1 on tables or on the walls.
- Have students go around and look at the trophies. They decide which is the most beautiful.

Extension activity

Aim: to enable students to exploit 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.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

New language: graffiti

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (sport), poster paper for each pair/group of students, magazines, scissors, glue, pens

Language competences: Your students will be able to use language from the unit to make a poster.

Warm-up

Aim: to review sports

- Use the flashcards to review sports. Flash each flashcard quickly to the class.
- When students say the word, stick the flashcard on the board.

1 Think! SB p105 Make a poster.

Aim: to enable students to consolidate their knowledge of daily routines and times

Thinking skills: evaluating and selecting

- Read through all the stages of the poster activity with students first.
- Make sure they know what they have to do.
- Make pairs or small groups. Each pair/group chooses a different sport.
- Hand out magazines and scissors to each group and they find pictures.
- Hand out the poster paper. Remind students to do the stages of the activity in order. Tell them you have to check their work before they can go on to the next stage.
- As you go around, make sure that all the students are involved. If not, then allocate specific roles (e.g. sticking the pictures on the poster) to those who are not.

2 SB p105 Talk about sport.

Aim: to give students practice with productive and interactive speaking

- Demonstrate the activity first with the class.
- Groups take turns to display their posters to the class and to talk about the sport they chose.
- Encourage the class to ask questions so that the activity is also interactive.
- After each presentation, the groups display their posters on the wall of the classroom.

Picture dictionary

Aim: to review vocabulary for sport

- Students look at the Picture dictionary page for sport (WB page 127).
- 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.

1 WB p105 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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 enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 105.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

1

Think!

Make a poster.

Sports graffiti poster

a

Choose a sport and find pictures.



b

Stick the pictures on a big, colourful piece of paper.



c

Do you like the sport? Is it easy or difficult? Write on your poster.



2

Talk about sport.

I like playing football ...

1 CD3
49

Listen and look. Then listen and say the words.



1 visit my
cousins



2 go hiking



3 keep a
scrapbook



4 help in
the garden



5 build a
tree house



6 read a comic



7 learn to
swim



8 go camping



9 take riding
lessons

2 CD3
50

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**!

Kee 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!

Aims:

- to present and practise holiday and leisure activities
- to say a chant with the class

New language: *holiday, plans, visit my cousins, go hiking, keep a scrapbook, help in the garden, build a tree house, read a comic, learn to swim, go camping, take riding lessons*

Materials: CD, flashcards (holidays)

Language competences: Your students will be able to identify and name holiday and leisure activities.

Warm-up

Aim: to review activities

- Mime a known sport, e.g. swimming.
- Tell students that this is something 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.
- Do this three or four times.
- Hold up each flashcard for students to say the phrases in chorus.
- Stick the flashcards on the board around the word map.



SB p106 Listen and look. Then listen and say the words.

Aim: to practise holiday vocabulary

- Students look at the picture of the holiday posters in the Student's Book.
- Play the recording.

CD3 Track 49

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.

- 1 visit my cousins, 2 go hiking, 3 keep a scrapbook,
4 help in the garden, 5 build a tree house,
6 read a comic, 7 learn to swim, 8 go camping,
9 take riding lessons

- 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.



SB p106 Listen and chant.

Aim: to give students further practice saying the new words

- Use the pictures to support meaning whenever possible.
- Pre-teach *Give me a G!* and have students say *G*.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- Groups take turns to chant each verse while the others clap in time with the rhythm.



WB p106 Use the code to write the words.

Aim: to practise the new vocabulary

Key: 2 cousins, 3 riding lessons, 4 build / house,
5 camping, 6 hiking, 7 read / book, 8 help / garden,
9 keep / 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 one.

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.

Aims:

- to present and practise question forms with *Can* (requests)
- to practise speaking skills

New language: *tomorrow, morning, afternoon, evening*

Recycled language: holiday and leisure activities, *Grandpa, Grandma*

Materials: CD, flashcards (holidays)

Language competences: Your students will be able to make requests using *Can*.

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  **SB p107** Look, read and write the names. Then listen and check.

Aim: to practise the new language

- Students look at the pictures and at 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.

CD3 Track 51

Mum: Ben, what would you like to do tomorrow?

Ben: Can we visit Grandpa in the afternoon?

Mum: Fine. Kate, what about you? What would you like to do?

Kate: Can I build a tree house tomorrow afternoon?

Mum: Yes! I can help you. Emma, what would you like to do?

Emma: Can I go horse riding tomorrow morning?

Mum: Well, OK. Tom, what would you like to do?

Tom: Can we have pizza at Ruby's tomorrow evening?

Mum: Tomorrow is Tuesday. We can go and have pizza on Wednesday. OK?

Tom: Yes. Great!

- Check with the class, playing the recording again as necessary.

Key: 1 Ben, 2 Kate, 3 Emma, 4 Tom

2  **SB p107** Listen and say.

Aim: to focus students on grammatical form

- Play the first question on the recording.
- Students repeat.
- Do the same for the second question.
- Supply responses, e.g. *Fine. OK. Yes, you can.*
- Students practise making requests and responding in pairs. They change the activities according to their preferences.

3  **SB p107** Ask and answer.

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, to make a request and then to respond.
- Monitor and help/prompt as appropriate.
- Check some conversations using open pairs.

1  **WB p107** Look and write the words.

Aim: to practise the new language

Key: 2 go hiking, 3 take riding lessons, 4 go camping

2  **WB p107** Put the words in order.

Aim: to practise word order of the new language

Key: 2 Can I take swimming lessons? 3 Can I keep a scrapbook? 4 Can I read a book?

Ending the lesson

Aim: to review new language from the lesson

- Invite students to come to, e.g. the door. Mime opening 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.*

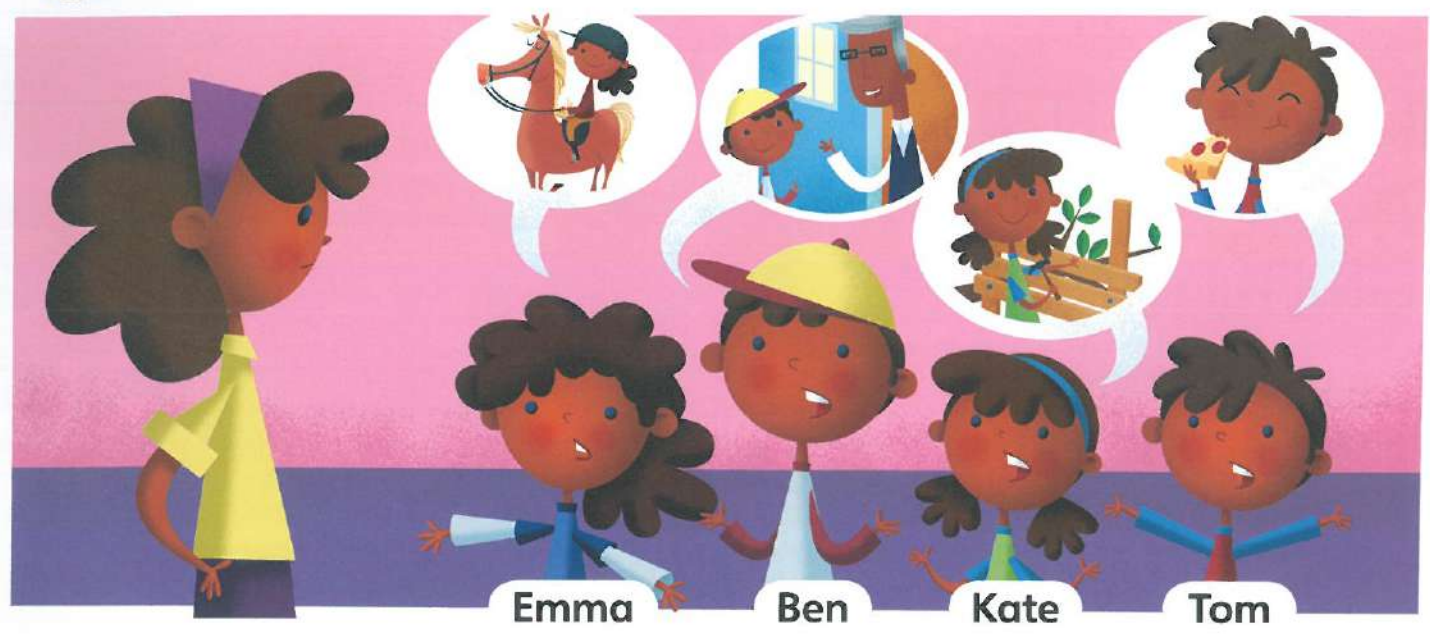
Extension activity

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 CD3 51

Look, read and write the names. Then listen and check.



- 1 Can I visit Grandpa tomorrow afternoon? _____
- 2 Can I build a tree house tomorrow afternoon? _____
- 3 Can I go horse riding tomorrow morning? _____
- 4 Can we have pizza at *Ruby's* tomorrow evening? _____

2 CD3 52

Grammar focus

Listen and say.



Can I go horse riding tomorrow morning?
Can we visit Grandpa and Grandma in the afternoon?

3

Ask and answer.



Listen and sing.

It's time for a holiday,
A holiday, a holiday,
It's time for a holiday,
Hurray, hurray, hurray ...

Can I build a tree house,
In my grandma's apple tree?
I'm going to sleep and play there,
Come on, please join me!

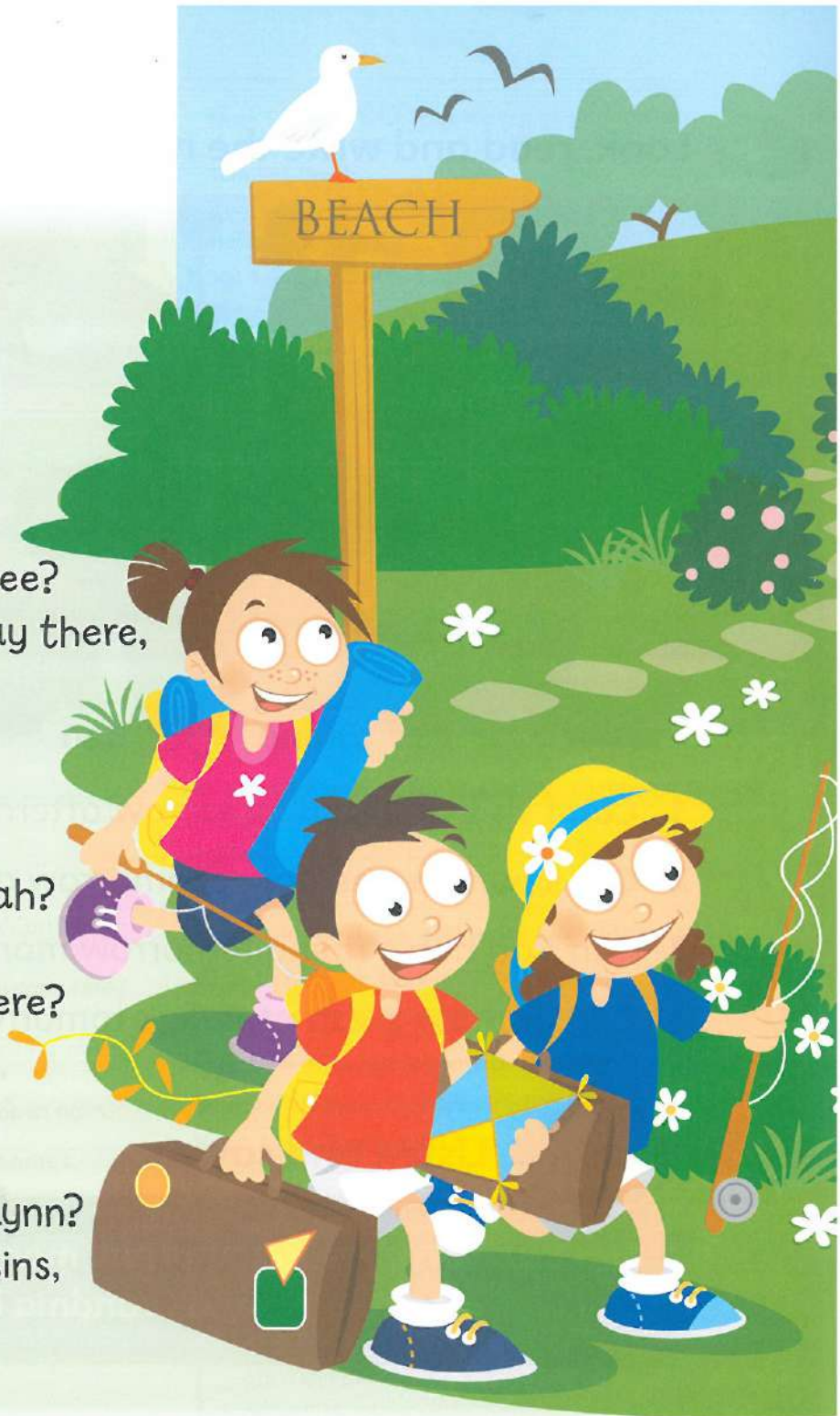
It's time for a holiday ...

Can I go camping,
On a sandy beach, oh yeah?
Can I go swimming?
Why don't you join me there?

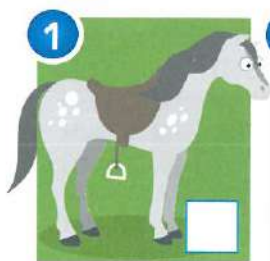
It's time for a holiday ...

Can I take riding lessons,
With Michael, James and Lynn?
They're my favourite cousins,
Come on, please join in!

It's time for a holiday ...



Listen again and tick (✓) the things that you hear in the song



Aims:

- to consolidate *Can* for requests
- to sing a song with the class

New language: *sandy***Recycled language:** holiday and leisure activities, adjectives**Materials:** CD, flashcards (holidays)**Language competences:** Your students will be able to join in with a song.

Your students will be able to write their own verse for a song.

Warm-up**Aim:** to review holiday words

- Write the holiday phrases in jumbled word order on the board.
- Students unscramble them in pairs.
- In turn, students come to the board, stick a flashcard next to the scrambled phrase and write it correctly.

**SB p108** Listen and sing.**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 recording. Students follow the song in their Student's Books.
- Check understanding of new vocabulary.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in four groups.

**SB p108** Listen again and tick (✓) the things that you hear in the song.**Aim:** to practise comprehension skills

- Check students know what to do.
- Play the recording. Students tick the things they hear.
- They compare answers in pairs, re-reading the song if necessary.
- Check with the class.

Key: 1, 3, 4, 6

1

WB p108 Write words for the new verses of the song.**Aim:** to practise comprehension and writing skills**Key:** 2 camping, 3 swim, 4 hiking, 5 cousins, 6 tree house

2

WB p108 Match the sentences that rhyme.**Aim:** to check students' awareness of rhyme**Key:** 2 c, 3 a**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 1.
- 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.

Extension activity**Aim:** to practise memorisation skills and review vocabulary

- Start a chain, e.g. *I'm going on holiday. 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.

Aim:

- to review questions and answers

Recycled language: language from previous units

Materials: CD

Language competences: Your students will be able to ask and answer questions.

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.



SB p109 Read and match. Then listen and check.

Aim: to review questions and responses

Thinking skill: matching

- Do an example first with the class.
- Check they know what to do.
- Remind them 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.

CD3 Track 56

- Girl:** Does your sister eat tomatoes?
Boy: No, she doesn't.
- Girl:** How old is your brother?
Boy: He's thirteen.
- Girl:** Can you swim?
Boy: Yes, I can.
- Girl:** Have spiders got six legs?
Boy: No, they've got eight.
- Girl:** What's her name?
Boy: It's Kate.
- Girl:** What's his name?
Boy: It's Oliver.
- Girl:** What does your sister like to eat?
Boy: Chicken with rice.
- Boy:** Where are my pencils?
Girl: Under the desk.
- Girl:** Would you like an orange?
Boy: Yes, please.

10 Girl: Is there any milk in the house?

Boy: No, there isn't any.

11 Boy: When's her birthday?

Girl: In November.

12 Girl: Whose jumper is pink?

Boy: Emily's.

- Check with the class using open pairs.
- Have students mime the questions and responses to check comprehension.

Key: 1 h, 2 i, 3 f, 4 l, 5 c, 6 b, 7 k, 8 j, 9 g, 10 a, 11 e, 12 d

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 **Think!** **WB p109** Read and circle.

Aim: to give students practice with the form of the new language

Thinking skill: selecting

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

2 **WB p109** Now colour the boxes to find the hidden words.

Aim: to consolidate students' understanding of the new language

Key: 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.

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 CD3
56

Think!

Read and match. Then listen and check.

- 1 Does your sister eat tomatoes?
- 2 How old is your brother?
- 3 Can you swim?
- 4 Have spiders got six legs?
- 5 What's her name?
- 6 What's his name?
- 7 What does your sister like to eat?
- 8 Where are my pencils?
- 9 Would you like an orange?
- 10 Is there any milk in the house?
- 11 When's her birthday?
- 12 Whose jumper is pink?

- a No, there isn't any. ☐
- b It's Oliver. ☐
- c It's Kate. ☐
- d Emily's. ☐
- e In November. ☐
- f Yes, I can. ☐
- g Yes, please. ☐
- h No, she doesn't. ☐
- i He's thirteen. ☐
- j Under the desk. ☐
- k Chicken with rice. ☐
- l No, they've got eight. ☐

2

Play the
question game.

Would you like an orange?

Yes, please.

1

It looks great.

Can we come up?

I'd like to build a tree house.

2

I like swimming.

Me too!

And what would you like to do, Whisper?

I'd like to learn to swim.

3

Where are you, Misty?

We can't find you.

What would you like to do, Misty?

I'm behind you!

I'd like to visit my cousins.

4

Can you get me the tomatoes, please?

What about you, Flash?

Here you are, Grandma.

I'd like to help my grandma in the garden.

Aims:

- to present a picture story
- to review language from the unit

Recycled language: language from the story, language from previous units

Materials: CD

Language competences: Your students will be able to listen to and read a picture story. Your students will be able to act out a story.

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 special 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.)

1 CD3 57 **SB pp110–111** Dream holidays

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Play the recording. Students listen for who wants to learn to swim (Whisper) and who wants to help Grandma in the garden (Flash).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of their ideas.)

1 CD3 58 **WB p110** Listen and tick (✓) the box.

Aim: to review phrases from the story

CD3 Track 58

- 1 **Whisper:** I'd like to learn to swim.
- 2 **Grandma:** Can you get me the tomatoes, please?
- 3 **Teacher:** Happy holiday!

Key: 1 2nd picture, 2 1st picture, 3 1st picture

2 **WB p110** Write the words. Then read the story and check.

Aim: to check understanding of the story

Key: 2 cousins, 3 you

3 **Think!** **WB p110** Match the pictures with the sentences.

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 Here you are. 3 It looks great.

Ending the lesson

Aim: to practise the story

- Put students into groups of eight.
- 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' imaginations

- In pairs, students make up a short role play to illustrate the phrases from WB Activity 3. They add their own ideas in place of *bananas/great*.
- Go around the groups and help / make suggestions.
- Pairs role play their situations for the class. The only words they say are *Can you get me the ... , please?* *Here you are.* *It looks ...*
- The other students have to guess what the situation is.

Aims:

- to talk about the meaning of the story
- to practise saying the letter sound s, pronounced z
- to review language from the story and the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story, language from previous units

Materials: CD

Language competences: Your students will be able to interpret deeper meaning from a story.

Phonics focus: Your students will be able to read and say the letter sounds s/z and identify some words where the letter s is pronounced /z/.

Value: helping people

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 any of 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 /'kʌzən/.

- Show students how the mouth and tongue are the same for both sounds, but for the s letter sound they don't use their voice. Students put their fingers on their throat and feel the vibration for the letter sound z.
- Students repeat *I'd like to visit my cousins* after you and find the speech bubble in the story (frame 3).

Key: Misty



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.

CD3 Track 59

z - z - z

The Zoo Keeper gives the lizards bananas for dinner.
The Zoo Keeper gives the lizards bananas for dinner!

- Students point out where the letter z is pronounced /z/ and where the letter s is pronounced /z/.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.



Values WB p111 Look and circle.

Aim: to focus students on the value of helping people

Key: Picture 2



WB p111 Listen and write the words under z or s.

Aim: to practise contrasting the two sounds z and s

CD3 Track 60

Nose, house, zebra, swim, lesson, lizard, tennis, tomatoes



WB p111 Listen, say and check your answers.

CD3 Track 61

Z: nose, zebra, lizard, tomatoes

S: house, swim, lesson, tennis

Key: See CD script above.

Ending the lesson

Aim: to review and write words with the sounds z and s

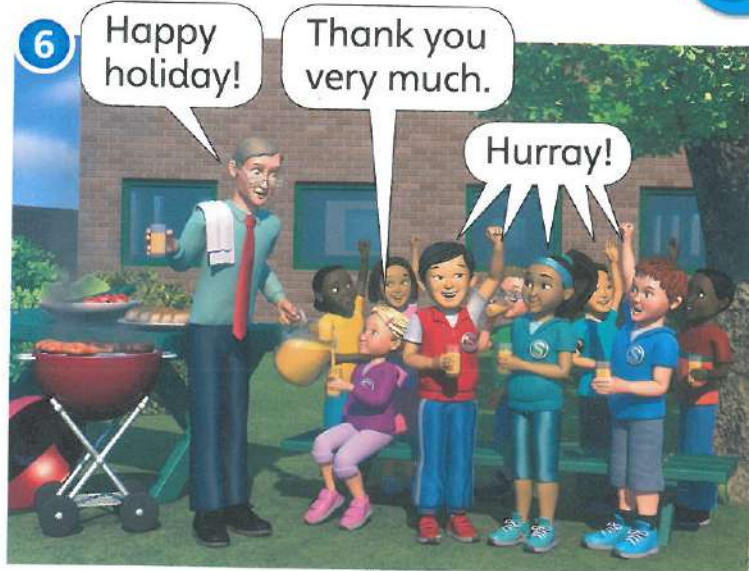
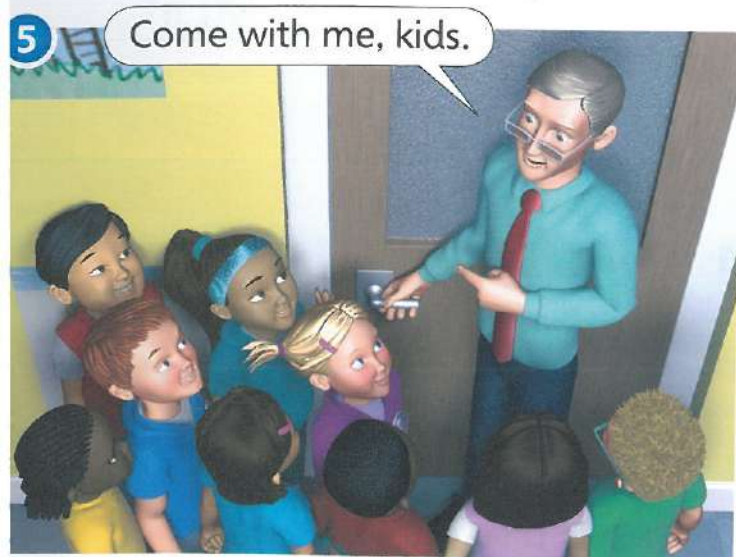
- Dictate the sound sentence while students write. They check in the Student's Book.
- In plurals the final s is often pronounced /z/: *lemons, eggs, toys, jeans*. Compare with plurals pronounced /s/: *clocks, parrots, parks, shops*. Dictate the words above in random order while students write them in two columns headed z and s.

Extension activity

Aim: to discuss the value of helping people

- Focus on what happens in the story and how Flash helps her grandma.
- Elicit why this value is important and examples of when students help people.

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



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!

3 Find who says ... I'd like to visit my cousins.



4 CD 3 59 Listen and say.



The Zoo Keeper gives the lizards bananas for dinner.

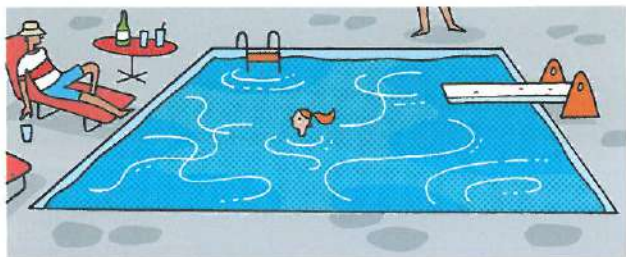


1

Look and read. Put a tick (✓) or a cross (X) in the box.



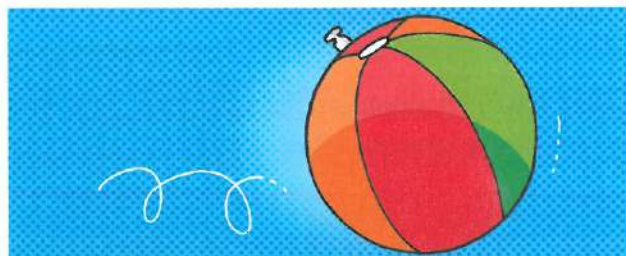
1 This is a hippo.

☐

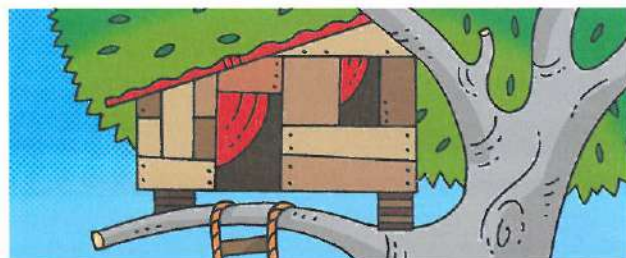
2 This is a swimming pool.

☐

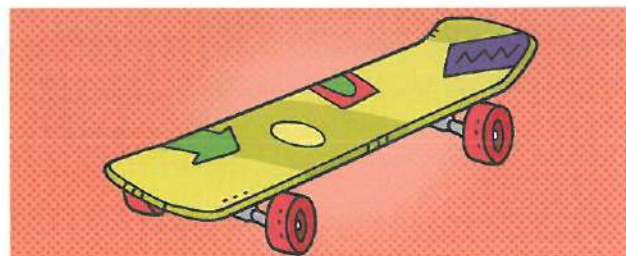
3 These are some grapes.

☐

4 This is a ball.

☐

5 This is a scrapbook.

☐

6 This is a lorry.

☐

Aim:

- to practise reading skills

Skills:

- reading for specific information

Recycled language: language from this and previous units

Materials: flashcards (holidays)

Language competences: Your students will be able to read for specific information.

Warm-up

Aim: to review holiday phrases

- Use the flashcards to review holiday words.
- Show each one quickly to the class and they guess/say the word and mime the activity.

1 **SB p112** Look and read. Put a tick (✓) or a cross (X) in the box.

Aim: to practise reading for specific information **YLE**

- 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 X, 2 ✓, 3 X, 4 ✓, 5 X, 6 X

1 **WB p112-113** Look and read. Write the answers.

Aim: to practise reading for specific information and following instructions **YLE**

Key: 2 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 picture in WB Activity 1. Then they close their Workbooks.
- Elicit what they can remember about the picture.

Extension activity

Aim: to give students writing practice

- Students write about their favourite holiday activity in their notebooks and draw a picture.
- In their texts, they say why they like the holiday activity and when and where they do it, e.g. *summer, winter, at the beach, in the sea.*

Aim:

- to practise listening and speaking skills

Skills:

- listening for specific information
- speaking

Recycled language: language from this and previous units

Materials: CD, Unit 9 stickers

Language competences: Your students will be able to listen for specific information.

Your students will be able to answer questions about a picture.

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.



SB p113 Listen and stick.

Aim: to practise listening skills

- Students prepare their stickers.

Note: In order to carry out this activity, students will first need to cut out their stickers with the backs attached.

- Check students know what to do.
- Play the recording. They listen and place the stickers.

CD3 Track 62

Put the horse between the two small trees.

Put the frog in front of the boy with the blue cap.

Put the dog under the tree house.

Put the cat on the tree house.

- Students compare their answers in pairs.
- Play the recording again and check with the class.

Key: horse between two small trees, frog in front of the boy with the blue cap, dog under the tree house, cat on the tree house

2

SB p113 Look, think and 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.

Key: 1 There are six children in the picture. 2 The boy in the black T-shirt is writing. 3 The man is wearing a T-shirt, trousers and a hat. 4 The boy's cap is blue. 5 The boys in red T-shirts are making a tree house.

Ending the lesson

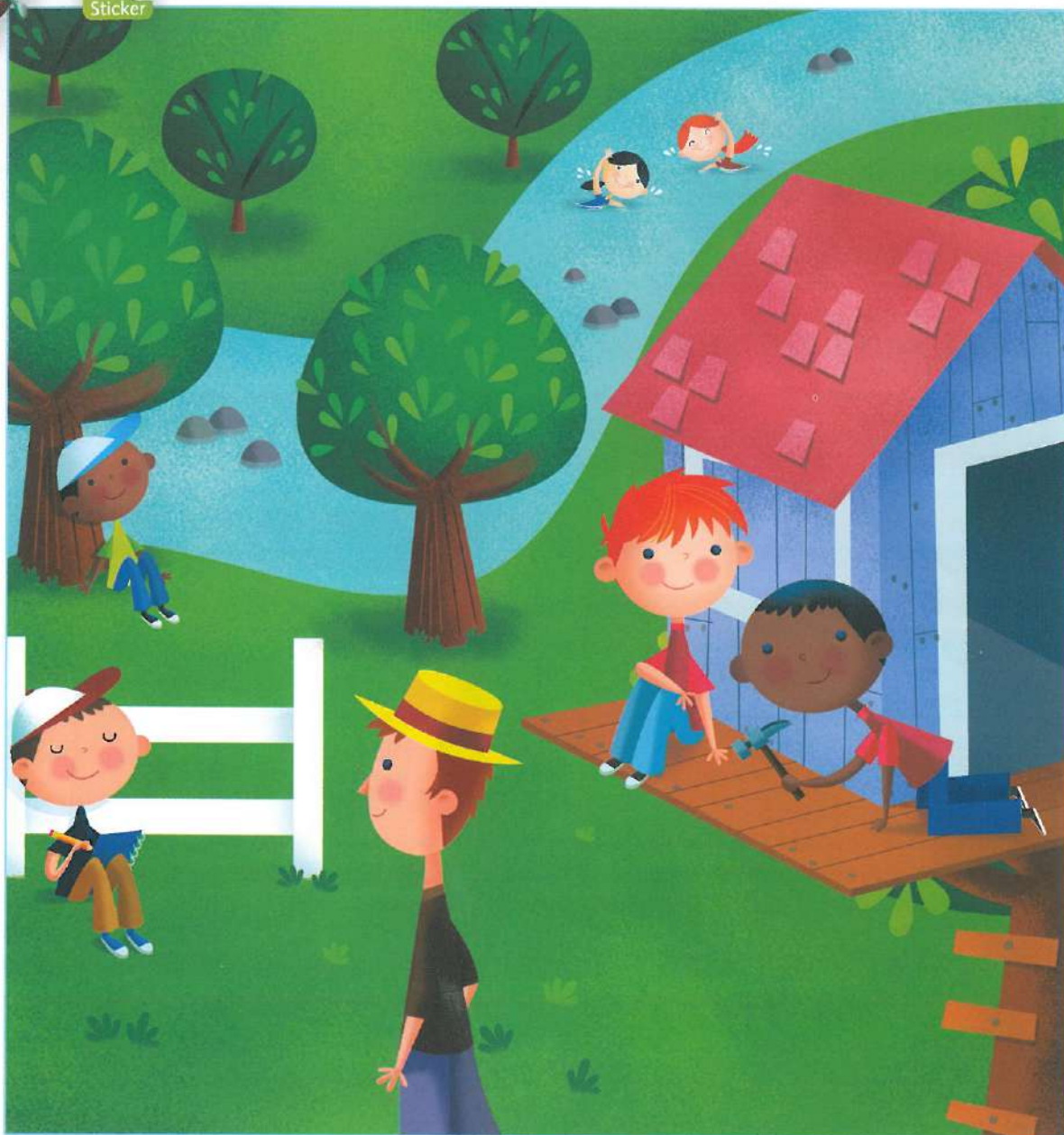
Aim: to practise giving and following instructions

- Students do the sticker activity in pairs. Student A secretly puts his/her stickers anywhere on the SB Activity 1 picture.
- Student A then gives instructions for Student B to follow.
- They check and change roles.

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.
- Repeat with another word family.



2

Look, think and answer the questions.

There are ...
in the picture.

- 1 How many children are in the picture?
- 2 What is the boy in the black T-shirt doing?
- 3 What is the man wearing?
- 4 There is a boy next to the river. What colour is his cap?
- 5 What are the boys in red T-shirts doing?

Fairy tales



1 Read and tick (✓).

What do you read on holiday?

☐ magazines ☐ comics ☐ story books

2 CD 3 63 Listen, read and answer the questions.



Fairy tales like *The Flower Queen's Daughter* are stories for children. They are often about characters like kings, queens, dragons, witches and animals that can talk. Two famous fairy tale writers were the Brothers Grimm from Germany. Some of their stories are *Rumpelstiltskin*, *Snow White*, *Sleeping Beauty*, *Rapunzel*, *Cinderella*, and *Hansel and Gretel*.

The American film studio Walt Disney makes films of famous fairy tales. Some of these are *Aladdin*, *The Little Mermaid* and *Pinocchio*.

- Which fairy tales do you know?
- What are they called in your country?
- Why do you think people like fairy tales?



The Brothers Grimm

Aim:

- to integrate other areas of the curriculum through English: Literature

New language: *fairy tale, story book, comic, magazine, characters, king, queen, dragon, witch, names of fairy tales*

Recycled language: language from this and previous units

Materials: CD

Language competences: Your students will be able to use known language to talk about Literature in English.

Warm-up

Aim: to introduce fairy tales

- Write the words *Cinderella* and *Sleeping Beauty* on the board.
- Elicit from students what these are (fairy tales).
- Give the names in L1 if students do not recognise them.
- If these stories are not ones familiar in the students' culture, give the names of fairy tales they know.
- Elicit other fairy tales they like.

1 **SB p114** Read and tick (✓).

Aim: to activate students' knowledge of the world

- Students look at the picture and at the words in the Student's Book.
- They answer individually and then compare in pairs.
- Compare answers as a class.
- Elicit comics and magazines that they read.

2 **SB p114** Listen, read and answer the questions.

Aim: to enable students to extend their knowledge of the topic

- Make sure students know what to do.
- Play the recording. Students listen and read.
- Read the text aloud around the class, checking comprehension.
- Don't worry about students' pronunciation of the story names.
- Students answer and discuss the questions in pairs.
- Discuss and share ideas as a class.

1 **WB p114** Look, read and match.

Aim: to practise the new language

Key: 2 magazine, 3 comic

2 **WB p114** Read about fairy tales again and write the words in the correct carriages.

Aim: to enable students to consolidate what they have learnt

Key: The Brothers Grimm: Rapunzel, Hansel and Gretel
Fairy tales are about: queens, witches, animals
Walt Disney films: Pinocchio, The Little Mermaid

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *fairy tales, what they're about and some people who wrote them.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Put students into groups.
- They each tell the other students which their favourite fairy tale is.
- Groups choose one of the four stories.
- They make a poster about the fairy tale.
- Groups present their posters to the class.

Aims:

- to extend the focus on Literature through English
- to enable students to complete a project

New language: troll, bridge, palace, cross

Recycled language: fairy tales, language from this and previous units

Materials: props and dressing up clothes for acting out fairy tales (optional)

Language competences: Your students will be able to talk about Literature in English.

Your students will be able to complete a project.

Warm-up

Aim: to review fairy tales

- Say some of the fairy tales from the previous lesson.
- Students name some of the characters or put their hands up if they like the story.

1

Think!

SB p115 Read and match.

Aim: to extend students' understanding of fairy tales and their characters

Thinking skill: matching text with visual information

- Read the introduction with the class and check they know what to do.
- Students do the matching task individually and then check in pairs.
- Check with the class, eliciting the meaning of the new vocabulary.
- Discuss with students what other bad and good characters they know in fairy tales.

Key: 1 c, 2 a, 3 b

2

Project

SB p115 Choose your favourite fairy tale and act it out.

Aim: to enable students to follow instructions and collaborate

- Talk about the project with students and make sure they know what to do.
- Brainstorm fairy tales with the class.
- Groups of six choose one fairy tale.
- Students make notes about the story in their groups.
- They allocate roles.
- Monitor groups and help/support as necessary.
- If time, students can make paper crowns and simple costumes.
- Groups act out their role plays to the class.

1

WB p115 Match the stories with their characters.

Aim: to enable students to apply what they have learnt

Key: 2 d, 3 a, 4 c

2

WB p115 Draw a picture of your favourite fairy tale and write about it.

Aim: to stimulate students' creativity

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt about today, e.g. *learnt about different characters in fairy tales and acted out a fairy tale with my friends.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project, what the outcome was and what they learnt.
- Monitor and help as necessary.

1 Think! Read and match.

Fairy tales are often about good and bad characters. Here are the good characters from three fairy tales. Match them with the bad characters from the same fairy tales.



The three Billy Goats Gruff want to cross the bridge.



a The ugly sisters make her clean the house.



Cinderella wants to go to a party at the palace.



b The wicked witch can give her some legs.



The little mermaid wants to leave the sea and live on the land.



c There is a troll under the bridge. He is very hungry.



2 Project Choose your favourite fairy tale and act it out.



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



2

Read and number the sentences from the story.

- | | |
|--|--|
| ☐ The cow runs away. | ☐ You are sleeping in your tent. |
| ☐ You wake up. | ☐ There's a cow outside. |
| ☐ Open the tent. | ☐ Stand up and say, 'I'm a Super Friend'. |
| ☐ Clap your hands and shout, 'Boo!' | ☐ Listen. |

3

Listen to your friend and act out.



Aim:

- to stimulate the students' imagination through listening and acting out

New language: *cow, run away*

Recycled language: language from the unit and from previous units

Materials: CD, paper, scissors, coloured pens, string, clean twigs, pencils

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Your students will be able to follow auditory, written and visual instructions.

Warm-up

Aim: to review instructions and mime

- Give students some simple instructions to mime, e.g. *You're on holiday. You're learning to ride a horse. Oh, the horse is very big. Can you get on it? ... Yes! Well done!*

1 CD3 64

SB p116 Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to give students practice in following instructions and in sequencing information

- Students look at the pictures in their Student's Books.
- Play the recording and mime the actions.

CD3 Track 64

- 1 You are sleeping in your tent.
- 2 You wake up.
- 3 Listen.
- 4 Open the tent.
- 5 There's a cow outside.
- 6 Clap your hands and shout, 'Boo!'
- 7 The cow runs away.
- 8 Stand up and say, 'I'm a Super Friend!'

- Mime the actions without the recording and checking understanding through mime.
- Play the recording again and mime the actions. Students mime the actions with you.
- Students listen again and sequence the pictures.
- They compare their answers in pairs.
- Check with the class.

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

2 **SB p116** Read and number the sentences from the story.

Aim: to give students practice in reading for detail

- Read the eight instructions aloud.
- Students individually match the instructions with the pictures.
- They compare their answers in pairs.
- Check by asking one student to read an instruction aloud, another to mime the action and another to say the number.

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

3 **SB p116** Listen to your friend and act out.

Aim: to give students practice in giving and following instructions

- Demonstrate the activity by giving the instructions in random order for the class to follow.
- Students do the activity in pairs.
- Invite more confident students to role play their instructions in front of the class.

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 give students practice in following instructions

- Play a game of 'Simon says', using the instructions from SB page 116 Activity 2. When you say *Simon says* before the instruction, students mime it. When you do not say *Simon says*, students do not mime it.

Extension activity

Aim: to enable students to compare and discuss their mobiles

- Put students into groups of four.
- They take turns to describe and compare their mobiles and talk about the pictures they chose.

Aims:

- to review language from the unit
- to encourage students to reflect on their learning

Recycled language: vocabulary and grammar from the unit and from previous units

Materials: flashcards (holidays)

Language competences: Your students will be able to use language from the unit to complete a quiz.

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.

1 **SB p117** Quiz time

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 a, 4 c, 5 c, 6 b, 7 b, 8 c

Picture dictionary

Aim: to review vocabulary for holidays

- Students look at the Picture dictionary page for holidays (WB page 128).
- 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.

1 **WB p117** Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

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 enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 117.
- Students take turns to read aloud what they have written for number 2 and to talk about their pictures.
- Encourage students to discuss and compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Quiz time



- 1 Would you like to go ... in the holidays?
 a camp b camping c tent

- 2 ... go swimming?
 a Can I b Would I c Who



- 3 What are they doing?
 a hiking b helping Grandma
 c building a tree house

- 4 What ... your mum like for breakfast?
 a is b do c does



- 5 Thunder would like to ...
 a learn to swim.
 b learn to ride a horse.
 c build a tree house.

- 6 Flash would like to ...
 a learn to swim. b help her grandma.
 c visit her cousins.



- 7 Circle the different sound.
 a gives b bus c zoo

- 8 The Brothers Grimm were from ...
 a England. b Mexico. c Germany.



Aims:

- to introduce the concept of Halloween
- to do a rhyme and play games around the topic of Halloween
- to design Halloween costumes

New language: *Halloween, witch, skeleton, vampire, trick, treat*

Recycled language: *monster, grammar and vocabulary from the Student's Book*

Materials: Halloween cut-outs SB page 119

Language competences: Your students will be able to play games on the topic of Halloween. Your students will be able to say a rhyme on the topic of Halloween.

Your students will be able to make Halloween costumes.

Warm-up

Aim: to introduce the topic of Halloween

- Introduce the topic of Halloween to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Halloween games/activities on to the board. Some examples of games and activities are: dressing up in scary costumes; bobbing for apples (trying to grab a floating apple with your teeth); hollowing out a pumpkin, carving a scary face and putting a candle inside; playing trick or treat (going around people's houses, knocking on the door and saying *Trick or treat*. If people give you a treat, e.g. a biscuit, you go away. If they don't, you play a trick on them).

1 Introducing the Halloween characters

Aim: to enable students to learn about Halloween characters

- Use the pictures in the cut-outs to explain the concept of children dressing up.
- Explain the tradition of 'Trick or treat'.

2 A rhyme

Aim: to teach a rhyme to students

- Say the following rhyme:
*We're dressing up for Halloween,
We're playing trick or treat.
Skeleton, monster, witch and vampire,
Give us something sweet to eat.*
- The first time students listen and point.
- Teach the rhyme to the class to do in groups.

3 A guessing game

Aim: to enable students to play an information exchange activity using the cut-outs

- Students prepare the cut-outs to make cards.
- They play with these first, jumbling them up and then putting them together again to make the different characters, or new combinations of their own. When they complete a character, they describe it to a partner: *It's a witch. It's a monster skeleton!*
- Students can also describe what their character looks like and is wearing: *She's wearing a black hat. She's got black hair and a big nose. She's wearing a blue jumper and a green skirt. She's wearing stripy tights. She's wearing blue boots.*
- Students then describe their new character to their partner in an information gap activity. One describes the different parts of their character and their partner listens, without looking, and chooses the correct parts to complete the character.

4 Matching cards

Aim: to enable students to play a matching game with their cards

- Students work in pairs.
- They spread out all the cards face down on the table in front of them.
- Students take turns to pick up one card and identify the character it comes from and say something about it: *It's the witch. She's wearing a black hat.*
- Students keep the card and then have to take turns to turn over and find the other parts of the same character.
- The first student to find their complete character describes it and is the winner.

5 A guessing game

Aim: to enable students to play a guessing game

- Students play the game in pairs.
- Students choose one of the characters to pretend to be.
- Their partner has to guess who they are by asking yes or no questions, e.g. *Have you got black hair? Are you wearing black shoes?*
- The student who guesses correctly with the fewest questions is the winner.

Extension activity

Aim: to encourage student creativity

- Students can design their own Halloween costumes or bring real costumes to class and dress up for the lesson.
- Arrange a 'trick or treat' exchange visit to other classes in the school, if appropriate.

Aims:

- to introduce the concept of Christmas
- to do a rhyme and play games around the topic of Christmas
- to make a Christmas book

New language: Christmas, Santa, reindeer, present, stocking, sleigh

Recycled language: times, routines, grammar and vocabulary from the Student's Book

Materials: Christmas cut-outs SB page 121, scissors

Language competences: Your students will be able to play games on the topic of Christmas. Your students will be able to say rhymes on the topic of Christmas.

Your students will be able to make a Christmas book.

Warm-up

Aim: to introduce the topic of Christmas

- Introduce the topic of Christmas to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Christmas activities and food on to the board.
- Some examples of activities are: giving and receiving presents; hanging out stockings or pillow cases for Father Christmas to fill with presents; putting up a tree in the house and decorating it with coloured lights and decorations.
- Some examples of food are: Christmas cake, turkey and stuffing, Christmas pudding and mince pies (these are sweet).

1 A rhyme

Aim: to enable students to say a rhyme about Christmas

- Show the cut-out picture of Santa on his sleigh to introduce the theme of Santa and his sleigh.
- Pre-teach *Santa, sleigh, presents* and introduce the tradition of Santa travelling by sleigh to deliver presents to children round the world.
- Say the following rhyme:
*Here comes Santa, Santa on his sleigh,
Here comes Santa, what a busy day!
Oh, thank you, Santa, for all that you do,
Happy Christmas Santa, we love you!*
- Students listen and say.
- Then tell them they are going to find out about Santa's busy day.

2 Santa's day

Aim: to enable students to imagine what Santa's day is like and to compare their days with his

- Ask students to imagine what Santa's Christmas Day is like: *What time does he get up? What time does he go to bed?* Accept ideas and write them on the board.
- Students cut up the cut-outs and put them in order. They compare the order with their friends.
- Read the sentences in the cut-outs and check language as necessary.
- Students then cut these up and match them with the pictures.
- Check by asking pupils to read out the sentences about Santa's day in order.
- Students then compare their own daily routine, either on a normal day, or on Christmas Day, with Santa's.
- Students then describe the differences, e.g. *I get up early in the morning, but Santa gets up at seven o'clock in the evening. I take presents out of my stocking. Santa puts presents in my stocking.*

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

3 Make a Christmas book

Aim: to enable students to make a Christmas book

- Students make a mini Christmas book, using an A4 piece of paper.
- Show them how to fold the piece of paper into three pieces, concertina style. These folds make the pages of the book. Number them 1 to 6.
- Students then stick the pictures and sentences from the cut-outs onto the folded paper in order to make a mini Christmas book.
- They take this back to show their families.

Extension activity

Aim: to stimulate students to use their imaginations

- Students think of unusual routines for Santa, e.g. *What does he do on holiday?*

Aims:

- to introduce the concept of Easter
- to do a rhyme and play games around the topic of Easter

New language: *Easter, bunny, egg hunt*

Recycled language: rooms in a house, furniture, colours, grammar and vocabulary from the Student's Book

Materials: Easter cut-outs SB page 123, scissors

Language competences: Your students will be able to play games on the topic of Easter.

Your students will be able to say rhymes on the topic of Easter.

Your students will be able to take part in an Easter egg hunt.

Warm-up

Aim: to introduce the topic of Easter

- Introduce the topic of Easter to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Easter activities on the board.
- Some examples of activities are: making and giving Easter cards; giving Easter eggs (made of chocolate); an Easter egg hunt (e.g. small chocolate eggs hidden in a garden).

1 To review rooms in a house and furniture

Aim: to introduce the concept of hiding Easter eggs

- Use the pictures in the cut-outs to review vocabulary and to explain the concept of hiding Easter eggs.
- Explain the tradition of Easter egg hunts.

2 A rhyme

Aim: to enable students to join in with a rhyme

- Say the following rhyme:
*Come to my house for Easter,
And have some fun with me.
We're going on an egg hunt,
How many eggs can you see?
There's one in the bedroom,
It's under the chair.
There's one in the bathroom,
There are eggs everywhere!*
- The first time students listen and point.
- Teach the rhyme to the class. Students then do the rhyme in groups.

3 An egg hunt

Aim: to enable students to play a game

- Students cut out the eggs at the bottom of the cut-out page to play their own egg hunt game.
- They work in pairs. They both hide their eggs around the house by positioning them in, on, under or next to the furniture in the house.
- Students then take turns to try to find their partner's eggs by asking questions, without looking at their partner's house, e.g. *Is there an egg in the bedroom?* (Yes.) *Is it under the bed?* (Yes.) When they guess correctly, their partner has to give them the egg. If they guess incorrectly and the answer is *No*, it is then their partner's turn to ask.
- The first student to find all their partner's eggs is the winner.

Note: You can make this game more difficult by getting students to find the individual eggs by their colour as well: *Is the red egg in the bedroom?* (No.)

4 Spot the difference

Aim: to develop students' observational skills

- Students play this game in pairs. They position the eggs in their house as for the egg hunt game, but they then compare their two pictures and note the differences: *(Name)'s blue egg is on the bed, but my blue egg is under the bed. (Name)'s red egg is in the bathroom, but mine is in the kitchen.*

Extension activities

Aim: to bring the activities to life for students

- a) A real egg hunt
 - Bring small chocolate eggs to class to hide.
- b) Activity egg hunt
 - Instead of chocolate eggs, draw egg shapes on pieces of paper and write instructions on them.
 - Students hunt to find the pieces of paper, and then have to read and follow the instruction written on it.

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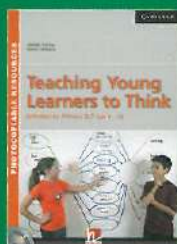
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