

CAMBRIDGE



SUPER Minds

Teacher's Book 3

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Map of the course

Meet The Explorers (pages 4–9)

Vocabulary	Grammar	Story and value Phonics
Revision of numbers: 21–100 upstairs, cellar, downstairs	<i>I'm good at (playing football). I'm not good at (climbing trees). Mike is Tom's uncle.</i>	<i>The old book Courage Short vowel sounds</i>

▶ **Song:** The Explorers

1 Our school (pages 10–21)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
School subjects: Art, English, Geography, Music, I.T., History, Maths, Science, P.E.	<i>I like listening to (music). He loves / doesn't like learning about (Science). You have to wear (school uniform).</i>	<i>Getting help Letter names</i>	- Reading <i>Johnny's story</i> - Reading for detail - Listening for detail - Appreciating different ways of thinking	- Decoding a puzzle - Sequencing - Problem solving	Music: Musical instruments Project: Make some maracas

▶ **Song:** Let me tell you a secret

▶ **Creativity**

▶ **Revision**

2 The picnic (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food: apple juice, cheese, lemonade, salad, rolls, soup, vegetables, water	<i>Is there any (cheese)? There isn't any (cheese). There is some (cheese). Are there any (oranges)? There aren't any (oranges). There are some (oranges). Shall we make some (soup)? How about some (tea)?</i>	<i>The golden apple Perseverance The sounds /ɪ/ and /aɪ/</i>	- Listening for detail - Speaking to exchange information - Reading and listening for specific information - Writing about habits	- Finding relevant information - Logical thinking	Science: Food chain and habitats Project: Choose a habitat and make a food chain

▶ **Song:** A picnic

▶ **Creativity**

▶ **Revision**

3 Daily tasks (pages 34–45)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Doily tasks: wash up, tidy up, sweep the floor, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk	<i>It's (eight) o'clock. It's half past (eight). It's quarter past / to (eight). Amy always / usually / sometimes / never (washes up after dinner).</i>	<i>Tidying up The letter sounds v and f</i>	- Reading <i>Arnold and the robot</i> - Reading and listening for specific information - Telling a story - Writing a story - Learning responsibility	- Reflecting on one's habits - Sequencing - Analysing data and making deductions	Environmental Studies: Saving water Project: How much water does a dripping tap waste?

▶ **Song:** What a busy day

▶ **Creativity**

▶ **Revision**

iv Map of the course

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

4 Around town (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Towns: <i>map, bank, bus station, tower, library, market square, sports centre, supermarket</i>	<i>It's opposite the (park). It's near the (library). It's above the (bus station). It's below the (tower). I'm going to (the shop) to buy (some bread).</i>	<i>Up high</i> Lateral thinking The sounds /a:/ and /r/	- Reading for specific information YLE - Listening for specific information YLE - Speaking to exchange information - Writing a description	- Drawing conclusions - Matching - Developing sense of direction - Drawing analogies	Geography: Directions Project: Make a compass

► **Song:** Lost in town

► **Creativity**

► **Revision**

5 Under the sea (pages 58–69)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Sea creatures: <i>seahorse, dolphin, seal, shell, octopus, anchor, starfish, turtle</i>	<i>The great auks were / weren't (sea birds). Their food was / wasn't (fish). Were you (in the sea), Sue? No, I wasn't. Was Tim (on the beach)? Yes, he was.</i>	<i>The trap</i> The letter sounds s and sh	- Reading <i>What Christine found</i> - Reading for specific information - Listening for detail YLE - Telling a story - Writing a story - Caring for nature	- Remembering details - Comparing details in texts and audio with images - Recognising patterns - Application and transfer of knowledge	Art and Maths: Pattern and symmetry Project: Make a symmetrical fish

► **Song:** Fish, fish everywhere

► **Creativity**

► **Revision**

6 Gadgets (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Technology: <i>games console, electric fan, walkie-talkie, electric toothbrush, CD player, torch, mobile phone, lift, laptop, mp3 player</i>	<i>The (DX24) is bigger / more expensive than the (DX32). The (Airbus A380) is the biggest (plane) in the (world). The (Baldacchino Supreme) is the most expensive (bed) in the world.</i>	<i>The cave</i> Being resourceful Long vowel sounds	- Comparing two pictures - Writing a short text - Describing a picture - Listening for specific information YLE - Writing a dialogue - Reading for detail YLE	- Making deductions - Numerical awareness - Logical and mathematical thinking	Maths and History: Numbers Project: Think of a number sequence

► **Song:** My bike is bigger

► **Creativity**

► **Revision**

Map of the course

v

7 In the hospital (pages 82–93)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Health: doctor, nurse, cold, cough, headache, toothache, earache, stomach-ache	<i>jump – jumped, shout – shouted, land – landed, look at – looked at, wake up – woke up, feel – felt, have – had, go – went, give – gave, say – said</i>	<i>At the hospital</i> Caring for people who are ill -ed endings	- Reading <i>Sophia saves the day</i> - Reading and listening for specific information - Reading for detail YLE - Writing a story - Keeping busy by helping others	- Decoding and sequencing - Spotting details in a narrative - Developing story analogies	Science: Fever Project: Make a thermometer

► **Song:** What a week

► **Creativity**

► **Revision**

8 Around the world (pages 94–105)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Countries: Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India	<i>We went to the (beach), but we didn't go (swimming). We played basketball, but we didn't play football. Did you go shopping? Yes, I did. / No, I didn't. When did you get home? Yesterday.</i>	<i>The final letters</i> Showing interest in other cultures The sounds /i:/ and /ɪ/	- Reading for specific information YLE - Listening for specific information YLE - Exchanging information - Writing an account	- Thinking about possible lexical relationships - Imagining - Visual spatial thinking, recognising shapes	Art: Origami Project: Make an Origami butterfly

► **Song:** All my friends are far away

► **Creativity**

► **Revision**

9 Holiday plans (pages 106–117)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Weather: thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots	<i>I'm going to play in the garden all day. It's (not) going to be rainy on (Tuesday). Are you going to (cook pizza)? Yes, I am. / No, I don't like cooking.</i>	<i>The treasure</i> Changing one's perception The sound /ɜ:r/	- Reading <i>Holidays with Grandma</i> - Reading and listening for specific information - Talking about pictures YLE - Writing about differences - Changing perceptions	- Prediction - Logical thinking	Geography: Seasons and hemispheres Project: Seasons around the world

► **Song:** A super holiday

► **Creativity**

► **Revision**

Meet The Explorers



Meet Ben and Lucy – *The Explorers*. These two friends and their dog, Buster, find lost treasure and give it to museums. Their lives are very exciting. Today they are starting a new adventure. They are in a castle. They are looking for an old book. The book tells the secret of some lost treasure. But they are not the only people looking for the book ...



1 CD 1 02

Listen and say the words. Then check with a friend.

- 1 upstairs
- 2 twenty-one – fifty
- 3 downstairs
- 4 fifty-one – one hundred
- 5 cellar

- 1 Upstairs
- 2 Rooms 21-50
- 3 Downstairs
- 4 Rooms 51-100
- 5 Cellar

2 CD 1 03

Listen, read and answer.

- 1 What do Ben and Lucy want to find?
- 2 Where are they?
- 3 Where does Lucy want to go?
- 4 Where is the cellar?

3 Close your book. Play the memory game.

Where's ...

Upstairs.

4

Revision of numbers: upstairs / downstairs

Aims:

- to review numbers 21–100
- to introduce the characters

New language: *explorer, meet, lost treasure, museum, adventure, castle, secret, only, upstairs, downstairs, cellar*

Recycled language: language from previous levels, numbers 21–100

Materials: CD

Language competences: Your students will be able to identify and use numbers 1–100.

Warm-up

Aim: to review numbers

- Write some numbers on the board, e.g. 19, 13, 7. Elicit the numbers.
- Invite a student to the front. Draw a number between 1 and 20 on his/her back with your finger. The student has three tries to guess the number.
- Students repeat the activity in pairs.

Presentation

Aim: to introduce the characters

- Students look at the pictures and text at the top of the Student's Book page 4.
- Read the text aloud. Students follow.
- Check understanding of new vocabulary.
- Tell students to look at the sign and check understanding of *upstairs* and *downstairs*.

1  **SB p4** Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words and phrases in the picture.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.

2  **SB p4** Listen, read and answer.

Aim: to practise listening and reading

- Read the questions aloud and check understanding.
- Tell students that the answers to questions 1, 2 and 4 are in the text and picture on the page.
- Give students time to find the answers.
- Explain that the answer to question 3 is on the CD.
- Play the recording twice. Check with the class.

CD1 Track 03

For tapescript see TB page 118.

Key: 1 An old book, 2 In a castle, 3 To the cellar, 4 Downstairs

3  **SB p4** Close your book. Play the memory game.

Aim: to give students practice with the new vocabulary

- Ask *Where's room 35?* (It's upstairs.)
- Students play the same game in pairs with books closed.

1  **WB p4** Listen and write the numbers.

Aim: to practise writing the new vocabulary

Key: 1 30, 40, 50, 2 20, 40, 60, 80, 3 10, 30, 20, 40, 30

2  **WB p4** Look at Activity 1. Write the missing numbers.

Aim: to give further writing practice

Thinking skill: logical-mathematical

Key: 1 60, 2 100, 3 50

3  **WB p4** Write the words.

Aim: to give further writing practice

Key: 2 thirty, 3 one hundred, 4 forty

4  **WB p4** Write *Where* or *What*. Then think about the story and answer the questions.

Aim: to give practice forming and answering questions

Key: 2 What / Buster, 3 What / An old book, 4 Where / To the cellar, 5 Where / Downstairs, 6 Where / Downstairs

Ending the lesson

Aim: to review numbers

- Write 15 numbers between 21 and 100 on the board.
- Students draw a 2 x 2 grid and write a number from the board in each square.
- Call out numbers from the board. Students cross out the ones they hear.
- The first student to cross out all four is the winner.

Extension activity

Aim: to review vocabulary from the lesson

- Ask students where different rooms are in school / at home (*upstairs* or *downstairs*).
- Students do the same in pairs.

Aims:

- to present and practise *good at + ing*
- to review language for actions and activities

New language: *snorkelling, doing puzzles*

Recycled language: actions and activities

Materials: CD

Language competences: Your students will be able to say what they are good at / not good at.

Warm-up

Aim: to review actions and activities

- Mime an action, e.g. *jumping*. Students guess, e.g. *You're jumping*.
- Repeat with other known actions and activities.

Presentation

Aim: to present *good at / not good at*

- Mime doing something well, e.g. dancing. Say *I'm good at dancing*.
- Mime doing something badly, e.g. jumping. Say *I'm not good at jumping*.
- Write the two example sentences on the board.
- Say, e.g. *You're good at swimming*. The whole class mime being good at swimming.
- Say, e.g. *You're not good at playing the guitar*. Students mime playing the guitar badly.

1  **SB p5** Look, read and write B (Ben) or L (Lucy).

Aim: to practise *good at / not good at*

- Elicit the activities in the pictures.
- Students take turns to read out the questions.
- They silently write the answers.
- Students compare answers in pairs. Check with the class.
- Elicit which of these activities students are good at / not good at. Students reply, e.g. *I'm good at flying kites*.

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

2  **CD 05** **SB p5** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat. Repeat.
- Students turn to the Grammar focus section on page 118 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 flying, 2 riding, 3 cooking/making, 4 speaking, 5 doing

3  **SB p5** Look and make sentences.

Aim: to consolidate grammatical form

- Students make sentences in pairs. Check with the class.

Key: Lucy is good at playing the piano. Lucy is good at flying a kite.

Ben is good at painting. Ben is good at playing the piano. Ben isn't good at flying a kite.

1  **WB p5** What are the children good at? Write sentences with *good at* or *not good at*.

Aim: to practise the new language

Key: 2 I'm not good at snorkelling. 3 I'm good at swimming. 4 I'm not good at jumping. 5 I'm good at snorkelling. 6 I'm good at swimming.

2  **WB p5** Look, think and draw lines.

Aim: to give further practice with the new language

Thinking skill: matching words with pictures

Key: 1 She's good at dancing. 2 He's not good at swimming. (3 He's good at playing football.) 4 She's not good at jumping high.

3  **WB p5** Write about yourself.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Say sentences about the characters, e.g. *Ben is good at painting*.
- If your sentence is true, students clap. If it is false, students shake their heads.

Extension activity

Aim: to give listening and speaking practice

- Students draw a simple 4 x 6 table for a survey.
- Down the side they write six activities. Along the top they write *Me* and the names of three friends.
- They fill in the first column with a ✓ or a X for themselves.
- Then they ask three friends, e.g. *Are you good at swimming?* and complete the table.

1 Look, read and write **B** (Ben) or **L** (Lucy).



- 1 Who am I? I'm not good at flying a kite.
- 2 I'm good at riding bikes. Am I Ben or Lucy?
- 3 I'm not good at playing the guitar. Who am I?
- 4 I'm very good at snorkelling. Can you guess my name?
- 5 I'm good at climbing trees. What's my name?
- 6 Who am I? I'm really good at doing puzzles.

CD 1
05

Grammar
focus

Listen and say.

I'm good at playing football.
I'm good at riding bikes.

I'm not good at climbing trees.
I'm not good at flying kites.



3 Look and make sentences.

Lucy isn't good at painting.

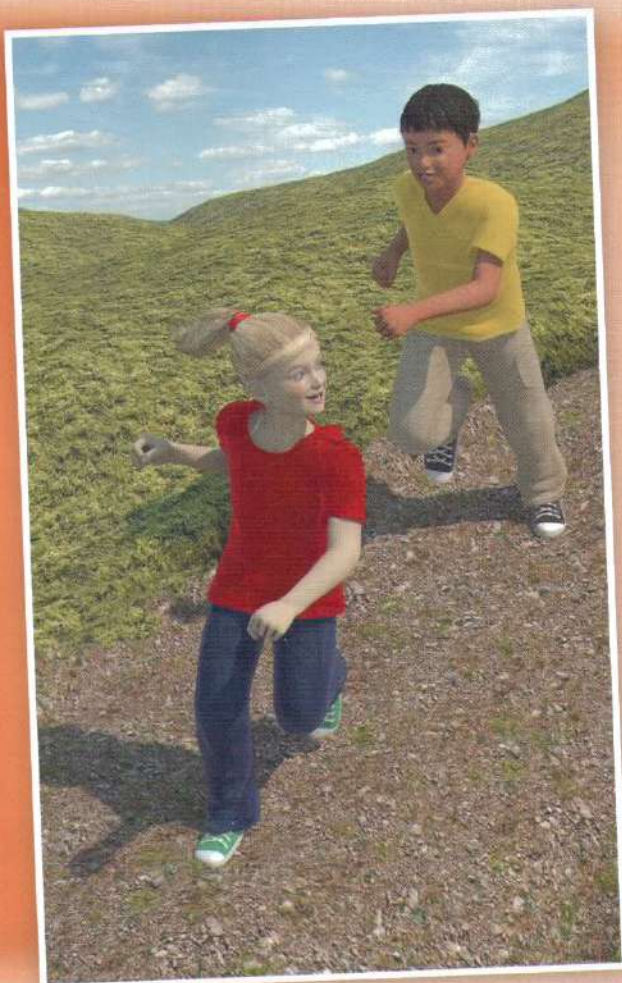
			
	X	✓	✓
	✓	✓	X

Good at + ing

5



Look and write the words in the song. Listen and check.



The Explorers.

Here they come.

Lucy and (1) _____.

Adventure and fun.



The Explorers.

Here they are.

Ben and (2) _____.

Action stars.



She's good at doing (3) _____,

She always finds the clues,

And reads them very carefully,

They tell her what to do.



The Explorers ...

He's good at riding (4) _____,

And swimming in the (5) _____.

He's an action hero,

Just like you and me.



The Explorers ...



Listen and sing.



What are you good at? Write a verse.

I'm good at ...

And ...

I'm an action hero,

Just like Ben and Lucy.

6

Singing for pleasure

Aims:

- to consolidate understanding of *good at* / *not good at*
- to sing a song with the class

New language: *action stars, action hero, clues, fences*

Recycled language: actions and activities, *carefully, here they come, good at, not good at, character names*

Materials: CD

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

Warm-up

Aim: to review understanding of *good at* / *not good at*

- Invite a student to the front of the class.
- The student mimes doing something, either badly or well.
- The class guesses, e.g. *He's good at playing football.*
- Repeat with different students.



1 SB p6 Look and write the words in the song. Listen and check.

Aim: to give students practice with prediction and listening

- Students look at the pictures in their Student's Books.
- Elicit what and who they can see.
- Students look at the words of the song and try to fill in the missing words. Use the pictures to support / check meaning whenever possible.
- They compare ideas in pairs.
- Play the recording. Students check their ideas.
- Check with the class.

Key: 1 Ben, 2 Lucy, 3 puzzles, 4 horses, 5 sea



2 SB p6 Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in four groups (one verse per group).



3 SB p6 What are you good at? Write a verse.

Aim: to enable students to personalise the song

- Check students know what to do.
- They each complete a verse for the song.
- Elicit example verses.



1 WB p6 Number the lines in each verse 1 to 4. Then write *Ben* or *Lucy*.

Aim: to activate memory skills and raise awareness of rhyme

Key: 3, 2, 4, (1) Lucy; 2, 4, 1, 3 Ben



2 WB p6 Read Emily and Louis's new verses. Write the words.

Aim: to give practice with writing the *ing* form of verbs

Key: 2 climbing, 3 swimming, 4 sing, 5 climbing, 6 playing, 7 snorkelling

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing their own verses.

Extension activity

Aim: to personalise the language

- Students write their verses in their notebooks and draw a picture to illustrate them.

Aims

- to present and practise the possessive apostrophe
- to review family vocabulary

New language: *grandfather, grandmother, grandson, granddaughter, daughter, son, parents, uncle, aunt, cousin*

Recycled language: family words

Materials: CD

Language competences: Your students will be able to talk about relationships in a family.

Warm-up

Aim: to review family words

- Draw a basic family tree on the board, e.g. parents and children. Leave plenty of space around the basic tree to add grandparents, uncles, etc. later.
- Use the tree to elicit known family words, e.g. *sister, brother, child, children*.

Presentation

Aim: to present new family words

- Extend the tree on the board to teach the new words: *grandfather, grandmother, grandson, granddaughter, daughter, son, parents, uncle, aunt, cousin*.
- Elicit information about students' families, e.g. *Have you got a grandmother? What's her name?*
- Say and write sentences using the information, e.g. *Marie is Sue's grandmother*. Use a different colour for 's'.
- Elicit/Explain what the possessive apostrophe means.

1 SB p7 Look at the family tree and write the words.

Aim: to practise family words and the possessive apostrophe

- Students look at the family tree in their Student's Books.
- Read out the complete sentences. Students find and point to the people on the family tree.
- Students complete the four sentences individually. They compare answers in pairs. Check with the class.
- In pairs, students take turns to read all the sentences.

Key: 1 brother, 2 sister, 3 father, 4 mother

2 CD 08 SB p7 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 118 of the Student's Book.

- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 mum, 2 mum's, 3 Brian's, 4 Brian, 5 Sally's

3 SB p7 Talk about the family.

Aim: to give students further practice with using the possessive apostrophe

- Demonstrate the activity for the class.
- In pairs, students talk about the picture.
- Elicit question and answer exchanges from pairs.

1 CD 09 WB p7 Listen and write the words.

Aim: to practise word identification

Key: 2 son, 3 parents, 4 aunt, 5 grandmother, 6 daughter, 7 grandparents, 8 uncle

2 Think! WB p7 Follow the lines and write sentences about Simon and Maria.

Aim: to give further practice with the possessive apostrophe

Thinking skill: problem solving

Key: Simon: He's Mike's brother. He's Jeremy and Dorothy's cousin.

Maria: She's Joe's granddaughter. She's Harriet's sister.

3 WB p7 Look at Activity 2. Write about a person in your family.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to review key vocabulary from the lesson

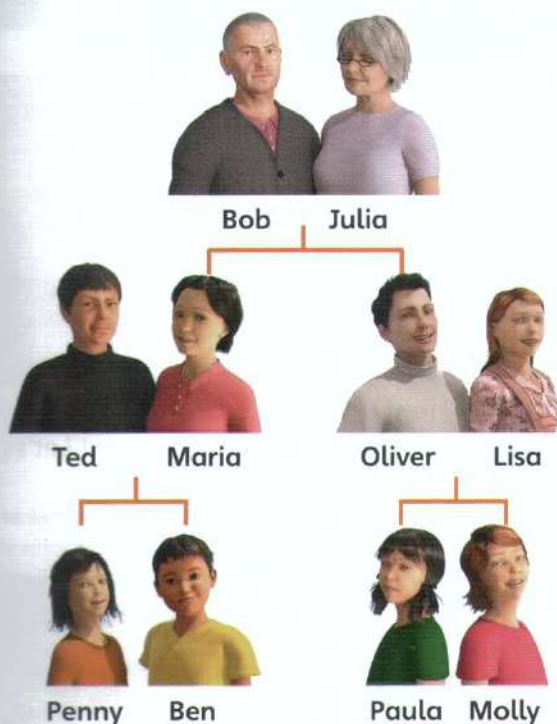
- Students close their books.
- Write some of the family words on the board, with the letters in scrambled order, e.g. *rasgnnod*.
- Students take turns to come up and write the words.
- The rest of the class can help by calling out letters.

Extension activity

Aim: to consolidate understanding

- Students draw a picture of their family.
- In groups of four, they talk about their family using the picture.

1 Look at the family tree and write the words.



Bob is Ben's *grandfather*.
 Julia is Ben's *grandmother*.
 Maria and Ted are Ben's *parents*.
 Oliver is Bob's *son*.
 Maria is Julia's *daughter*.
 Ben is Bob's *grandson*.
 Penny is Julia's *granddaughter*.
 Oliver is Ben's *uncle*.
 Lisa is Ben's *aunt*.
 Paula and Molly are Ben's *cousins*.

- 1 Ben is Penny's _____.
- 2 Paula is Molly's _____.
- 3 Ted is Penny's _____.
- 4 Lisa is Paula's _____.

father sister mother brother

CD 1
08

Grammar
focus

Listen and say.

Mike is Tom's **uncle**.

Tina and Clare are John's **cousins**.

Nick is Tony's **grandson**.

Nora is Sandra's **aunt**.



3 Talk about the family.



Possessive apostrophe

7

The old book



Lucy: What's that?
Ben: I think it's a door, a secret door.
Lucy: Let's open it. Buster, wait here!



Ben: Here's the book. It looks really old.
Zelda: They've got the book, Horax! Let's get them.
Horax: Wait a minute, Zelda!



Ben: I'm so happy we've got it.
Horax: Me too! You're good at finding things that I want!
Ben: Oh no! Who are they?



Horax: Give us the book! Tie Lucy up, Zelda.
Lucy: You can't keep the book. It's ours.
Horax: It's ours now! And all the treasure it brings.



Ben: Good dog, Buster!
Lucy: Hurry up, Buster, please.
Ben: Show us the way to Horax and Zelda, Buster.



Ben: How can we get the book back?
Lucy: I've got an idea!

8

Reading for pleasure

Aims:

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

New language: *silly, tie up, Show us the way, Go away*

Recycled language: character names and language from the story

Materials: CD (Optional: large sheet of poster paper)

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 context of the story

- Write *Ben, Lucy and Buster* (the dog) on the board.
- Elicit what students remember about these characters, giving prompts if necessary, e.g. *explorers, treasure, castle*.
- Elicit where Lucy goes at the beginning of the story (downstairs) and to which room (the cellar).



SB pp8-9 The old book

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (the cellar).
- Play the recording. Students listen to find out who else wants the book (Horax and Zelda) and how Ben and Lucy get the book back (they swing from the tree).
- Students compare their ideas in pairs. Elicit answers.
- 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 events).

- 1 WB p8 Remember the story. Complete the sentences.

Aim: to check comprehension

Key: 2 behind a secret door, 3 can see, 4 take the book, 5 has got an idea, 6 get the book back, 7 helps the children

2

Think!

WB p8 Look at the pictures from the story. Read, think and circle.

Aim: to check understanding of the story

Thinking skill: matching words with pictures

Key: 1 excited, 2 happy, 3 no, 4 doesn't like

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- 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

- Elicit ideas about what the old book is and what is in it.
- Draw a mind map with students' ideas on a large sheet of poster paper.
- Put the mind map on the wall or keep it so you can check their ideas after further episodes of the story.

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to present and practise short vowel sounds

Thinking skills: interpreting the values in a story

New language: *pat*

Recycled language: language from the story and the unit

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 short vowel sounds *a* /æ/, *e* /e/, *i* /i/, *o* /ɒ/ and *u* /ʊ/.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where are the friends?* (In a cellar), *What do they find?* (A secret door and an old book).

2 **SB p9** Write *t* (true) or *f* (false).

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.
- Students look at the story and write *t* or *f* for each sentence.
- Check with the class.

Key: 1 *t*, 2 *f*, 3 *f*, 4 *t*, 5 *t*, 6 *t*

3 **SB p9** Find who says ...

Aim: to present the short vowel sound *e*

- Write *Let's get them* on the board.
- Ask students to tell you what short vowel sound is in each word.
- Remind students of the five short vowel sounds *a*, *e*, *i*, *o* and *u*.
- Students repeat *Let's get them* after you.
- Students find the speech bubble in the story (frame 2).

Key: Zelda

4 **CD 11** **SB p9** Listen and say.

Aim: to practise short vowel sounds (*a*, *e*, *i*, *o*, *u*)

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

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

T9

- Repeat the sentence as a class without the recording. Then students repeat in pairs.

1 **Think!** **WB p9** Which one is different in each group? Read, think and circle.

Aim: to give students further practice with the vocabulary

Thinking skill: classifying

Key: 2 fifteen (odd number), 3 puzzle (noun), 4 Lucy (female), 5 aunt (female)

2 **WB p9** Colour the bricks to make sentences. Write in the missing words.

Aim: to review grammar from the unit

Key: 2 Are you good at playing the piano? 3 She is good at singing. 4 He's not good at speaking French. 5 Is he good at doing puzzles?

3 **WB p9** Look and write *a*, *e*, *i*, *o* or *u*.

Aim: to identify and contrast words with short vowel sounds

Key: 2a *i*, 2b *e*, 3a *a*, 3b *u*, 4a *e*, 4b *a*, 5a *a*, 5b *e*, 6a *u*, 6b *a*, 7a *a*, 7b *i*, 8a *e*, 8b *a*

4 **CD 12** **WB p9** Listen, say and check your answers.

Aim: to practise saying words with short vowel sounds

Ending the lesson

Aim: to review short vowel sounds

- Books closed. Dictate the Sound sentence while students write. They compare their sentences with a partner, then check in the Student's Book.

Extension activity

Aim: to discuss the value of courage

- Ask when the children in the story show courage (when they are tied up and when they get the book back).
- Elicit why this value is important and elicit examples of when students have shown courage or when they have seen other people showing courage.

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

7



Horax: Stop you two!

Zelda: Go away, silly dog!

Lucy: Stop them, Buster!

8



Lucy: Run! We've got the book.

Ben: Well done, Buster!

2 Write *t* (true) or *f* (false).

- 1 Ben and Lucy go to the cellar.
- 2 Buster finds the old book.
- 3 Horax and Zelda are good people.
- 4 Horax and Zelda want the book.
- 5 Buster is a dog.
- 6 Buster helps The Explorers to get the book back.

☐
☐
☐
☐
☐
☐

3 Find who says ...

Let's get them.

CD 1
11

4 Listen and say.



Gus pats his pets a lot.

Phonics focus: short vowel sounds

9

1

Our school

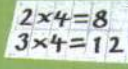
CD 1
13

Listen and say the words. Then check with a friend.

LIBRARY

- 1 English
- 2 Geography
- 3 Music
- 4 I.T.
- 5 History
- 6 Maths
- 7 Science
- 8 Art
- 9 P.E.

TIMETABLE

MONDAY	TUESDAY	WEDNESDAY
9.00  1	9.00  6	9.00
10.30  2	10.30  7	
12.00  3	12.00  8	
13.30  4	13.30  9	
2.30  5	2.30  6	
3.30  7	3.30  8	

ተሰማርቶ / ጥያቄ / ማግኘት /
 ለማግኘት / ጥያቄ / ማግኘት /
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CD 1
14

Listen and correct the sentences.

- 1 Ben's favourite subject is History.
- 2 Lucy understands the puzzle
- 3 Lucy wants to ask their Maths teacher.
- 4 Lucy doesn't like the librarian

3 Ask and answer.

Do you like History?

Yes, I do. It's my favourite subject.

When do you have History?

On Wednesdays. Before Maths.

10 School subjects; before / after

Aims:

- to present and practise school subjects
- to give students reading and listening practice

New language: *Geography, Music, I.T., History, Maths, Science, Art, P.E., lunch, librarian, before, after*

Recycled language: *English, favourite, understand, today, have got, days of the week*

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for school subjects.

Warm-up

Aim: to review names of school subjects

- Ask students *What's this lesson?* (English).
- Ask them what other lessons they have today.
- Elicit any school subjects they know in English.
- Draw a simple timetable for a day and pre-teach *before* and *after*, e.g. *English is after History*.

Presentation

Aim: to present school subjects

- Use the picture in the Student's Book to present the new vocabulary.
- Say each subject for students to repeat. Check understanding.
- Ask, e.g. *What's after Music?* (I.T.) *What's before P.E.?* (Art)
- Elicit who students can see in the picture (Ben and Lucy).



SB p10 Listen and say the words. Then check with a friend.

Aim: to practise school subjects

- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words so that they cannot see them.
- They take turns to point at the numbered items in the picture and say what each one is. They do this in random number order.
- Students uncover the list of words to check.



SB p10 Listen and correct the sentences.

Aim: to give further practice with vocabulary

- Read the sentences aloud with the class.
- Check understanding.
- Play the recording. Students listen to find the answers.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD1 Track 14

For tapescript see TB page 118.

Key: 1 Ben's favourite subject is P.E.. 2 Lucy doesn't understand the puzzle. 3 Lucy wants to ask the librarian. 4 Lucy likes the librarian.



SB p10 Ask and answer.

Aim: to give students speaking practice

- Demonstrate the activity with the class using the prompts.
- Repeat for another subject.
- Students practise in pairs, asking about different subjects.
- Check using open pairs.



Think!

WB p10 Read, think and write the days.

Aim: to give students further practice with the new vocabulary

Thinking skill: problem solving

Key: 2 Friday, 3 Monday



WB p10

Look at Activity 1 and write dialogues. Use *before* and *after*.

Aim: to review use of *before* and *after*

Ending the lesson

Aim: to review school subjects

- Give some simple definitions, e.g. *In this lesson you learn about numbers.*
- Students answer, e.g. *Maths.*
- Repeat for other subjects.

Extension activity

Aim: to personalise the language

- Students draw their school timetable, using English words for all the subjects.
- Alternatively, they work in pairs and create their ideal school timetable.

Aims:

- to present and practise *like / don't like + ing*
- to review use of *good at / not good at + ing*

New language: *plant (n), really (don't/doesn't like), love, the past*

Recycled language: actions and activities, school subjects

Materials: CD

Language competences: Your students will be able to express their likes and dislikes.

Warm-up

Aim: to review school subjects

- Write the nine school subjects on the board, with the letters in scrambled order, e.g. *hsmat*.
- Ask a student to come to the board and write one of the subjects correctly.
- Repeat with other students.

Presentation

Aim: to present *like, don't like, really don't/doesn't like*

- Point to the subjects on the board in turn. Ask students *Do you like (Maths)?*
- Make sentences about their responses using the *ing* form, e.g. *Carl likes learning Maths*.
- First do it orally for students to repeat. Then write the sentences on the board, using a different colour for the *ing* ending.
- Elicit and practise sentences with *like, don't like, really don't/doesn't like*.

1 **Think!** SB p11 Read and write the names.

Aim: to practise *like, don't like, really don't/doesn't like*

Thinking skill: drawing analogies

- Students look at the information in their Student's Books.
- Students take turns to read the information aloud.
- Check understanding. Review activities for each subject.
- Students read the sentences silently and write the names, then compare answers in pairs.
- Check with the class.

Key: 1 Alf, 2 Alf and Julia, 3 Julia, 4 Alf, 5 Julia

2 CD 15 SB p11 Listen and say.

Aim: to focus students on grammatical form

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

T11

- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 playing, 2 walking, 3 playing, 4 cooking

3 SB p11 Play the *like / don't like* game.

Aim: to give students practice asking and answering questions

- Demonstrate the game.
- Write a school subject on a piece of paper and draw a smiling or sad face next to it. Keep the piece of paper hidden.
- Students take turns to ask questions as in the speech bubbles to find out what you have written.
- Students then play the game in pairs. They take turns.

1 WB p11 Find and write the sentences.

Aim: to practise punctuation

Key: 2 I love singing. Music is my favourite subject. 3 I really don't like running. I'm not good at it. 4 I really don't like Maths. It's boring. 5 I like Geography. My Geography teacher is very nice. 6 I love History. I love learning about the past.

2 WB p11 Follow the lines and write.

Aim: to give further writing practice

Key: 2 Jim likes playing the piano. 3 Clare likes climbing trees. 4 Clare doesn't like riding a bike. 5 Clare likes watching TV.

Ending the lesson

Aim: to practise alphabetical order

- Elicit and write all the school subjects on the board.
- Students work in pairs to write the subjects in alphabetical order.
- Students come to the board and number the subjects in order to check.

Extension activity

Aim: to personalise the language

- Students write a short text about their likes and dislikes, using the texts on SB page 11 as a model.

Think! Read and write the names.

Alf



- I like Science. I'm good at it.
- I love English. It's my favourite subject.
- I really don't like Music. I can't sing.

Julia



- I really don't like Science. I'm not good at it.
- I like English. My English teacher is nice.
- I love Music. I'm good at it.

- 1 I really don't like singing.
- 2 I like writing and listening to stories.
- 3 I love singing.
- 4 I like learning about plants and animals.
- 5 I really don't like learning about plants.

CD 1
15

**Grammar
focus**

Listen and say.

I like listening to music.

He loves learning about Science.

He really doesn't like singing.

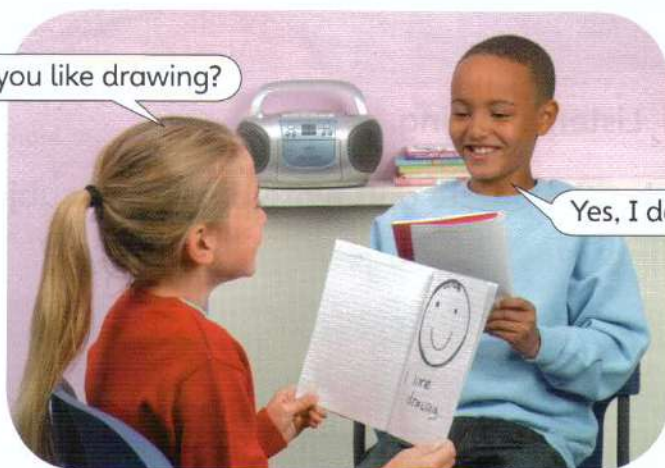


3 Play the *like / don't like* game.

drawing
doing sport
listening to music
singing

Do you like drawing?

Yes, I do.



Like / Don't like + ing



Match the pictures with the school subjects. Listen and check.



P.E.

I.T.

Geography

History

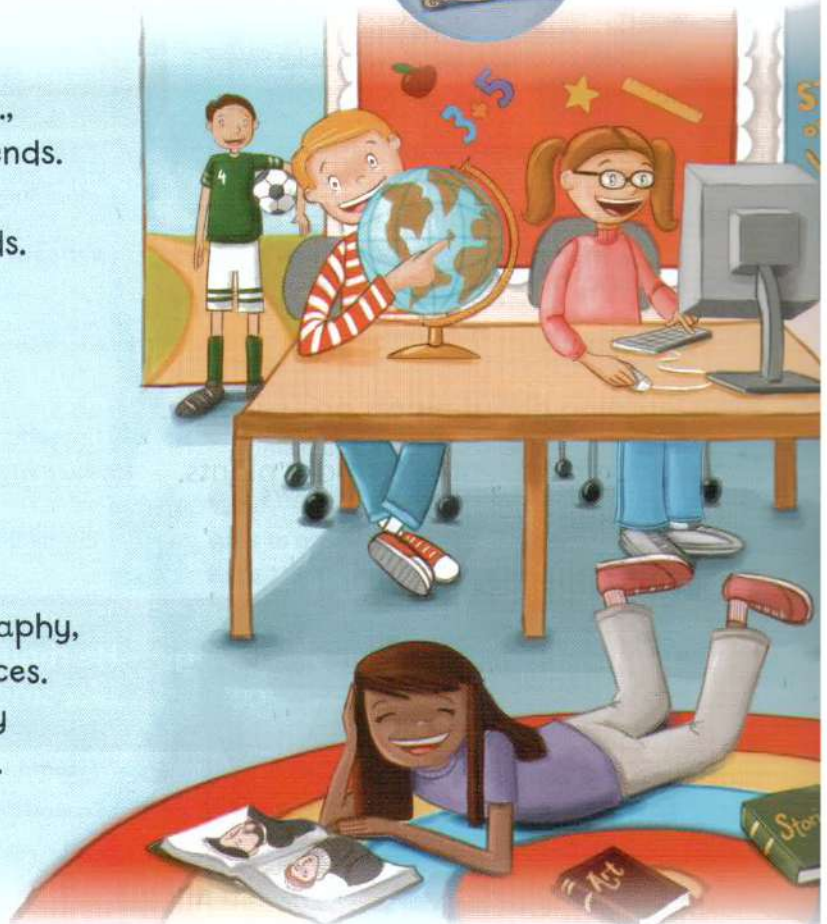


I love playing football in P.E.,
And having fun with my friends.
I like using computers in I.T.,
I'm sad when the lesson ends.

Let me tell you a secret,
School is great.
School's for everyone.
Don't tell anybody that
School is great.
And it's lots of fun.

I love learning all my Geography,
I'm good at names and places.
I love learning all my History
And all those famous faces.

Let me tell you a secret ...



Listen and sing.

3 Solve the puzzle and write the school subjects.

1 s H o i t y r

2 e h y o r a G g p

3 t a M s h

4 e n S c e c i

12 Singing for pleasure

Aims:

- to review school subjects and *like / don't like + ing*
- to sing a song with the class

New language: *everyone, anybody, famous*

Recycled language: school subjects, secret, computers

Materials: CD

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

Warm-up

Aim: to review school subjects

- Make sentences about two or three different school subjects for students to guess, e.g. *You can learn about the past (History). You can learn about plants and animals (Science). You can sing (Music).*
- Elicit other sentences from students for the class to guess the subject.



SB p12 Match the pictures with the school subjects. Listen and check.

Aim: to review what students do in different lessons

- Students look at the pictures in the Student's Book.
- They do the activity on their own and then compare answers in pairs.
- Play the recording. Check with the class.

Key: 1 History, 2 P.E., 3 Geography, 4 I.T.



SB p12 Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in two groups, one verse each (the whole class sings the chorus – *Let me tell you a secret ...*).



SB p12 Solve the puzzle and write the school subjects.

Aim: to practise problem solving

- Check students know what to do (unscramble the letters to make subjects).
- Students work individually and then check in pairs.
- Check with the class. Remind students to use capital letters for school subjects.
- Students can write other subjects in scrambled order for their friends to unscramble.

Key: 1 History, 2 Geography, 3 Maths, 4 Science

1 **WB p12** Remember the song. Read and write the words.

Aim: to practise memorisation skills

Key: 2 School, 3 everyone, 4 tell, 5 School is great, 6 lots of fun

2 **WB p12** Read Anna and Tim's new verses. Write the words.

Aim: to practise comprehension skills, collocation and rhyme

Key: 2 writing, 3 learning, 4 day, 5 working, 6 great, 7 teachers, 8 late

3 **WB p12** Complete the school subjects. Then draw lines.

Aim: to practise spelling

Key: 1 e English, 2 b History, 3 d Maths, 4 a Science, 5 c Geography, 6 f Music

Ending the lesson

Aim: to review the song and to sing for pleasure

- Play the song again. Students join in.

Extension activity

Aim: to personalise the language

- Put students into groups of four.
- Each group prepares a new verse for the song, using WB Activity 2 as a model.
- Use the karaoke version of the song as groups perform their new verses. They all sing the chorus (*Let me tell you a secret ...*) as it is in the original song.

Aim:

- to present and practise *have to* + infinitive for obligation

New language: *school uniform, just, clean your shoes, impersonal you, rules*

Recycled language: *before, after*

Materials: CD (Optional: poster paper)

Language competences: Your students will be able to express obligation using *have to*.

Warm-up

Aim: to review school activities

- Write *School day* in the centre of the board.
- Brainstorm what students do on a school day, e.g. *get up at seven o'clock*.
- Write the phrases on the board to make a mind map.

Presentation

Aim: to present *have to* + infinitive for obligation

- Choose an action, e.g. *have lunch at 12 o'clock*. Ask *Can you choose to do this?* (No).
- Say *You have to have lunch at 12 o'clock*. Students repeat. Write it on the board.
- Provide more model sentences with *have to* and check understanding.



SB p13 Listen and tick (✓) the things Daniel and Linda have to do at school.

Aim: to practise *have to* for obligation

- Elicit what the students can see in the pictures. Pre-teach *school uniform*.
- Play the recording. Students listen and tick, then compare in pairs.
- Play the recording again. Check with the class.

CD1 Track 18

For tapescript see TB page 118.

Key: wear school uniform, arrive at school before nine o'clock, read a book every week



SB p13 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

T13

Key: 1 I have to wear uniform to school. 2 You have to eat your beans. 3 John has to walk to school today.



SB p13 Read and play the rules game.

Aim: to give further practice with *have to*

- Read the prompts under the pictures. Students repeat the vocabulary and point to the pictures.
- Point to a picture. The class give a sentence with *have to*. Check students understand that *you* here is impersonal.
- Students play the game in pairs: one points and the other says a sentence.



WB p13 Look, read and complete the sentences.

Aim: to consolidate use of *have to*

Key: 2 You have to brush your teeth after you eat.

3 You have to do your homework before you can go and play. 4 You have to clean your shoes before you go to school. 5 You have to get dressed before you go to school.



WB p13 Write about yourself. Use *before, after, every day or every week*.

Aim: to personalise the language

Ending the lesson

Aim: to review the new language

- Start a chain about school. Say, e.g. *We have to arrive before half past eight*. Student A: *We have to arrive before half past eight and we have to start lessons at nine o'clock*.
- Student B: *We have to arrive before half past eight, we have to start lessons at nine o'clock and we have to ...*
- When the chain reaches six phrases, start another one about rules at home.

Extension activity

Aim: to encourage collaboration

- In groups of four, students think of one rule for the class using *have to*.
- Elicit all the rules. Ask the class which rules they agree with and make a poster.

CD 1
18

Listen and tick (✓) the things Daniel and Linda have to do at school.



CD 1
19

Grammar
focus

Listen and say.

You **have to** wear school uniform.

You **have to** read a book every week.

You **have to** arrive at school before nine o'clock.



3 Read and play the rules game.

before you go to bed every day
before you go to school before you eat



wash your hands



get up



You **have to** brush your teeth
before you go to bed.



have breakfast



brush your teeth



do your homework

Have to + infinitive

13



Lucy: Excuse me. Can you help us, please?
Mr Williams: Yes, of course. What's the problem?
Ben: We can't read this book. It's in code.



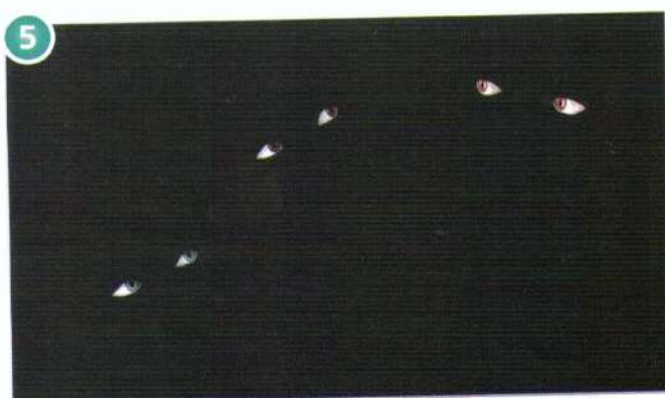
Mr Williams: Hmm. Let me think. It isn't easy. There are lots of clues in this book. But they're all in code. Very interesting! I like doing puzzles.



Mr Williams: This is difficult! Can I keep the book? I can tell you tomorrow.
Lucy: Keep the book?
Ben: No, sorry. We can't give it to you.



Mr Williams: OK then, sorry kids. I can't help you. I've got to go.
Lucy: OK, thanks anyway.



Ben: What's going on? It's dark!
Lucy: Come on Ben. We have to get out of here.



Ben: Someone wants our book!
Lucy: It's probably Horax and Zelda.
Ben: What? Here in the school? No way.
Lucy: We have to find a way to read this code.

Aims:

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

New language: *in code, clue, keep*

Recycled language: characters and language from the story, *have to, like + ing*

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 story so far

- Write *The Explorers* on the board.
- Elicit the names of the Explorers (Ben, Lucy and Buster).
- Elicit what happened in the last episode, e.g. *They find a book. Zelda and Horax take the book and tie them up. Buster helps them get the book back.*
- Elicit the person at school Lucy says she likes (the librarian).



SB pp14-15 Getting help

Aim: to present a picture story

close books

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (the library) and who they are with (the librarian).
- Play the recording. Students listen to answer *Why can't they read the book?* (It's in code.) *Does the librarian help them?* (No) *What does Lucy find?* (The secret to the code).
- Students compare their ideas in pairs. Elicit answers.
- 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 events.)

1

Think!

WB p14 Remember the story. Put the lines in order.

Aim: to check comprehension

Thinking skill: sequencing

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

2

Think!

WB p14 Match the questions with the answers.

Aim: to encourage logical thinking

Thinking skill: matching questions and answers

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

3

Think!

WB p14 Use the code on page 15 of the Student's Book to write the message.

Aim: to practise problem solving

Thinking skill: decoding a puzzle

Key: Seven letters help to find the treasure.

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 give further practice with problem solving

- Students choose a sentence from the story and write it using the code on SB page 15.
- They give it to their partner to solve.

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise saying the names of the letters of the alphabet through rhyming words

Recycled language: language from the story, time

Materials: CD

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

Phonics focus: Your students will be able to pronounce the letter names correctly.

Your students will be able to identify which letter names rhyme, using short words to guide them.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Can they read the book? Why / Why not?* (No. It's in code.) *Does the librarian help them? Why / Why not?* (She can't. She has to go.) *What happens then?* (There are no lights. / They can't see.)

2



SB p15 Use the code to write the message from Lucy and Ben's book.

Aim: to focus students on the content of the story

Thinking skill: decoding a puzzle

- Play the recording of the story again. Students follow it in their Student's Books.
- Check students know what to do.
- They work individually and write the message, then compare their answers in pairs.
- Check with the class.

Key: Find the seven letters to open the door to the treasure.

3



SB p15 Find who says ...

Aim: to present the letter names using OK

- Write *P.E.*, *I.T.* and *OK* on the board. Elicit pronunciation (pee-ee; ie-tee; oa-kay).
- Explain that we often say the letter names when we see capitals put together.
- Students repeat *OK*. *Thanks anyway* after you and find the speech bubble in the story (frame 4).

Key: Lucy

4



SB p15 Listen and say.

Aim: to practise saying the names of letters

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

T15

Note: Before hearing the Sound sentence, students will hear the names of the key letters, with pauses for them to repeat.

- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.

1



WB p15 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 I've got to go. 2 Can you help us?

2



WB p15 Listen and write.

Aim: to listen to the letter names and identify which words they rhyme with

CD1 Track 23

For tapescript see TB page 118.

3



WB p15 Listen, say and check your answers.

Aim: to say the letter names by identifying words they rhyme with

Key:

say	see	Ben	five	go	you	car
A	B	G	F	S	I	O
H	C	P	L	X	Y	U
J	D	T	M	Z		W
K	E	V	N			

Ending the lesson

Aim: to review letter names

- Have a *Letter names* race. Divide the class into two teams. Draw the chart from WB Activity 2 on the board twice, one for each team. Copy the seven columns with the words written at the top, but leave the columns blank. Individuals take turns writing the letters of the alphabet in the correct column. The team which finishes first or has the most correct answers is the winner.

Extension activity

Aim: to encourage creativity

- Write the short dialogues in WB Activity 1 on the board.
- Underline key words (names, *half past three*, *car*, *heavy*, *man*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

Horax: I don't understand the code, yet. We have to follow those kids.

Think!

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
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$\pi \times 0.2$ 7.0 9.44 7.4 7.0 7.4×10.44

Find who says ...

OK, thanks anyway.

CD 1
21

 **CD 1** **Listen and say.**



Phonics focus: letter names

Story time

1 **Think!** Read the story quickly and try to find the answers.

- 1 What is the boy's name? The boy's name is ...
- 2 What is his teacher's name?
- 3 What lessons does the boy have?
- 4 What is he doing in the lessons?

2 **CD 1** **25** Read and listen. Check your answers.

Johnny's story

At Oak Tree School, there is a Geography lesson. Miss Burton is showing a film about China. But one of the children, Johnny, is dreaming. In his dream, he is sitting on a dragon flying along the Great Wall of China. Johnny is happy. He loves flying. He loves riding the red dragon. Then Miss Burton stops the film and starts asking questions.

'Johnny,' she says, 'When it's three o'clock in the afternoon in London, what's the time in Beijing?'

Johnny says, 'It's my dragon.'
The children laugh. Miss Burton doesn't laugh.

The next lesson is Maths. The children all work in their workbook. Johnny isn't doing any work in his workbook. He loves doing Maths puzzles in his head. Then Miss Burton starts asking questions.

'What is fourteen plus twelve?' she asks Jenny.

'Twenty-six,' Jenny answers.

'Johnny,' Miss Burton asks, 'What is forty plus eighteen?'

'I think the number two is at the top of the triangle,'

Johnny says.

The children laugh. Miss Burton doesn't.

The next day the children have Science. Miss Burton tells the children about the lifecycle of butterflies. Johnny is dreaming. In his dream, he is in Art class. He has to paint a butterfly on a T-shirt.



16 **Value: appreciating different ways of thinking: reading skills**

Aim:

- to practise reading and listening skills

Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *dream* (n, v), *dragon*, *Great Wall of China*, *life cycle*, *caterpillar*, *butterfly*, *concert*, *stage*, *clap*, *fantastic*, *Miss*

Recycled language: school subjects, language from the unit

Materials: CD

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

Value: appreciating different ways of thinking

Warm-up

Aim: to encourage prediction skills

- Tell the students they are going to read a story about school.
- Write the following words on the board and check understanding: *dragon*, *book*, *homework*, *caterpillar*, *lunch*, *uniform*, *code*, *teacher*, *concert*, *dreaming*.
- In pairs, students predict which words are in the story.

1

Think!

SB pp16-17 Read the story quickly and try to find the answers.

Aim: to practise scanning and skimming skills

Thinking skill: applying appropriate reading strategies

- Focus the students on the Activity 1 instructions.
- Read the questions aloud around the class.
- Tell students to read quickly and quietly to find the answers.
- Give them a time limit, e.g. two minutes.
- Students compare answers in pairs.

2

CD1

SB pp16-17 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Check with the class.
- Check understanding of *Miss*.

1

- Explain that students in primary schools in some countries have a class teacher who teaches all the subjects.

Key: 1 Johnny, 2 Miss Burton, 3 Geography, Maths, Science, Music, 4 He is dreaming.

1

Values

WB p16 What can we learn from the story? Colour the words.

Aim: to focus students on the value of appreciating different ways of thinking

Thinking skill: interpreting the values in a story

Key: It's good to do things differently.

2

WB p16

Read and write the words.

Aim: to practise summarising skills

Key: 2 flying, 3 puzzles, 4 painting, 5 singing, 6 playing, 7 write, 8 first

3

WB p16

Make sentences.

Aim: to practise word order in sentences

Key: 2 Miss Burton tells the children about butterflies.
3 Miss Burton plays a piano concert in the Music lesson.
4 Two weeks later Johnny wins a prize for his story.

Ending the lesson

Aim: to review the story

- Focus students on the words from the Warm-up.
- Elicit which words were in the story and ask if their predictions were correct.

Extension activity

Aim: to discuss the value of appreciating different ways of thinking

- Focus on examples in the story which demonstrate Johnny's different ways of thinking (using his imagination, doing puzzles, being creative and musical).
- Elicit why this value is important and elicit examples from the students of their own different ways of thinking.

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

Aim:

- to practise reading and listening skills

Skills:

- reading for detail
- listening for detail

New language: *day-dream* (v)**Recycled language:** language from the story**Materials:** CD**Language competences:** Your students will be able to read for detail.

Your students will be able to listen for detail.

Warm-up**Aim:** to review the story and the values

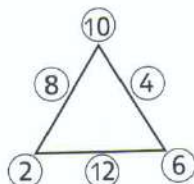
- Elicit the main points of the story and what the value was.
- Pre-teach *day-dream*.
- Ask students if they day-dream.

3 Think! SB p17 Put the story in order.**Aim:** to give students practice in reading for detail
Thinking skill: sequencing

- Play the recording of the story again. Students follow it in their Student's Books.
- Check students know what to do. Do the first one as an example.
- Students work individually and then compare answers in pairs.
- Check with the class and check meaning of unknown vocabulary.

Key: 4, 5, 6, 1, 9, 7, 8, 3, 2**4 Think!** SB p17 Can you do Johnny's puzzle?**Aim:** to practise different ways of thinking**Thinking skill:** problem solving

- Check students know what to do.
- They work in pairs and try to solve the puzzle.
- Pairs who finish first go and help the others.
- Elicit the answer and copy the completed puzzle on the board.

Key:**1 CD1 26 WB p17** Listen, colour and write.**Aim:** to practise listening for detail **YLE****CD1 Track 26**

For tapescript see TB page 118.

Key: 1 butterfly: yellow, 2 word 'clock' below clock on the wall, 3 triangle: red, 4 piano in photo on teacher's desk: brown, 5 pencil sharpener: green**Ending the lesson****Aim:** to encourage students to give personal responses to the story

- Elicit from different students which part of Johnny's story they liked best.
- Ask them why.
- Ask if any of the students day-dream and what they dream about.

Extension activity**Aim:** to encourage personalisation

- Tell students to close their eyes for a moment and put their heads on their desks.
- Tell them to imagine they are on the red dragon with Johnny. Where do they want to go? What can they see?
- Students open their eyes and draw a picture of themselves riding on the dragon with Johnny.
- They write sentences under the picture, e.g. *I can see big mountains. I'm flying on the red dragon. I really love flying.*

Miss Burton stops talking and starts asking questions.

'What do caterpillars eat?' she asks Johnny.

'T-shirts,' Johnny says.

The children laugh. Miss Burton doesn't.

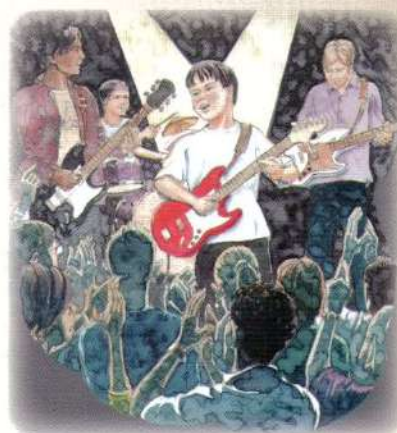
The next day the children have Music. Miss Burton plays some music – a piano concert. Johnny is dreaming. Johnny is on stage. He is singing and playing the guitar. There are hundreds of people watching. When he stops, the people clap their hands and shout.

The music stops and Miss Burton starts asking questions about it.

'What music is this?' she says to Johnny.

'Come on, come on, it's time to dance,' Johnny starts singing.

The children laugh. Miss Burton doesn't.



Two weeks later, the children have to write a story for a competition.

'Who can write the best story?' Miss Burton says.

Johnny writes a fantastic story. It's about dragons and butterflies, a guitar concert, puzzles and other wonderful things. Johnny wins first prize.

The children don't laugh; they clap and shout, 'Hurray Johnny!' Miss Burton smiles. 'It's a beautiful story. Read it to us!'

3

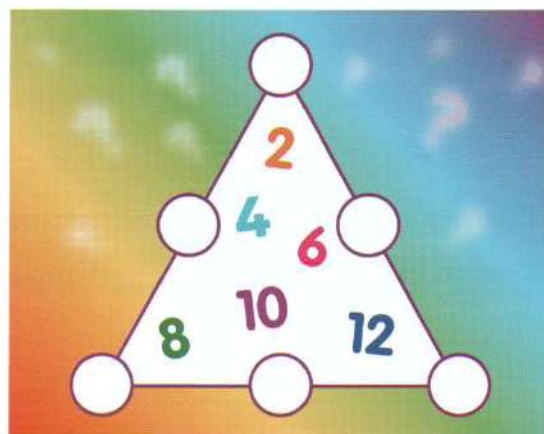
Think!**Put the story in order.**

- ☐ Johnny does a Maths puzzle in his head.
- ☐ Miss Burton teaches Science.
- ☐ Johnny dreams of painting a butterfly on a T-shirt.
- ☐ Miss Burton shows a film.
- ☐ Johnny wins the competition.
- ☐ Miss Burton teaches Music.
- ☐ Johnny dreams of playing the guitar.
- ☐ Miss Burton teaches Maths.
- ☐ Johnny dreams of flying on a dragon.

4

Think!**Can you do Johnny's puzzle?**

Write the numbers in the circles so that each line of three numbers adds up to 20.



Value: appreciating different ways of thinking; reading skills



Learn and think

Musical Instruments

1 CD 1
27

Listen and number.



recorder



flute



triangle



piano



guitar



drum

2 Read about different families of musical instruments.



pan pipes

wind instruments

You use your mouth to play these instruments. You blow through the instrument to make a sound.



violin

stringed instruments

Instruments with strings are called stringed instruments. Easy? Well what about the piano? It's a stringed instrument but you can't see the strings. They are inside the piano.



tambourine

percussion instruments

We use percussion instruments to play the rhythm of the music. When you listen to the drums you hear a rhythm.

blow



strings



rhythm



3 Write the names of the instruments in Activity 1 in the columns.

wind instruments

stringed instruments

percussion instruments

new language: musical instrument, recorder, flute, triangle, pan pipes, violin, tambourine, wind, stringed, percussion, blow, string, rhythm
Recycled language: piano, guitar, drum, numbers

Materials: CD, a musical instrument or a picture of one

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

Warm-up

Aim: to introduce the topic of musical instruments

- Show a picture of a musical instrument, or bring a real one to class.
- Tell students that this is a musical instrument and name it, e.g. *Flute*.
- Ask students which instruments they play. Students will use L1. Supply the English words they need.



SB p18 Listen and number.

Aim: to extend students' understanding of musical instruments

- Say the names of the six instruments in the Student's Book.
- Students repeat.
- Play the recording. Students listen and number.
- They compare answers in pairs.
- Play the recording again. Check and discuss answers with the class.

CD1 Track 27

For tapescript see TB page 118.

Key: 1 recorder, 2 triangle, 3 flute, 4 piano, 5 drum, 6 guitar



SB p18 Read about different families of musical instruments.

Aim: to extend students' understanding of instrument families

- Read the information about the different families of instruments as a class.
- Check understanding and pronunciation of new words, e.g. *rhythm*, *tambourine*.
- Demonstrate the action used to play each set of instruments.

- Students write the names of the instruments in pairs.
- Pairs compare with other pairs.
- Check with the class and write the information on the board.

Key: wind instruments: recorder, flute; stringed instruments: piano, guitar; percussion instruments: triangle, drum

1

Think!

WB p18 Count and write sentences. Use *There is* and *There are*.

Aim: to give students further practice with identifying musical instruments

Thinking skill: focusing attention and counting

Key: There is one flute. There are five triangles. There are three pianos. There are seven guitars. There are eleven drums.

2

WB p18 Look at Activity 1. Correct the sentences.

Aim: to practise close reading skills

Key: 1 There are seven wind instruments. 2 There are ten stringed instruments. 3 There are 16 percussion instruments.

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. *musical instruments, their families and how we play the instruments*.
- 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 a student to the front.
- The student mimes playing an instrument. The first student to guess the instrument correctly and say its family comes and mimes another instrument.

Aims:

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

New language: *trombone, harp, cymbals, cello, castanets, saxophone, maracas*

Recycled language: musical instruments

Materials: plastic bottles, rice, paper, paint

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

Warm-up

Aim: to review musical instruments

- Elicit the three families of instruments (wind, stringed, percussion) and write the words on the board.
- In pairs, students write as many instruments as they can remember in each group on a piece of paper.
- Pairs swap papers and check each other's work.
- Elicit the instruments and write them on the board in the three groups.

- 1 **SB p19** Look at the instruments. Which family are they from?

Aim: to enable students to apply their knowledge and experience

- Read out the names of the instruments. Students repeat.
- Students do the activity in pairs.
- Elicit ideas from pairs and write the correct answers on the board, using the instrument family words from the Warm-up.

Key: Trombones are wind instruments. Harps are stringed instruments. Cymbals are percussion instruments. Cellos are stringed instruments. Castanets are percussion instruments. Saxophones are wind instruments.

- 2 **SB p19** Answer the questions.

Aim: to personalise the topic

- Discuss question 1 as a class.
- Supply the English for the instruments students talk about and add them to the groups on the board.
- Students discuss question 2 in groups and then as a class.
- Add any new instruments to the list on the board.
- Students copy the new instrument words into their notebooks in the three groups (wind, stringed, percussion).

T19

- 3 **Project** **SB p19** Make some maracas.

Aim: to enable students to follow instructions and to make an instrument

- Talk about the project with students and make sure they know what to do.
- Supply each student with the materials they need, e.g. plastic bottles and rice.
- Each student follows the instructions to make the maracas.
- Monitor students and help as necessary.
- Conduct small groups in turn to play their maracas to the class.

Key: Percussion

- 1 **WB p19** Look and write the words.

Aim: to enable students to consolidate their knowledge

Key: 2 cello, 3 drum, 4 flute, 5 (electric) guitar, 6 piano, 7 recorder, 8 triangle, 9 trombone

- 2 **WB p19** Look at Activity 1. Write the instruments in the families.

Aim: to practise classification

Key: wind: flute, recorder, trombone; percussion: castanets, drum, triangle; stringed: cello, guitar, piano

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 musical instruments and their families, and I've made and played some maracas.*
- 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 Look at the instruments. Which family are they from?

Trombones are ... instruments.



trombone



harp



cymbals



cello



castanets



saxophone

2 Answer the questions.

- 1 What other musical instruments do you know? What family are they from?
- 2 Do you play an instrument? If you do, how often do you play it? If you don't, what instrument would you like to play, and why?

3 **Project** Make some maracas.

- 1 Take two empty plastic bottles. Fill them with rice. Shake them to hear the sound they make. Add some rice or take some out until you like the sound.



- 2 Decorate your maracas.
- 3 Play some music and beat the rhythm.

Which musical instrument family are your maracas from?



Find out

Our favourite subjects

- 1 Work in groups of four. Draw a table. Ask and write.

Favourite subject	Names	
I.T.	Maria	1
English	Shelley, Joshua, Tom	3

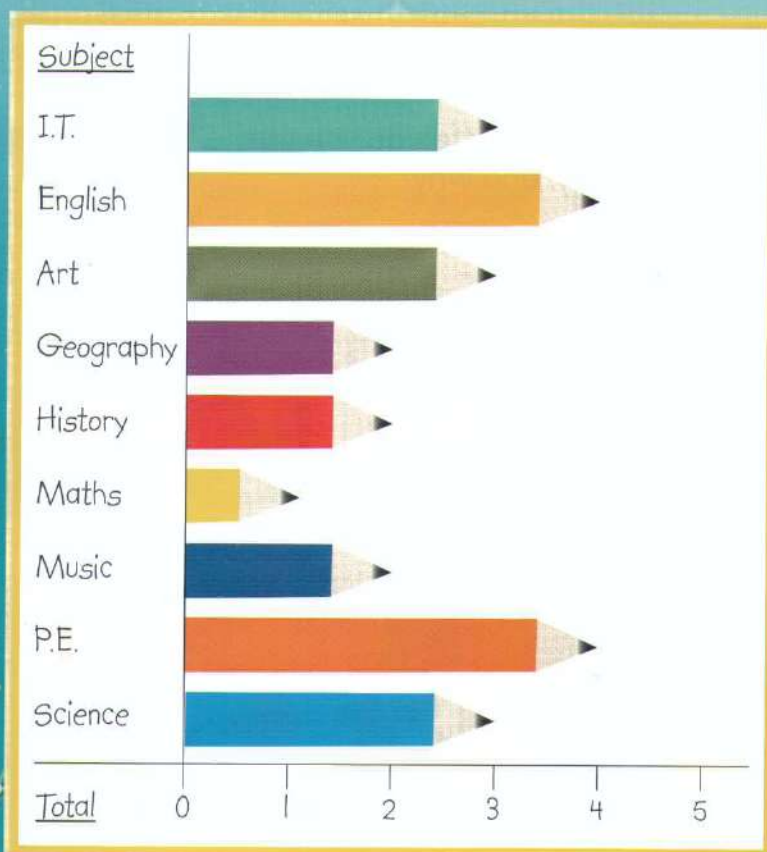
Maria, what's your favourite subject?

I.T.

- 2 Add up all the answers from the groups on the board.

Subject	Total
I.T.	3
English	4

- 3 Make a bar chart and talk about the results.



In our class, the number of subjects are English and P.E.

The number two subjects are Art, I.T. and Science.

In our class, only one person likes Maths.

Aims:

- to consolidate language from the unit
- to promote student-student cooperation

Recycled language: language from the unit

Materials: poster paper

Language competences: Your students will be able to complete a survey about school subjects.

Warm-up

Aim: to review school subjects

- Write *school subjects* on the board and draw a circle around it.
- Elicit the nine school subjects and write them on the board to make a word map.
- Elicit at least two things students learn/do in each lesson.

- 1 **SB p20** Work in groups of four. Draw a table. Ask and write.

Aim: to prepare materials for a survey

- Tell students they are going to do a survey about favourite subjects in groups of four.
- Each group draws one table on paper. They write the names of the students in their group in the second column.
- Elicit the question they are going to ask each other: *What's your favourite subject?*
- Students in each group ask each other and write the information in their tables.

- 2 **SB p20** Add up all the answers from the groups on the board.

Aim: to collate information from a survey

- Draw a two-column table on the board (as in the SB page 20, Activity 2) with all nine subjects in the left-hand column.
- Elicit the information from each group.
- Have students help you add up all the numbers for each subject.

- 3 **SB p20** Make a bar chart and talk about the results.

Aim: to practise speaking skills

- In their groups of four, students make a bar chart from the information on the board.
- They then talk about the results.
- Demonstrate the activity using the speech bubbles.
- In their groups, students discuss the information.
- Elicit sentences about the results from different groups.

1

- 1 **WB p20** Match the questions with the answers.

Aim: to practise questions and answers

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

- 2 **WB p20** Look at Activity 1. Complete the report about the interview.

Aim: to practise writing skills

Key: 2 doing experiments, 3 like Science, 4 (in Kate's class) love English / like English best, 5 Kate has Science after Maths

- 3 **WB p20** Write about yourself and your school subjects.

Aim: to personalise the topic

Ending the lesson

Aim: to review spelling of school subjects

- Students close their books.
- Call out the names of the school subjects one after another.
- Students write them in their notebooks.
- Students compare their spelling in pairs before checking in their Student's Books.

Extension activity

Aim: to consolidate writing skills

- In their groups from SB Activity 3, students write sentences in their notebooks about the results of their survey.
- They use the speech bubble prompts on SB page 20 as a model.

Aim:

- to consolidate language from the unit

New language: *scrapbook*

Recycled language: language from the unit

Materials: (Optional: example of a scrapbook) a new notebook for each student, coloured paper, stickers, cloth, etc. for decoration

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to introduce the topic of scrapbooks

- Write *scrapbook* on the board, show the students a scrapbook if possible and elicit if any students keep one.
- Find out what kinds of things students put in their scrapbooks.
- Tell students they are going to start a scrapbook for *Super Minds 3*.

- 1 **SB p21** Take a new notebook and make a nice cover. You can use coloured paper, stickers, photos and cloth. Write your name on it.

Aim: to enable students to make a personal account of their learning

- Hand out the new notebooks.
- Read the instructions for Activity 1 with the class.
- Hand out materials. Make sure students know what to do.
- Monitor as students do the activity.

- 2 **SB p21** Write your profile on the first page of your scrapbook.

Aim: to review language for giving personal information

- Demonstrate what students are going to write using the model on SB page 21.
- Each student writes a draft of the information on paper.
- Go around the class and check each student's information.
- Then tell them to write it carefully on the first page of their scrapbook.

- 3 **SB p21** Write some rules for your English class.

Aim: to give students further practice with *have to + infinitive for obligation*

- Brainstorm some class rules with the class.
- Remind students how to use *have to*.

T21

- Students each choose six rules to write on paper. They can use the model sentence on SB page 21 or their own ideas.
- Go around the class and check each student's information.
- Then tell them to write it carefully in their scrapbooks.

- 1 **WB p21** Write the words in three groups.

Aim: to practise classification

Key: 1 harp, cymbals, castanets, cello; 2 Friday, Wednesday, Saturday, Tuesday; 3 Maths, I.T., Science, French

- 2 **WB p21** Look at Activity 1. Number the topics to match the groups.

Aim: to review word families

Key: 2 Days of the week, 3 School subjects,
1 Musical instruments

- 3 **WB p21** Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 She really doesn't like playing the piano. 3 You have to wash your hands before dinner. 4 He has to wear a uniform to school.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.

My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 118 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for *Our school*.
- Then they tell a friend what they liked and didn't like.

Extension activity

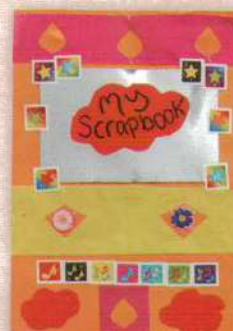
Aim: to review key vocabulary from the unit

- Students turn to SB page 10 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

Make a scrapbook

1

- 1 Take a new notebook and make a nice cover. You can use coloured paper, stickers, photos and cloth. Write your name on it.



- 2 Write your profile on the first page of your scrapbook.

My name: Noah

My class: English

My teacher's name: Peter

My favourite colour: orange

My favourite song: Mr Blue

My favourite book: Super Minds

I like eating: ice cream

I like drinking: tea

People in my family: my mother,
my sister Jane, my dog Alf

- 3 Write some rules for your English class.

English class rules:

We have to speak English.

We have to do our homework.

We have to listen to ...

We have to read a book every ...

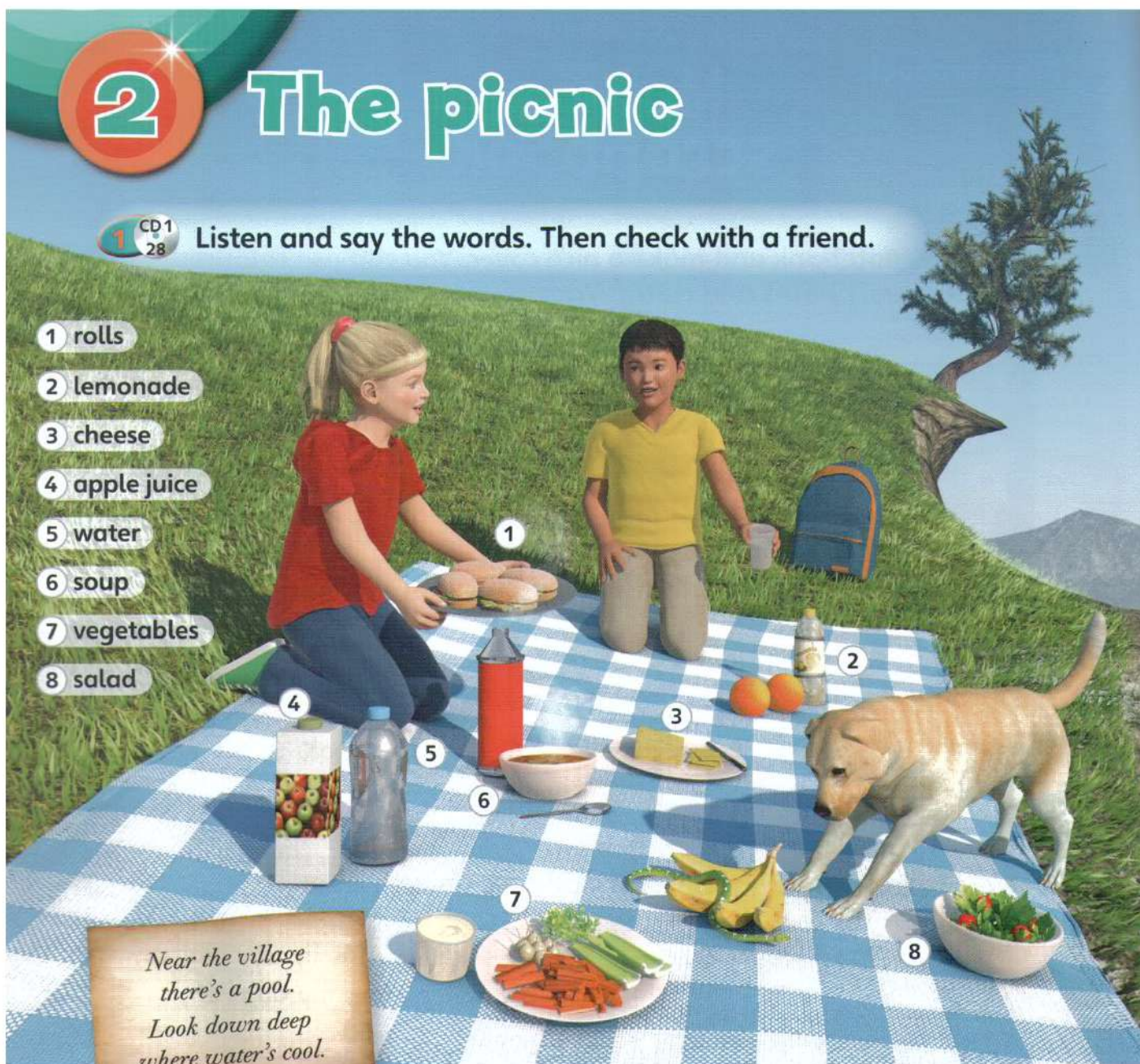
2

The picnic

CD 1
28

Listen and say the words. Then check with a friend.

- 1 rolls
- 2 lemonade
- 3 cheese
- 4 apple juice
- 5 water
- 6 soup
- 7 vegetables
- 8 salad



Near the village
there's a pool.
Look down deep
where water's cool.

CD 1
29

Listen and answer.

- 1 What are Ben and Lucy looking for?
- 2 What does Lucy drink?
- 3 What does Ben eat?
- 4 Why is Buster barking?

3

Ask and answer.

I'm hungry / thirsty.

Would you like ... ?

22

Food

Aims:

- to present and practise food vocabulary
- to give students listening and speaking practice

New language: picnic, apple juice, cheese, lemonade, salad, rolls, soup, vegetables, water, bark (v), pool, cool, deep, snake

Recycled language: look for, drink, hungry, thirsty, spoon, carrots, potatoes

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for food.

Warm-up

Aim: to review food vocabulary

- Students stand up.
- Clap your hands twice and say *Food*.
- Point to a student. Everyone claps twice and then the student says a food word, e.g. *apple*.
- Continue around the class, revising food words.
- In a large class, students can do this activity in groups.

Presentation

Aim: to present food vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students say *vegetables* correctly.
- Elicit the characters' names (Ben, Lucy, Buster) and where they are (on a picnic).



SB p22 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words/phrases and items in the picture.
- Play the recording. Students listen to each word/phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words/phrases and practise them in pairs.
- Elicit what else they can see on the rug (a snake).
- Focus students on the poem at the bottom of the picture. Read it aloud (to show it is a poem) and check understanding of new words.



SB p22 Listen and answer.

Aim: to give further practice with vocabulary

- Read the questions and check understanding.
- Play the recording. Students listen to find the answers.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD1 Track 29

For tapescript see TB page 118.

Key: 1 They are looking for a pool. 2 Lucy drinks some water. 3 Ben eats some cheese. 4 He's barking at the snake.



SB p22 Ask and answer.

Aim: to give students speaking practice

- Demonstrate the activity using the prompts, e.g. A: *I'm hungry*. B: *Would you like some salad?* A: *No, thanks. I don't like salad*. B: *Would you like some cheese?* A: *Yes, please*.
- Students take turns and practise in pairs.



WB p22 Look and write the words.

Aim: to give students further practice with the new vocabulary

Key: 2 cheese, 3 lemonade, 4 salad, 5 roll, 6 soup, 7 vegetables, 8 water



WB p22 Read and write the words from Activity 1.

Aim: to review understanding of new vocabulary

Key: 2 sandwich/roll, 3 Cheese, 4 Water, 5 apple juice/lemonade/water, 6 Soup



WB p22 Put the dialogue in order.

Aim: to review sentence order in a dialogue

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

Ending the lesson

Aim: to review food vocabulary

- Ask students if they go on picnics and what they like to eat.

Extension activity

Aim: to personalise the language

- Students make dialogues in pairs, using the model in WB Activity 3 and new or known food words.
- They practise their dialogues and then perform them for the class.

Aims:

- to present and practise questions with *some* and *any*
- to review countable and uncountable nouns

Recycled language: food vocabulary, question forms

Materials: CD

Language competences: Your students will be able to ask and answer questions using *some* and *any*.

Warm-up

Aim: to review food vocabulary

- Write the eight food words on the board, with the letters in scrambled order.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and other words.

Presentation

Aim: to present *some* and *any*

- Rub two of the words, e.g. *salad*, *rolls* off the board.
- Ask the class *Are there any vegetables?* Give/Prompt the answer *Yes, there are some vegetables*. Write the question and answer on the board.
- Ask the class *Is there any soup?* Give/Prompt the answer *Yes, there is some soup*. Write the question and answer on the board.
- Repeat with *Are there any rolls?* (No, there aren't any rolls.) and *Is there any salad?* (No, there isn't any salad.). Write the questions and answers on the board.
- Underline *some/any* in all the sentences using a colour.
- Tell students to look at the sentences and think.
- Elicit when we use *some* and when we use *any*.



SB p23 Listen, read and circle the roll.

Aim: to practise *some* and *any*

- Check students know what to do.
- Play the recording. Students listen and follow in their Student's Books.
- They circle the correct roll, then compare answers in pairs.
- Check with the class.

Key: b



SB p23 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.

T23

- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 1 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 any, 2 any, 3 some, 4 some, 5 any



SB p23 Play the imaginary sandwich game.

Aim: to give students practice asking and answering questions

- Demonstrate the game to the class.
- Students take turns to ask questions as in the speech bubbles.
- Students then play the game in pairs. They take turns.



WB p23 Read and complete the dialogue.

Aim: to practise spelling of new vocabulary

Key: 2 box, 3 ham, 4 ham, 5 cheese, 6 chicken



WB p23 Write *some* or *any*.

Aim: to give further practice with *some* and *any*

Key: 1 some, 2 any / any, 3 any / some / any, 4 any / any / some



WB p23 Draw your packed lunch and write.

Aim: to personalise the topic

Ending the lesson

Aim: to review the new language

- Write some questions and answers with missing words on the board, e.g. *Is there ___ salad?*
Yes, there is ___ salad.
- Elicit which words to write in the spaces.

Extension activity

Aim: to personalise the language

- Elicit ten roll fillings from the class and write them on the board.
- Students each secretly draw a roll with three or four fillings.
- They play a guessing game in pairs, using the dialogue from SB Activity 1 as a model.

CD 1
30

Listen, read and circle the roll.



Guess what's in my roll!



Are there any tomatoes?



Yes, there are some tomatoes.



Is there any cheese?



No, there isn't any cheese.



Is there any chicken?



Yes, there's some chicken.

a



b



c

CD 1
31Grammar
focus

Listen and say.

Is there **any** cheese?There isn't **any** cheese.There is **some** cheese.Are there **any** oranges?There aren't **any** oranges.There are **some** oranges.

3 Play the imaginary sandwich game.

Are there any
bananas?Yes, there are
some bananas.Questions and answers with **some** and **any**

23



Listen to the song. Write the numbers of the food and drink you hear.

A picnic, a picnic,
A picnic's lots of fun!
Come with us, there's lots of food,
For a picnic in the sun.

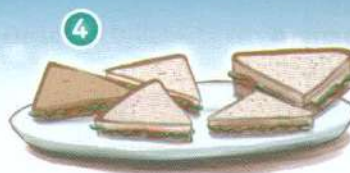
Are there any ⁽¹⁾ _____?
Is there any ⁽²⁾ _____?
Yes, there's lots of lovely food,
For all my friends and me.

Is there any ⁽³⁾ _____?
Is there any ⁽⁴⁾ _____?
Yes, there are lots of lovely drinks,
Come along and see.

A picnic, a picnic, ...

Are there any ⁽⁵⁾ _____?
Is there any ⁽⁶⁾ _____?
Yes, there are lots of lovely things,
For a picnic by the lake.

A picnic, a picnic, ...



Listen and sing.

3 Play the chain game.

In my picnic basket, there are some tomatoes.

In my picnic basket, there aren't any tomatoes, but there are some apples.

24 Singing for pleasure

Aims:

- to review food vocabulary
- to review *some* and *any*
- to sing a song with the class

New language: *lake*

Recycled language: food, picnic, sun, shopping, monster, fun, cake, sandwiches, sausages, tea, orange juice

Materials: CD

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

Warm-up

Aim: to review food vocabulary and *some/any*

- Write five of the new food words on the board.
- Invite a student to make a question, e.g. *Is there any soup?* Another student answers, e.g. *No, there isn't any soup.* (if the word isn't on the board) or *Yes, there is some soup.* (if the word is on the board).
- Repeat for the other new food vocabulary.



SB p24 Listen to the song. Write the numbers of the food and drink you hear.

Aim: to practise listening skills

- Students look at the pictures and text in the Student's Book.
- Elicit what food they can see in the pictures.
- They listen and write the numbers in the spaces.
- Play the recording. Students compare answers.
- Play the recording again.
- Check with the class.

Key: 1 picture 6 (sausages), 2 picture 1 (cheese), 3 picture 3 (orange juice), 4 picture 5 (tea), 5 picture 4 (sandwiches), 6 picture 2 (cake)



SB p24 Listen and sing.

Aim: to sing a song with the class

- Play the song again pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in groups.



SB p24 Play the chain game.

Aim: to give further practice with *some, any* and foods

- Demonstrate the game using the prompts. Start a chain and continue until there are eight items in the 'basket'. Then start again.
- Check students know what to do.
- Students play the game in groups of four, taking turns to add food to the basket.
- Students can add other foods they know.



WB p24 Look and write. Use *there is, there are, there isn't* and *there aren't*.

Aim: to practise grammar

Key: (sample answers): There are some vegetables.

There is a/some cake. There isn't any cheese and there aren't any bananas. There are some apples. There are some sandwiches.



WB p24 Write the words from the shopping list. Make the song rhyme.

Aim: to practise vocabulary and rhyme

Key: 2 glue, 3 rubbish, 4 wood

Ending the lesson

Aim: to join in with a song

- Sing or chant *The monster picnic song* from WB Activity 2 with the class.

Extension activity

Aim: to personalise the language

- Students draw a picnic basket, similar to the one in WB Activity 1.
- They swap pictures with a partner and write about each other's baskets, using the WB Activity 1 text as a model.
- Monitor and encourage students to use *there is, there are, there isn't, there aren't*.

Aims:

- to present and practise *Shall we ... ?* and *How about ... ?* for suggestions
- to present and practise responses to suggestions

New language: *onions, bowl, good idea*

Recycled language: *food, delicious*

Materials: CD

Language competences: Your students will be able to make and respond to suggestions.

Warm-up

Aim: to review food vocabulary

- Write *rolls, soup, salad* across the centre of the board as headings.
- Brainstorm what there can be in each, e.g. *salad: tomatoes, lettuce, apples*, and write these words around the headings to create three word maps.
- Elicit the students' likes/dislikes, e.g. *I don't like apples in salad*.

Presentation

Aim: to present *Shall we ... ?* and *How about ... ?*

- Choose one word map, e.g. *rolls*. Ask *Shall we put cheese in our rolls? Is that a good idea?*
- Supply the answers *Good idea! / OK. / No, I don't like cheese*. Students repeat.
- Write the suggestion and responses on the board. Write *Shall we* in a different colour.
- Repeat for *soup*, using *How about carrot soup? Shall we make carrot soup?* and the answers *Good idea! / OK. / No, I don't like carrot soup*. Students repeat.
- Write the suggestion and responses on the board, with *How about* in a different colour. Check understanding.



SB p25 Listen and tick (✓) the food in the soup.

Aim: to practise language of suggestion

- Students look at the photographs.
- Elicit what they can see. Present *onions*.
- Play the recording. Students listen and tick and then compare in pairs.
- Play the recording again. Check with the class.

CD1 Track 34

For tapescript see TB page 119.

Key: carrots, potatoes, onions



SB p25 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students practise the sentences in pairs.
- Students turn to the Grammar focus section on page 120 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 *Shall we have soup for dinner?* 2 *How about some lemonade?* 3 *Shall we ask Mum for help?* 4 *How about a cheese sandwich for lunch?*



SB p25 Make a bowl of soup or a salad with a friend.

Aim: to give students further practice making suggestions

- Demonstrate the activity. Make suggestions using the prompts. Students respond.
- Students practise in pairs.
- Pairs draw a picture of the salad and soup they have planned with their friend.



Think! **WB p25** Look, read and write *Ava, Lilly, Olivia or Ella*.

Aim: to consolidate understanding of language of suggestion

Thinking skill: matching words with pictures

Key: Lilly, Ella, (Ava), Olivia



WB p25 Make questions.

Aim: to practise word order

Key: 2 *Shall we put some carrots in the soup?* 3 *How about some sandwiches?* 4 *Shall we put some cheese in our rolls?* 5 *Shall we make a ham sandwich?*

Ending the lesson

Aim: to review the new language

- Make a series of suggestions, e.g. *Shall we close our books now? Shall we start a new page?* Try to make some funny suggestions.
- Students answer *Yes. / OK. / Good idea! or No.*

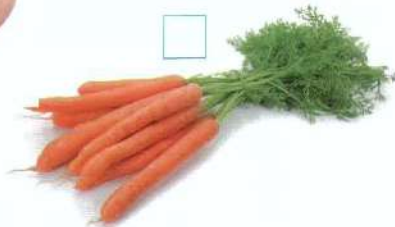
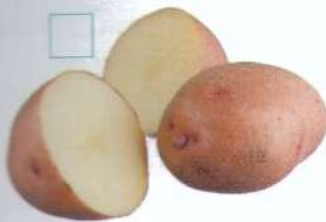
Extension activity

Aim: to encourage creativity

- In pairs, students choose a dialogue from WB Activity 1. They replace the food words with things they like/dislike.
- Students practise and then perform their dialogues.

CD 1
34

Listen and tick (✓) the food in the soup.

CD 1
35Grammar
focus

Listen and say.

Shall we make some soup?

How about some tea?

Good idea!

OK.



3

Make a bowl of soup or a salad with a friend.

Shall we put some ...
in our ... ?



Good idea!

Suggestions

25

The golden apple



Lucy: Buster. Buster, what's the matter?
Ben: Lucy, look, a snake. It bit Buster. Let's take him to the village. It's not far.
Lucy: Let's go now. Come on.



Lucy: Can you help us? A snake bit our dog.
Ben: He's very ill. Have you got any medicine?
Woman: No, but go to the old man in the hut next to the big tree. He can help you.



Man: Take your dog to the top of the mountain. There's a waterfall there. Above it, there's a tree with a golden apple. Your dog has to eat that apple.



Horax: Quick. I want to get to that apple first. We don't want Buster to get better!
Lucy: Look Ben, there are Horax and Zelda.



Lucy: Look at the tree. It's Horax and Zelda.
Ben: Hey, Horax. Stop!
Zelda: Do you want any help, Horax?
Horax: No. I think I've got it.



Zelda: Horax, you fool!
Ben: Thanks for the apple, Horax!

- to review language from the unit
- to practise reading skills

Thinking skill: interpreting the values in a story

New language: bite, hut, waterfall, golden, fool, What's the matter?, illness, blind (adj), communicate, alphabet, intelligent, give up

Recycled language: characters and 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.

Your students will be able to identify and talk about the values in a story.

Value: perseverance

Warm-up

Aim: to review the story so far

- Write *The Explorers* on the board.
- Elicit the characters' names (Ben, Lucy and Buster).
- Elicit what happened in the last episode, e.g. *They take the book to the library. The librarian can't help them. Zelda and Horax take the book, but they get it back. The book is in code. They can't read it.*
- Elicit what Buster saw at the picnic on SB page 22 (a snake).



SB pp26-27 The golden apple

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in the first picture (at their picnic) and what is happening to Buster (he looks ill/dead).
- Play the recording. Students listen to answer *Where do they take Buster?* (To an old man in a hut) *Why?* (He can help) *What does Buster need to eat?* (A golden apple) *Who gets there first?* (Zelda and Horax).
- Students compare their ideas in pairs. Elicit answers.
- 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 events).

Key: to check comprehension

Key: 2 village, 3 waterfall, 4 apple, 5 take

- 2 Think!** **WB p26** Write more things for Lucy to say. Use the box or your own ideas.

Aim: to give further practice with the language

Thinking skill: making connections

Key: (sample answers): Shall we call the police? Let's take him to the vet. We can give him some water.

- 3 Values** **WB p26** Read the story. What can we learn from it? Tick (✓).

Aim: to practise reading skills

Thinking skill: interpreting the values in a story

Key: When things don't work, never give up!

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 discuss the value of perseverance

- Focus on what happens in the episode of the story and in the story in WB Activity 3.
- Elicit why perseverance is important and elicit examples of when students have had to persevere to get or do something.

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

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise saying the long vowel sound *ie* as in *pie*, contrasting it with the short vowel sound *i* as in *pin*
- to learn and play a traditional English game, 'I spy'

New language: *silver* (adj), *iguana*, *igloo*

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* /ai/ and its alternative spellings *i_e* and *_y*.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *What happens to Buster?* (The snake bites him.) *Where is the tree with the golden apple?* (Above the waterfall) *What does Buster have to do?* (Eat the apple) *What does Ben see on the ground?* (The letter I).

2 SB p27 Write t (true) or f (false).

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 work individually and write t or f, then they compare their answers.
- Check with the class.

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

3 SB p27 Find who says ...

Aim: to present the letter sound *ie*

- Write *I* on the board and ask students to say it. Write *bike* on the board, using a red pen for the *i* and e. *I* and *bike* both contain the long vowel sound *ie*.
- Students repeat *Shall we write it in the book?* after you.
- Ask students to identify the two short *i* sounds in the sentence (*it* and *in*).
- Students find the speech bubble in the story (frame 7).

Key: Ben



SB p27 Listen and say.

Aim: to practise the long vowel sound *ie* /ai/ and contrast it with the short vowel sound *i* /i/

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

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Show how the e at the end of *like* or *ice* makes the vowel in the middle or at the beginning sound like the letter *i*, but that in *igloo* and *in* the sound is short.
- Students take turns to repeat in pairs.



WB p27 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 What's the matter? 2 I think I've got it.



WB p27 Listen, point and say. Write the words.

Aim: to learn how to play *I spy* and practise the short vowel sound *i* and long vowel sound *ie*

CD1 Track 39

For tapescript see TB page 119.

Key: bike, kite, fish, rabbit, sandwich, window, picnic, ice cream

Ending the lesson

Aim: to play a traditional English game

- Play *I spy* with the class. Say, e.g. *I spy with my little eye something beginning with B*. Students guess (bin). Once they have learnt how to play, students can lead the game, choosing the objects around the room they know in English.

Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, *head*, *No*, *it's OK*, *It's not too bad*, *book*, *good*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Ben: Lucy, look. There's a letter.
 Lucy: It's an I, Ben. It's our first letter.
 Ben: Shall we write it in the book?
 Lucy: Good idea.



Lucy: Bye, Horax. Bye, Zelda.
 Ben: And thanks again for the apple.
 Zelda: You kids. Just you wait!

2 Write t (true) or f (false).

- 1 Lucy and Ben take Buster to a village.
- 2 A woman tells Ben and Lucy about the waterfall.
- 3 The apple tree is under a waterfall.
- 4 The kids have to find a silver apple.
- 5 Horax gets to the tree first.
- 6 Lucy finds the letter in a pool near the waterfall.

☐
☐
☐
☐
☐
☐
☐

3 Find who says ...

Shall we write it in the book?

CD 1
37

4 Listen and say.



An iguana eating ice cream in an igloo.

Phonics focus: /i/ and /ai/

27



Skills

1 CD 1
40

Listen and write.

- 1 Lunch starts at _____.
- 2 The children eat in the _____.
- 3 The children with _____ eat first.
- 4 Lisa's favourite school dinner is _____.
- 5 Lisa has sandwiches on _____.
- 6 Lunch finishes at _____.



2 Read and draw lines. There is one extra plate of food.



Connor

My favourite meal is chicken with rice and salad.



Holly

My favourite meal is a cheese sandwich with tomato and egg.



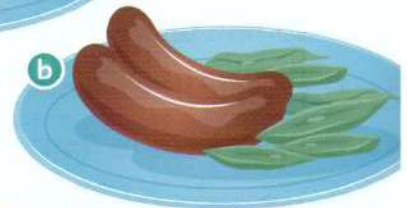
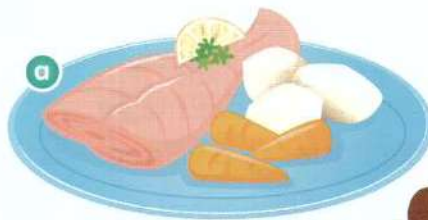
Thomas

My favourite meal is sausages and green beans.



Grace

My favourite meal is fish with potatoes and carrots.



3 Tell your friend about meals at your school.

Lunch starts ...

My favourite meal is ...

Aim:

- to practise listening, reading and speaking skills

Skills:

- listening for detail
- reading for specific information
- interactive speaking

New language: bell, school hall, pudding, inside, outside, meal

Recycled language: food, language from the unit

Materials: CD

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

Your students will be able to speak to exchange information.

Your students will be able to read for specific information.

Key: Connor e, Holly d, Thomas b, Grace a (Extra plate c: sausages and potato)

3 **SB p28** Tell your friend about meals at your school.

Aim: to personalise the language

- Elicit the kind of information students heard in Activity 1, e.g. time lunch starts and finishes, what there is for lunch, children can/can't bring food from home, what they do before/after lunch.
- Students make sentences in pairs. Monitor and offer help if necessary.
- If the children never eat lunch at school, they can imagine what meals they would like to have each day.

1 **WB p28** Look, read and write the words. There is one extra word.

Aim: to practise reading skills **YLE**

Key: 2 tomatoes, 3 lunch, 4 Geography, 5 instruments, 6 roll (Extra word: sausages)

Warm-up

Aim: to encourage prediction skills

- Tell the students they are going to listen to an interview. A girl is talking about lunch at school.
- Brainstorm words they think they might hear. Write them on the board.



CD1 **40** **SB p28** Listen and write.

Aim: to practise listening skills **YLE**

- Focus the students on the Activity 1 instructions.
- Read the gapped sentences aloud around the class.
- Encourage students to predict answers.
- Play the recording. Students complete the information and then compare answers in pairs.
- Play the recording again. Check with the class.

CD1 Track 40

For tapescript see TB page 119.

Key: 1 12 o'clock, 2 school hall, 3 sandwiches, 4 chicken, peas and chips, 5 Wednesdays, 6 one o'clock

2 **SB p28** Read and draw lines. There is one extra plate of food.

Aim: to practise reading for specific information

- Check students know what to do.
- They read the texts silently and match them with the plates.
- They compare answers in pairs.
- Check with the class.
- Elicit what's on the extra plate of food.

Ending the lesson

Aim: to review the listening activity

- Focus students on the words from the Warm-up.
- Elicit which words were in the listening activity and ask if their predictions were correct.

Extension activity

Aim: to practise writing definitions

- Focus students on the definitions in WB Activity 1.
- Tell them to look back through the Student's Book and choose a school subject, some food and a person.
- Students then write a definition of each word, using WB Activity 1 as a model and support.
- Monitor students as they are working.
- Collect the students' work and choose the best definitions to make a class quiz.

Aims:

- to practise reading, writing and listening skills
- to review present simple with frequency adverbs

Skills:

- reading for specific information
- writing about habits and routines
- listening for specific information

New language: *bacon, fried, toast, scrambled, tortillas, olives, honey, salami*

Recycled language: *breakfast, food, countries, times*

Materials: CD (Optional: magazine pictures of food)

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

Your students will be able to write about breakfast habits in their country.

Your students will be able to listen for specific information.

Warm-up

Aim: to activate students' knowledge of the topic

- Write *Breakfast* on the board.
- Elicit from students what they usually eat for breakfast. Develop a word map.
- Encourage responses using frequency adverbs, e.g. *I always have eggs for breakfast. I never drink tea.*
- Elicit what students know about breakfast in other countries, e.g. from relatives/holidays.

1 Think! **SB p29** Read and tick (✓) what the children eat for breakfast.

Aim: to practise reading for specific information

Thinking skill: finding relevant information

- Elicit which countries the children in the pictures are from.
- Discuss students' predictions from the Warm-up. Did they talk about these countries?
- Read the activity instructions with the class and check students know what to do. Elicit the names of the foods in the photographs in the table (1 sausages, 2 eggs, 3 cheese, 4 tomatoes, 5 tea, 6 bread).
- They read the texts quickly and quietly and only look for information to complete the task. They tick the relevant squares in the table.
- Give students a time limit, e.g. two minutes.
- Students compare answers in pairs. Check with the class.
- Check understanding of new food vocabulary.

T29

Key:

	1	2	3	4	5	6
						
Amy	✓	✓		✓	✓	✓
Rodolfo	✓	✓				
Ana			✓			✓
Mustafa		✓	✓	✓	✓	✓

2 SB p29 Write about breakfast in your country.

Aim: to give students practice writing from a model

- Tell students to use the texts in SB Activity 1 and the foods from the word map on the board to help with their writing.
- Students write a first draft in their notebooks.
- Go around the class and check their work.
- When you have checked their work, students write a final version of their texts.

1 CD1 41

WB p29 Listen and choose the best answer.

Aim: to practise listening for detail

CD1 Track 41

For tapescript see TB page 119.

Key: 2 B, 3 A, 4 B, 5 C, 6 B

2

WB p29 Remember Activity 1. Write *Carlos, Chuck or Teresa*.

Aim: to consolidate understanding of vocabulary

Key: 1 Carlos, 2 Chuck, 3 Teresa

Ending the lesson

Aim: to develop memorisation skills

- Students close their books.
- Elicit the countries they read about today and what people usually have for breakfast in these countries.

Extension activity

Aim: to encourage personalisation

- Students draw or find pictures in magazines of dishes they usually eat for dinner. They put the pictures in their notebooks and write a description of the dinner.

1

Think!

Read and tick (✓) what the children eat for breakfast.



Amy from Britain

On Saturdays my dad makes us a very special breakfast. We have sausage, bacon, fried tomatoes, beans, fried eggs and some toast. We drink tea and orange juice.



Ana from Brazil

In Brazil we call breakfast café-da-manhã. There are lots of different foods you can have. I have bread and cheese and then a piece of special cake. We also eat a lot of fruit. I like mango and watermelon.



Rodolfo from Mexico

I live in the north of Mexico. I eat a breakfast called salchicha con huevo. This is sausage with scrambled eggs. We eat it with tortillas. It's very good. You should try it.



Mustafa from Turkey

The breakfast table in our house is full of food. There is bread, white cheese, yellow cheese, tomatoes, olives, honey, salami (a kind of sausage) and eggs. We all drink black tea. Breakfast is my favourite meal.

1



2



3



4



5



6



Amy

Rodolfo

Ana

Mustafa

2

Write about breakfast in your country.

I love breakfast. I have bread ...

Food chains and habitats

- 1 Read, look and draw lines.
What do these animals eat?

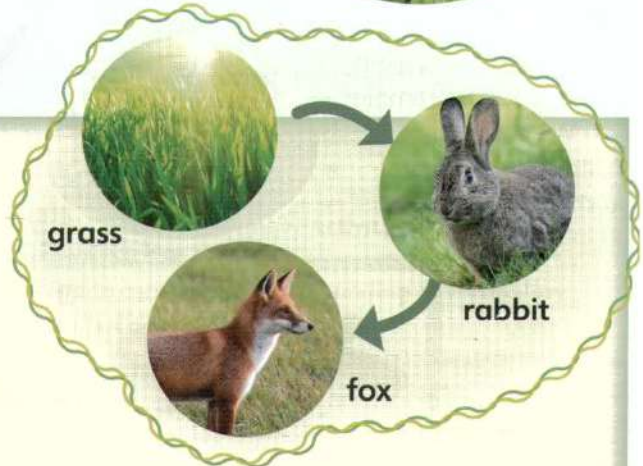
We all need energy to grow, run, jump and play. We get our energy from the food we eat. That's why we often feel weak and tired when we are hungry.

Animals also get their energy from food. Different animals eat very different things.



- 2 **Think!** Read and draw arrows to make food chains.

A food chain shows us what animals eat. All food chains start with the sun and plants. Plants use the sun to grow. Some animals eat plants to get energy. Some animals eat other animals to get energy.



Grass gets energy from the sun, rabbits eat grass and foxes eat rabbits. This is an example of a food chain.



owl



plant



lizard



snail



seaweed



surgeon fish



shark

Aim:

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

New language: energy, grow, weak, arrow, food chain, fox, lizard, owl, snail, seaweed, surgeon fish, shark

Materials: (Optional: poster paper)

Recycled language: animals, different, tired, hungry, sun, plants, rabbit, action words

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 Science and food chains

- Draw a picture of an egg on the board.
- Ask *Who eats eggs for breakfast?*
- Elicit where an egg comes from. Draw a chicken on the board and draw a line from the chicken to the egg.
- Ask what makes chickens grow (grain/seeds). Draw a seed and a line from the chicken to the seed.
- Ask what makes the seed grow (the sun). Draw the sun and a line from the seed to the sun.
- Tell students that the pictures and lines you have drawn make a food chain and that this is the topic of today's lesson.

- 1 **SB p30** Read, look and draw lines. What do these animals eat?

Aim: to extend students' understanding of food chains

- Elicit what students can see in the photographs in the Student's Book.
- Read the first text with the class. After reading, students draw lines between the photographs in pencil.
- They compare answers in pairs.
- Check and discuss answers with the class.

Key: 1 a, 2 c, 3 b

- 2 **Think!** **SB p30** Read and draw arrows to make food chains.

Aim: to extend students' understanding of food chains

Thinking skill: logical thinking

- Remind students about the food chain in the Warm-up and point out the example arrows between the first three photographs.
- Read the text aloud.

- Students work in pairs and draw arrows between the rest of the photographs in pencil to make two more food chains.

- Pairs check with pairs.

- Discuss the food chains as a class.

Key: plant – snail – lizard – owl, seaweed – surgeon fish – shark

- 1 **WB p30** Read and write the words.

Aim: to give further practice of new vocabulary

Key: 2 food, 3 tired / weak, 4 energy, 5 different

- 2 **WB p30** Read and write words from Activity 1.

Aim: to consolidate understanding of new vocabulary

Key: 2 tired, 3 energy, 4 different, 5 food

- 3 **Think!** **WB p30** Draw arrows to make a food chain.

Aim: to consolidate understanding of the topic

Thinking skill: logical thinking

Key: plankton – shrimp – Arctic cod – ringed seal – polar bear

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. *food chains and how we get energy from the sun and from plants.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in groups of four.
- Each group draws a new food chain on poster paper.
- They display it for the class and talk about the different parts of the chain.

Aims:

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

New language: *habitat, rainforest*

Recycled language: Science and food chains, habitats

Materials: CD, food chain pictures, scissors, glue, poster paper, reference materials about different habitats and the animals and plants to be found there

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 chains

- Draw part of one of the food chains from SB page 30, Activity 2 on the board (write the names of one or two of the creatures and plants and draw simple pictures if you can).
- Elicit the other elements of the chain and write/draw them on the board.
- Elicit what food chains are and how they work.
- Remind students of the food chain posters they made for the Extension activity, if relevant.



SB p31 Listen, read and look at the picture. Talk about the food chain in the rainforest.

Aim: to enable students to apply their knowledge and experience

- Elicit what students can see in the picture on the Student's Book page (rainforest).
- Ask students if there is rainforest in their country.
- Play the recording. Students follow in their Student's Books.
- Check understanding of vocabulary and elicit the food chain in the picture above (leaves – beetle – frog – snake).
- Elicit other known habitats (land, lake, ocean, grasslands).
- Students work in groups of four to think of different animals/plants which live there and their food chains. Monitor and help as necessary.
- Discuss the groups' ideas as a class.



Project SB p31 Choose a habitat and make a food chain.

Aim: to enable students to follow instructions and to make a food chain

- Talk about the project with students and make sure they know what to do.

T31

- Supply each group of four students with relevant reference materials.
- Each group follows the instructions to make a food chain on poster paper.
- Monitor students and help each group as necessary.
- In turn, groups present their food chains to the class.

1 WB p31 Read and number to make a food chain.

Aim: to enable students to consolidate their knowledge

Key: 3, 2, 1



WB p31 Match the animals with the habitats.

Aim: to encourage students to apply new knowledge about habitats

Thinking skill: matching

Key: ocean: whale, turtle, seahorse; forest: deer, owl, woodpecker; grasslands: elephant, antelope, zebra

Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today, e.g. *I've learnt more about food chains and habitats and completed a project with my group.*
- 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.



Listen, read and look at the picture. Talk about the food chain in the rainforest.

Snakes eat frogs.
Frogs eat ...

The place where an animal lives is called a 'habitat'. The habitat in the picture is the rainforest.

Animals and plants living in the same place need each other to get food. Can you think of any other habitats and their food chains?



Project

Choose a habitat and make a food chain.

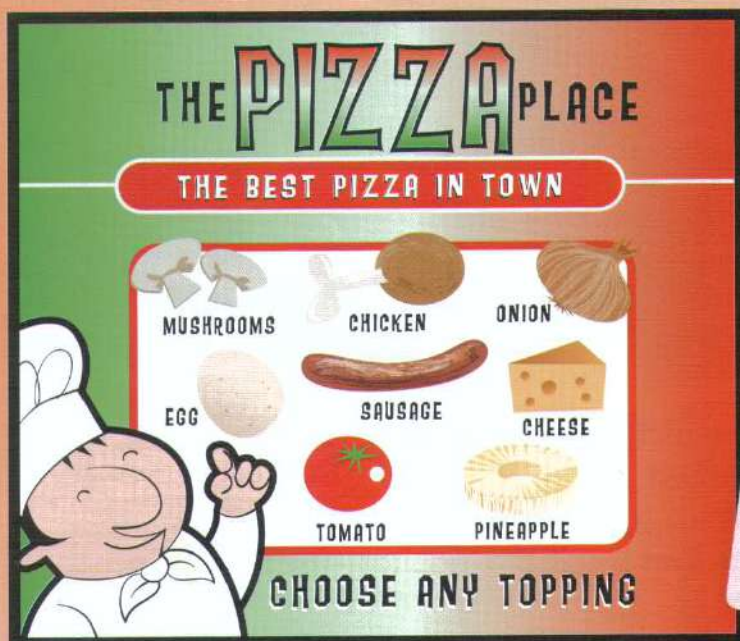
- 1 Draw the habitat. You can also stick photographs.
- 2 Draw and cut out pictures for the food chain.
- 3 Stick in the pictures to make a food chain.



Act out

In the pizza restaurant

1 Choose a role card. Read and plan.



STUDENT A

- You are at a pizza restaurant.
- Choose three toppings.
- Order a pizza and a drink.

STUDENT B

- You are the waiter at a pizza restaurant.
- Ask your teacher which toppings you have and circle them.
- Find out what your customer wants to eat.

Useful language

Waiter

Can I help you?
Sorry, we haven't got any ...
How about ... ?

Customer

I'd like a ...
Have you got any ... ?
I don't like ... ?
Can I have ... ?

2 Act out your play.

Hello. Can I help you?

I'd like a pizza with ... , please.



- to develop interactive speaking skills

New language: role card, topping, menu, customer, waiter

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review food vocabulary

- Review the food vocabulary using a word map.
- Elicit when students usually eat each of the foods (breakfast, lunch, dinner).

1 **SB p32** Choose a role card. Read and plan.

Aim: to prepare and plan for a play

- Tell students they are going to perform a short play between a waiter and a customer in a pizza restaurant.
- Read through the information on the page with the class. Allocate toppings to the students who are the waiters.
- Elicit full examples of the Useful language.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 **SB p32** Act out your play.

Aim: to perform a short play

- Pairs take turns to perform their short plays for the class.

1 **WB p32** Put the dialogue in order. Then listen and check.

Aim: to practise listening for specific information

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

2 **WB p32** Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of food words

- Students close their books.
- Call out the names of the food words one after another.
- Students write them in their notebooks.
- Students check their spelling in pairs, spelling the words aloud before checking in their Student's Books.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform their dialogues for the class.

Aim:

- to consolidate language from the unit

New language: cherries, coffee, dessert, bits of paper

Recycled language: language from the unit, scrapbook

Materials: students' scrapbooks, paper, food magazines or supermarket advertising leaflets

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review food vocabulary

- Write *Food and drink* in a circle on the board.
- Students come up in groups to write food words on the board.
- Encourage them to write as many words as they can think of in two minutes.

- 1 **SB p33** Think of at least five more words you know for food and drink. Write them on bits of paper.

Aim: to give students writing practice

- Hand out the scrapbooks and let students look at what they did at the end of Unit 1.
- Read the instructions for Activity 1 with the class.
- Students work in groups, copying the vocabulary from the board onto bits of paper.

- 2 **SB p33** How many groups can you put your words in? Colour each group.

Aim: to give students practice with classification

- Groups work together to classify the foods, firstly by arranging the bits of paper into groups on their desks.
- Check food groups before students colour the bits of paper, as different groupings are possible, e.g. vegetables, breakfast, hot, cold.

- 3 **SB p33** Write your words in lists.

Aim: to give students further practice with classification

- Check students know what to do.
- They make a draft of their table on paper first.
- Go around the class and check each student's information.
- Then tell them to copy the table carefully in their scrapbooks.

T33

- 1 **SB p33** Write about a meal you would like and a meal you would not like. Add photos or drawings.

Aim: to enable students to personalise the topic

- Read the model texts with the class.
- Students write the first draft of their descriptions on paper.
- Go around the class and check each student's information.
- Then tell them to write a final version carefully in their scrapbooks.
- They can either draw pictures or use photos from magazines or advertising leaflets.

- 1 **Think!** **WB p33** Which one is different in each group? Look, think and circle.

Aim: to give students further practice with vocabulary

Thinking skill: classifying

Key: (sample answers): 2 chicken (not a vegetable), 3 lion (not found in the forest), 4 owl (not found in the ocean / only bird)

- 2 **WB p33** Colour the bricks to make sentences. Write in the missing words.

Aim: to review grammatical form

Key: 1 Is there any cheese in my roll? 2 There aren't any carrots in the fridge. 3 Shall we make some vegetable soup? 4 How about some salad? 5 Let's make a bottle of lemonade.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.

My Super Mind

- Now students complete My Super Mind section for *The Picnic* on page 118 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 22 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My favourite foods

- 1 Think of at least five more words you know for food and drink. Write them on bits of paper.

pineapple

chicken

cherries

orange juice

coffee

sandwich

pizza

sausages

- 2 How many groups can you put your words in? Colour each group.

orange juice

sausages

pineapple

pizza

coffee

chicken

cherries

sandwich

- 3 Write your words in lists.

My favourites 😊😊	I like 😊	I don't like ☹️	I really don't like ☹️☹️
sausages orange juice chicken	cherries	pizza sandwiches	coffee pineapple

- 4 Write about a meal you would like and a meal you would not like. Add photos or drawings.

My favourite meal is sausages with chips and peas, apple juice to drink and cherries.



I don't like fish with onions and tomatoes. I don't like pineapple and I don't like coffee. Ugh!



3

Daily tasks

CD 1
44

Listen and say the words. Then check with a friend.

- 1 tidy up
- 2 do the shopping
- 3 take the dog for a walk
- 4 wash up
- 5 sweep
- 6 cook
- 7 dry the dishes
- 8 feed the dog



*Helping hands,
there's work to do.
A letter's here.
It waits for you.*

CD 1
45

Listen and correct the sentences.

- 1 The boy calls the dog 'Buster'.
- 2 Buster is still feeling ill.
- 3 Lucy doesn't like cooking.
- 4 Ben likes washing up.

3 Guess what your friend likes / doesn't like doing.

I think you like washing up.

No. I don't like washing up.

34

Daily tasks

Aims:

- to present and practise vocabulary for daily tasks
- to give students listening and speaking practice

New language: *wash up, tidy up, sweep the floor, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk, you mean*

Recycled language: *like / don't like + ing*

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for daily tasks.

Warm-up

Aim: to review vocabulary for the home

- Say the chant below for students to listen.
- Then they join in and add their own responses.
What do you like doing at home?
What do you like doing at home?
I like watching TV. I like watching TV.
That's what I like doing at home.

Presentation

Aim: to present vocabulary for daily tasks

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat. Check understanding.
- Ask students, e.g. *Do you like washing up?*
- Elicit who students can see in the picture (Ben and Lucy) and where they are (in the street / outside / on the village green).



SB p34 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words/phrases and items in the picture.
- Play the recording. Students listen to each word/phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words/phrases and practise them in pairs.
- Focus students on the poem at the bottom of the picture. Elicit what it means.



SB p34 Listen and correct the sentences.

Aim: to give further practice with vocabulary

- Read the sentences aloud with the class.



- Check understanding.
- Play the recording. Students listen to correct the sentences.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD1 Track 45

For tapescript see TB page 119.

Key: 1 The boy calls the dog 'Thunder'. 2 Buster is feeling a lot better. 3 Lucy likes cooking. 4 Ben doesn't like washing up.



SB p34 Guess what your friend likes / doesn't like doing.

Aim: to give students speaking practice

- Demonstrate the activity using the prompts.
- Students take turns and practise in pairs.
- Check using open pairs.



WB p34 Find eight actions.

Aim: to give students further practice with the new vocabulary

Key: take the dog for a walk, sweep the floor, dry the dishes, cook, tidy up, feed the dog, do the shopping



WB p34 Look and write actions from Activity 1.

Aim: to review understanding of new vocabulary

Key: 2 cook, 3 sweep the floor, 4 do the shopping, 5 wash up, 6 take the dog for a walk, 7 tidy up, 8 feed the dog



WB p34 Write sentences about yourself.

Aim: to practise writing the new vocabulary

Ending the lesson

Aim: to review vocabulary for daily tasks

- Mime one of the tasks.
- Students ask questions to guess.
- The student who guesses correctly comes to mime the next action.

Extension activity

Aim: to personalise the language

- Students work individually. They make wordsnakes using the model in WB Activity 1.
- They swap wordsnakes with a partner and find the words.

Aims:

- to present and practise telling the time
- to review the present simple

New language: *quarter past/to, half past, do my homework, That's right, at (for time)*

Recycled language: daily tasks, o'clock

Materials: CD

Language competences: Your students will be able to tell the time.

Warm-up

Aim: to review vocabulary for daily tasks and telling the time with *o'clock*

- Mime one of the daily tasks, e.g. *sweep the floor*.
- Students say what the action is and if they like / don't like doing it.
- Repeat for all the daily tasks.
- Draw three or four clocks on the board, all showing o'clock times, not digital clocks (analogue).
- Elicit the times.

Presentation

Aim: to present *quarter to/past, half past* for time

- Draw three more clocks on the board, showing quarter to two, quarter past six and half past ten.
- Point to each clock and say the time. Students repeat.
- Elicit what the time is in L1 for each clock.
- Say more times with *quarter to/past, half past*.
- Students come to the board and draw the clocks.

 **SB p35** Read and number.

Aim: to practise telling the time

- Students look at the clocks and the sentences in their Student's Books.
- Check they know what to do. Pre-teach / Elicit the meaning of *do my homework*.
- Students read the sentences silently and match each one with the right picture.
- They compare answers in pairs.
- Check with the class.

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

 **SB p35** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 121 of the Student's Book.
- Work through the other examples with the class.

T35

- Students complete the exercise individually and then check in pairs.

Key: 1 quarter past, 2 half past, 3 quarter to, 4 half past

 **SB p35** Play the time game.

Aim: to give students practice in telling the time

- Demonstrate the game.
- Students take turns to say a time and respond.
- Students then play the game in pairs. They take turns.

 **WB p35** Listen and tick (✓) the box.

Aim: to give students further practice understanding the time

CD1 Track 47

For tapescript see TB page 119.

Key: 2 half past six, 3 quarter to four, 4 quarter past eight, 5 half past eleven, 6 quarter to nine

 **WB p35** Write sentences about yourself. Use the words from the box.

Aim: to personalise the topic

Ending the lesson

Aim: to review the new language

- Say eight different times. Students draw eight clocks showing the times.
- They compare their clocks in pairs.
- Check by asking pairs to come and draw the clock for each time on the board.

Extension activity

Aim: to give further practice with telling the time

- Put students into groups of four to compare the times they wrote for WB Activity 2.
- Elicit information from different students about another student in their group, e.g. (*Name*), *tell me about (name). What time does he have breakfast?*
- Students can transfer the information about their group onto a bar chart.

1 Read and number.



After school ...

- 1 I do my homework at quarter past five.
- 2 I have dinner at six o'clock.
- 3 I wash up at half past six.
- 4 I take the dog for a walk at quarter to seven.
- 5 I brush my teeth at quarter past eight.
- 6 I go to bed at half past eight.

CD 1
46

Grammar
focus

Listen and say.



It's eight o'clock.



It's quarter past eight.



It's half past eight.



It's quarter to nine.



3 Play the time game.



Telling the time 35



I do the shopping at half past three. ☐
Then I walk the dog and I make the tea.
I do the washing up at quarter past four. ☐
Then I tidy up and sweep the floor.



Oh what a busy day,
So much work to do.
There's no time to play.
So much work to do!



I do my homework at quarter to eight. ☐
Then I feed the dog. I can't be late.
I climb into bed at half past ten. ☐
I sleep till the morning, then I start again.



Oh what a
busy day, ...



Listen and sing.



Close your book. Play the memory game.

She does the shopping
at half past three.

Then she walks the dog.

36 Singing for pleasure

• to review vocabulary for daily tasks

• to review telling the time

• to sing a song with the class

New language: *busy*

Recycled language: *daily tasks, do my homework*

Materials: CD

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

Warm-up

Aim: to review vocabulary for daily tasks

- Invite a student to come to the front of the class.
- Whisper a daily task to him/her.
- The student mimes the task.
- The class guesses what it is.
- Another student from the class asks *Do you like (doing the task)?*
- The student who mimed answers (Yes, I do / No, I don't).
- Repeat for the other daily tasks with different students.



SB p36 Listen to the song. Write the numbers.

Aim: to practise listening skills

- Students look at the pictures and text in the Student's Book.
- Elicit what times they can see on the clocks.
- Play the recording. Students listen and number.
- They compare answers.
- Play the recording again.
- Check with the class.

Key: 3, 4, 2, 1



SB p36 Listen and sing.

Aim: sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in groups or in pairs.

Aim: to practise memorisation

- Demonstrate the game using the speech bubbles.
- Prompt a student with a task or a time. The student tries to complete the sentence.
- The rest of the class can help.
- Check students know what to do.
- Students play the game in pairs. They take turns to say tasks and when the girl in the song does them.
- If necessary, write the tasks which have a specific time reference on the board.

1 **WB p36** Remember the song. Look and draw the times.

Aim: to practise the time

Key: quarter past four, quarter to eight, half past ten

2 **WB p36** Make the sentences of the chorus.

Aim: to practise word order in sentences.

Key: Oh what a busy day, So much work to do. There's no time to play. So much work to do!

3 **WB p36** Write a verse for the song about yourself.

Aim: to personalise the topic and give students further practice

Ending the lesson

Aim: to join in with a song

- Play the song from the beginning of the lesson again.
- Students join in. They mime the actions.

Extension activity

Aim: to stimulate creativity

- Play the karaoke version of the song.
- Groups perform their verses from WB Activity 3 and mime.
- The whole class sings the chorus each time.

Aims:

- to present and practise adverbs of frequency *always, usually, sometimes, never*
- to review telling the time

New language: *habit*

Recycled language: daily tasks, days of the week

Materials: CD

Language competences: Your students will be able to express degrees of frequency.

Warm-up

Aim: to review vocabulary for daily routines

- Ask a student, e.g. *What time do you have your dinner?* The student answers. Then he/she asks a classmate another question, e.g. *What time do you get up?* Continue in open pairs in this way.

Presentation

Aim: to present adverbs of frequency

- Focus on one of the responses from the Warm-up and ask, e.g. *Carlos, do you get up at seven every day (on Monday, Tuesday, Wednesday ...)?*
- Depending on the response, rephrase the sentence, e.g. *Carlos always gets up at seven o'clock.* Write the sentence on the board.
- Continue until you have four sentences, each with a different adverb of frequency.
- Arrange the sentences in a list, with *always* at the top and *never* at the bottom. Check understanding.
- Say each sentence for students to repeat.

 **CD1 50** **SB p37** Listen. Put ticks (✓) or crosses (X) in the table.

Aim: to practise adverbs of frequency

- Students look at the table in their Student's Books.
- Tell them the girl in the photograph is called Amy.
- Play the recording. Students listen and tick or cross.
- Play the recording again. Check with the class.

CD1 Track 50

For tapescript see TB page 119.

Key: Students tick the following days: walk dog at quarter to six: Monday, Tuesday, Wednesday, Thursday, Friday; do homework at quarter past five before dinner: Monday, Tuesday, Thursday, Friday; wash up after dinner: Tuesday, Thursday; go to bed at half past nine: none of the days

 **CD1 51** **SB p37** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus
- Students practise the sentences in pairs.
- Students complete the Grammar focus section on page 121 of the Student's Book.

Key: 1 I always help my mum in the kitchen. 2 Kevin usually walks to school with me. 3 Dad sometimes cooks my dinner. 4 They never play computer games before school.

 **SB p37** Play the true or false game.

Aim: to give students further practice using adverbs of frequency

- Students take turns to say true and false sentences about Amy.
- Play the game as a class.

 **WB p37** Read and write about yourself. Then find people with the same habits.

Aim: to consolidate understanding of adverbs of frequency

 **WB p37** Look at the table. Read and write *t* (true) or *f* (false).

Aim: to further consolidate understanding of adverbs of frequency

Key: 2 *t*, 3 *f*, 4 *f*, 5 *t*

 **WB p37** Write three more true sentences about Rob and Gillian.

Aim: to give further writing practice

Ending the lesson

Aim: to review the new language

- Say things that Amy does, e.g. *walks the dog at quarter to six.*
- Students respond with sentences, e.g. *She always walks the dog at quarter to six.*

Extension activity

Aim: to personalise the language

- Create a table as in WB Activity 2 on the board, but for four people and with different activities.
- In groups of four, students tick the table according to how often they do the activities.
- Then they write sentences in their notebooks about themselves and their friends.

CD 1
50

Listen. Put ticks (✓) or crosses (X) in the table.



After school	Monday	Tuesday	Wednesday	Thursday	Friday
walk dog at quarter to six					
do homework at quarter past five before dinner					
wash up after dinner					
go to bed at half past nine					

CD 1
51

Grammar
focus

Listen and say.

Amy **always** walks her dog at quarter to six.

Amy **usually** does her homework at quarter past five.

Amy **sometimes** washes up after dinner at quarter to eight.

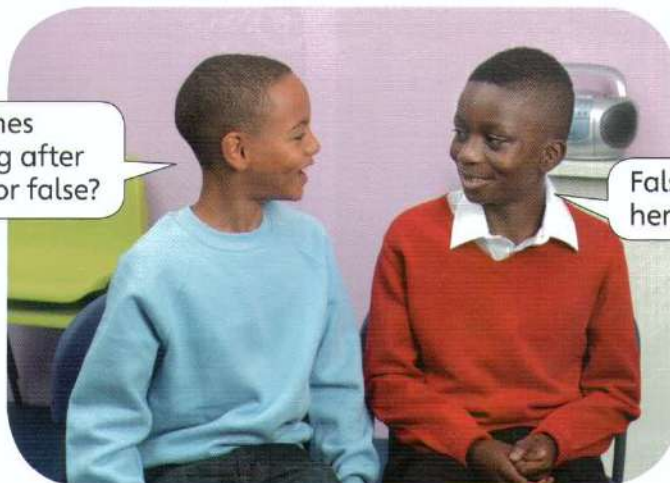
Amy **never** goes to bed at half past nine.



3 Play the true or false game.

Amy sometimes walks her dog after school. True or false?

False. She always walks her dog after school.



Adverbs for time 37

Tidying up



Ben: So what does the next clue mean?
Lucy: Well, the letter's in this village. But where?
Ben: Let's look for it tomorrow morning. It's quarter past nine and I'm tired.



Horax: It's here. The next letter is in this village.
Zelda: Let's wait for dark.
Horax: Good idea. We can look for it after dark.



Horax: It isn't here.
Zelda: I'm tired and I don't like this village. It's half past ten. Let's go soon.



Ben: Oh no! What a mess!
Lucy: 'Helping hands', remember the clue.
Ben: Yes, maybe this is what we have to do before we find the next letter.



Ben: This table is heavy! There's no letter here.



Lucy: Why do I always get the horrible jobs? Where is that letter? We have to find it soon!

Aims:

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

Thinking skills: interpreting the values in a story

New language: *dark* (as in *night*), *What a mess!* *maybe, horrible, bush, bin, rubbish*

Recycled language: characters and 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 story so far

- Write *The Explorers* on the board.
- Elicit what happened in the last episode, e.g. *The snake bites Buster. They have to find a golden apple to make him better. Zelda and Horax get there first, but they get the apple in the end. They find the first letter: I.*



SB pp38-39 Tidying up

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in the first picture (in the village) and who is hiding behind the bush (Horax). Pre-teach *dark* (as in *night*).
- Play the recording. Students listen to answer *Where is the next clue?* (In the village) *Why do Ben and Lucy tidy up?* (Because the village is a mess) *Who finds the letter?* (Lucy).
- Students compare their ideas in pairs. Elicit answers.
- 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 events).

- 1 WB p38 Remember the story. Answer the questions.

Aim: to check comprehension

Key: 2 At half past ten, 3 Under a table, 4 In a bin, 5 Buster, 6 On a table, 7 F

- 2 Think! WB p38 Read and choose the best answer.

Aim: to check detailed comprehension

Thinking skill: identifying differences and similarities

Key: 1 B, 2 C, 3 B

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 discuss the value of being helpful

- Focus on what happens in the episode of the story.
- Elicit when Lucy and Ben are helpful (they help the people tidy up in the village) and why being helpful is important.
- Elicit examples of when the students are helpful in class and at home and when people have helped them.

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

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to learn about voiced and unvoiced consonants

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 hear and say the different consonant sounds *v* and *f*.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Is it day or night at the beginning/end of the story?* (Day and then night) *How do Ben and Lucy help the people in the village?* (They tidy up.) *Who finds the letter?* (Lucy) *What is it?* (F) *What are the first two letters?* (I and F).

2 **SB p39** Answer the questions.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- They work individually and write the names, then compare their answers in pairs.
- Check with the class.

Key: 1 Ben, 2 Horax, 3 Zelda, 4 Ben, 5 Lucy, 6 Lucy

3 **SB p39** Find who says ...

Aim: to present the consonant sounds *v* and *f*

- Write *van* and *fan* on the board, using a red pen for the *v* and *f*. Ask students to put their fingers on their throat as they say the two words. Make sure they lengthen the first sounds so that they can feel their throats vibrate when they say *v* but they don't feel anything when they say *f*.
- Explain that the two sounds are the same except that we use our voice when we say *v* and we don't when we say *f*.
- Students repeat *The letter F. Now we've got our second letter!* after you.
- Students find the speech bubble in the story (frame 8).

Key: Lucy

4 **CD2 03** **SB p39** Listen and say.

Aim: to practise and identify the *v* and *f* letter sounds

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

T39

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.

1 **CD2 04** **WB p39** Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 I've got something to show you. 2 What a mess!

2 **WB p39** Look and write *v*, *f* or *ff*.

Aim: to practise reading and writing words containing *v*, *f* and *ff*

Key: 2 vegetables, 3 fruit, 4 heavy, 5 fifteen, 6 waterfall, 7 village, 8 difficult

3 **CD2 05** **WB p39** Listen and say.

Aim: to practise saying words containing *v*, *f* and *ff*

Ending the lesson

Aim: to review and write words containing the letters *v* and *f*

- Students close their Student's Books.
- Dictate the Sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Students draw a table with two columns in their notebooks, with headings *v* and *f*.
- Dictate the words below. Students write them in the correct columns: *van*, *frog*, *live*, *funny*, *very*, *village*, *vegetables*, *eleven*, *difficult*, *waterfall*, *fifteen*, *finish*.

Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (*names*, *room*, *last week*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Lucy: What's that? Yes! Ben, come here!
Ben: What is it?
Lucy: I've got something to show you.



Ben: Wow! It's the next letter.
Lucy: The letter F. Now we've got our second letter!

2 Answer the questions.

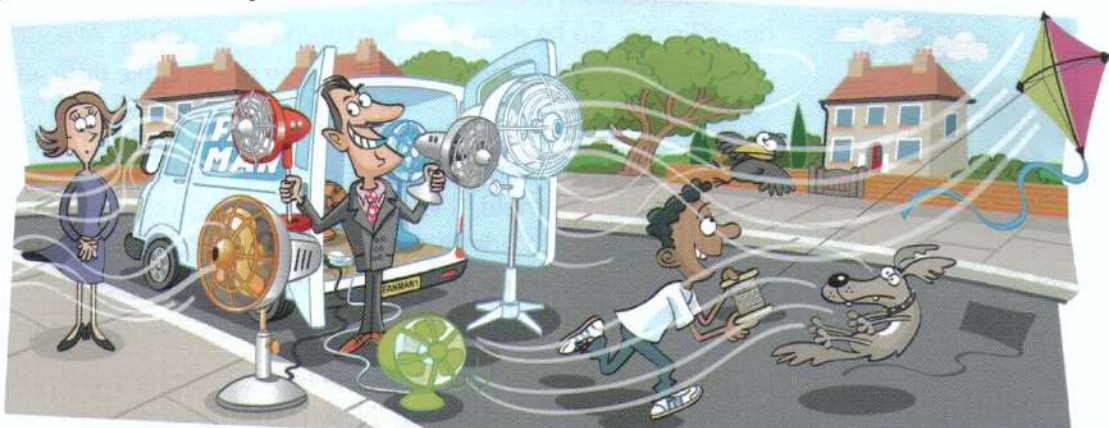
Who ...

- 1 wants to look for the clue in the morning?
- 2 listens to the kids talk about the clue?
- 3 doesn't like the village?
- 4 turns the table over?
- 5 tidies up the rubbish?
- 6 finds the next letter?

3 Find who says ...

The letter F. Now we've got our second letter!

4 Listen and say.



Vic sells fabulous fans from the back of his van.

Phonics focus: v and f

Story time

1 Look at the pictures and write *t* (true) or *f* (false).

- 1 There are two robots in the laboratory.
- 2 The boy has to clean the laboratory.
- 3 The boy tells the robot to sweep the floor.
- 4 The scientist is happy when he comes back.

☐
☐
☐
☐

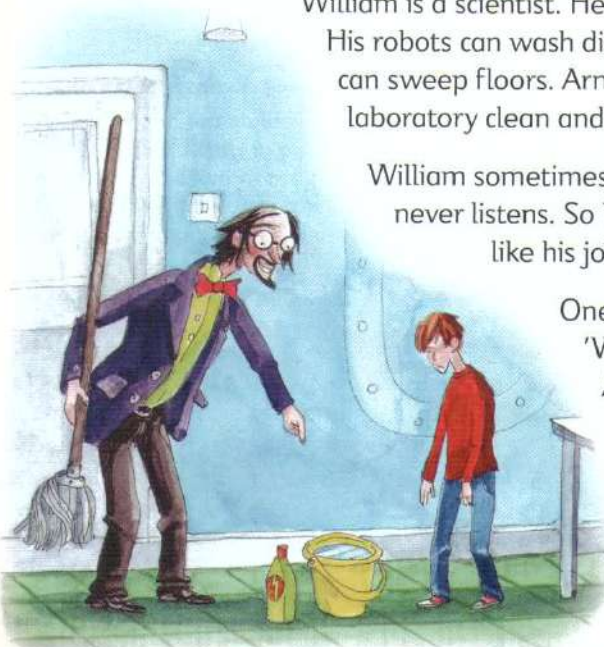
2 ^{CD 2}₀₆ Read and listen. Check your answers.

Arnold and the robot



William is a scientist. He makes robots to help people with their housework. His robots can wash dishes, they can cook, they can tidy rooms and they can sweep floors. Arnold is William's helper. He has to keep William's laboratory clean and tidy.

William sometimes teaches Arnold how to build a robot, but Arnold never listens. So he doesn't know much about robots. Arnold doesn't like his job very much because he doesn't like difficult work.



One day William goes into town to buy some things. 'When I come back at half past three,' he says to Arnold, 'I want to see this room clean. I want you to tidy the table. I want you to sweep the floor and I want you to wash the floor. Goodbye and work hard!'

Arnold tidies the table. Then he sweeps the floor and thinks, 'Now I have to wash the floor.'

Aim:

- to practise reading and listening skills

Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *robot, laboratory, scientist, button, housework, helper, bucket, fill, press, pour*

Recycled language: daily tasks, language from the unit

Materials: CD

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

Your students will be able to listen for specific information.

Value: learning responsibility

Warm-up

Aim: to encourage prediction skills

- Pre-teach *robot, scientist and laboratory*.
- Tell the students they are going to read a story about a scientist who makes robots in his laboratory.
- Elicit which daily tasks they think the scientist teaches the robot to do.

- 1 SB pp40–41 Look at the pictures and write t (true) or f (false).

Aim: to practise using pictures to predict content of a text

- Focus the students on the Activity 1 instructions.
- Read the sentences aloud around the class.
- Tell students to look at the pictures carefully, without reading, and mark their answers in pencil.
- Students compare answers in pairs.

- 2 CD2 06 SB pp40–41 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check.
- Elicit answers and check understanding of key vocabulary, e.g. *bucket*.
- Ask if students' predictions in the Warm-up and Activity 1 were correct.

Key: 1 f, 2 t, 3 f, 4 f

- 1 WB p40 Complete the words.

Aim: to practise spelling

Key: 2 scientist, 3 laboratory, 4 button, 5 bucket

- 2 WB p40 Read and write the words.

Aim: to practise comprehension skills

Key: 2 robots, 3 doesn't, 4 difficult, 5 room, 6 floor, 7 wash, 8 angry

- 3 Values WB p40 What can we learn from the story? Colour the words.

Aim: to focus students on the value of learning responsibility

Thinking skill: interpreting the values in a story

Key: Always listen carefully.

Ending the lesson

Aim: to review the story

- Focus students on the words from the Warm-up.
- Elicit which words were in the story and if their predictions were correct.

Extension activity

Aim: to discuss the value of learning responsibility

- Focus on how Arnold learns responsibility in the story (The scientist trusts him and he doesn't do things right. He then has to clean up more in the end).
- Elicit why this value is important and elicit examples from the students of how they have learnt responsibility.

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

Aim:

- to practise reading, speaking and writing skills

Skills:

- reading for detail
- narrating
- writing a story

Recycled language: language from the story, daily tasks

Materials: CD

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

Your students will be able to tell a story.

Your students will be able to write a story.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.
- Ask students if they sometimes try to help at home and things go wrong.



Think!

SB p41 Put the story in order.

Aim: to give students practice in reading for detail

Thinking skill: sequencing

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do. Do the first one as an example.
- Students work individually and then compare answers in pairs.
- Check with the class.

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



Think!

SB p41 Play the robot game.

Aim: to practise giving instructions

- Demonstrate the activity using the prompts.
- One student gives instructions. The other acts them out as if he/she were a robot.
- Students practise in pairs, taking turns to give instructions and to mime.

1

WB p41 Look at the pictures and tell the story. Use the words from the box.

Aim: to practise telling a story

Key: (sample answer): Arnold doesn't want to wash up. He has an idea. He wants a robot to help him. He presses a button and says 'Robot wash up.' The robot washes up. Arnold is happy. He sits down. Then the robot drops the plates on the floor. 'Stop,' shouts Arnold, but the robot doesn't stop. William arrives. He is very angry. He presses some buttons and the robot stops. 'Now tidy up,' William says to Arnold.

2

WB p41 Write the story. Use the words from Activity 1 to help you.

Aim: to practise writing skills

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part of the story about Arnold and William they liked best.
- Ask them why.
- Elicit how the students would change the story.

Extension activity

Aim: to encourage personalisation

- Tell students to imagine they have a robot. What tasks can their robot do? What does it look like?
- Students draw a picture of their robot.
- They write a description and a list of the tasks the robot does for them.



He gets a bucket and fills it with water and then he has an idea.

'I want a robot to help me.'

He presses a button and says, 'Robot wash the floor.'

The robot takes the bucket and throws the water over the floor.

Then it picks up the bucket, fills it with water and throws the water over the floor again.

'Stop,' shouts Arnold, but the robot doesn't

stop. Arnold presses another button. But now the robot works really fast, filling the bucket and pouring the water. The laboratory is full of water. Arnold doesn't know what to do.



Just then, the door opens.

It's William. He looks at the water. He is very angry.



He goes over to the robot and presses some buttons. The robot stops still.

'Now clean up,' William says to Arnold. 'You've got all night.'

Arnold starts working. It takes him a long time.

'Next time William teaches me I am going to listen carefully,' he thinks.

3

Think!

Put the story in order.

- ☐ Arnold gives the robot a bucket of water.
- ☐ William goes into town.
- ☐ The robot throws water over the floor.
- ☐ Arnold tidies the table.
- ☐ Arnold shouts, 'Stop.'
- ☐ Arnold sweeps the floor.
- ☐ William arrives home.
- ☐ Arnold has an idea.

4

Play the robot game.



Value: learning responsibility; reading skills

41



Learn and think

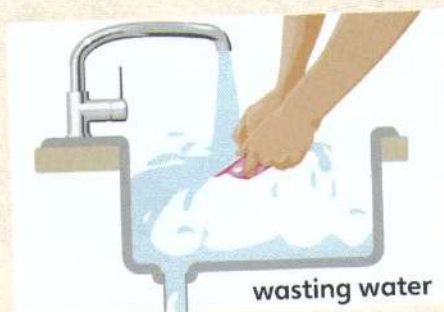
Saving Water

1 CD2
07

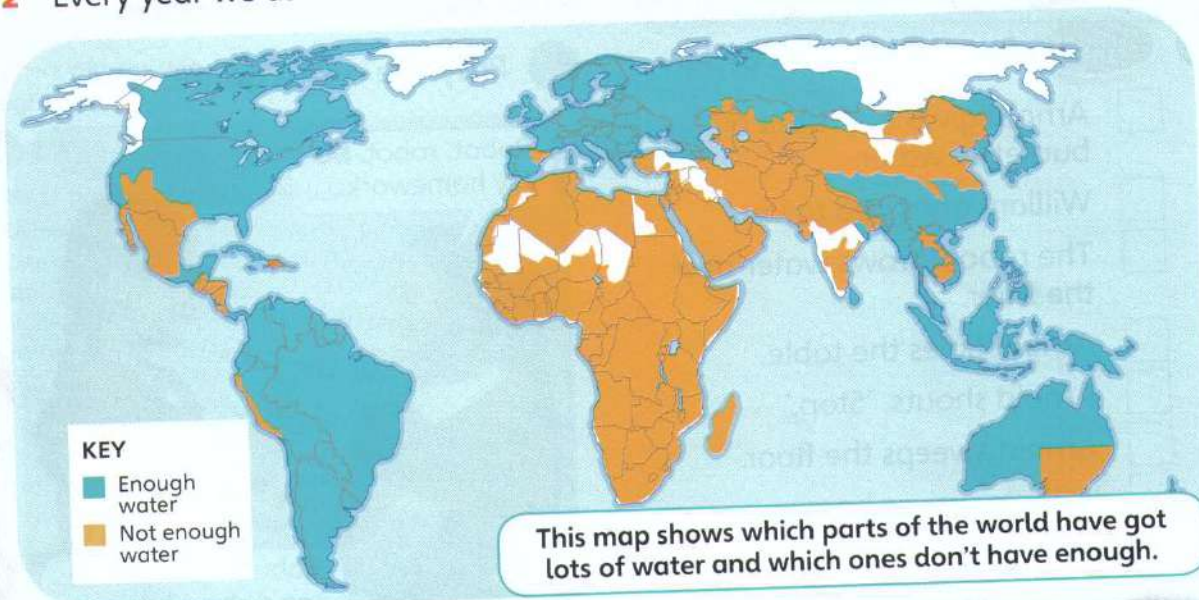
Listen, read and circle.

Water covers a lot of the Earth, but less and less of this water is OK to drink because it is dirty. Every year, there are more people on the Earth who need water. Many places do not have much water because it doesn't rain very often. This means we have to save water.

But many people aren't using less water, they are using more. Often, people *waste* water. This means that they use water when they don't have to. We have to try to save water, not waste it.



- 1 Every year there are **more** / **less** people in the world.
- 2 Every year we use **more** / **less** water.



Aim:

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

New language: cover (n), less, more, need, enough, much, save, waste (v), showers, tap, Earth, environment

Recycled language: mean, water, drink, use, daily tasks

Materials: CD (Optional: poster paper)

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

Warm-up

Aim: to introduce the topic of Geography and environment

- Write the word *Water* on the board.
- Elicit all the things students use water for in a day, e.g. washing their faces, brushing their teeth, showering, in drinks, washing clothes.
- Ask students if they think about how much water they use.
- Tell students the topic of today's lesson is saving water (check understanding of *saving*).



SB p42 Listen, read and circle.

Aim: to extend students' understanding of problems with water

- Elicit what students can see in the pictures in the Student's Book.
- Read the short text under the map with the class and check understanding of *not enough*.
- Read the longer text with the class, checking understanding of key vocabulary during the reading, e.g. *cover, less, more, waste*.
- Students circle the correct words in the two sentences and then compare answers in pairs.
- Check and discuss answers with the class.

Key: 1 more, 2 more

1

WB p42 Look and colour the water blue.

Aim: to activate previous knowledge

Key:



2

Think!

WB p42 How can you save water? Look and tick (✓) the correct picture.

Aim: to activate students' knowledge and experience

Thinking skill: problem solving

Key: 2 a (having showers, not baths), 3 b (turning the tap off when you brush your teeth), 4 a (keeping cold water in the fridge instead of running the tap to get a cold drink)

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. *the problem with water in the world and ways I can save it and not waste it*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in groups of four.
- Each group thinks of two more ways they can save water. Help with new language as necessary.
- Elicit ideas from groups and, if the class think the ideas are good, write them on poster paper for display.

Aims:

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

New language: *water waster, questionnaire, How often?, turn off, have a shower, hose-pipe, drip, dripping (tap), measure, half full, a quarter full, three-quarters full, full, dishwasher, flush (the toilet)*

Recycled language: Geography and environment, bucket

Materials: cup, access to a tap

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 the problems with water

- Discuss with students what they remember about the problems with water.
- Elicit ways of saving water they learnt about in the previous lesson.

- 1 **Think!** **SB p43** Are you a water waster? Do the questionnaire.

Aim: to enable students to reflect on their habits

Thinking skill: reflecting on one's habits, intrapersonal experience

- Elicit/Pre-teach key vocabulary for the questionnaire, e.g. *turn off, tap, hose-pipe, drip*.
- Read through the questionnaire with students and check they know what to do.
- Students answer individually and then check their scores.
- They compare scores in groups.
- Discuss results as a class.

- 2 **Project** **Think!** **SB p43** How much water does a dripping tap waste?

Aim: to enable students to follow instructions and to check predictions

Thinking skill: analysing data and making deductions

- Tell students what they are going to do for the project.
- Show them the cup they are going to use.
- In pairs, students predict how much water will drip in ten minutes, e.g. *half full, a quarter full, three-quarters full, full*.
- Place the cup under the tap, start it dripping and wait.
- After ten minutes, measure how much water is in the cup.

T43

- Elicit from pairs whose predictions were correct and whose were incorrect.
- Elicit if students are surprised by how much water there is.
- Elicit answers and ideas for questions 3 and 4.

- 1 **WB p43** How can you save water? Read and write the words.

Aim: to consolidate students' understanding of the topic

Key: 2 waste, 3 turn, 4 tap, 5 wash, 6 Never, 7 full

- 2 **WB p43** Make a list of all the ways you use water.

Aim: to encourage reflection

- 3 **WB p43** Keep a water diary for three days.

Aim: to enable students to reflect on their habits

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 have done today, e.g. *learnt more about my habits and how I can save water, kept a water diary*.
- 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 the project, of their predictions and of what the outcome was.
- Monitor and help as necessary.



1 Think! Are you a water waster? Do the questionnaire.

How often do you ...

1 turn the tap off while you brush your teeth?

- ☐ always
☐ sometimes
☐ never



2 have a shower and not a bath?

- ☐ always
☐ sometimes
☐ never



3 use a bucket of water to wash your bike and not a hose-pipe?

- ☐ always
☐ sometimes
☐ never



4 turn the tap off carefully so that it doesn't drip?

- ☐ always
☐ sometimes
☐ never



always = 2 points

sometimes = 1 point

never = 0 points

8-6 ☐

5-4 ☐

3-0 ☐

Well done! You're very good at saving water.

You're trying, but you can do better.

Not so good. Time to start saving water!

2 Project Think! How much water does a dripping tap waste?



1 Put a cup under a dripping tap. Wait for ten minutes.

3 How much water does the tap waste every: **a** hour? **b** day?



2 Measure how much water there is in the cup.

4 What could you use the wasted water for?

Find out

Our jobs at home

1 Read and tick (✓) yes or no.

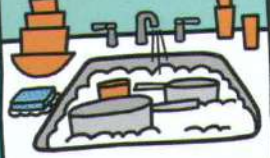
- 1 Do you sometimes cook?
- 2 Do you sometimes wash up?
- 3 Do you sometimes tidy your room?
- 4 Do you sometimes dry the dishes?
- 5 Do you sometimes help with the shopping?
- 6 Do you sometimes wash your clothes?

yes / no

☐	/	☐
☐	/	☐
☐	/	☐
☐	/	☐
☐	/	☐
☐	/	☐

2 Ask and answer. Who sometimes cooks?

3 Make a table and write a report.

	Yes	No		Yes	No
	12	9		17	4
	15	6		14	7
	18	3		7	14

In our class there are 12 children who sometimes cook at home and there are 9 children who never cook...



Communication

Aims:

- to consolidate language from the unit
- to promote student–student cooperation

Recycled language: language from the unit

Materials: poster paper

Language competences: Your students will be able to complete a survey about daily tasks.

Warm-up

Aim: to review vocabulary for daily tasks

- Ask students to come to the front in turn to mime a daily task.
- The rest of the class guess what it is.
- Elicit which students always, usually, sometimes or never do the task at home.

1 SB p44 Read and tick (✓) yes or no.

Aim: to review language from the unit

- Students answer the questions individually.
- Remind them that the questions say *sometimes*.
- Students compare their results in pairs.
- Elicit results from some students, e.g. *Do you sometimes wash the dishes? No, I never wash the dishes. / Yes, I sometimes wash the dishes.*

2 SB p44 Ask and answer.

Aim: to practise asking questions and giving answers

- Draw the following table on the board:

	Yes	No
cook		
wash up		
tidy your room		
dry the dishes		
help with the shopping		
wash your clothes		

- Call a student to the front and ask him/her to read the question in the speech bubble (*Who sometimes cooks?*).
- Students raise their hands if they have ticked yes for the first question in SB Activity 1.
- The student at the front counts the number of hands and writes the total in the Yes column in the first row of the table on the board.
- Elicit the question with *Who* for the second question in SB Activity 1 (*Who sometimes washes up?*). Call a different student to the front to ask the question. Students who ticked yes raise their hands. The student counts and writes the total in the table.
- Repeat until the Yes column of the table on the board is complete.

3 SB p44 Make a table and write a report.

Aim: to practise speaking and writing skills

- Students copy the table from the board into their notebooks, replacing the phrases in the first column with their own drawings.
- Students write a report using the information they gathered in SB Activity 2.
- Talk about the results with the class.
- Write some example sentences on the board to help students with their reports, e.g. *Three people sometimes dry the dishes.*
- Students write their reports in groups.

1 WB p44 Match the questions with the answers.

Aim: to practise questions and answers

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

2 WB p44 Read about Stuart. Underline the mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: dinner / breakfast, cooking / walking the dog, mum / dad, washes up / helps in the garden

3 WB p44 Write about how you help at home.

Aim: to personalise the topic

Ending the lesson

Aim: to review spelling of daily tasks

- Students close their books.
- Write the daily tasks on the board, with the letters in scrambled order.
- Students write the unscrambled words in their notebooks.
- Check by having students spell each word aloud.

Extension activity

Aim: to consolidate speaking skills

- Display all the results from SB Activity 3 (the tables).
- Ask students to put the jobs in order of popularity: the one the most people help with at the top and the one the fewest people help with at the bottom.
- Elicit other jobs the students help with at home (they can use what they wrote in WB Activity 3 for reference). Students find out if their classmates help with the same jobs.

Aim:

- to consolidate language from the unit

Recycled language: language from the unit, *scrapbook*

Materials: students' scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review vocabulary for daily tasks

- Write *Daily tasks* in a circle on the board.
- Students come up in groups to write tasks on the board.
- Encourage them to write as many words as they can think of in two minutes.



SB p45 Write a list of things people in your family do.

Aim: to give students writing practice

- Draw a table similar to the one in SB Activity 1 on the board to show students what to do.
- They copy the table onto paper and complete it with information about their family.
- Go around and help as necessary.
- Students then copy the table into their scrapbooks.



SB p45 Underline each word in your list in a colour to show how often people do it.

Aim: to give students practice with classification

- Elicit the colour of each word in the Student's Book (always – red, usually – blue, often – green, sometimes – yellow).
- Monitor students as they complete the activity.
- Early finishers can compare their information.
- Discuss briefly as a class: *Who does more at home? Who does less?*



SB p45 What do the people in your family do at the weekend?

Aim: to give further practice with language

- Students write at least one sentence for each family member.
- They write their sentences on paper first.
- Go around the class and check their work.
- Students then write their sentences in their scrapbooks.
- Early finishers can compare their information.
- Discuss briefly as a class: *What are the things some people in your family never do at home?*

T45



SB p45 Write a poem and add photos or drawings. Use the text to help you.

Aim: to give students writing practice and to encourage creativity

- Read the poem to the class, adding your own ideas to fill the gaps.
- Students write a draft of the poem with their own ideas.
- Go around the class and check their work.
- Students write the final version in their scrapbooks.
- Students decorate the poem with drawings or photos.



WB p45 Write the words in three groups.

Aim: to practise classification

Key: 1 washing up, tidying up, shopping; 2 always, usually, never; 3 quarter past, quarter to, half past



WB p45 Look at Activity 1. Number the topics to match the groups.

Aim: to review word families

Key: 1 Daily tasks, 3 Time, 2 Frequency words



WB p45 Look and draw lines to make sentences

Aim: to review grammatical form

Key: 2 She has breakfast at quarter past seven. 3 You always play tennis after school. 4 He never does homework on Sundays.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.

My Super Mind

- Now students complete the My Super Mind section for *Daily tasks* on page 118 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 34 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My family

- 1 Write a list of things people in your family do.

my mum	my sister	I
<u>works</u> on the computer	<u>goes to school</u>	<u>go to ...</u>

- 2 Underline each word in your list in a colour to show how often people do it.

always

usually

often

sometimes

- 3 What do the people in your family do at the weekend?

My mum often works on the computer.
My sister never makes breakfast ...
I sometimes go to ...

- 4 Write a poem and add photos or drawings. Use the text to help you.

I always go to school on Mondays,
I usually ... on Tuesdays,
I sometimes ... on Wednesdays,
I like doing things that way.
I always ... on Thursdays,
I usually ... on Fridays,
But I never ... at the weekend,
Because that's the time to play.



4

Around town

CD2
08

Listen and say the words. Then check with a friend.



1 bank

2 tower

3 library

4 market square

5 supermarket

6 bus station

7 sports centre

8 map

CD2
09

Listen and answer.

- 1 Where do Ben and Lucy want to go?
- 2 Who do they ask?
- 3 Where is the tower?
- 4 What does the lady tell them to look at?

3

Look at the map. Ask and answer.

Where is the shoe shop?

It's next to the square, between the bus station and the sports centre.

46

Towns

Aims:

- to present and practise vocabulary for places in a town
- to give students listening and speaking practice

New language: *map, bank, bus station, tower, library, market square, sports centre, supermarket, high*

Recycled language: *between, next to*

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for places in a town.

Warm-up

Aim: to review vocabulary for places in a town

- Do a clapping game to revise vocabulary.
- Write *Town* on the board. Clap twice and say, e.g. *park*.
- Clap twice and invite a student to say a known place in a town.
- Continue, reviewing known town words (*playground, cinema, swimming pool, hospital, bus stop, street, café, train station*).

Presentation

Aim: to present vocabulary for places in a town

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat. Check understanding.
- Elicit who students can see in the picture (Ben and Lucy and a woman) and what they are looking at (a map).



SB p46 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words/phrases and places in the picture.
- Play the recording. Students listen to each word/phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words/phrases and practise them in pairs.
- Focus students on the poem. Check understanding of *Go up high and look down*.



SB p46 Listen and answer.

Aim: to give further practice with vocabulary

- Read the questions aloud with the class.

4

- Check understanding.
- Play the recording. Students listen for the information.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD2 Track 09

For tapescript see TB page 120.

Key: 1 They want to go to the tower. 2 They ask a woman/Zelda. 3 It's between the school and the café, on the square. 4 She tells them to look at the map.



Look at the map. Ask and answer.

Aim: to give students speaking practice

- Demonstrate the activity with the class, using the prompts.
- Check understanding of known prepositions *between* and *next to*.
- Students take turns and practise in pairs.
- Check using open pairs.



WB p46 Look at the letters on the signs. Write the words.

Aim: to give students practice with spelling the new vocabulary

Thinking skill: decoding

Key: 2 supermarket, 3 tower, 4 market square, 5 bus station, 6 library, 7 sports centre, 8 bank



Look and write the places.

Aim: to review understanding of new vocabulary

Key: 2 tower, 3 bus station, 4 supermarket, 5 market square, 6 bank, 7 sports centre

Ending the lesson

Aim: to review vocabulary for places in a town

- Give simple definitions for each place in a town. Students guess the place, e.g. *You can get money here* (bank), *You can buy things here* (supermarket).

Extension activity

Aim: to personalise the language

- Students work individually or in pairs.
- They write about the places in their town, e.g. *In our town there is a market square. It is called [name of square]. There isn't a sports centre. There are four high towers. People live in them.*

Aims:

- to present and practise prepositions of place
- to review places in a town

New language: *below, above, opposite, near*

Recycled language: places in a town, *between, next to, behind*

Materials: CD

Language competences: Your students will be able to say where places are.

Warm-up

Aim: to review vocabulary for places in a town

- Write the eight town words on the board, with the letters in scrambled order.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other pairs and different places.

Presentation

Aim: to present *below, above, opposite, near*

- Teach the new prepositions using things in the classroom.
- Move objects to make meaning clearer if necessary.
- Make sure the meaning of *below* is made clear and that students know it is different from *under*.
- Write four sentences on the board, each containing one of the new prepositions, e.g. *There is a picture above the window.*
- Students copy them into their notebooks and draw a simple picture to reinforce the meaning.

 **SB p47** Look, read and draw lines.

Aim: to practise prepositions of place

- Students look at the pictures and the sentences in their Student's Books.
- Check students know what to do.
- Students read the sentences silently and match each one with the right picture.
- They compare answers in pairs.
- Check with the class.

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

 **SB p47** 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.
- Students turn to the Grammar focus section on page 122 of the Student's Book.

T47

- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 below, 2 opposite, 3 above, 4 near



SB p47 Look, read and write. Then listen and check your answers.

Aim: to give students further practice with the new language

Thinking skills: drawing conclusions, working out relations between language and visual information

- Focus students on the picture of the town and elicit what they can see.
- Check students know what to do. Do the first one as an example.
- Students fill in the gaps and then compare their answers in pairs.
- Play the recording for students to check.
- Check with the class, playing the recording again as necessary.

Key: 1 bank, 2 bus station, 3 sports centre, 4 library



WB p47 Look and write. Use the words from the box.

Aim: to give students further practice with prepositions

Key: 2 opposite, 3 below, 4 above



WB p47 Look at the picture. Complete the sentences.

Aim: to consolidate understanding of prepositions of place

Key: 2 behind, 3 near, 4 below / under, 5 between, 6 above, 7 below

Ending the lesson

Aim: to review the new language

- Say a sentence about something in the classroom using one of the new prepositions. If it is true, students raise their right arm. If it is false, they raise their left arm.
- Repeat with other sentences and other prepositions.

Extension activity

Aim: to give further practice with prepositions of place

- Students work in pairs and act out the dialogues from SB Activity 3.
- They practise in pairs first.
- Volunteers perform the dialogues for the class.

1 Look, read and draw lines.

a



1 The school is opposite the park.

2 The clock is above the window.

c



3 The map is near the library.

4 The clock is below the window.

b



d



2 CD 2
10

Grammar
focus

Listen and say.

It's **opposite** the park.

It's **near** the library.

It's **above** the bus station.

It's **below** the tower.



3 CD 2
11

Think!

Look, read and write. Then listen and check your answers.



1

Hello. Can you tell me where the _____ is?



The _____ ?
It's opposite the park.

2

Can you help me? I'm looking for the _____.



The _____ ?
That's easy. It's between the café and the tower.

3

Hi! Where's the _____ please?



It's between the tower and the cinema.

4

Excuse me, where's the _____ ?



The _____ ? It's near the cinema and the square.



Write the words in the song. Listen and check.

Opposite the library,
In the square,
I'm looking for the (1) _____
But it's not there.



Just below the (2) _____,
Near the shop,
My map says there's a (3) _____
But there is not.



In front of the (4) _____,
In the street,
There's a place
Where people always meet.



I'm waiting here,
For Jennifer and Kate,
But they're already
Three hours late.

Excuse me, can you help me find my way?
I'm getting lost everywhere I go today.
I don't really understand this town.
Of course you don't,
Your (5) _____ is upside down!



Listen and sing.



Play the town game.

Close your eyes. Imagine you can see a town. There's a big library. What's near it?

Near the library there's an old school. You close your eyes. Imagine the old school. What's opposite it? What can you see there?

48

Singing for pleasure

Aims:

- to review prepositions of place
- to sing a song with the class

New language: *in front of, get lost, imagine*

Recycled language: prepositions of place, places in a town

Materials: CD

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

Warm-up

Aim: to review vocabulary for places in a town

- Call a student to the front. Whisper one of the places in a town.
- The class asks the student questions to guess what the place is, e.g. *Can you get money there? Can you find books there?* Help with new language as necessary.
- The student who guesses correctly comes to the front. Whisper another place to him/her.
- Repeat for all the new places.



SB p48 Write the words in the song. Listen and check.

Aim: to practise listening skills

- Students look at the pictures and text in their Student's Books.
- Pre-teach *in front of*.
- Students read the song and try to complete it using the picture information. Tell them to write in pencil.
- They compare ideas in pairs.
- Play the recording. Students listen and write/check.
- They compare answers again.
- Play the recording a second time.
- Check with the class.

Key: 1 bank, 2 tower, 3 café, 4 station, 5 map



SB p48 Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in groups or pairs.



3 **SB p48** Play the town game.

Aim: to stimulate imagination and creativity

- Tell students they can imagine any town they like.
- Tell students to close their eyes and imagine. Give them time to form a picture in their minds.
- Say each prompt in turn and give students time to think before saying the next one.
- Say more prompts like the ones in the speech bubbles (about six in all).
- Then tell students to open their eyes and draw the town they imagined.

1

Think!

WB p48 Look at the picture. Read and answer.

Aim: to practise location

Thinking skill: problem solving

Key: He's between the music shop and the bank.

2

WB p48

Look, read and write **t** (true) or **f** (false).

Aim: to give students further practice with prepositions of location **YLE**

Key: 2 f, 3 t, 4 t, 5 f

Ending the lesson

Aim: to join in with a song

- Play the song from the beginning of the lesson again.
- Students join in.

Extension activity

Aim: to consolidate understanding

- Students write a short description of their imaginary town under the picture they drew for SB Activity 3.

Aim:

- to present and practise *going to* + infinitive of purpose

Recycled language: places in a town, verbs

Materials: CD

Language competences: Your students will be able to express purpose with *going to*.

Warm-up

Aim: to review vocabulary for places in a town

- Say different places in a town and elicit what students do there, e.g. *market square* (buy a drink / meet friends).

Presentation

Aim: to present *going to* + infinitive of purpose

- Choose an example from the Warm-up, e.g. *market square* – *buy a drink*.
- Say, e.g. *(Name) is going to the market square to buy a drink. Why is she going to the market square?* (To buy a drink).
- Repeat using other examples from the Warm-up.
- Write two or three example sentences on the board. Underline the full infinitive in each one.
- Check students understand the meaning (the infinitive answers the question *Why?*).



SB p49 Listen and number.

Aim: to practise *going to* + infinitive of purpose

- Students look at the pictures.
- Play the recording. Students listen and number.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD2 Track 14

For tapescript see TB page 120.

Key: 3, 1, 4, 2



SB p49 Listen and say.

Aim: to focus students on grammatical form

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

Note: The use of the present continuous here is action at the moment of speaking, not future arrangements.

- Students complete the Grammar focus section on page 122 of the Student's Book.

Key: 1 sports centre, 2 library, 3 bus station, 4 bank, 5 cinema

T49



SB p49 Where are you going? Complete the sentences. Then act out.

Aim: to give students further practice using the new language

- Check students know what to do.
- Students complete the sentences using the words in the box. Then they compare answers in pairs.
- Demonstrate the activity using the speech bubbles. The student who answers mimes the action at the same time.
- Students take turns to ask and to respond using all the sentences.

Key: 1 to buy, 2 to go, 3 to watch, 4 to read, 5 to buy, 6 to help



WB p49 Look, read and write the words.

Aim: to consolidate understanding of *going to* + infinitive of purpose

Key: 2 market, 3 listen, 4 library, 5 book, 6 sports centre, 7 tennis



WB p49 Make sentences.

Aim: to practise word order

Key: 2 I'm going to the supermarket to buy some bread. 3 I'm going to my friend's place to play computer games. 4 I'm going to the park to ride my bike.

Ending the lesson

Aim: to review the new language

- Ask different students *Where are you going?*
- They respond using examples from the lesson, e.g. *I'm going to the cinema to watch a film.*

Extension activity

Aim: to personalise the language

- In pairs, students choose one dialogue from WB Activity 1. They personalise it by replacing the place words and changing the infinitives.
- Students practise their dialogues and then perform them for the class.

CD 2
14

Listen and number.

CD 2
15Grammar
focus

Listen and say.

I'm going to the shop to buy some bread.

I'm going to the library to get a book.

I'm going to the sports centre to play basketball.



3 Where are you going? Complete the sentences. Then act out.

- 1 I'm going to the market _____ some apples.
- 2 I'm going to the sports centre _____ swimming.
- 3 I'm going to my friend's place _____ a DVD.
- 4 I'm going to the library _____ a book.
- 5 I'm going to the supermarket _____ a T-shirt.
- 6 I'm going to my grandma's _____ in the kitchen.

to read
to watch
to go
to buy
to buy
to help

Where are you going?



I'm going to the ... to ...
What about you?

Going to + infinitive of purpose

49

CD2
16

The Explorers Up high



Zelda: They're going to the tower.
Lucy: Let's hurry, Ben. The tower's near the market square.
Ben: OK. Come on, Buster.



Lucy: Look, the tower's over there, near the school. The next letter's waiting for us!
Ben: Wow! There's a funfair!



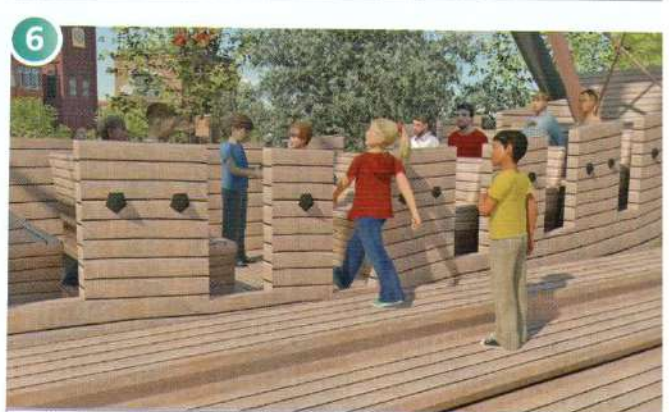
Ben: Let's go to the funfair.
Lucy: Sorry, Ben. We're going to the tower to get the next letter. No time to play!



Ben: Come on, Lucy!
Lucy: Mmm. The tower is high but ... the Pirate Ship is higher.



Ben: Lucy! Where are you going?
Lucy: I'm going to the funfair to get the next letter!
Ben: What!



Lucy: Let's go on the Pirate Ship. Quick!
Ben: The Pirate Ship?

50 Value: lateral thinking; reading for pleasure

Aims:

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

Thinking skills: interpreting the values in a story

New language: *funfair, Pirate Ship, the wrong place*

Recycled language: *high*, characters and 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.

Value: lateral thinking

Warm-up

Aim: to review the story so far

- Write *The Explorers* on the board.
- Elicit the names of the Explorers (Ben, Lucy and Buster). Elicit the names of the people trying to get the book (Zelda and Horax).
- Elicit what happened in the last episode, e.g. *Ben and Lucy are in a village. They help to tidy up. They look for the letter in the rubbish and under a table, but don't find it. Then Lucy finds it on a table. It's the letter F.*



SB pp50-51 Up high

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (in the town) and who is listening (Zelda). Pre-teach *funfair*.
- Play the recording. Students listen to answer *Who wants to go to the funfair in frame 3, Ben or Lucy?* (Ben) *Why?* (To have a good time) *Who wants to go to the funfair in frame 5, Ben or Lucy?* (Lucy) *Why?* (To find the letter) *What is the third letter?* (R).
- Students compare their ideas in pairs. Elicit answers.
- Play the recording again. Students listen and repeat.

Practice

Aim: to check understanding of the story

- Play the recording again. Stop after each frame to check understanding (students can use L1 to talk about some of the events).

- 1 WB p50 Remember the story. Write the words.

Aim: to check comprehension

Key: 2 dog, 3 near, 4 going, 5 high

- 2 Think! WB p50 Put the story in order.

Aim: to check understanding of the sequence of events in the story

Thinking skill: sequencing

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

- 3 Values WB p50 Read the story. What can we learn from it? Tick (✓).

Aim: to focus students on the value of lateral thinking

Thinking skill: interpreting the values in a story

Key: It's good to try out new ideas.

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- 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 discuss the value of lateral thinking

- Focus on what happens in the story.
- Elicit how Lucy's lateral thinking (going on the Pirate Ship, not the tower) helps the children find the letter.
- Elicit the example of lateral thinking in the story in WB Activity 3 (A white T-shirt with a photo printed on is something different / They didn't just buy it in the shop).
- Elicit examples of when the students have used lateral thinking to help them solve a problem.

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

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise saying the sounds *ar* (car park) and *r* (read write hurry).
- to revise *How do you spell ... ?* and the names of the letters of the alphabet

New language: owl

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 practise saying the letter sounds *ar* /ɑ:/ (*car*) and *r* /r/ (*read, write, hurry*).

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where are Ben and Lucy?* (In a town) *Why do they want to go up the tower?* (To see the letter) *Who thinks it's a good idea to go on the Pirate Ship?* (Lucy) *What's the third letter?* (R) *What are the first two letters?* (I and F).

 **SB p51** Read and find the pictures in the story.

Aim: to focus students on the content of the story

Thinking skill: making connections

- Play the recording of the story again. Students follow in their Student's Books.
- They work individually and find the pictures.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Frame 2 – the funfair, 2 Frame 7 – the Pirate Ship, 3 Frame 8 – they're in the wrong place, 4 Frame 7 – they can see the letter

 **SB p51** Find who says ...

Aim: to present the sound *ar* and *r* as contrast

- Write *R*, *car*, *right* and *wrong* on the board, using a red pen for the underlined letters. Explain that the letter name *R* rhymes with *car*. Show how in the words *right* and *wrong* both spellings give exactly the same sound (the *R* as in *run*).
- Students repeat *It's an R. Fantastic!* after you.
- Students find the speech bubble in the story (frame 7).

T51

- Point out that in frame 8, Zelda says *We're in the wrong place!* Students repeat after you (*wrong* is pronounced /rɒŋ/ and rhymes with *long*).

Key: Lucy

 **SB p51** Listen and say.

Aim: to practise saying the sounds *ar* and *r*

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

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Point out that the word *are* is pronounced *ar*.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.

 **WB p51** Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 No time to play. 2 Look, it's over there.

 **WB p51** Listen and write.

Aim: to practise asking how words are spelt and to identify *ar* and *r* sounds

CD2 Track 19

For tapescript see TB page 120.

Key: 2 frog, 3 market, 4 park, 5 write, 6 Art, 7 hurry

 **WB p51** Listen and say.

Aim: to practise saying words with *ar* /ɑ:/ and *r* /r/ sounds

Ending the lesson

Aim: to review and write words with the sounds *ar* /ɑ:/ and *r* /r/

- Dictate the Sound sentence while students write (Student's Books closed). They compare their sentences with a partner before checking in the Student's Book.

Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, *fair*, *home*, *owl*, *beautiful*).
- In pairs, students make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Ben: We're above the tower!
 Lucy: Yes, we're really high now. It's scary!
 Ben: There's the letter. Look!
 Lucy: It's an R. Great!



Horax: Oh, no!
 Zelda: We're in the wrong place!

2 Think! Read and find the pictures in the story.

- 1 Find a picture where someone is excited. What makes them excited? _____
- 2 Find a picture where someone is scared. What are they scared of? _____
- 3 Find a picture where someone is angry. What makes them angry? _____
- 4 Find a picture where someone is happy. What makes them happy? _____

3 Find who says ... It's an R. Great!

4 CD 2
17 Listen and say.



Roxy, Ron and Ray are the Triple R rock stars from Mars.

Phonics focus: /ɑ:/ and /ɜ:/

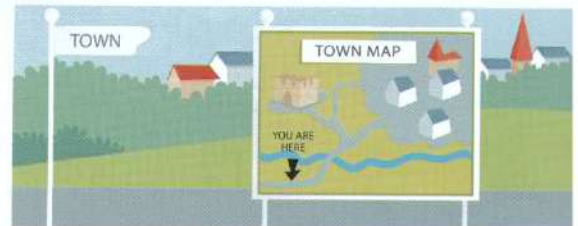


Skills

1 Look and read. Write words.



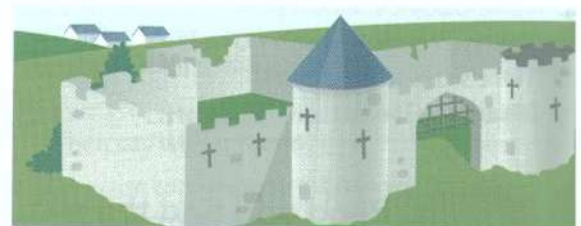
market



map



bus stop



castle



bank



sports centre



library



square

- 1 People go there to get money.
- 2 It's old, and often next to a town.
- 3 This is a place where you go to find interesting books.
- 4 It's a good place to buy fruit and vegetables.
- 5 You go there to play football, basketball and go swimming.
- 6 You need it in a town when you are new. It helps you to find places.

Aim:

- to practise reading and listening skills

Skills:

- reading for specific information
- listening for specific information

Recycled language: places in a town, language from the unit

Materials: CD

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

Warm-up

Aim: to review the infinitive of purpose

- Play a clapping game.
- Clap twice and say, e.g. *bus station*.
- Clap twice. A student calls out a reason for going to the bus station, e.g. *To meet a cousin*. Continue clapping with students calling out different reasons.
- Do this three or four more times. Then change the place and continue in the same way.



SB p52 Look and read. Write words.

Aim: to practise reading skills

- Focus the students on the Activity 1 instructions.
- Make sure they know what to do.
- Students work individually and write the places next to the definitions.
- They compare answers in pairs.
- Check with the class.

Key: 1 bank, 2 castle, 3 library, 4 market, 5 sports centre, 6 map



WB p52 Listen and draw lines.

Aim: to practise listening skills

CD2 Track 21

For tapescript see TB page 120.

Key: Ben – boy below the tree, Christine – girl with the hat near the bikes, Hannah – girl in front of the tent on the right, Mike – boy opposite Hannah, William – boy behind the tent on the right, Olivia – girl between the tents

Ending the lesson

Aim: to practise speaking skills

- Focus students on the picture in WB Activity 1.
- Give them 30 seconds to look at it. Then tell them to close their books.
- Elicit what they can remember about the picture. Make sure they use complete sentences and prepositions.

Extension activity

Aim: to practise writing definitions

- Focus students on the definitions in SB Activity 1.
- Tell them to choose other places they know, e.g. *park, house, zoo*.
- Pairs write two definitions, using SB Activity 1 as a model and support.
- Monitor students as they are working.
- Collect the students' work and choose the best definitions to make a class quiz.

Aim:

- to practise listening, speaking, writing and reading skills

Skills:

- listening for specific information
- speaking skills: exchanging information
- writing about what people are doing and why
- reading for specific information

New language: *playground, swings, zoo, bear, stone-age*

Recycled language: places in a town, prepositions of place

Materials: CD

Language competences: Your students will be able to listen for specific information. Your students will be able to exchange information with a partner. Your students will be able to write a description. Your students will be able to read for specific information.

Warm-up

Aim: to review places in a town

- Write *Town* on the board.
- Brainstorm all the places that students can think of in two minutes.
- Create a word map.



SB p53 Listen and find out where they are going. Write *M* (Millie), *B* (Barney), *C* (Chuck) and *A* (Amanda).

Aim: to practise listening for specific information

- Students look at the pictures in their Student's Books. Elicit what they can see.
- Check they know what to do.
- Play the recording. Students listen and write the letters.
- Students compare answers in pairs.
- Play the recording again. Check with the class.

CD2 Track 22

For tapescript see TB page 120.

Key: M – playground, B – bank, C – zoo, A – library



SB p53 Ask and answer.

Aim: to give students practice in exchanging information

- Demonstrate the activity using the speech bubbles.
- Check that students know what to do (ask and answer about the people in Activity 1).

T53

- Students work in pairs and take turns to ask and answer.
- Check using open pairs.

Key: Where is Barney going? He's going to the bank. Why? To get some money. Where is Chuck going? He's going to the zoo. Why? To see the new baby dinosaur. Where is Amanda going? She's going to the library. Why? To get a book.



SB p53 Imagine a stone-age person. Write what he/she is doing and why.

Aim: to give students writing practice

- Elicit what students can see in the picture (a stone-age person).
- Demonstrate the activity by eliciting examples of what he is going and why.
- Students work in pairs and take turns to talk about Tom.
- Elicit ideas to check.



Think! **WB p53** Look, read and write the names.

Aim: to practise reading for specific information

Thinking skill: problem solving

Key: 2 Alice, 3 Tom, 4 Mike, 5 Heather, 6 Ed



WB p53 Look at Activity 1. Complete the sentences.

Aim: to consolidate understanding of prepositions

Key: 2 next to Ed, opposite Tom, Ben and Mike, 3 next to Lucy, opposite Anne, 4 between Tom and Mike, 5 next to Lucy, opposite the park

Ending the lesson

Aim: to review places and purpose

- Mime actions which happen in a place in town, without saying the place, e.g. opening a door, going in, choosing a book (opening some books and looking at them), going to the desk to check the book out, walking out – library.
- When you have finished, students try to guess the place and purpose, e.g. *You are going to the library to get a book.*
- Mime other places/actions which are less obvious to make it more fun for the class.

Extension activity

Aim: to encourage personalisation

- Students draw a picture or a series of pictures to accompany the text they wrote for SB Activity 3.

CD2
22

Listen and find out where they are going. Write M (Millie), B (Barney), C (Chuck) and A (Amanda).



Millie (M)



Barney (B)



Chuck (C)



Amanda (A)



2 Ask and answer.

Where's Millie going?

She's going to the playground.

Why?

To play on the swings.

3 Imagine a stone-age person. Write where he/she is going and why.

This is Tom. He is going to the sports centre to play baseball.





Learn and think

Directions

- 1 Read about directions and write the letters S (South), E (East) and W (West).

We use north, south, west and east to talk about directions.

- North (N) points up.
- South (S) is opposite north.
- East (E) points to the right.
- West (W) is opposite east.

- 2 Look at the map and answer.

You are in Birmingham. Write a city to your:

- 1 north _____
- 2 south _____
- 3 east _____
- 4 west _____

3 CD2
23

Think!

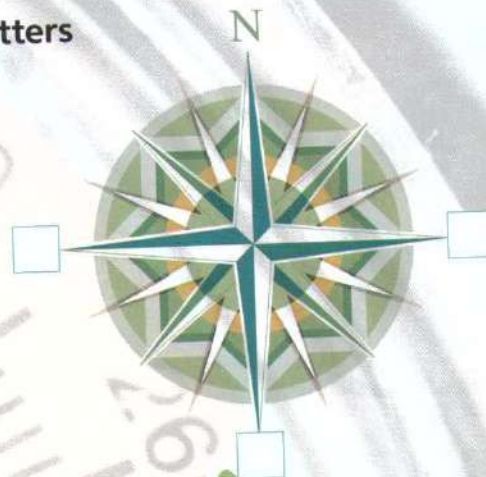
Listen, read and write the names of the cities on the map.

Cardiff is south and west of Birmingham.

Aberdeen is north and east of Edinburgh.

Manchester is north and a bit west of Birmingham.

Brighton is south and west of London.



Aim:

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

New language: *directions, north, south, east, west, points (up/to the right), city, capital, cities and countries*

Recycled language: *map*

Materials: CD, world map (Optional: local maps)

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

Warm-up

Aim: to introduce the topic of Geography and compass points

- Draw a simple compass on the board and mark in the points (North, South, East, West).
- Elicit countries which are north, south, east or west of the students' country/countries.
- If possible, use a world map to help.
- Delete the compass from the board.

- 1 **SB p54** Read about directions and write the letters *S* (South), *E* (East) and *W* (West).

Aim: to extend students' understanding of compass points and directions

- Elicit what students can see in the picture in the Student's Book (a compass).
- Read the short text to the left of the compass with the class and check understanding.
- Students write letters *S*, *E* and *W* in the boxes.
- They compare answers in pairs.
- Check as a class.

- 2 **SB p54** Look at the map and answer.

Aim: to extend students' understanding of directions

- Focus students on the map. Read the activity instruction aloud and check pronunciation of *Birmingham*.
- Students work individually and find four cities to write on the lines.
- They check in pairs.
- Check and discuss with the class.

Key: 1 Edinburgh, 2 London, 3 Norwich, 4 Aberystwyth



- 3 **SB p54** Listen, read and write the names of the cities on the map.

Aim: to give students practice listening to directions

Thinking skill: developing a sense of direction

- Read the instructions and the sentences aloud for the class to tune their ears in for listening to the city names.

- Check students know what to do.
- Play the recording. Students listen and write.
- They compare answers in pairs.
- Play the recording again. Check with the class.

Key: (from the top of the map) 1 Aberdeen, 2 Manchester, 3 Cardiff, 4 Brighton

- 1 **WB p54** Look and write the words.

Aim: to review understanding of directions



- 2 **WB p54** Look and write *north, south, east* or *west*.

Aim: to activate students' knowledge and experience

Key: 2 west, 3 east, 4 south, 5 west

- 3 **Think!** **WB p54** Look at the map. Read and write the city.

Aim: to consolidate understanding of the topic

Thinking skill: logical-mathematical

Key: La Paz

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. *points of the compass, where cities are in the UK, and the capital cities of South America.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in groups of four.
- Give each group a map of their country. They take turns to talk about places on the map and where they are in relation to each other.
- Elicit and discuss as a class.

Aims:

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

New language: *compass, pointer, gadget, GPS, satellite, tape, magnet, cave, north-east, north-west, south-east, south-west*

Recycled language: Geography and directions, compass

Materials: tape, magnet, case, bowl of water

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 direction and compass points

- Draw a compass on the board and elicit the four main points.
- Elicit names of countries north, south, east and west of the students' country/countries.

1 **WB p55** Read and answer.

Aim: to enable students to build on their knowledge and experience

- Elicit what students can see in the pictures in the Student's Book. Ask if any of their parents have GPS in their cars.
- Read the text through with the class. Check understanding of vocabulary.
- Students discuss the two questions in pairs.
- Elicit answers and then discuss as a class.

Key: 2 north-east, north-west, south-east, south-west

2 **Project** **WB p55** Make a compass. Use your compass to find out where things are in your classroom.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check they know what to do.
- Lay out all the materials on a central table.
- Students come and collect what they need when they need it.
- Go around the class to check students are following the instructions.
- Students write down in their notebooks where things are in the classroom when they use their compass.

T55

1 **WB p55** Look at the map. Read and write t (true) or f (false).

Aim: to give students further practice with directions

Key: 2 t, 3 f, 4 t, 5 t

2 **Think!** **WB p55** Where's the treasure? Read and draw it on the map in Activity 1.

Aim: to encourage logical, systematic thinking

Thinking skill: problem solving

Key: The treasure is in the same square as the pirate.

3 **WB p55** Look at the map again and write. Use the words from the box.

Aim: to consolidate students' understanding of directions

Key: 2 south-east, 3 south-west, 4 north-west

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 have done today, e.g. *learnt more about compass points, made a compass and used it 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 the project, of their predictions and of what the outcome was.
- Monitor and help as necessary.

Learn and think

4

1 Read and answer.

You can use a compass to find your way. Compasses have a pointer that always points north. Compasses are very important instruments for explorers and map makers to help them find where they are going. But we now use compasses less often than before. This is because there is a new gadget called a GPS. A GPS works by satellite and helps people to find their way. Lots of people in cars use GPS systems.



pointer



GPS (global positioning system)

- 1 Have you ever used a compass? Where and when?
- 2 Look at the compass in the photo. What do you think the letters NE, NW, SE and SW mean?

2 Project Make a compass. Use your compass to find out where things are in your classroom.



- 1 Collect the things in the picture.



- 2 Use the tape to stick the magnet into the case.



- 3 Put the case into the bowl of water.



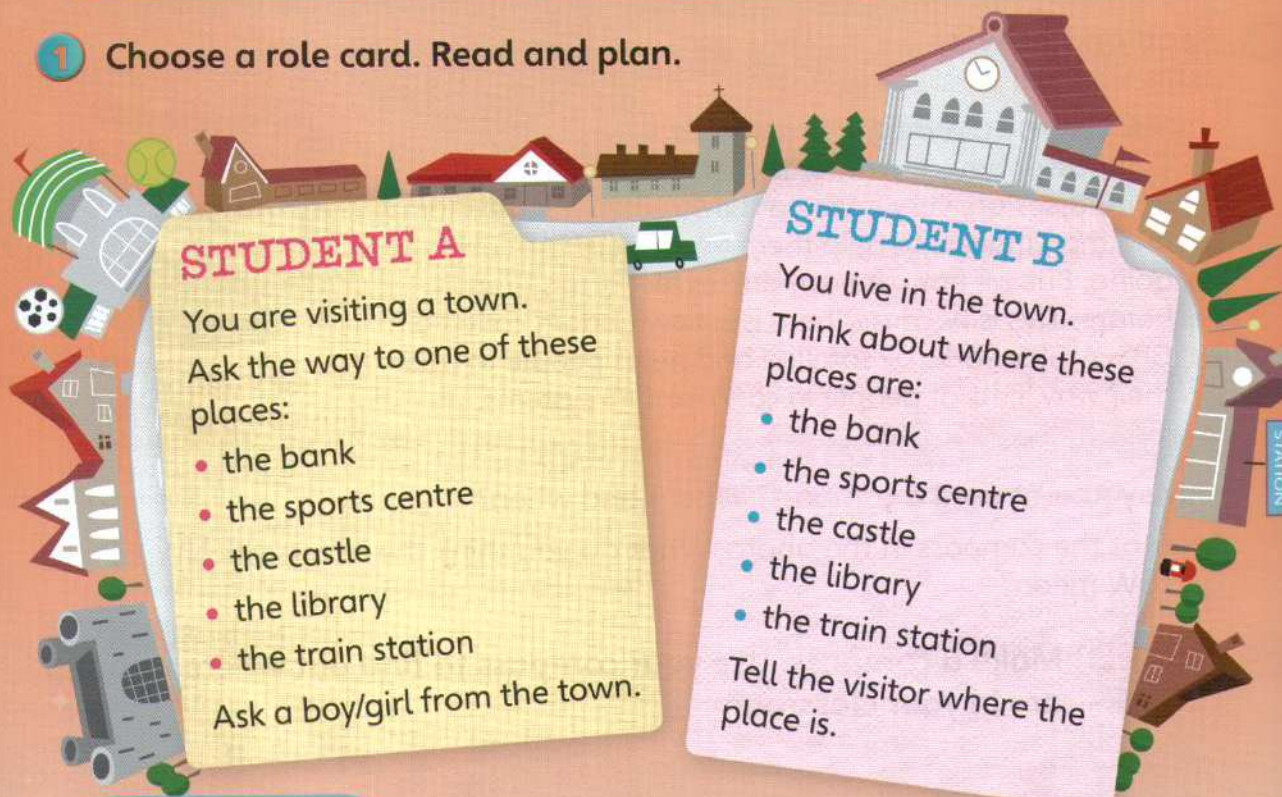
- 4 The magnet always points north. Move the bowl about.



Act out

Help a visitor in your town

1 Choose a role card. Read and plan.



STUDENT A

You are visiting a town.
Ask the way to one of these places:

- the bank
- the sports centre
- the castle
- the library
- the train station

Ask a boy/girl from the town.

STUDENT B

You live in the town.
Think about where these places are:

- the bank
- the sports centre
- the castle
- the library
- the train station

Tell the visitor where the place is.

Useful language

Visitor

Excuse me. Can you help me, please?
Where's the ... ?

Thank you. That's very kind.

Boy/Girl

Yes, of course.
I'm sorry. I don't know.
No problem! The ... is opposite /
next to / below / between the ...
You're welcome!

2 Act out your play.



Aims:

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

New language: *visitor, hospital, That's very kind, You're welcome*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review places in a town

- Students work in pairs with books closed.
- They write a list of all the places in a town that they can think of in one minute.
- Elicit the places from pairs. Write them on the board.
- The pair(s) with the most places spelt correctly is/are the winners.

1 **SB p56** Choose a role card. Read and plan.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play between a visitor to a town and someone who lives there.
- Tell students that they can talk about their own city/town/village or an imaginary place.
- Read through the information on the page with the class.
- Elicit full examples of the Useful language.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 **SB p56** Act out your play.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class.

1 **CD2 p24**

WB p56 Put the dialogue in order. Then listen and check.

Aim: to practise listening for specific information

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

2

WB p56 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of places in a town

- Students close their books.
- Call out the names of the eight new places in a town, one after another.
- Students write them in their notebooks.
- Students check their spelling in pairs, spelling the words out loud before checking in their Student's Books.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform their dialogues for the class.

Aim:

- to consolidate language from the unit

New language: *text message*

Recycled language: language from the unit, *scrapbook*

Materials: students' scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review vocabulary for places in a town

- In pairs, students think of definitions for at least two places in a town, e.g. *You can see animals here (zoo)*.
- Pairs take turns to say their definitions for other students to guess the place.

- 1 **SB p57** Use the code to find out what the messages mean.

Aim: to give students practice in solving problems

- Remind students that they have used this code before.
- Individually, students decode the message and write it in their Student's Books.
- They check in pairs.
- Elicit the message from the class.

Key: What are you doing? I'm going to the cinema to watch a film.

- 2 **SB p57** Imagine you are in a town. Write where you are at the different times.

Aim: to give students practice with times and places

- Students write a place for each time in the list in Activity 2 in their notebooks.
- Monitor students as they complete the activity.
- When you have checked their work, students can copy it into their scrapbooks. They copy the times as well.
- Early finishers can compare their information.

- 3 **SB p57** People are writing you messages. Write their messages and your answers.

Aim: to give further practice with the language

- Make sure students realise they are writing the information from Activity 2 here.
- Remind them to write messages from different family members or friends.
- They write their messages and answers on paper first.
- Go around the class and check their work.
- Students then write their messages and answers in their scrapbooks.

T57

- 1 **Think!** **WB p57** Which one is different in each group? Look, think and circle.

Aim: to practise classification

Thinking skill: classifying

Key: 1 map (not a place), 2 bank (not a preposition), 3 near (not a compass point), 4 China (not in South America), 5 sports centre (not related to a treasure hunt)

- 2 **WB p57** Colour the bricks to make sentences. Write in the missing words.

Aim: to review grammatical form

Key: 2 We're going to the library to get a book. 3 He's going to the café to get a sandwich. 4 The museum is opposite the park. 5 The café is near the bus station.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.

My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 119 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for *Around town*.
- Then they tell a friend what they liked and didn't like.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 46 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

1 Use the code to find out what the messages mean.

田 57 2 田 5 4 x 4 田

- 2 Imagine you are in a town. Write where you are at the different times.

3 People are writing you messages. Write their messages and your answers.

9:00 Hi, Mum.
I'm going to the library
to get a book.

5

Under the sea

CD 2
25

Listen and say the words. Then check with a friend.

1 dolphin

2 turtle

3 anchor

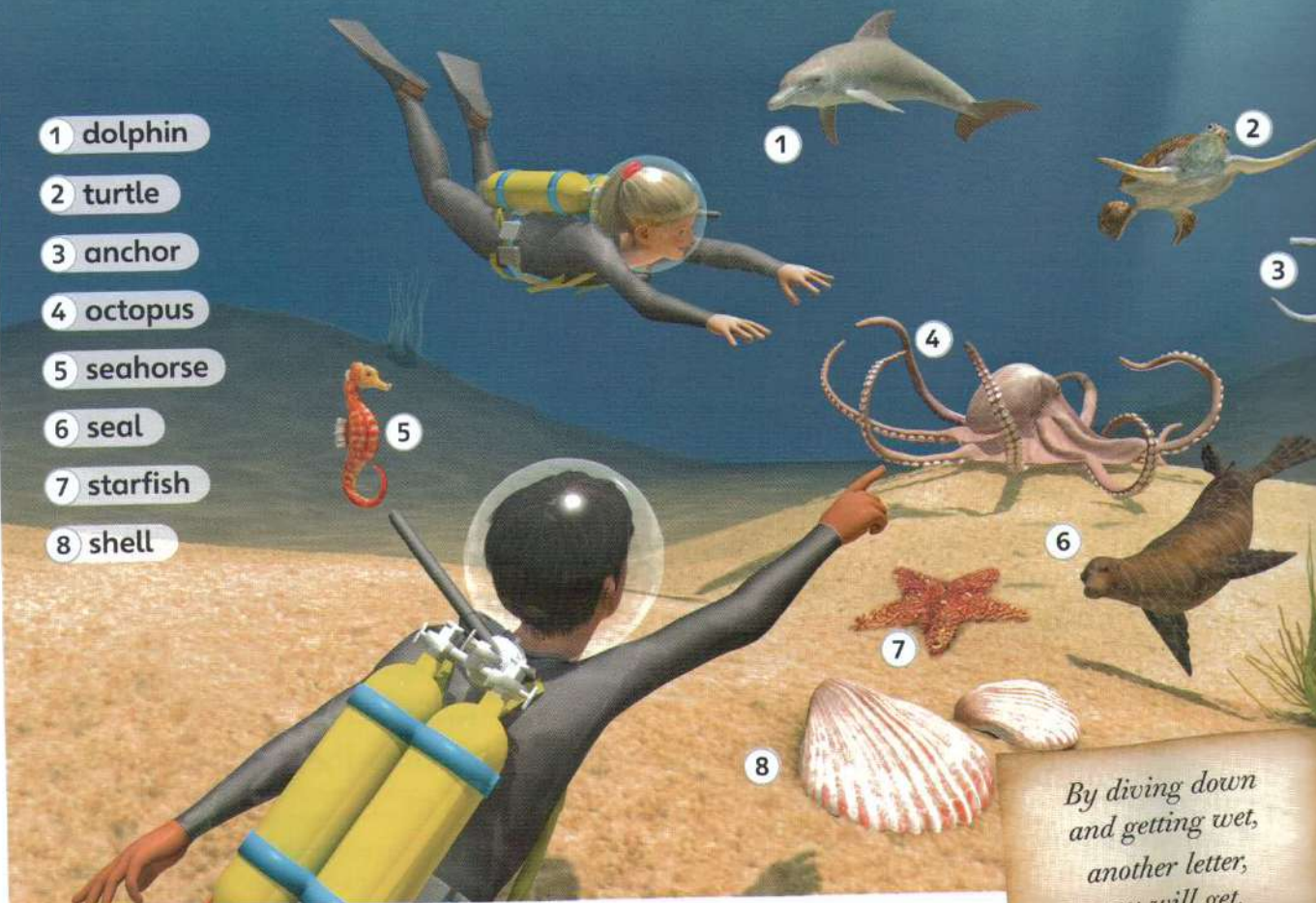
4 octopus

5 seahorse

6 seal

7 starfish

8 shell



*By diving down
and getting wet,
another letter,
you will get.*

CD 2
26

Listen and correct the sentences.

1 Ben doesn't like the sea.

3 The children think the octopus is ugly.

2 Lucy thinks the clue is under the sea

4 Lucy is worried about Horax and Zelda.

3

Think!

Play the chain game.

There's a shark in the swimming pool.

There's a shark and a seahorse in the swimming pool.

58

Sea creatures

Aims:

- to present and practise vocabulary for sea creatures
- to give students listening and speaking practice

New language: *seahorse, dolphin, seal, shell, octopus, anchor, starfish, turtle, dive, get wet*

Recycled language: *clue, sea, ugly, worried, under, hard, arm*

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for sea creatures/things in the sea.

Warm-up

Aim: to review vocabulary for things in the sea

- Write *The sea* on the board and draw a circle around it.
- Elicit words the students know for things in or on the sea, e.g. *fish, boat*, and make a word map.

Presentation

Aim: to present vocabulary for sea creatures/things

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Elicit who students can see in the picture (Ben and Lucy) and where they are (swimming under the sea).



SB p58 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording. Students listen and repeat.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.
- Focus students on the poem at the bottom of the picture. Check understanding.



SB p58 Listen and correct the sentences.

Aim: to give further practice with vocabulary

- Read the sentences aloud and check understanding.
- Play the recording. Students listen and correct.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD2 Track 26

For tapescript see TB page 120.

Key: 1 Ben loves the sea. 2 Ben thinks the clue is under the sea. 3 The children think the octopus looks clever. 4 Lucy isn't worried about Horax and Zelda.



SB p58 Play the chain game.

Aim: to give students speaking practice

Thinking skill: remembering details from auditory input

- Demonstrate the activity using the prompts.
- Check students realise they don't need *and* once the list is more than two items, e.g. *There's a shark, and a seahorse and a starfish.*
- Students play the chain game in groups of four.
- Check using open pairs.



WB p58 Look and write the words.

Aim: to give students practice with spelling the new vocabulary

Key: 2 turtle, 3 shell, 4 octopus, 5 anchor, 6 starfish, 7 dolphin, 8 seal



WB p58 Read and write words from Activity 1.

Aim: to review understanding of new vocabulary

Key: 2 octopus, 3 anchor, 4 shell



WB p58 Read and write the words.

Aim: to give students practice with words in context

Key: 2 love, 3 clever, 4 follow, 5 sure, 6 worry

Ending the lesson

Aim: to review vocabulary

- Elicit the words for the sea creatures/things.
- Students write the words in their notebooks, then check their spelling in pairs.
- Elicit which sea creatures the students like best.

Extension activity

Aim: to personalise the language

- Students draw their favourite sea creature.
- They write a short description and write why they like it.

Aims:

- to present and practise positive and negative sentences with *was/were*
- to review sea creatures

New language: *extinct, great auks, island, feather, baiji, a long time ago*

Recycled language: adjectives

Materials: CD (Optional: reference books)

Language competences: Your students will be able to talk about the past using *was/were*.

Warm-up

Aim: to review vocabulary

- Write each sea word on the board, with the letters in scrambled order.
- Students unscramble the words in pairs.

Presentation

Aim: to present positive and negative sentences with *was/were*

- Write today's date on the board. Nearby write *Today is (the day of the week)*.
- Write yesterday's date on the board. Nearby write *Yesterday was (the day of the week)*. Underline *was*.
- Write another sentence under today's date, using the plural, e.g. *Today there are twenty children in the class*. Under yesterday's date write, e.g. *Yesterday there were nineteen children in the class*. Underline *were* in the same colour as *was*.
- Elicit why we use *was/were* in the two sentences about yesterday.
- Elicit/Explain when we use *was* and when we use *were*.
- Add other examples to the sentences on the board.



Think!

SB p59 Listen, read and write the names under the animals.

Aim: to practise positive and negative sentences with *was and were*

Thinking skills: comparing details in texts and auditory input with details in images

- Pre-teach *extinct*. Say the names of the two animals (*great auk* and *baiji*).
- Play the recording. Students listen, read (silently) and match.
- Play the recording again. Check with the class.
- Tell students to find examples of *was/were* in the text. Ask what they think *wasn't/weren't* means.

Key: Top picture: The baiji. Bottom picture: The great auk

T59



SB p59 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat. Repeat.
- Students take turns to practise the sentences in pairs.
- Students complete the Grammar focus section on page 123 of the Student's Book.

Key: 1 was, 2 was, 3 was, 4 were, 5 were



SB p59 Look at the pictures. Complete the sentences.

Aim: to give students further practice with the new language

- Students do the activity individually, then compare their answers in pairs.

Key: a 1 was, 2 wasn't, 3 was; b 1 were, 2 weren't, 3 were



WB p59 Read and circle.

Aim: to give students further practice with *was/were*

Key: 2 were, 3 were, 4 was, 5 was



WB p59 Write *was* or *were*.

Aim: to consolidate understanding of *was* and *were*

Key: 2 was, 3 was, 4 were, 5 was, 6 were



WB p59 Look and complete the sentences.

Aim: to reinforce use of the past with *was/were*

Key: (sample answers): 2 A long time ago there was a school. 3 A long time ago there wasn't a supermarket. 4 A long time ago there was a zoo. 5 A long time ago there weren't any cars. 6 A long time ago there weren't many houses.

Ending the lesson

Aim: to review the new language

- Elicit what students remember about the great auk and the baiji.

Extension activity

Aim: to give further practice with *was/were*

- Students write about an extinct animal in pairs, using the text about the great auk as a model. They find the information in reference books, write their text and illustrate it.
- Copy the great auk text on the board and underline the words students can change, e.g. *Great auks were sea birds. There were lots of them on the islands north of Britain. Their food was fish. ...*

1 CD 2
27

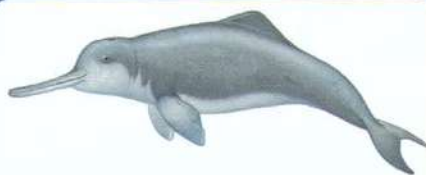
Think!

Listen, read and write the names under the animals.

Extinct animals

The great auk

Great auks were sea birds. There were lots of them on the islands north of Britain. Their food was fish. People wanted the auks' meat, feathers and eggs. Now there aren't any great auks.



The baiji

Baijis were dolphins from China. But they weren't sea dolphins, they were river dolphins. A long time ago, the river was very quiet. There weren't many people and there were lots of dolphins. Now there are lots of boats on the river and there aren't any dolphins.

2 CD 2
28Grammar
focus

Listen and say.

Great auks were sea birds.
Their food was fish

Baijis weren't sea dolphins.
The river wasn't very busy.



3 Look at the pictures. Complete the sentences.

a



- 1 It _____ grey.
- 2 It _____ small.
- 3 It _____ big.

b



- 1 They _____ small.
- 2 They _____ brown.
- 3 They _____ orange.

Was / Were

59



Listen to the song. Tick (✓) the fish that are in the song.



There was a blue fish in the pool,
Mum was scared, but I was cool.

There were green fish in my bed,
There was one on my mum's head.

Fish, fish, everywhere,
On the sofa, on the chair.
Quick, quick, Sue and Frank,
Get the fish back in the tank!

There was a pink fish on the mat,
It was really big and fat.

There were red fish on the floor,
Five or six or maybe more.

Fish, fish, everywhere,
On the sofa, on the chair.
Quick, quick, Sue and Frank,
Get the fish back in the tank!



Listen and sing.



Play the memory game.

There were three pink fish.

No, there weren't, there was one!

60

Singing for pleasure

Aims:

- to review positive and negative sentences with *was/were*
- to sing a song with the class

New language: *sofa, tank, mat, sum, shark*

Recycled language: sea creatures/things

Materials: CD

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

Warm-up

Aim: to review vocabulary for sea creatures/things

- On the board, write the first letter of one of the sea creatures/things, followed by a dash for each missing letter, e.g. *a _ _ _ _ _*.
- Students take turns to call out letters to complete the word (e.g. *anchor*).
- Repeat for the other new words and *fish*.



1 **SB p60** Listen to the song. Tick (✓) the fish that are in the song.

Aim: to practise listening skills

- Students look at the pictures in the Student's Book. Elicit what colours the fish are.
- Play the recording. Students listen and tick.
- They compare answers.
- Play the recording again.
- Check with the class.

Key: blue, green, pink, red



2 **SB p60** Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in groups or pairs.



3 **SB p60** Play the memory game.

Aim: to practise memorisation skills

- Students play the game in groups of three.
- One student (C) is the referee.
- The other two (A and B) look at the picture in Activity 1 for one minute and then close their books.
- Student A says a sentence describing the picture. Student C checks if the sentence is correct. For each true sentence, A gets a point.

- Then Student B has a turn at describing.
- The student with the most points at the end is the winner.

1 **WB p60** Read Simon's new verses. Look and write the rhyming words.

Aim: to practise rhyme

Key: 2 T-shirt, 3 skirt, 4 zoo, 5 bed, 6 hat, 7 cat, 8 tree

2 **Think!** **WB p60** Read, think and colour.

Aim: to give students further practice with problem solving

Thinking skill: logical-mathematical

Key: B 0 yellow, C 77 blue, D 88 black

Ending the lesson

Aim: to join in with a song

- Play the song from the beginning of the lesson again.
- Students join in.

Extension activity

Aim: to consolidate understanding

- Play the karaoke version of the song.
- The class performs Simon's verses.
- Make six groups. Play the karaoke version of the song again. Each group sings a pair of lines.

Aim:

- to present and practise questions and short answers with *was/were*

Recycled language: sea creatures/things, times, places in a town

Materials: CD

Language competences: Your students will be able to ask and answer questions about the past using *was* and *were*.

Warm-up

Aim: to review *was/were*

- Play the song from the previous lesson for students to join in.

Presentation

Aim: to present questions and short answers with *was/were*

- Ask the class a question, e.g. *Was Emma here yesterday?* Check comprehension and elicit *Yes/No*. Supply the short answers *Yes, she was. / No, she wasn't.*
- Write the question and short answers on the board. Underline *was* and *wasn't*.
- Repeat for a question using *were* and write it on the board with the short answers.
- Say each of the questions and short answers for students to repeat.



SB p61 Look, listen and draw lines.

Aim: to practise questions and short answers with *was/were*

- Students look at the picture in their Student's Book.
- Elicit what they can see and the people's names.
- Check students know what to do.
- Play the recording. Students listen and draw lines from the names to the people in the picture.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD2 Track 31

For tapescript see TB page 120.

Key: Sue – on the beach, Bob – in the sea, Jane – on a boat, Tim – on the beach, Emma – in the sea



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 sentences in pairs.

T61

- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 Was, 2 were, 3 Were, 4 were, 5 Was



SB p61 Play the guessing game.

Aim: to give students further practice with questions and short answers with *was/were*

- Demonstrate the activity using the prompts.
- Check students know what to do.
- Play the game in open pairs first.
- Then students play in closed pairs.
- Monitor pairs to check they are using the language correctly.



WB p61 Make questions.

Aim: to consolidate understanding of word order in questions

Key: 2 Were you with John? 3 Where were you at five o'clock? 4 Were there lots of fish in the river? 5 Was Emma helping her grandmother in the garden? / Was Emma in the garden helping her grandmother?



WB p61 Look and write questions or answers.

Aim: to give further practice with the new language

Key: 2 Was Charlotte at the (any place except the library) at half past three? 3 Yes, they were. 4 Were Lily and Ella at the sports centre at quarter past seven? 5 No, he wasn't. 6 Were Mia and Grace at the cinema at eight o'clock?

Ending the lesson

Aim: to review the new language

- Ask different questions around the class, e.g. *Were you at school yesterday at six o'clock?*
- Students answer *Yes, I was. / No, I wasn't.*

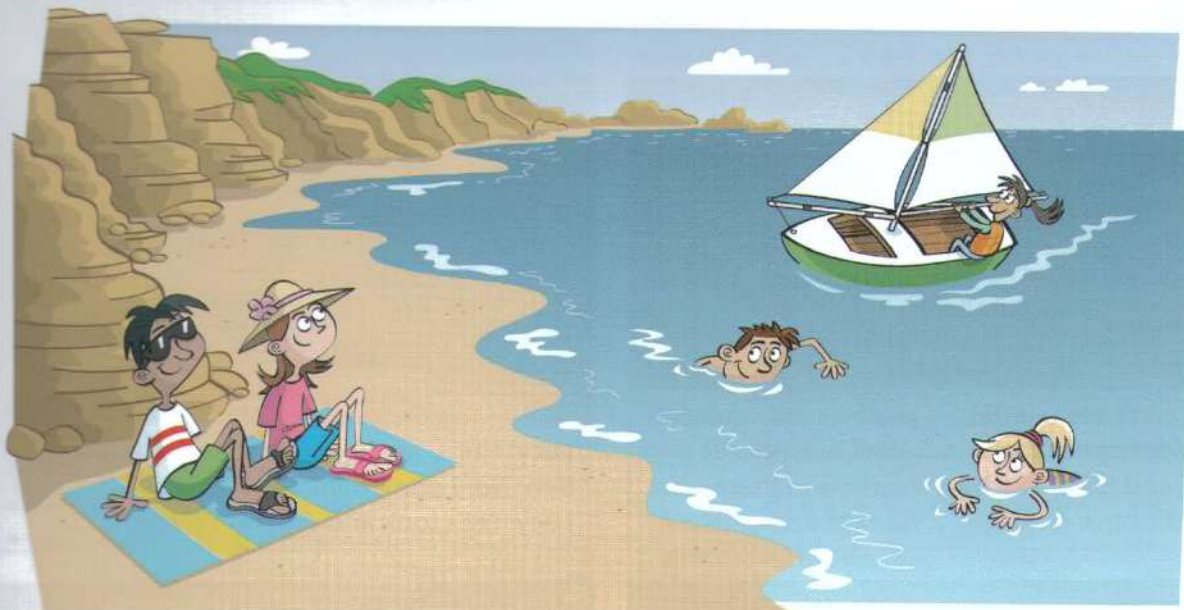
Extension activity

Aim: to consolidate the language

- Focus students on the picture in SB Activity 1.
- They cover the rest of the page with paper so that they can't see the questions.
- In pairs, they take turns to ask and answer questions about the picture.
- Students write the questions and answers in their notebooks.

CD 2
31

Look, listen and draw lines.



Sue

Bob

Jane

Tim

Emma

CD 2
32

Grammar
focus

Listen and say.

Were you in the sea, Sue?

Was Tim on the beach?

Where were you, Bob?

Were there shells on the beach?

Was there a shark in the sea?

No, I wasn't.

Yes, he was.

In the sea.

Yes, there were.

No, there wasn't.



3 Play the guessing game.

Guess where I was
yesterday at five?



Were you in the park?

Questions and answers with *was / were*

61

The trap



Lucy: I can't see a letter.
Ben: What about that giant shell over there?
Lucy: Good idea. Maybe the letter's in there.
Ben: Let's have a look.



Lucy: Hurry up, Ben. Is there a letter there?
Ben: No, I don't think so.
Lucy: Let's look in a different place.



Ben: Help, Lucy! I can't get my arm out.
 I'm stuck.
Lucy: I'm sorry, Ben. I can't open the shell.



Ben: Oh no! It's Horax and Zelda.
Lucy: And a shark! I'm scared.
Horax: Come out my beauty.



Zelda: I don't think the shark is very happy with us, Horax.
Horax: What! Not me you stupid shark.
 The children. Get the children!



Horax: Help! Help!
Ben: That shark doesn't like Horax.
Lucy: No. I don't think he was happy in Horax's cage.

Aims:

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

Thinking skills: interpreting the values in a story

New language: *trap (n), giant, get (my arm) out, stuck, beauty, helpful*

Recycled language: characters and 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 story so far

- Write *The Explorers* on the board.
- Elicit the names of the main characters (Ben, Lucy and Buster). Elicit the names of the people trying to get the book (Zelda and Horax).
- Elicit what happened in the last episode, e.g. *Ben and Lucy were in the town. There was a funfair. They were on the Pirate Ship. The third letter was R.*



SB pp62-63 The trap

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (under the sea) and what creature they can see (an octopus).
- Pre-teach *trap, get out* and *stuck*.
- Play the recording. Students listen to answer *Who gets stuck in the shell?* (Ben) *Where is the shark?* (In a cage) *Who opens the cage?* (Horax) *What creature is helpful?* (Octopus) *What's the fourth letter?* (S).
- Students compare their ideas in pairs. Elicit answers.
- 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 events).



- 1 WB p62 Remember the story. Read and write **t** (true) or **f** (false).

Aim: to check comprehension

Key: 2 f, 3 t, 4 f, 5 f, 6 t

- 2 Think! WB p62 Put the story in order.

Aim: to check understanding of the sequence of events in the story

Thinking skill: sequencing

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

- 3 Think! WB p62 Which picture in the story? Look and number.

Aim: to give further practice with sequencing

Thinking skill: matching

Key: a picture 3, c picture 6, d picture 7, e picture 4

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- 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 discuss the value of working together as a team

- Focus on what happens in the story.
- Elicit how, by working together as a team, Lucy and Ben manage to free Ben and to find the letter.
- Elicit examples of when students work together in a team and how this helps them solve problems / get better results.

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

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise the sounds *s* and *sh* and to recognise that the *s* sound is sometimes written with the letter *c*

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 sounds /s/ and /ʃ/ and recognise words which contain them.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were Ben and Lucy?* (In the sea) *Where was the shark?* (In a cage, then outside the cage) *Was Lucy's arm stuck in the shell?* (No, it wasn't, Ben's was) *What was the fourth letter?* (S) *What were the first three letters?* (I, F, R).

 **SB p63** Read and draw lines to make sentences.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- They work individually and match the sentence halves, then compare their answers in pairs.
- Check with the class.

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

 **SB p63** Find who says ...

Aim: to present the sounds *s* and *sh*

- Write *she* and *see* on the board, using a red pen for the letters *s* and *sh*.
- Explain that the words rhyme; they sound exactly the same except for the first sound. Students practise saying the two words.
- Students repeat *I'm sorry, Ben. I can't open the shell* after you.
- Students find the speech bubble in the story (frame 3).

Key: Lucy

 **SB p63** Listen and say.

Aim: to practise the sounds *s* and *sh*

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

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.

 **WB p63** Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 It doesn't like you. 2 I can't open it.

 **WB p63** Look and write *sh*, *s* or *c*.

Aim: to practise reading and writing words with the sounds *s* and *sh*

Key: 2 shark, 3 sea, 4 ship, 5 swim, 6 fish, 7 octopus, 8 seahorse, 9 starfish, 10 Lucy

 **WB p63** Listen and say.

Aim: to practise saying words with the sounds *s* and *sh*

Ending the lesson

Aim: to review and write words with the sounds *s* and *sh*

- Students close their Student's Books.
- Dictate the Sound sentence. Students compare their sentences with a partner before checking in the Student's Book.
- Make two teams. Draw a line down the centre of the board. Dictate words while a student from each team comes to the front to write them (one team writes on one side of the line, the other team on the other side).
Some possible words are: *school, she, sandwich, soup, snake, shop, sport, square, sea, socks, shoes, shark, ship, shell, sing, say, see, swim, sorry, seahorse, science, centre.*

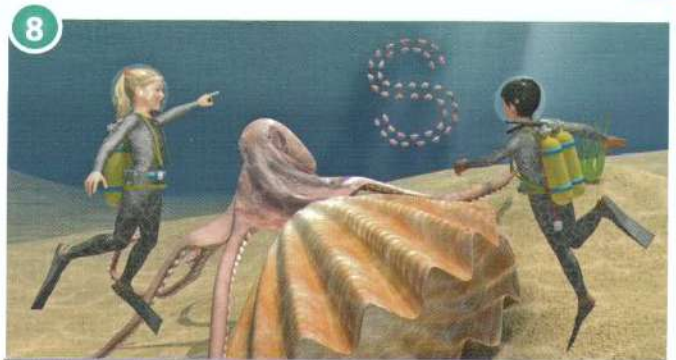
Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, *dog, barking, dogs, box, easy, strong*).
- In pairs, students make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Ben: Thank you, octopus. You're very helpful.
Lucy: Finally. Now we can go and find that letter.



Lucy: Look! Look at the fish.
Ben: It's the letter S!
Lucy: Now we've got our fourth letter.

2 Read and draw lines to make sentences.

- | | |
|----------------|---------------------------------|
| 1 Lucy and Ben | a has got a shark in a cage. |
| 2 Ben | b helps Ben escape. |
| 3 Horax | c gets stuck in a big shell. |
| 4 The shark | d make the letter S. |
| 5 The octopus | e are looking for the letter. |
| 6 The fish | f doesn't like Horax and Zelda. |

3 Find who says ... I'm sorry, Ben. I can't open the shell.

4 Listen and say.



Sam gets some short socks at the Super Special Shoe Shop.

Phonics focus: s and sh **63**

Story time

1 **Think!** Look at the pictures and guess what the story is about.



2 **CD 2** **37** Read and listen. Check your answers.

What Christine found



Christine lives on a small farm on an island near Ireland. Her best friend is Ryan. Ryan's dad has a big farm next to Christine's parents' farm. One evening in July there is a big storm.

Early next morning Ryan knocks on Christine's door.

'Get up, Christine,' he shouts. 'Let's go treasure hunting on the beach.'

Christine gets up quickly and they go to the beach to look for shells and other beautiful things.

Suddenly Christine shouts,

'Look there's something in that net over there.'

Ryan runs over and they find a small bird in the net.

The bird is black and white, with orange legs and it has an orange and black bill.

'What sort of bird is that?' says Ryan.

'I don't know,' Christine answers.

They run back to Christine's farm and show the beautiful bird to Christine's dad.

'It's a young puffin,' he tells them. 'Puffins hunt for fish in the water. They can fly and they are very good at swimming. There were lots of puffins on the island, but now there aren't many.'



64 **Value: caring for nature; reading skills**

Aim:

- to practise reading and listening skills

Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *found (find), farm, storm, knock, hunting, net, bill, puffin, grass, feed, bigger, Will it come back next year?, cliff*

Recycled language: things in and from the sea, colours, language from the unit

Materials: CD, map, pictures of Ireland

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

Your students will be able to listen for specific information.

Value: caring for nature

Warm-up

Aim: to activate students' knowledge and experience

- Draw a simple bird on the board (two legs, body, bill and folded wings).
- Elicit the names of birds students know (in L1) and where we can find different birds (sea, land).
- Elicit what different birds eat.



Think!

SB pp64-65 Look at the picture and guess what the story is about.

Aim: to practise prediction skills

Thinking skill: predicting

- Focus the students on the picture in the Student's Book (they cover the text of the story with paper).
- Pre-teach *storm, nets, cliff*.
- Elicit ideas about the story.
- Write the ideas on the board as words/sentences, e.g. *It's about the sea, It's about birds.*



CD2

SB pp64-65 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check their predictions.
- Discuss answers with the class and check understanding of key vocabulary, e.g. *farm, knock, hunting, puffin, bill, feed, bigger.*

1 **CD2**

WB p64 Listen and write.

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

CD2 Track 38

For tapescript see TB page 120.

Key: 2 On parents' farms Ireland, 3 A bird, 4 In a net, 5 Black and white, orange legs, orange and black bill, 6 Fish, 7 Three

2

Values

WB p64 What can we learn from the story? Colour the words.

Aim: to focus students on the value of caring for nature

Thinking skill: interpreting the values in a story

Key: It's important to care for nature.

Ending the lesson

Aim: to review the context of the story

- Find Ireland on a map.
- Ask if any students know the country / have been there on holiday.
- Show pictures of Ireland if possible.

Extension activity

Aim: to discuss the value of caring for nature

- Focus on what Christine, Ryan and Christine's mum and dad do to care for the bird.
- Elicit why this value of caring for nature is important and elicit examples of things the students do / have done to care for nature.

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

Aim:

- to practise reading, speaking and writing skills

Skills:

- reading for detail
- narrating
- writing a story

New language: *fact sheet, take off, swim away*

Recycled language: language from the story, sea creatures / things

Materials: CD (Optional: reference books)

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

Your students will be able to tell a story.

Your students will be able to write a story.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story on pages 64–65 in the Student's Book and what the value was (caring for nature).

3 **SB p65** Complete the sentences.

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do. Do the first one as an example.
- Students work individually and then compare answers in pairs.
- Check with the class.

Key: 1 live, 2 treasure, 3 net, 4 bird, 5 fish, 6 put, 7 feed, 8 later

4 **SB p65** Read again and complete the fact sheet.

Aim: to practise transfer of information

- Pre-teach *fact sheet*.
- Demonstrate the activity by doing the first one as an example (Puffins are small).
- Students complete the information individually. Then they check their answers in pairs.
- Elicit information and check as a class.

Key: 2 orange and black, 3 are orange, 4 fly, 5 swimming, 6 fish

1 **WB p65** Look at the pictures and tell the story. Use the words from the box.

Aim: to practise telling a story

2 **WB p65** Write the story. Use the words from Activity 1 to help you.

Aim: to practise writing skills

Key: (sample answer): Sophie and Tom live on an island. One day they find a turtle in a net. The turtle is heavy and it has a big shell, four legs and a short tail. Sophie and Tom take off the net and carry the turtle to the sea. The turtle swims away. Sophie and Tom say goodbye. 'Will it come back?' asks Tom.

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part(s) of the story about the puffin they liked best.
- Ask them why.
- Elicit how they would change the story.

Extension activity

Aim: to encourage personalisation

- Students work in pairs.
- They use reference books to write a fact sheet about another bird.
- They write a draft of the fact sheet in their notebooks.
- Go around the class to check students' work.
- When you have checked it, students write a final version on paper and draw/stick a picture of the bird alongside the text.
- Display students' fact sheets in the classroom.



'Why not?' Christine asks.

'There aren't many fish any more,' says her dad. The children get a box and put some grass in it and then put the small puffin in it. Christine's mum gives the children some fish and they feed the puffin.

In July and August, Ryan comes over to Christine's house every morning and every evening to feed the

puffin. It gets bigger and bigger. One morning at the end of the summer there is no puffin in the box.

'Where is it?' Christine asks her mum.

'I'm sure the puffin is with his friends out in the sea.'

'Will it come back next year?' asks Christine.

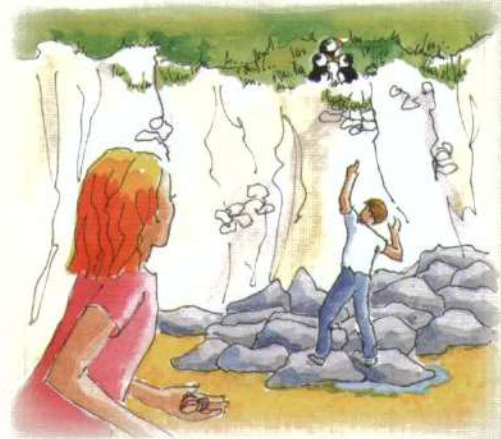
'I don't know,' her mum says.

It's a year later. Christine is looking for shells on the beach again. Suddenly, she can hear Ryan.

'Come quickly,' he is shouting.

Christine runs along the beach and then she sees them.

There are three puffins on the cliff near their farm. Christine is sure that one of them is their puffin. She is very happy.



3 Complete the sentences.

- 1 Christine and Ryan _____ on farms on the coast of Ireland.
- 2 Ryan wants to go _____ hunting on the beach.
- 3 Christine sees something in a _____.
- 4 Christine's father tells the children what sort of _____ it is.
- 5 Puffins love hunting for _____.
- 6 The children _____ some grass in the box.
- 7 The children _____ the puffin every day.
- 8 A year _____ the children see three puffins on a cliff.

4 Read again and complete the fact sheet.

Puffin fact sheet

Puffins are _____.

Their bills are _____.

Their legs _____.

They can _____.

They are very good at _____.

They eat _____.

Value: caring for nature; reading skills



Learn and think

Patterns and Symmetry

1 CD2
39

Listen, look and number.

a



☐ vertical stripes

b



☐ diagonal stripes

c



☐ horizontal stripes

d



☐ spiral

e



☐ spots

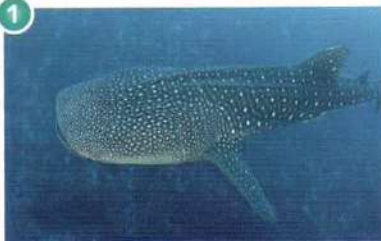
2

Think!

Look at the pictures. Which patterns can you see?

In picture 1, I can see ...

1



2



3



4



5



6



Aim:

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

New language: pattern, symmetry, stripes, vertical, diagonal, horizontal, spiral, spots

Recycled language: sea creatures

Materials: CD

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

Warm-up

Aim: to introduce the topic of Art and Maths

- Introduce the topic of patterns by showing students things in the classroom which have patterns, e.g. clothes, shoes, bags.
- Show the class that there are lots of different patterns.
- Tell students they are going to learn about some of those patterns today.



SB p66 Listen, look and number.

Aim: to extend students' understanding of patterns

- Elicit/Pre-teach what students can see in the pictures (vertical stripes, diagonal stripes, horizontal stripes, a spiral, spots).
- Play the recording. Students number the pictures.
- Students compare answers in pairs.
- Check with the class. Say the words for students to repeat.

CD2 Track 39

For tapescript see TB page 121.

Key: a 2, b 4, c 3, d 5, e 1



SB p66 Look at the pictures. Which patterns can you see?

Aim: to extend students' understanding of patterns and symmetry

Thinking skill: recognising patterns

- Focus students on the pictures and demonstrate for picture 1 using the prompt.
- Students work in pairs and talk about what they can see.
- Elicit sentences and discuss answers as a class.
- Talk about the things from the Warm-up to see if students can name the patterns.
- Elicit other things/creatures with the same patterns as in this activity.

Key: In picture 2, I can see spirals. In picture 3, I can see horizontal stripes. In picture 4, I can see vertical stripes. In picture 5, I can see horizontal stripes and vertical stripes. In picture 6, I can see spots and horizontal stripes.



WB p66 Look and write the words.

Aim: to review understanding of patterns

Key: 2 diagonal stripes, 3 horizontal stripes, 4 spots, 5 spiral



WB p66 Read and draw.

Aim: to activate students' knowledge and experience

Key: vertical stripes, horizontal stripes, spots, diagonal stripes, spiral

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 have learnt today, e.g. *the names for different patterns and which sea creatures have patterns.*

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work individually.
- They think of something they have which has one of the patterns from the lesson on it.
- They draw a picture of the object and write what the pattern is, using the language from WB Activity 2 as a model.

Aims:

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

New language: *symmetrical, asymmetrical, middle, sides, same, missing, halves*

Recycled language: Art and Maths, patterns and symmetry

Materials: CD, paper, scissors, paints and paintbrushes

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

Your students will be able to complete a project.

Warm-up

Aim: to review patterns and symmetry

- Draw five squares on the board.
- Ask a student to come up and draw, e.g. vertical stripes in one square.
- Ask other students to come up and draw different patterns in the other squares.
- Point to each square and elicit what the pattern is.



SB p67 Listen, read and answer.

Which of these pictures are symmetrical? Look and tick (✓).

Aim: to enable students to build on their knowledge and experience and apply their understanding

Thinking skill: application and transfer of knowledge

- Pre-teach *middle, sides* and *symmetry/symmetrical/asymmetrical* using the two pictures on the right.
- Play the recording. Students listen and follow the text in their books.
- Read the text again with the class.
- Check comprehension and elicit things in the classroom which are symmetrical.
- Focus students on the three pictures at the bottom of the activity and check they know what to do.
- Give students thinking time.
- They compare answers quietly in pairs before the class check.

Key: a the turtle, b the shell



SB p67 Make a symmetrical fish.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check they know what to do.
- Lay out all the materials on a central table.

T67

- Students come and collect what they need when they need it.
- Go around the class to check students are following the instructions.
- When all the fish are made, students come to the front in groups and show their fish to the class.



WB p67 Which are symmetrical? Look and tick (✓).

Aim: to give students further practice with identifying symmetry

Thinking skills: applying knowledge and identifying patterns

Key: picture 3, picture 6



WB p67 Draw the missing halves of the pictures. Make picture 1 symmetrical. Make picture 2 asymmetrical.

Aim: to encourage logical, systematic thinking

Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit what students did in the lesson today, e.g. *learnt more about patterns and symmetry and made a symmetrical fish.*
- 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 the project and of what the outcome was. They comment on if their fish was symmetrical or not.
- Monitor and help as necessary.

CD2
40

Think!

Listen, read and answer.

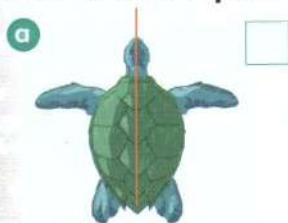
Patterns and symmetry can be found all around us in the natural world. There are examples of patterns on page 66. But what is symmetry? Something has symmetry when you can draw a line down the middle and the two sides are the same shape. We can also say that it is symmetrical.



This starfish is symmetrical.

This seahorse is asymmetrical.

Which of these pictures are symmetrical? Look and tick (✓).



2

Project

Make a symmetrical fish.



1 Draw a line on a piece of paper. Draw half a fish.



2 Cut out your half fish.



3 Fold and draw around your fish. Then cut out your fish.

4 Paint the top half of the fish then press the bottom half onto it.



5 Open your fish and make an ocean scene.



Find out

Where were we on Saturday afternoon?

- 1 Draw a table. Write in the names of the children from your group. Ask questions and write the answers in the table.

Name	Where were you on Saturday afternoon?
James	at the theatre
Aruna	at home
Vee	in the swimming pool
Alice	at a friend's house

- 2 Write a big list of all the places. Tick (✓) the number of children and count them.



Place

at the theatre

at home

at the cinema

at the park

in a shop

at a friend's house

at my grandparents' house

at a party

in the garden

in the swimming pool

at the beach

Number of children Total

✓

1

✓✓✓✓✓

5

✓✓

2

✓✓✓

3

✓✓✓

3

✓✓✓✓

4

✓✓

2

✓

1

✓✓✓✓

4

✓✓

2

✓

1



- 3 Talk about your results.

Three children in our class were at the park on Saturday afternoon.



Aims:

- to consolidate language from the unit
- to promote student–student cooperation

Recycled language: language from the unit

Materials: poster paper

Language competences: Your students will be able to complete a survey about where people were last Saturday.

Warm-up

Aim: to review places in a town

- Write *Town* on the board.
- Brainstorm with students all the places in a town they can think of in two minutes.
- Leave the word map on the board for the next activity.

- 1 **SB p68** Draw a table. Write in the names of the children from your group. Ask questions and write the answers in the table.

Aim: to review language from the unit

- Students work in groups of four.
- They follow the instructions and draw a table on paper. They write in their names.
- Students take turns to ask the person on their left *Where were you on Saturday afternoon?*
- The student then writes the information in the table as shown.

- 2 **SB p68** Write a big list of all the places. Tick (✓) the number of children and count them.

Aim: to practise cooperation and team work

- Put a large piece of poster paper on the board. Write the headings from the list in the Student's Book on it (*Place, Number of Children, Total*).
- Go around the groups, eliciting one place from each group.
- Go around groups again until they have said all the places on their list.
- Call out the first place on your list and elicit from each group how many people were there. Make ticks.
- Repeat for each place on the list.
- Ask the students to count the ticks to find the total number of students in each place.
- Elicit and write the totals on the board.

- 3 **SB p68** Talk about your results.

Aim: to practise speaking skills

- Students do this as a class.
- Elicit information from different students about the list on the board.
- Remind students to use the language in the prompt each time, e.g. *___ child/ren in our class was/were in/at the ___ on Saturday afternoon.*

- 1 **WB p68** Match the questions with the answers.

Aim: to practise questions and answers

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

- 2 **WB p68** Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: mum – dad, wasn't – was, two girls – a girl and a boy, was – wasn't

- 3 **WB p68** Write about your Saturday afternoon.

Aim: to personalise the topic

Ending the lesson

Aim: to review places in a town and *was/were*

- Play a quick hands-up game.
- Call out sentences one after another, e.g. *Who was in bed at six o'clock this morning? Who was in the park on Sunday?*
- Students put their hands up if the answer is yes.

Extension activity

Aim: to consolidate writing skills

- Display the poster which you made with students for SB Activity 2.
- Students write sentences about the results of the survey, using the prompt from SB Activity 3.

Aim:

- to consolidate language from the unit

New language: *lay (eggs), become, oldest, Internet*

Recycled language: language from the unit, *scrapbook*

Materials: students' scrapbooks, reference books, access to the Internet

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit (they wrote text messages).
- Students look at each other's scrapbooks and compare their work.

- 1 **SB p69** Find information about a sea creature and make notes.

Aim: to give students practice in reading and note-taking

- Read through the text about the turtle with the class. Check understanding of new words.
- Make sure students realise these are notes, not full sentences, and that this is a model for their work.
- Students work individually. They choose a sea creature and find information about it on the Internet or in reference books.
- Monitor students to make sure they choose an appropriate creature (you could write a list on the board) and that they understand what they are writing in the notes.
- Remind students to keep the notes short.

- 2 **SB p69** Find pictures and write about your sea creature.

Aim: to give students writing practice

- Read the text through with the class.
- Focus students on how the information is organised and how it has been transferred from the notes.
- Remind students to use the present simple.
- Students find pictures of their sea creature.
- They write a first draft of their text on paper, using their notes from Activity 1.
- Monitor and help students as they write their drafts.
- When you have checked their work, students write a final version for their scrapbooks.

T69

- They stick in their pictures.
- Early finishers can help their classmates.

- 1 **WB p69** Write the words in three groups.

Aim: to practise classification

Key: 1 octopus, starfish, 2 dolphin, polar bear, 3 horizontal, diagonal

- 2 **WB p69** Look at Activity 1. Number the topics to match the groups.

Aim: to review word families

Key: 3 Types of stripes, 1 Fish, 2 Mammals

- 3 **WB p69** Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 The puffin was in a net. 3 Where was she at four o'clock? 4 Where was my bag? Under the table.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.

My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 119 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for *Under the sea*.
- Then they tell a friend what they liked and didn't like.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 58 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

Sea creatures

- 1 Find information about a sea creature and make notes.

Animal: turtle

- Where do they live? in water (salt water and fresh water)
- What do they look like? brown, green, yellow, grey, four legs, hard shell
- How do they have their young? lay eggs in the sand on the beach, then go away, babies open egg, start to swim
- How long do they live? 40–70 years, but the oldest turtle is about 175-years-old!
- Other interesting facts: turtles have very good eyes, and they haven't got ears.



- 2 Find pictures and write about your sea creature.

I like turtles. They are beautiful. They are green, yellow, grey and brown. They live in the sea, rivers or lakes. They eat plants and small animals. Turtles lay eggs on beaches. They put their eggs into the sand. The baby turtles swim. Turtles usually live for 40–70 years, but they can live up to 175 years.



6

Gadgets

1 CD 2
41

Listen and say the words. Then check with a friend.

- 1 lift
- 2 walkie-talkie
- 3 torch
- 4 CD player
- 5 mp3 player
- 6 mobile phone
- 7 electric fan
- 8 laptop
- 9 electric toothbrush
- 10 games console



2 CD 2
42

Listen and answer.

- 1 Where is the next letter?
- 2 What is £8?
- 3 What do they buy?
- 4 Who do they see?

3 You are going on holiday. Decide what you want to buy.

Let's buy an electric toothbrush.

Oh yes, and how about an mp3 player?

The next letter
is underground.
Go to the caves
and look around.

Aims:

- to present and practise vocabulary for gadgets
- to give students listening and speaking practice

New language: *gadget, games console, electric fan, walkie-talkie, electric toothbrush, CD player, torch, mobile phone, lift, laptop, mp3 player, underground, cave, I'd like ... , £ (pounds), assistant, holiday*

Recycled language: *numbers, Let's ... , How about ... ?*

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for gadgets.

Warm-up

Aim: to review vocabulary for gadgets

- Hold up and point to gadgets in the classroom.
- Elicit what they are called, e.g. *CD player, computer, projector.*
- Ask if anyone has a camera or a mobile phone.
- Tell students that all these things are called *gadgets* and write the word on the board.

Presentation

Aim: to present vocabulary for gadgets

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat.
- Elicit who students can see in the picture (Ben and Lucy, Mr Williams and a shop assistant) and where they are (in an electrical shop).



SB p70 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words/phrases and items in the picture.
- Play the recording.
- Students listen and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words/phrases and practise them in pairs.
- Focus students on the poem at the bottom of the picture. Check understanding of *underground* and *cave*.



SB p70 Listen and answer.

Aim: to give further practice with vocabulary

- Read the questions aloud with the class and check understanding.
- Play the recording. Students listen for the answers.
- They compare their answers in pairs.
- Play the recording again. Check with the class.

CD2 Track 42

For tapescript see TB page 121.

Key: 1 In the caves, 2 The torch, 3 Some red walkie-talkies and a torch, 4 Mr Williams



SB p70 You are going on holiday. Decide what you want to buy.

Aim: to give students speaking practice

- Demonstrate the activity using the prompts.
- Pairs decide where they are going on holiday first.
- Then they share ideas, decide on four objects and write their objects in a list.
- Pairs compare lists with other pairs to see if they chose the same things.
- Elicit lists from pairs and ask what kind of holiday they are going on.



WB p70 Look at the shop window. Read and write the prices.

Aim: to give students practice with the new vocabulary

Thinking skills: matching words and pictures, and practising addition

Key: 2 £60, 3 £200, 4 £112, 5 £20



WB p70 Look at Activity 1. Write the words.

Aim: to review understanding of new vocabulary

Key: 2 electric fan, 3 walkie-talkies, 4 electric toothbrush, 5 CD player, 6 torch, 7 mobile phone, 8 laptop, 9 mp3 player

Ending the lesson

Aim: to review vocabulary for gadgets

- Elicit the gadgets in turn.
- Students write the word(s) in their notebooks, then check their spelling in pairs.

Extension activity

Aim: to personalise the language

- Students draw a picture of their favourite gadget.
- They write a short description of it and write why they like it.

Aims:

- to present and practise comparative adjectives
- to review and extend vocabulary for gadgets

New language: *cheap, expensive, Let's check*

Recycled language: gadgets, adjectives

Materials: CD

Language competences: Your students will be able to compare two things.

Warm-up

Aim: to review vocabulary for gadgets

- Mime using a gadget. Students guess what it is.
- Students take turns to come to the front and mime other gadgets.

Presentation

Aim: to present comparison with adjectives

- Put two objects on your desk. Say, e.g. *Look at these two pencils. They are different. This pencil (hold it up) is longer than this one (hold the other one up and hold them together to show the difference).*
- Write the sentence on the board.
- Repeat for other classroom objects and adjectives (introduce at least one comparative with *more*).
- When you have several comparative sentences on the board, underline the comparative forms and *than* using the same colour.
- Elicit what happens to short adjectives (-er) and long adjectives (*more*).



SB p71 Listen and read. Write the words.

Aim: to practise comparative adjectives

- Pre-teach *cheap* and *expensive*.
- Review how to say the prices in the dialogue.
- Check students know what to do.
- Play the recording. Students listen, read (silently) and write the prices and words.
- They compare answers in pairs.
- Play the recording again. Check with the class.
- Tell students to find all the examples of comparative adjectives and *than* in the dialogue.

Key: DX24 – £75, big; DX32 – £99, small



SB p71 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students complete the Grammar focus section on page 124 of the Student's Book.

Key: 1 more expensive, 2 bigger, 3 more beautiful, 4 cheaper, 5 happier



SB p71 What is more expensive? Play the guessing game.

Aim: to give students further practice with the new language

- Focus students on the pictures and on the sentences.
- Demonstrate the activity with the class.
- In pairs, students take turns to talk about and compare the things in the pictures.
- Monitor pairs as they are working to check they are using the new structure correctly.
- Check using open pairs.



WB p71 Read and write the names of the motorbikes.

Aim: to give students further practice with comparative adjectives

Key: MX8, MX7, GT4, GT3



WB p71 Read and write the words.

Aim: to consolidate understanding of comparative adjectives

Key: 2 bigger, 3 smaller than, 4 expensive



WB p71 Look and write about the dogs.

Aim: to reinforce use of comparative adjectives

Ending the lesson

Aim: to review the new language

- Students take turns to hold up two objects from their desk or bag and compare them.

Extension activity

Aim: to give further practice with comparative adjectives

- Say, e.g. *I'm thinking of a gadget. It's more expensive than a torch and cheaper than a laptop.*
- Students try to guess the gadget.
- Students work in pairs writing other sentences. They can compare things from previous units, e.g. sea creatures or food. Supply adjectives as necessary.
- Pairs take turns to say sentences for the class to guess.

CD 2
43

Listen and read. Write the words.

- Assistant: Can I help you?
- Jane: Yes. How much is this games console?
- Assistant: The DX24? It's £75.
- Jane: And this one?
- Assistant: The DX32 is more expensive. It's £99.
- Jane: So the DX24 is cheaper.
- Assistant: Yes, but the DX24 is bigger and the DX32 is smaller.
- Jane: The DX32 is more beautiful. But there's only one problem.
- Assistant: What's that?
- Jane: I've got £75. The DX32 is £99!



£75 £99 small big

	price (£)	size
DX24		
DX32		

CD 2
44Grammar
focus

Listen and say.

The DX24 is **bigger than** the DX32.
 The DX32 is **smaller than** the DX24.
 The DX32 is **more expensive than** the DX24.



3 What is more expensive? Play the guessing game.

What's more expensive,
the board or the clock?



Look! The clock is
cheaper than the board.





Listen to the song. Write *Tom* or *Sue* by their bikes.

Tom: My bike is bigger
And faster than yours,
And more beautiful too.
My bike is lighter
And newer than yours,
And it's more expensive too.

Sue: It's true that ...
Your bike is bigger
And faster than mine,
And it's more beautiful too.
Your bike is lighter
And newer than mine,
And it's more expensive too.
But I ride my bike every day,
In the sun and in the rain.
Your bike just stays inside,
It never comes out to play.



Tom: So you ride your bike every day,
In the sun and in the rain.
I want to take my bike outside too,
Can I come out and play with you?



Listen and sing.

Choose pictures and talk with a friend. Use the words to help you.

My car is faster than yours.

Yes, but my car is cheaper than yours.



beautiful big new
fast small happy
expensive cheap sad

72

Singing for pleasure

Aims:

- to review and extend comparative adjectives
- to sing a song with the class

Recycled language: adjectives, possessive pronouns, possessive apostrophe

Materials: CD

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

Warm-up

Aim: to review comparative adjectives

- Hold up two bags, one bigger than the other.
- Students silently think of a sentence to describe them using a comparative.
- Elicit two sentences, using *bigger than* / *smaller than*.
- Repeat for other pairs of objects. Students have to think of different adjectives each time.



SB p72 Listen to the song. Write *Tom* or *Sue* by their bikes.

Aim: to practise listening skills

- Students look at the first picture in the Student's Book. Elicit what it is (a new bike).
- Check students know what to do.
- Play the recording. Students write the names under the pictures.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Check understanding of the adjectives in the song.

Key: The bike on the left is Tom's. The bike on the right is Sue's.



SB p72 Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in groups or in pairs.



SB p72 Choose pictures and talk with a friend. Use the words to help you.

Aim: to practise comparative adjectives

- Elicit which of the adjectives in the box have *-er* and which *more* in the comparative.
- Demonstrate the activity using the examples.
- Students work in pairs. They take turns to start the conversation.
- Monitor pairs as they are working.
- Check with the class. Invite pairs to talk about different pictures.



WB p72 Remember the song. Correct the sentences.

Aim: to check comprehension

Key: 2 Tom's bike is more expensive than Sue's. 3 Tom's bike is faster than Sue's. 4 Tom's bike is lighter than Sue's. 5 Tom's bike is newer than Sue's. 6 Tom's bike is more beautiful than Sue's.



WB p72 Read and write the children's names.

Aim: to give students further practice with comparatives

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



WB p72 Complete the dialogues with your own ideas.

Aim: to stimulate students' imagination

Ending the lesson

Aim: to join in with a song

- Play the song from the beginning of the lesson again.
- Students join in.

Extension activity

Aim: to consolidate understanding of comparative adjectives

- Students draw four pictures of pairs of objects in their notebooks.
- They write sentences to compare them.

Aim:

- to present and practise superlative adjectives

New language: *kilometres an hour (km/h), watch (n), cost (v), million, seat*

Recycled language: animals, adjectives, gadgets

Materials: CD

Language competences: Your students will be able to compare more than two things.

Warm-up

Aim: to review comparative adjectives

- Play the song from the previous lesson again.
- Students join in.

Presentation

Aim: to present superlative adjectives

- Ask the class how many things they compared in the song in the Warm-up (two).
- Tell them they are going to learn how to compare more than two things.
- Draw three dogs (or stick people) of different sizes on the board.
- Point to two of the dogs and compare them, e.g. *This dog is smaller than that one.* Then point at the smallest dog and say, e.g. *But this one is very small. It is the smallest.*
- Write *This dog is the smallest* on the board and underline *smallest*.
- Point to the biggest dog and try to elicit a sentence from the class.
- Repeat with another three pictures and a longer adjective (e.g. *beautiful*) to present *the most* ____.

1 **SB p73** Read and number the pictures.

Aim: to practise superlative adjectives

- Students look at the photographs and the texts in their Student's Book.
- Read the texts aloud with the class. Pre-teach *kilometres an hour (km/h), watch (n), cost (v), million* and *seat*.
- Students silently match the sentences with the pictures.
- They compare answers in pairs.
- Check with the class.

Key: Clockwise from top left: 4, 3, 2, 1



2 **SB p73** 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.

- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 I'm the smallest boy in our class. 2 It's the most beautiful snake in Africa. 3 It's the biggest sandcastle on the beach. 4 He's the world's most expensive footballer.

3 **SB p73** Complete the sentences. Tell your friend.

Aim: to give students further practice with superlative adjectives

- Demonstrate the activity and make sure students know it is about them.
- Check understanding of each sentence.
- Students complete the sentences and then tell their friends.
- Elicit sentences and check as a class.

1 **WB p73** Look, read and write *t* (true) or *f* (false).

Aim: to consolidate understanding of superlative adjectives

Key: 2 f, 3 f, 4 t, 5 t, 6 f

2 **WB p73** Look at Activity 1. Write sentences.

Aim: to give further practice with the new language

Key: 2 The Turbo 18 is the smallest. 3 The Turbo 18 is the lightest. 4 The Turbo 18 is the most expensive.

3 **WB p73** Use the Internet and write names or places.

Aim: to activate knowledge of the world

Ending the lesson

Aim: to review the new language

- Give instructions using superlatives, e.g. *Point to the biggest bag / the happiest student.*

Extension activity

Aim: to consolidate the language

- Students each create a table like the one in WB Activity 1.
- Each student chooses different models of a gadget to compare.
- They complete the information in the table and then write sentences about their gadget as in WB Activity 2.

1 Read and number the pictures.



- 1 This is the world's fastest car. It can go at 260 km/h!
- 2 This is the world's most expensive bed. It costs \$6.3 million!



- 3 This is the world's biggest aeroplane. It has 520 seats!
- 4 Is this the world's most beautiful dog? What do you think?



CD 2
47

Grammar
focus

Listen and say.

The Airbus A380 is **the biggest** plane in the world.
The Baldacchino Supreme is **the most expensive** bed in the world.
The SSC Ultimate Aero is **the fastest** car in the world.



3 Complete the sentences. Tell your friend.

- 1 _____ is the happiest person I know.
- 2 _____ is the easiest subject at school.
- 3 _____ is the smallest person in my family.
- 4 _____ is the funniest TV show.
- 5 _____ is the most beautiful person I know.

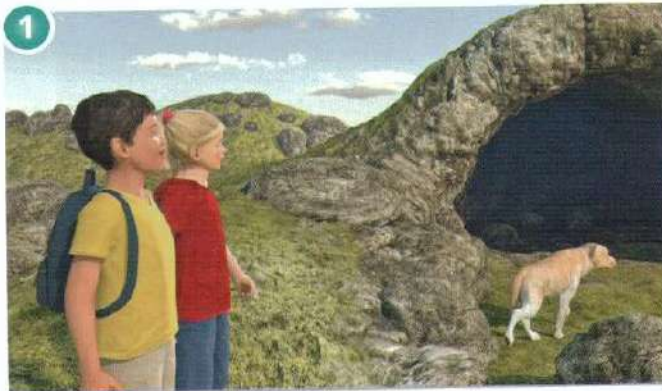


My mum is the most beautiful person I know.

Superlatives

73

The cave



Lucy: The book says go to the caves. Here we are.
Ben: Somewhere down there is the next letter.



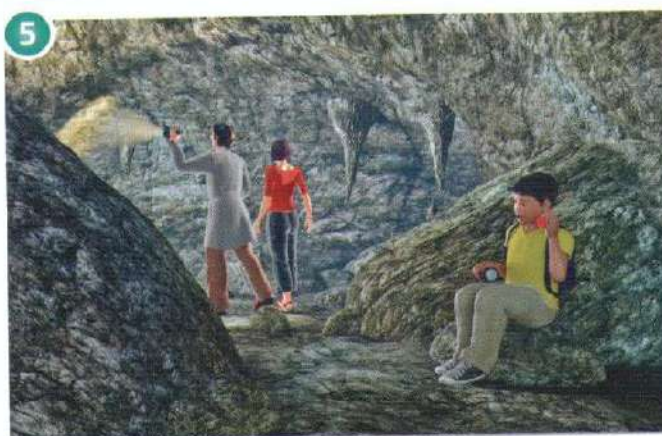
Ben: Stay here and watch for Horax and Zelda.
Lucy: OK. Have you got your walkie-talkie and torch?
Ben: Yes. I've got everything.



Ben: It's much darker down here. The torch was a good idea.
Lucy: Can you see the letter?
Ben: No, I can't.



Ben: Wow! What beautiful cave paintings. What's that? It's the letter E. E is the fifth letter in our puzzle.



Ben: Oh no. It's Zelda and Horax. I have to hide!



Horax: Where are those kids?
Ben: Lucy, I've got a problem. Horax and Zelda are here.
Lucy: Don't worry. I've got an idea.

Aims:

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

Thinking skills: interpreting the values in a story

New language: *somewhere, hide, clever*

Recycled language: characters and 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.

Value: being resourceful

Warm-up

Aim: to review the story so far

- Write *The Explorers* on the board.
- Elicit the names of the main characters (Ben, Lucy and Buster) and the people trying to get the book (Zelda and Horax).
- Elicit what happened in the last episode, e.g. *Ben and Lucy were under the sea. Ben's arm was stuck in a shell. There was a big shark. The octopus helped them. The fourth letter was S.*



SB pp74-75 The cave

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (outside a cave) and what Ben's got in his bag (a torch and a walkie-talkie).
- Pre-teach *hide*.
- Play the recording. Students listen to answer *Who goes into the cave?* (Ben) *Who stays outside?* (Lucy and Buster) *Where does Ben see the fifth letter?* (On the wall, among the cave paintings) *What is it?* (E) *Why are Zelda and Horax scared?* (They hear Buster over the walkie-talkie.)
- Students compare their ideas in pairs. Elicit answers.
- 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 events).

1

Think!

WB p74 Remember the story. Read and choose the best answer.

Aim: to check comprehension

Thinking skill: analysing information

Key: 1 C, 2 B, 3 C, 4 B

2

Values

WB p74 Read the story. What can we learn from it? Tick (✓).

Aim: to focus students on the value of being resourceful

Thinking skill: interpreting the values in a story

Key: Use your imagination.

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- 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 discuss the value of being resourceful

- Focus on what happens in the story.
- Elicit ways Ben and Lucy are resourceful (they buy a torch and a walkie-talkie before they go and Lucy uses Buster to scare Horax and Zelda).
- Elicit examples of when the students themselves have been resourceful.

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

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to learn how the letter *e* at the end of a word can change the pronunciation, making the vowel sound long
- to practise saying long vowel sounds

New language: *rock, hurry up*

Recycled language: language from the story, *burglar*

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 pronounce the sounds /eɪ/, /i:/, /aɪ/, /ɔ:/ and /u:/ ('long' vowel sounds pronounced like the letters *a, e, i, o* and *u*), even when they are spelt differently.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were Ben and Lucy?* (Outside a cave), *Who goes in the cave?* (Ben), *Where were Horax and Zelda?* (In the cave), *Where was the fifth letter?* (On the wall), *What was it?* (E), *What were the first four letters?* (I, F, R, S).

- 3 Think!** **SB p75** Write a quiz for the story. Here are the answers.

Aim: to focus students on the content of the story

Thinking skill: making deductions

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do. Read the answers and pre-teach *rock*.
- Do the first one as an example, e.g. *What does the book say?*
- Students work in pairs and write questions for the answers.
- Monitor pairs and help as necessary.

Key: 1 What does the book say? 2 Who goes in the cave? 3 Who watches for Horax and Zelda? 4 What is in the cave paintings? 5 Where does Ben hide? 6 Who frightens Horax and Zelda?

- 3** **SB p75** Find who says ...

Aim: to focus on the way long vowel sounds can have different spellings

- Write *cave* and *paint* on the board, using a red pen for

the *a_e* and *ai*, explaining that the two words have the same vowel sound.

- Students repeat *What beautiful cave paintings!* after you.
- Students find the speech bubble in the story (frame 4).

Key: Ben

- CD3 02** **SB p75** Listen and say.

Aim: to practise the long vowel sounds

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

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.

- 1** **CD3 03** **WB p75** Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 Stay here and watch. 2 I've got an idea.

- 2** **WB p75** Write the words in the table.

Aim: to practise reading and saying words with long vowel sounds

- 3** **CD3 04** **WB p75** Listen, say and check your answers.

Key: say: game, rain, play; see: (Irene), cheese, really; five: nine, light, time; go: phone, code, coat; you: use, computer, music

Ending the lesson

Aim: to review and write words with the long vowel sounds *a, e, i, o* and *u*

- Dictate the Sound sentence while students write (books closed). They compare their sentences with a partner before checking in the Student's Book.
- Add the letter *E* to the ends of words. Write the following words on the board: cap, cut, not, bit, plan. Students say the words. Then add on *e* to the end of each word (cape, cute, note, bite and plane). Say the words with the long vowel sounds.

Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, *gentlemen*, *Run*).
- In pairs, students make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Buster: Grrrrr!
 Zelda: What's that?
 Horax: I don't know. I'm scared.
 Zelda: Let's run!



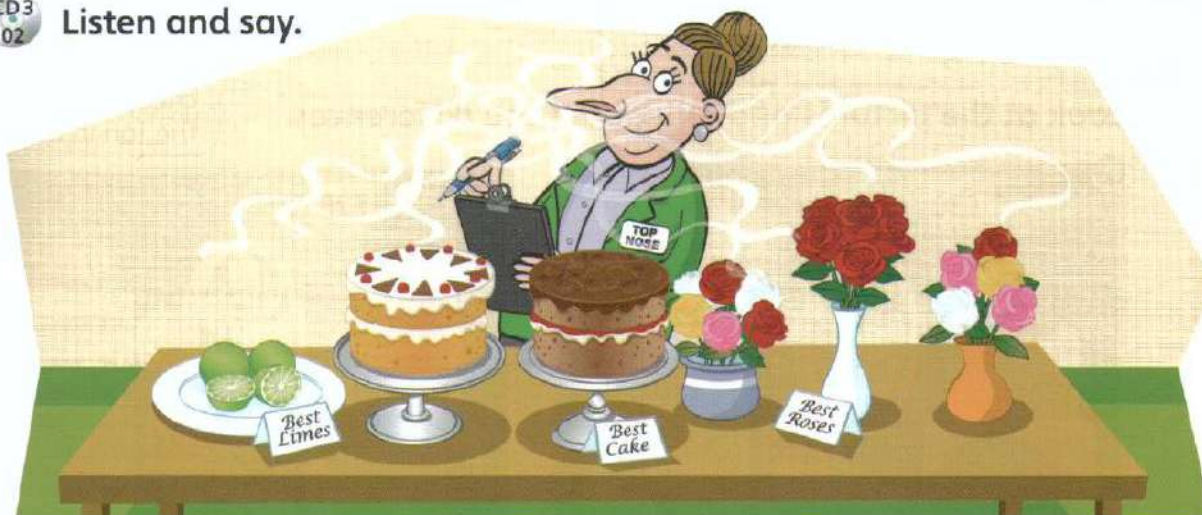
Ben: Great idea, Lucy!
 Lucy: Well done, Buster. You're the cleverest dog in the world.

2 Think! Write a quiz for the story. Here are the answers.

- 1 Go to the caves. _____ ?
- 2 Ben _____ ?
- 3 Lucy _____ ?
- 4 The letter E. _____ ?
- 5 Behind a rock. _____ ?
- 6 Buster _____ ?

3 Find who says ... What beautiful cave paintings.

4 CD 3
02 Listen and say.



Irene uses her nose to smell limes, cake and roses.

Phonics focus: long vowel sounds **75**



Skills

1 Read and circle.

- 1 Assistant: Can I help you?
 Dan: **A** No, I can't help you.
B Yes, I'd like to buy a torch.
C Yes, I've got a torch.
- 2 Dan: How much is this torch?
 Assistant: **A** It's £20.
B It's 20 kg.
C It's 20 cm.
- 3 Dan: Have you got a cheaper one?
 Assistant: **A** Yes, this one is £12.
B It's cheaper than the walkie-talkie.
C It's the cheapest we've got.
- 4 Dan: I'd like to buy it.
 Assistant: **A** Come back tomorrow.
B I've got an idea.
C Yes, of course.
- 5 Dan: Goodbye!
 Assistant: **A** Goodbye and thank you!
B Yes, please.
C Oh dear!



2 Look at the pictures and talk about the differences.

The fan in A is cheaper than the fan in B.



Aim:

- to practise reading, speaking, listening and writing skills

Skills:

- reading for detail
- talking about differences
- listening for specific information
- writing a short text

New language: kg (kilogramme)

Recycled language: questions and answers

Materials: CD

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

Your students will be able to talk about two pictures and compare them.

Your students will be able to listen for specific information.

Your students will be able to write a short text about a favourite gadget.

Warm-up

Aim: to review gadgets

- Write *Gadgets* on the board and draw a circle around the word.
- Elicit gadgets from students and write them on the board, creating a word map.
- Accept other words from students, as well as the new ones from this unit.

1 SB p76 Read and circle.

Aim: to practise reading skills 

- Focus the students on the instructions for Activity 1.
- Make sure they know what to do.
- Students work individually and choose the correct response each time.
- They compare answers in pairs.
- Check with the class.

Key: 1 B, 2 A, 3 A, 4 C, 5 A

2 SB p76 Look at the pictures and talk about the differences.

Aim: to practise speaking skills

- Demonstrate the activity with the students. Elicit one example sentence, e.g. *The walkie-talkies in picture A are more expensive.*
- Make sure students know what to do.
- Students work in pairs, taking turns to say a sentence about the two pictures.
- Elicit examples and check as a class.

1 WB p76 Listen and write the names under the pictures. There are three extra pictures.

Aim: to practise listening for specific information

CD3 Track 05

For tapescript see TB page 121.

Key: 1 Jenny (bike), 4 Tim (games console), 6 Olivia (mobile phone)

2 WB p76 Read and write the words.

Aim: to consolidate understanding of vocabulary in context

Key: 2 birthday, 3 small, 4 bigger, 5 beautiful, 6 everywhere

3 WB p76 Write about your favourite gadget. Think about these questions.

Aim: to personalise the topic

Ending the lesson

Aim: to enable students to compare and discuss their work

- Put students into groups of four.
- Students take turns to read out the texts they wrote for WB Activity 3.
- As a group they decide which gadget is the most interesting and which text they like best.
- Elicit the different gadgets students wrote about.

Extension activity

Aim: to review comparatives

- Students close their Student's Books.
- Put students into groups of three. Each group chooses four gadgets and writes them in a list (all the students in the group write the list).
- Every student in the group decides the price of each gadget and adds it to their list, without showing the others.
- Students then show the other people in their group the prices they chose.
- They write sentences using comparatives in their notebooks about the information, e.g. *My fan is cheaper than Paula's but more expensive than Carl's.*

Aim:

- to practise speaking, listening, writing and reading skills

Skills:

- talking about a picture
- listening for specific information
- writing a dialogue
- reading for detail

New language: *Ultimate adventure kit*

Recycled language: *gadgets, compass*

Materials: CD

Language competences: Your students will be able to describe a picture.

Your students will be able to listen for specific information.

Your students will be able to write a dialogue.

Your students will be able to read for detail.

Warm-up

Aim: to introduce the topic of adventure

- Tell students they are going on an adventure.
- Pre-teach *Ultimate adventure kit*.
- Elicit places students want to go, e.g. *mountains, rainforest, the moon*.
- Elicit some of the gadgets they want to take with them.

1  **SB p77** Look carefully. Close your books and say.

Aim: to practise memorisation and speaking skills

- Tell students to open their books and to look at the picture.
- Give them 30 seconds to study the picture.
- Students close their books.
- In pairs they try to remember what was in the picture.
- Elicit and check as a class before students look at the picture again.

2  **SB p77** Listen and tick (✓) the things you hear.

Aim: to practise listening for specific information 

- Focus students on the activity instructions and check they know what to do.
- Play the recording. Students listen and tick.
- Students compare their answers in pairs.
- Check with the class.

CD3 Track 06

For tapescript see TB page 121.

T77

Key: compass, torch, camera, watch, sunglasses

3  **SB p77** Now listen again and write the prices of the things you hear.

Aim: to practise listening for detail 

- Check students understand they are going to listen again for the prices.
- Play the recording again. Students write the prices.
- Students compare their answers in pairs.
- Play the recording a third time and then check with the class.

CD3 Track 07

For tapescript see TB page 121.

Key: watch £15, compass £2, torch £17, camera £50, sunglasses £5

4  **SB p77** Choose one of the things in the picture. Write a dialogue between Sara and the shop assistant.

Aim: to practise speaking skills

- Elicit an example dialogue as a demonstration.
- Remind students of the things that Sara bought in the shop and how much she paid.
- Students work in pairs and write a dialogue for one of the things she bought.
- Go around the pairs to help as appropriate.

1  **WB p77** Look, read and write *t* (true) or *f* (false).

Aim: to practise reading for specific information 

Key: 2 f, 3 t, 4 f, 5 t, 6 f, 7 f, 8 f

Ending the lesson

Aim: to review dialogues

- Volunteer pairs come to the front of the class and role play their dialogues from SB Activity 4.

Extension activity

Aim: to personalise the topic

- Students imagine they are going on an adventure.
- They write a short text about what the adventure is, what kit they are going to take and why.
- In pairs or small groups, students compare their adventure ideas and their kits.



Skills

6

- 1 Look carefully. Close your books and say.

There's a jacket, a watch ...

The Ultimate Adventure Kit



2 CD3
06

Listen and tick (✓) the things you hear.

3 CD3
07

Now listen again and write the prices of the things you hear.

4

Choose one of the things in the picture. Write a dialogue between Sara and the shop assistant.

Listening, speaking and writing

77



Learn and think

Numbers

CD3
08

Listen, read and answer.

Imagine a world with no numbers. No counting, no money, no Maths! Numbers are very important and they are also very old.

The numbers we use today are called Hindu-Arabic numbers. Imagine it's the 12th century. Leonardo Pisano Fibonacci, an Italian professor of Maths, travels to North Africa. He sees the numbers they use there. They are much easier to use than the numbers in Italy. When he goes back to Europe, he shows people the numbers from North Africa. People soon use them all over the world.



- 1 What things do we need numbers for? We need numbers for ...
- 2 Where do the numbers we use today come from?

2 Read and write the numbers.



Before Hindu-Arabic numbers, the numbers in Europe were called Roman Numerals. You can still see Roman Numerals today. Roman Numerals are letters. Do you know any Roman Numerals?

Here are some examples:

I = 1 V = 5 X = 10

You combine these letters to make other numbers. For example:

VI = 6 [V + I]

XVIII = 18 [X + V + I + I + I]

But when you put the smaller numbers on the left, you subtract to make the number.

IV = 4 [V - I]

IX = 9 [X - I]

- 1 What are these Roman Numerals?
III _____
XVI _____
XXII _____
- 2 Write the Roman Numerals for:
8 _____
25 _____
33 _____

Aim:

- to integrate other areas of the curriculum through English: Maths and History

New language: *important, Hindu-Arabic, 12th century, Italian, professor, travel (v), North Africa, much easier, Italy, Europe, when, need, Roman Numerals, combine, subtract, card game*

Recycled language: comparative adjectives

Materials: CD, a world map (Optional: the Internet, reference books, poster paper)

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

Warm-up

Aim: to introduce the topic of Maths and History

- Write a sum on the board, e.g. $72 \div 8$.
- Elicit how students can find the answer (in their heads / on a calculator).
- Ask students to imagine they don't have calculators. How can they do this? Elicit their ideas (Abacus, counting stones, etc.).
- Elicit if students know any other ways of writing numbers (e.g. Roman Numerals).
- Tell students they are going to learn about the history of numbers today.



SB p78 Listen, read and answer.

Aim: to extend students' understanding of the history of numbers

- Focus students on the picture. Ask if they think this is a picture of today or the past. Pre-teach *12th century*.
- Play the recording. Students listen and follow the text in their Student's Books.
- Read the text again with the class, checking understanding of new words/concepts.
- Use a world map to check students know where all the places are.
- Elicit answers to the questions and discuss.

Key: 1 We need numbers for counting, money, Maths.
2 The numbers we use today come from North Africa.



SB p78 Read and write the numbers.

Aim: to extend students' understanding of Maths and History

- Focus students on the picture and elicit where this man is from (Ancient Rome).
- Read the text aloud for the class, checking new vocabulary as you do so.



- Elicit if students see these numbers anywhere today (e.g. on clocks).
- Students work in pairs and write the numbers and Roman Numerals for questions 1 and 2.
- Pairs check with pairs.
- Elicit and discuss answers as a class.

Key: 1 3, 16, 22; 2 VIII, XXV, XXXIII

1 **WB p78** Look, read and number the pictures.

Aim: to activate students' knowledge and experience

Key: Clockwise from top left: 4, (1), 3, 2

2 **WB p78** When do you use numbers? Make a list.

Aim: to personalise the topic

3 **WB p78** Correct the sentences.

Aim: to practise close reading skills

Key: 1 The numbers we use today are called Hindu-Arabic numbers. 2 Leonardo Pisano Fibonacci was an Italian professor of Maths. 3 Leonardo Pisano Fibonacci was in North Africa. 4 The numbers in North Africa were easier to use than the numbers in Italy. 5 We can see Roman Numerals today.

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 History of numbers and how to write Roman Numerals*.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work in pairs. Using the Internet or reference books, they find out about different counting systems in the past, e.g. Ancient Egypt, Ancient Greek, Mayan, Counting Rods.
- They write examples in their notebooks and present what they have learnt on a poster.

Aims:

- to extend the focus on Maths and History through English
- to enable students to complete a project

New language: *invented, sequence, series, miss out, swap, work out*

Recycled language: Maths and History, numbers and numerical systems

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

Warm-up

Aim: to review the numerical systems

- Write the following Roman Numerals on the board: XIV, XXIX, VII, XII.
- Students work out what they are (14, 29, 7, 12).
- Elicit what we call these numbers (Roman Numerals) and where the numbers we use today are from (North Africa).

- 1 **SB p79** Read and solve the puzzle. What are the next two numbers in the Fibonacci Sequence?

Aim: to promote logical-mathematical thinking

- Pre-teach *invented, series* and *sequence*.
- Read the first sentence of the text aloud for the class.
- Look at the numbers with students and then read the sentence under the number box. Check understanding.
- Students work in pairs to answer the question.
- Give all the class thinking time.
- Check and discuss as a class.

Key: 55, 89

- 2 **Think!** **SB p79** Here are some more sequences. Look and write the missing numbers.

Aim: to enable students to apply logical-mathematical thinking

Thinking skill: numerical awareness

- Focus students on the activity instructions and check understanding.
- Students work individually and try to complete the number sequences.
- Give students thinking time.
- Early finishers can help other students.

Note: Students who do not have strong logical-mathematical intelligence will take much longer to do this task. Some may need support from other students.

- Check with the class and elicit/explain how the sequences work for each one.

Key: 10, 16; 8, 64; 15, 40; 44, 99

T79

- 3 **Think!** **Project** **SB p79** Think of a number sequence.

Aim: to enable students to follow instructions

Thinking skill: logical-mathematical thinking

- Read through the instructions with the class and check students understand what to do.
- Students work in pairs.
- Go around the class to check students have thought of a number sequence. Suggest one if they cannot think of one.
- Check their work before they swap with another pair.

- 1 **WB p79** Match the Roman Numerals with the numbers.

Aim: to give students further practice with numbers

Key: 4 – IV, 7 – VII, 15 – XV, 19 – XIX, 21 – XXI, 26 – XXVI, 30 – XXX

- 2 **Think!** **WB p79** Write the Roman Numerals and colour.

Aim: to enable students to apply what they have learnt

Thinking skill: problem solving

Key: 9 = IX, 11 = XI, 14 = XIV, 18 = XVIII, 24 = XXIV

- 3 **WB p79** Write the missing numbers in the Fibonacci Sequence.

Aim: to give students further practice with number sequences

Key: 3, 21

Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit what students did in the lesson today, e.g. *learnt more about number sequences and written a number sequence for my friends to work out.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills

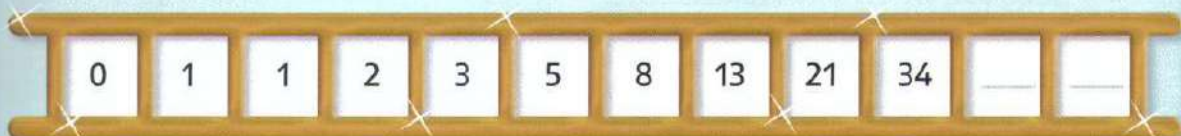
- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project. They comment on their number sequence and on their friends' sequences – were they good?
- Monitor and help as necessary.

Learn and think

6

- 1 Read and solve the puzzle. What are the next two numbers in the Fibonacci Sequence?

Leonardo Pisano Fibonacci also invented a very simple sequence of numbers called the Fibonacci Sequence. Here it is:



To make each number in the series you just add the two numbers that come before it.



- 2 **Think!** Here are some more sequences. Look and write the missing numbers.



- 3 **Think!** **Project** Think of a number sequence.

- 1 Work with a partner and think of a number sequence.
- 2 Write it down but miss out two numbers.
- 3 Swap your sequence with another pair and work out their missing numbers.



Act out

Go shopping

1 Choose a role card. Read and plan.

STUDENT A

You are in a shop. Choose three things you want to buy:

- a torch
- a walkie-talkie
- a CD player
- a games console
- an electric toothbrush
- a laptop

You have £100 to spend. Talk to the shop assistant and see what you can buy.

STUDENT B

You are a shop assistant. Find out the prices from your teacher and write them:

- a torch £
- a walkie-talkie £
- a CD player £
- a games console £
- an electric toothbrush £
- a laptop £

Talk to the customer and help him/her buy some gadgets.

Useful language

Assistant

Good morning/afternoon.

Can I help you?

Yes, we have. / No, we haven't.

It's ... pound(s).

Of course!

Customer

Have you got ... ?

How much is ... ?

Can I buy ... ?

Thank you.

2 Act out your play.

Good morning.
Can I help you?

Yes, we have.

Yes, have you
got any torches?

80 Creativity



Aims:

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

Recycled language: language from the unit

Materials: CD, prices for Activity 1 on a large piece of paper/card

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review gadgets

- Draw simple pictures of each gadget from the unit on the board.
- Write a number between 1 and 10 under each one. (Depending on your class, you could use Roman Numerals.)
- Students draw a 2 x 2 grid in their notebooks and write a different number (from the board) in each square.
- Say the gadgets one by one, in random order (not following the numbers).
- If students have the corresponding number in their grid, they put a cross through the square.
- When a student has crossed out all four squares, he/she calls out *Bingo!*
- Elicit and check answers before declaring if this student is the winner.



SB p80 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play between a shop assistant and a shopper.
- Read through the information on the Student's Book page with the class.
- Elicit full examples of the Useful language and demonstrate a full dialogue with the class. Make sure pairs know what to do and what language they need to use.
- Pairs decide who is A and who is B. Tell Student As to turn so their backs are to you or close their eyes.
- Hold up the paper with the prices on it. Student Bs silently write them on their role cards.
- Remind Student As to choose what they want to buy before they start and that they only have £100 to spend.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.



SB p80 Act out your play.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class.



WB p80 Put the dialogue in order. Then listen and check.

Aim: to practise listening for specific information

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



WB p80 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

Ending the lesson

Aim: to review language from the lesson

- Call out the gadgets from the list in SB Activity 1.
- Elicit which ones students bought and how much they cost.
- Prompt students to use comparatives to discuss the differences, e.g. *My torch was cheaper than yours.*

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform theirs for the class.

Aim:

- to consolidate language from the unit

New language: *got, silver (adj), looks, cycle (v)*

Recycled language: language from the unit, *scrapbook, facts*

Materials: students' scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit (they wrote about a sea creature).
- Students look at each other's scrapbooks and compare their work.

- 1 **SB p81** Think of some toys or gadgets you have. Write words about them in a table.

Aim: to give students practice in reading and note-making

- Read through the table with the class and check understanding of words in the headings, e.g. *got, looks*.
- Make sure students realise these are notes, not full sentences, and that this is a model for their work.
- Students work individually. They draw a table with the same headings at the top and think of three things/gadgets they have got to write down the left side. They make notes in the table.
- Monitor students to make sure they choose appropriate gadgets and write relevant notes.
- Remind students to keep the notes short.

- 2 **SB p81** Tell your friend about your favourite gadget.

Aim: to give students speaking practice

- In pairs, students take turns to talk about their favourite gadget.
- Monitor, listen and support.
- More confident students can tell the class about their favourite gadget.

- 3 **SB p81** Write about your favourite gadget.

Aim: to give students writing practice

- Read the text through with the class.
- Focus students on how the information is organised and how it has been transferred from the notes.
- Highlight different structures, e.g. comparatives, *was/were*, present simple.
- Students write a first draft of their text on paper.

T81

- Monitor and help students as they write their drafts.
- When you have checked their work, students write a final version in their scrapbooks.
- If they have time, students can draw a picture of their favourite gadget.

- 1 **WB p81** Which one is different in each group? Look, think and circle.

Aim: to practise classification

Key: 2 toothbrush (not battery-operated/mechanical), 3 VII (not a Hindu-Arabic number), 4 7 (not a Roman Numeral)

- 2 **WB p81** Colour the bricks to make sentences. Write in the missing words.

Aim: to review grammatical form

Key: 2 The torch is more expensive than the watch. 3 Mike's bike is faster than mine. 4 Jack is the tallest boy/student in our class. 5 It's the most beautiful dog in the world.

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.

My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 119 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for *Gadgets*.
- Then they tell a friend what they liked and didn't like.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 70 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

My gadgets

- 1 Think of some toys or gadgets you have. Write words about them in a table.

Gadget	Got it when? Who from?	Looks?	Other facts?
bike	birthday present, from my parents	red and black, bigger than old bike, very beautiful	cycle to lots of places, sometimes to visit grandmother
mp3 player	got with money from grandfather	small, silver, looks cool	listen to music before going to bed, love it!
camera	...	...	...

- 2 Tell your friend about your favourite gadget.

It's my bike.
I got it for my last birthday.
I got it from my parents.

- 3 Write about your favourite gadget.

My favourite gadget is my bike.
It was my birthday present from
my parents. My old bike was
very small. This bike is bigger.
It's red and black. It's the most
beautiful bike in the world.

I love my bike. I cycle to lots of
places on it. I sometimes ride
my bike to visit my grandmother
at the weekend.



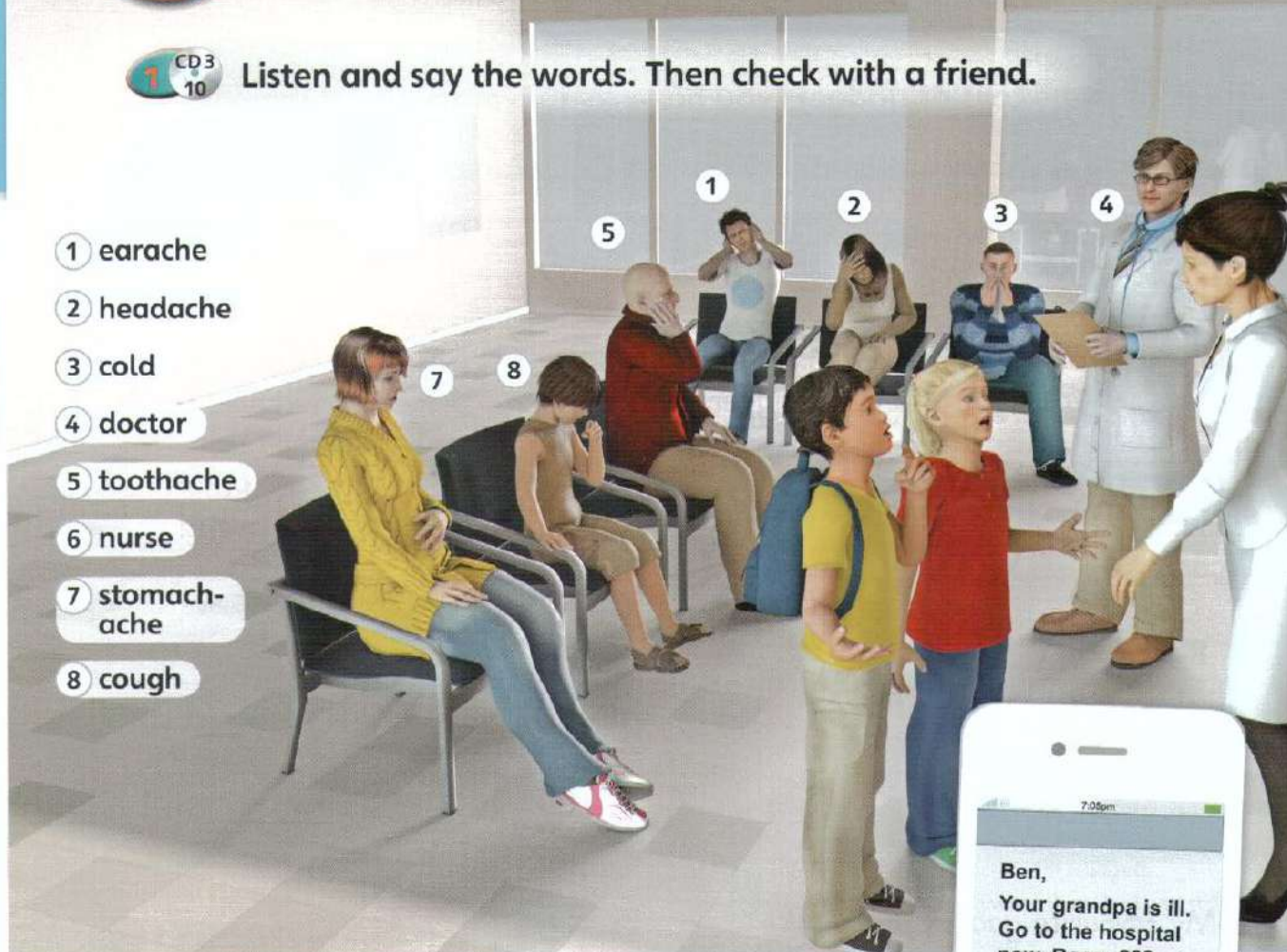
7

In the hospital

CD 3
10

Listen and say the words. Then check with a friend.

- 1 earache
- 2 headache
- 3 cold
- 4 doctor
- 5 toothache
- 6 nurse
- 7 stomach-ache
- 8 cough



CD 3
11

Listen and correct the sentences.

- 1 The message says Lucy's dad's in hospital.
- 2 Grandpa's room is downstairs.
- 3 The nurse shows them where the room is.
- 4 Ben and Lucy walk up the stairs.

3 Play the miming game.

What's the matter?

That's right.

You've got a stomach-ache.

Aims:

- to present and practise vocabulary for health
- to give students listening and speaking practice

New language: *hospital, doctor, nurse, cold (n), cough, headache, toothache, earache, stomach-ache, ill, get better, quickly, What's the matter?*

Recycled language: *upstairs, downstairs, lift (n), message, places in a town*

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for health.

Warm-up

Aim: to introduce the topic of the unit

- Write *Town* on the board and brainstorm places in a town.
- Supply *hospital* if students do not say it.
- Ask students *Do you know where the hospital is in our town?*
- Students tell you where it is using prepositions, e.g. *near, opposite*.

Presentation

Aim: to present vocabulary for health

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Elicit who students can see in the picture in their Student's Book (Ben and Lucy and lots of people) and where they are (in a hospital). Pre-teach *ill*.

 **SB p82** Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Focus students on the text message at the bottom of the picture. Check understanding of *quickly*.
- Students look at the numbered words and items in the picture.
- Play the recording. Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

 **SB p82** Listen and correct the sentences.

Aim: to give further practice with vocabulary

- Read the sentences aloud with the class. Check understanding.

- Play the recording. Students listen to correct the sentences, then compare their answers in pairs.
- Play the recording again. Check with the class.

CD3 Track 11

For tapescript see TB page 121.

Key: 1 The message says Ben's grandpa's in hospital. 2 Grandpa's room is upstairs. 3 The nurse tells them where the room is. 4 Ben and Lucy go in the lift.

 **SB p82** Play the miming game.

Aim: to give students speaking practice

- Demonstrate the game with the class using the prompts.
- The student who is pretending to be ill mimes the illness and doesn't speak.
- Students play the game in pairs, taking turns to speak or mime.
- Pairs perform their short dialogues/mimes for the class.

Note: We say *You've got toothache*. *You've got earache*. *You've got stomach-ache*. without the article *a/an*, because *toothache*, *earache* and *stomach-ache* are uncountable. However, *cold*, *cough* and *headache* are countable, so we say *You've got a cold*. *You've got a cough*. *You've got a headache*.

 **WB p82** Find and write eight words. Look →, ↓ and ↘.

Aim: to give students practice with the new vocabulary

Key: 2 cough, 3 nurse, 4 earache, 5 doctor, 6 toothache, 7 cold, 8 headache

 **WB p82** Remember the story. Read and match.

Aim: to review understanding of the story

Thinking skill: matching

Key: 2 d, 3 a, 4 b

Ending the lesson

Aim: to review vocabulary for health

- Play the miming game from SB Activity 3 again.

Extension activity

Aim: to personalise the language

- Students draw their own word squares, using the one in WB Activity 1 as a model.
- Each student chooses six health words for his/her square. They can also use *hospital* and *ill*.
- Students write the words they have hidden under the word square.
- Students swap their word squares and find the words in their partner's square.

Aim:

- to present and practise the simple past of regular verbs

New language: *land (v), shout (v), smile (v), phone (v), visit (v), happen (v), suddenly, spaghetti*

Recycled language: food, places in a town, verbs

Materials: CD

Language competences: Your students will be able to talk about events and actions in the past.

Warm-up

Aim: to review vocabulary for health

- Mime one of the health words. Students guess.
- Students take turns to mime other health words.

Presentation

Aim: to present the simple past of regular verbs

- Ask students *Do we use was/were to talk about now or the past?* (the past).
- Tell students they are going to learn other verbs in the past today.
- Draw a stick figure of a boy on the board and say, e.g. *This is Frank.*
- Say, e.g. *Today Frank is at home. He is watching TV.* (Draw a TV.) *Yesterday afternoon Frank was in the park. He played football with his friends.* (Draw a football.)
- Write the two past sentences on the board and underline *was* and *played*.
- Elicit that *played* is about the past and that it comes from the verb *play*.
- Say the sentence with *played* for students to repeat.
- Write another sentence about yesterday on the board, using *phone*. Underline the verb. Students repeat.

- 1 **SB p83** Look, read and put the sentences in order.

Aim: to practise the simple past of regular verbs

- Pre-teach *land/landed, shout/shouted*.
- Students read (silently), look and number.
- Check answers. Then read the sentences in order for students to repeat.

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

- 2 **CD 12 SB p83** Listen and say. Read the story.

Aim: to focus students on grammatical form

- Pre-teach/Check *spaghetti*.
- Play the recording. Students listen and repeat in chorus.
- Students practise the verbs and the story in pairs.

- Students turn to the Grammar focus section on page 121 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 jumped, 2 smiled, 3 cooked, 4 helped, 5 played

- 3 **SB p83** Change the words to talk about yesterday. Ask and answer.

Aim: to give students further practice with the new language

- Elicit the past of all the verbs and check understanding of *What happened?*
- Demonstrate the activity and give students time to think of sentences using all the verbs before they start.
- In pairs, they take turns to ask and answer about yesterday.
- Monitor pairs as they are working to check correct use of the new structure.

Key: watched, listened to, visited, phoned, played, walked

- 1 **WB p83** Write the words.

Aim: to give students further practice with the form of the new language

Key: 2 jumped, 3 looked at, 4 smiled, 5 landed, 6 shouted, 7 walked, 8 listened to, 9 visited, 10 phoned, 11 watched, 12 was / were

- 2 **WB p83** Read and write the words. Change the words to talk about yesterday.

Aim: to consolidate understanding of the new language

Key: 2 looked, 3 shouted, 4 visited, 5 was, 6 smiled, 7 listened

- 3 **WB p83** Look and write the story. Change the words to talk about Sunday.

Aim: to reinforce use of the simple past

Ending the lesson

Aim: to review the new language

- Ask *What happened yesterday?* Students say the things they said for SB Activity 3.

Extension activity

Aim: to give further practice with simple past of regular verbs

- Students write the sentences from SB Activity 3 in their notebooks.

1 Look, read and put the sentences in order.



- ☐ He landed on the floor.
- ☐ Yesterday, Harry and his friends played basketball.
- ☐ 'Ouch!' shouted Harry.
- ☐ 'Your arm is OK,' the doctor smiled.
- ☐ Harry jumped up high.
- ☐ The doctor looked at his arm.

CD 3
12

Grammar
focus

Listen and say. Read the story.

jump – jumped shout – shouted
land – landed look at – looked at

I was so hungry. Great, spaghetti – yummy! Suddenly the dog jumped onto the table. 'Go away, silly dog!' I shouted. The plate landed on the floor. Now the dog was next to the spaghetti. He looked at the spaghetti.



3 Change the words to talk about yesterday. Ask and answer.

watch listen to visit phone play walk

What happened yesterday?



I watched a film
and played tennis.
And you?

Simple past; regular verbs

83



Listen to the song. Number the pictures.



Oh what a week, oh what a week,
Oh what a terrible, terrible week!

On Monday, my friend Jonathan
Played football with a flea.

On Tuesday, my friend Caroline
Played the violin for me.

On Wednesday night, I watched a film,
And I was really scared.

On Thursday night, an elephant
Climbed on my father's chair!

Oh, what a week ...

On Friday, after school,
I rode a dinosaur back home.

On Saturday, I phoned my gran,
But her dog ate up her phone.

It's Sunday and I'm in bed.
I want to stay here all day long,
But then I switch the radio on
And what I hear is this song.

Oh, what a week ...



Listen and sing.



Play the memory game.

What happened on Monday?

Jonathan played ...

What about Tuesday?

Caroline played ...

Aims:

- to review and extend the simple past of regular verbs
- to sing a song with the class

New language: *terrible, flea, rode, dinosaur, ate, switch on, What about, slow, so (bad), What happened (on Monday)? What about (Tuesday)?*

Recycled language: days of the week

Materials: CD

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

Warm-up

Aim: to review days of the week

- Write the days of the week on the board, with the letters in scrambled order and the days in random order.
- Students unscramble the letters and write the words correctly in their notebooks.
- Elicit the spelling and the correct sequence of the days.



SB p84 Listen to the song. Number the pictures.

Aim: to practise listening skills

- Students look at the pictures in the Student's Book.
- Check they know what to do.
- Play the recording. Students match the days in the song with the pictures by writing numbers in the boxes.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Check understanding of *rode, ate, flea, dinosaur, terrible* and *switch on*.

Key: Clockwise from top left (the dinosaur): 5, 4, 2, 1, 6, 7, 3



SB p84 Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in groups or in pairs.



SB p84 Play the memory game.

Aim: to practise language from the song

- Check students know what to do. Pre-teach *What about ... ?*
- Demonstrate the activity using the example.
- Students work in pairs. They cover the song and take turns to ask questions.
- Monitor pairs as they are working.
- Check using open pairs.



WB p84 Remember the song. Look at the pictures and correct the mistakes.

Aim: to check comprehension

Key: 2 She played the violin (for me). 3 He watched a film and he was really scared. 4 An elephant climbed on my father's chair.



WB p84 Read Natalie and Sam's new verses. Put the lines in order.

Aim: to practise rhyme

Key: Natalie: 3, 4, 2, (1); Sam: 4, 2, 1, 3

Ending the lesson

Aim: to join in with a song

- Play the song from the beginning of the lesson again.
- Students join in.

Extension activity

Aim: to consolidate understanding

- Play the karaoke version of the song.
- The class performs Natalie and Sam's verses.

Aim:

- to present and practise the simple past of irregular verbs

New language: simple past of: *wake up, feel, have, go, give, say, lolly, pill*

Recycled language: health, colours, monster, chocolate

Materials: CD

Language competences: Your students will be able to talk about events and actions in the past.

Warm-up

Aim: to review vocabulary for health

- Dictate the health words. Students write them in their notebooks.
- Students check their spelling in pairs.
- Elicit answers and write the words on the board for pairs to check.

Presentation

Aim: to present the simple past of irregular verbs

- Draw a stick figure of a girl on the board and introduce her, e.g. *This is Paula.*
- Say, e.g. *Today Paula is at school. She is learning English. (Write an English word.) Yesterday afternoon Paula was at home. She had a bad earache. (Draw an ear.)*
- Write the two past sentences on the board and underline *was* and *had*.
- Elicit that *had* is about the past and that it comes from the verb *have*.
- Say the sentence for students to repeat.
- Add another sentence about yesterday, using *go*, e.g. *She went to the doctor.*
- Write it on the board, underline *went* and elicit which verb it is from. Students repeat.



SB p85 Listen and number the pictures.

Aim: to practise simple past irregular verbs

Thinking skills: decoding the meaning of a narrative, sequencing actions in images

- Elicit what students can see in the pictures in the Student's Book.
- Play the recording. Students listen and number.
- Check answers.

CD3 Track 15

For tapescript see TB page 121.

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

T85



SB p85 Listen and say. Read the story.

Aim: to focus students on grammatical form

- Read through the text with the class. Check understanding of vocabulary after each sentence. Pause at each verb and elicit the infinitive form.
- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the story and all the verb pairs.
- Complete the Grammar focus section on page 125 of the Student's Book.

Key: 1 feel, 2 give, 3 have, 4 wake up, 5 go, 6 say



SB p85 Work with a friend. Make a story about Choc, the chocolate monster.

Aim: to give students further practice with simple past irregular verbs

- Demonstrate and make sure students know to use the story in SB Activity 1 as a model.
- Elicit a sentence for each picture.
- Students work in pairs and take turns to say a sentence of the story.



WB p85 Look at the letters. Complete the table.

Aim: to consolidate simple past irregular forms

Key: feel – felt, say – said, go – went, give – gave, have – had



WB p85 Complete the story. Use words from Activity 1.

Aim: to give further practice with the new language

Key: 2 He had, 3 He went, 4 gave him, 5 said 'Can I have some ice cream?', 6 his father said

Ending the lesson

Aim: to review the new language

- Clap twice and say the infinitive form of one of the irregular verbs, e.g. *give*.
- Clap twice more. Students say the past form in chorus.
- Repeat for all the other new irregular verbs.

Extension activity

Aim: to consolidate the language

- Students write the Choc stories from SB Activity 3 in their notebooks.

CD 3
15

Think!

Listen and number the pictures.

CD 3
16Grammar
focus

Listen and say. Read the story.

wake up – woke up feel – felt have – had
go – went give – gave say – said

Last Friday, Lily, the lolly monster **woke up** at half past eight. She **felt** awful. She **had** a terrible stomach-ache. She **went** to the hospital.

The doctor **gave** her a pink, a red and a blue pill. Lily said, 'Can I have a lolly? I really don't like pills!' 'I'm sorry,' the doctor **said**, 'No lolly for you!'



3 Work with a friend. Make a story about Choc, the chocolate monster.

Last Monday, Choc ...



Simple past; irregular verbs 85

At the hospital



Doctor: Here we are. Room 209. Go right in, kids. I'll see you and your grandfather later.
Ben: Thanks so much, Doctor.



Lucy: There's no answer. Your grandpa is sleeping.
Ben: OK, let's go in quietly.



Ben: Grandpa? Are you all right? I got a text message. It said you're in hospital.
Lucy: Something isn't right.



Ben: Oh no. It's a trap!
Lucy: Someone played a trick on us!



Horax: Ha ha! It's so nice of you to visit me in hospital. Welcome, children!
Ben: What do you want from us, Horax? Leave us alone!



Horax: You know what I want. I want the book and I want the letters.
Lucy: No way. The book is ours. We found it in the castle!

Aims:

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

Thinking skills: interpreting the values in a story

New language: *go right in, I'll see you later, Are you all right? play a trick, leave us alone, no way, injection, lie down*

Recycled language: characters and 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 story so far

- Write *The Explorers* on the board.
- Elicit the names of the characters.
- Elicit what happened in the last episode, e.g. *Ben was in a cave. Lucy was outside. The fifth letter was on the wall of the cave. It was an E.*



SB pp86-87 **At the hospital**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (outside the hospital room) and who is in the room (Ben's grandfather).
- Play the recording. Students listen to answer *Is Ben's grandfather OK?* (He's not there) *What do they find in the bed?* (Some pillows) *Who comes into the room first?* (Horax) *Who comes into the room next?* (The doctor) *Do Ben and Lucy find the next letter?* (No)
- Students compare their ideas in pairs. Elicit answers 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 events).

1 WB p86 Remember the story. Write sentences.

Aim: to practise simple past irregular verbs and sentence construction

Key: 2 They went to room 209. 3 They found Horax, not Ben's grandfather. 4 It was a trick. 5 Horax shouted 'I want the book, and I want the letters'. 6 At that moment, the doctor came in. 7 Ben and Lucy said goodbye and went out of the room.

2 WB p86 Read and write t (true) or f (false).

Aim: to check comprehension of the story

Key: 2 f, 3 t, 4 f, 5 t

3 WB p86 How is Ben feeling? Look, read and number the pictures.

Aim: to check understanding of facial expressions

Key: 2, 3, 1

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- 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 discuss the value of caring for people who are ill

- Focus on what happens in the story.
- Elicit how Ben and Lucy try to care for someone who is ill (they go and visit Ben's grandfather).
- Elicit examples of when students have cared for people who are ill.

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

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise the pronunciation of the regular past tense endings presented in the unit

New language: *found, fell off*

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 pronunciation of past tense -ed endings using the sounds /t/, /d/ or /ɪd/.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were Ben and Lucy?* (In the hospital) *Who went into room 209?* (Ben, Lucy, Horax and the doctor) *Was his grandfather there?* (No) *Who was in the room?* (Horax) *What were the first five letters?* (I, F, R, S, E)

2 SB p87 Read and draw lines to make sentences.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Do the first one as an example, e.g. *Ben got ... a text message.*
- Students work in pairs and match the other sentence halves.
- Monitor pairs and help as necessary.
- Check with the class.

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

3 SB p87 Find who says ...

Aim: to present the pronunciation of -ed endings

- Write *played, liked* and *hated* on the board, with the letters in bold and in red. Ask students how the words are pronounced. Explain that sometimes we pronounce -ed endings as *id* and at other times with a *d* or *t* sound.
- Students repeat *Someone played a trick on us!* after you.
- Students find the speech bubble in the story (frame 4).

Key: Lucy



CD3 18 SB p87 Listen and say.

Aim: to practise and contrast the *t* and *id* sounds in past tense endings

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

Note: Before hearing the Sound sentences, students will hear the key sounds, with pauses for them to repeat.

- Repeat the sentences as a class without the recording. Say them loudly, slowly, quickly, whisper them, etc.
- Students take turns to repeat in pairs.



CD3 19 WB p87 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 Are you all right? 2 Leave me alone!



CD3 20 WB p87 Listen and write the words in the table.

Aim: to practise the regular past tense endings found in the unit vocabulary

CD3 Track 20

For tapescript see TB page 121.



CD3 21 WB p87 Listen, say and check your answers.

Aim: to practise saying the past tense endings

Key: *t:* jumped, looked; *d:* played, smiled, listened; *id:* landed, shouted, wanted

Ending the lesson

Aim: to review regular past tense words

- Dictate the Sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.

Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, *fell off*, *bike*, *play*, *busy*, *bored*).
- In pairs, students make up their own dialogues by replacing the underlined words. They can use the same dialogues, but change the contexts.
- Students role play their dialogues for the class.

7



Doctor: Please go outside for a moment, kids.
Your grandfather needs an injection.
Horax: Well, I'm ... I mean ... I'm not ...
Doctor: Just lie down on the bed, please.

8



Lucy: Thanks, Doctor. We have to go now!
Ben: Bye, bye, Grandpa. Hope you get better soon!
Horax: Don't go! Wait! I want to ...

2 Read and draw lines to make sentences.

- | | |
|----------------------------------|------------------------------------|
| 1 Ben got | a and not Ben's grandfather there! |
| 2 It said, 'Go to the hospital.' | b the book and the letters. |
| 3 They found Horax | c the doctor came in. |
| 4 Horax wanted | d a text message. |
| 5 At that moment | e and went out of the room. |
| 6 Lucy and Ben said, 'Bye, bye.' | f but it was a trick. |

3 Find who says ...

Someone played a trick on us!

CD 3
18

4 Listen and say.



Mike hiked – he liked it!



Kate skated – she hated it!

Phonics focus: -ed endings

Story time

1 **Think!** Read the story quickly and try to find the answers.

- 1 What is the name of the girl in the story?
- 2 What sport does she play?
- 3 What does she hurt?

2 **CD 3** **22** Read and listen. Check your answers.



Sophia saves the day

The score was 5–5. Suddenly Sophia was in front of the goalkeeper. She kicked the ball very hard.

'Goal! Great! Super, Sophia!' her friends shouted. Sophia was the best player in her team. Sophia's friends were very happy. Sophia was happy too. But there was a problem. She had a pain in her leg.

The next morning Sophia went to hospital with her dad. The doctor was very friendly. She looked at the leg.

'Hmm!' she said. Then she checked Sophia's knee.

'Ouch!' Sophia shouted.

'We have to X-ray your knee,' said the doctor.

'I want to play football with my friends tomorrow,' Sophia said.

Again, the doctor said 'Hmm!' Then she went out of the room.

A nurse helped Sophia onto the X-ray machine. Sophia was a little scared, but the X-ray only took two minutes.

'Can we go home now, Dad?' Sophia asked.

'I'm not sure,' her dad answered. Then the doctor came back into the room. She looked at a computer screen for a long time.

'You can't go home,' she said. 'There's a problem with your knee. You have to stay in hospital for two weeks.'



Sophia was very unhappy. The first two days in hospital were so boring. Then on day three, the doctor came to see her. She gave Sophia a pair of binoculars. They were fantastic. Sophia watched the people in the streets and the boats on the river. And she watched her friends playing football in front of the school!

Aim:

- to practise reading and listening skills

Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *save the day, hurt (v), score (n), in front of, goalkeeper, hard (adv), pain, check (v), knee, X-ray machine, take (took) (= take time), come back (came back), computer screen, pair of binoculars, see (saw), wood, interview (v)*

Recycled language: health, adjectives, language from the unit

Materials: CD

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

Your students will be able to listen for specific information.

Value: keeping busy by helping others

Warm-up

Aim: to activate students' knowledge and experience

- Make circles with the first finger and thumb of each hand and put them to your eyes (miming looking through binoculars). Say, e.g. *Oh, I can see a long way. I can see people sitting in the café in the market square. What can you see?*
- Students do the same with their fingers and say things they imagine they can see.
- Say *Let's put our binoculars on our desks now.*
- Tell students they are going to read a story about hospitals, sport and binoculars.

1

Think!

SB pp88-89 Read the story quickly and try to find the answers.

Aim: to practise skimming and scanning

Thinking skill: quickly spotting details in a narrative

- Focus the students on the questions in the Student's Book.
- Pre-teach *hurt*.
- Students read the text quickly to find the answers. Give a time limit of one minute.
- Students compare their answers in pairs.

CD3
22

SB pp88-89 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check their predictions from Activity 1.
- Check with the class and check understanding of key vocabulary, e.g. *save the day, score, in front of, goalkeeper, pain, check, knee, X-ray, took, came, saw, wood, interview*.

Key: 1 Sophia. 2 Football. 3 Her leg/knee.

CD3
23

WB p88 Who is speaking? Read and write S (Sophia) or d (doctor). Then listen and check.

Aim: to practise listening for specific information

Key: 1 d, 2 S, 3 S, 4 d

2

WB p88 Look and write.

Aim: to review vocabulary from the story

Key: 2 X-ray, 3 screen, 4 binoculars, 5 room

3

Values

WB p88 What can we learn from the story? Colour the words.

Aim: to focus students on the value of helping others

Thinking skill: interpreting the values in a story

Key: Find things to do when you are bored.

Ending the lesson

Aim: to stimulate discussion

- Write *Girls aren't good at football* on the board.
- Elicit what students think. Elicit what they think about other sports. Are boys or girls better?

Extension activity

Aim: to discuss the value of helping others

- Focus on what Sophia does in the story to help others. What do students think she saw?
- Elicit why this value of helping others is important and elicit examples of things students do / have done to help others.

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

Aim:

- to practise reading and writing skills

Skills:

- reading for detail
- writing a story

New language: newspapers, fire (n), call (v), title, comic

Recycled language: language from the story, health

Materials: CD

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

Your students will be able to write a story.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.

3**Think!**

SB p89 Put the story in order.

Aim: to give students practice in reading for detail

Thinking skill: sequencing

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do. Do the first one as an example.
- Students work individually and then compare answers in pairs.
- Check with the class.

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

4**Think!**

SB p89 Write a different story with the same title. Draw a picture.

Aim: to practise writing from a model

Thinking skill: developing story analogies

- Read the activity instructions with the class and check understanding of *title*.
- Brainstorm different ideas for the story, using the questions as prompts. Write them on the board.
- Tell students how long you want the story to be, e.g. 30 words.
- Students write ideas in their notebooks and then they start a first draft.
- Go around the class and help.
- When you have checked their work, students write a final version on paper. They draw a picture above or under the story.

T89**1****Think!**

WB p89 Read and choose the best answer. Sophia is talking to the doctor.

Aim: to practise conversation sequences **YLS**

Thinking skill: identifying sequences

Key: 2 B, 3 B, 4 A, 5 C

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part(s) of the story about Sophia they liked best.
- Ask them why.
- Elicit how they could change the story.

Extension activity

Aim: to encourage personalisation

- Students work in pairs.
- They practise the conversation sequences from WB Activity 1.
- Encourage students to use appropriate intonation and to change words where possible, e.g. 3 *No, thanks. I'd like some milk.*



She was very happy. But what was that? Suddenly Sophia saw something in the wood behind the school. She was very worried and got her mobile phone.

That evening, Sophia's hospital room was full of people. They took photos of Sophia and they interviewed her for TV.

The next morning the doctor came and gave Sophia a newspaper. On the first page there was a photo of Sophia and in big letters it said,

10-year-old saves school!

Sophia looked at the photo. She looked at her binoculars, and then she smiled.



3 Think! Put the story in order.

- ☐ A nurse gave Sophia an X-ray.
- ☐ The newspapers wrote a story about Sophia.
- ☐ Sophia looked through them and saw a fire near her school.
- ☐ She had to stay in hospital for two weeks.
- ☐ The doctor gave her a pair of binoculars.
- ☐ She went to the hospital and the doctor checked her knee.
- ☐ She called the fire brigade.
- ☐ Sophia kicked a football hard and hurt her leg.

4 Think! Write a different story with the same title. Draw a picture.

10-YEAR-OLD GIRL SAVES SCHOOL!

Think about these questions to help you:

- What is the girl's name?
- Where is she?
- What is the problem with the school?
- What does she do?



Learn and think

FEVER

1 Read and talk about the questions.

Sometimes you feel very hot when you feel ill. We call this a fever.

- 1 When did you last feel ill?
- 2 What was the matter?
- 3 Did you feel hot?

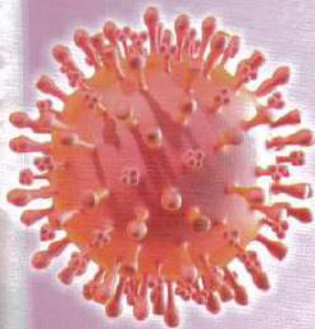
I last felt ill in February.



in bed with fever

2 ^{CD 3}
24

Listen, read and answer.



a virus

Our body likes to be at a temperature of about 37°C . That's the perfect temperature to make us feel good. But sometimes a virus gets into our body. This makes us sick.

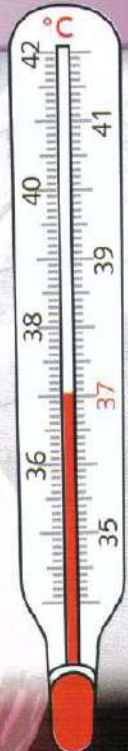
Our body wants to kill the virus so it gets hotter. A small fever starts at about 38°C and a fever above 41°C is dangerous. The high temperature also lets us know that there is something wrong and we can do something to help us get better. When we get better, our body goes back to 37°C again.

- 1 Write the words next to the numbers on the thermometer.

get to hospital
fever starting
feeling great

- 2 How do you feel when you get a fever?

I feel ... when I get a fever.



thermometer

Aim:

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

New language: *fever, last, temperature, perfect, virus/viruses, thermometer*

Recycled language: health

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 fever

- Introduce the topic of fever and temperatures by drawing a thermometer on the board.
- Say *We use this when we are ill. We put it in our mouth or under our arm or on our forehead to see how hot we are.* Use mime to help show what you mean.
- Elicit if students have a thermometer at home and if they use it.
- Tell students they are going to learn about thermometers and fevers today. Write both words on the board.

1 SB p90 Read and talk about the questions.

Aim: to extend students' understanding of fever and temperatures

- Read the introduction and the questions with the class.
- Talk about the questions together. Check understanding of *last*.

CD 26 SB p90 Listen, read and answer.

Aim: to extend students' understanding of fever and temperatures

- Focus students on the pictures.
- Play the recording for the students to listen and follow in their Student's Books.
- Play the recording again, pausing after each sentence to check general understanding and understanding of new words.
- Students work in pairs to answer the questions.
- Elicit and discuss answers as a class.

Key: 1 41 – get to hospital, 39 – fever starting, 37 – feeling great, 2 (possible answer): hot, tired

1 WB p90 Look and write the words.

Aim: to review understanding of fevers and thermometers

Key: 2 fever, 3 thermometer, 4 virus

2 WB p90 Read and match.

Aim: to activate students' knowledge and experience

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

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. *normal body temperature and fevers.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learnt

- Students work individually. They draw a thermometer with numbers from 35 to 42 on it in their notebooks and label it with *Perfect body temperature*, *Start of a fever* and *Dangerous temperature*.

Aims:

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

New language: *plenty, rest (n), fight, germs, dehydrated, pyjamas, blanket, alcohol, food colouring, straw, clay, height, liquid, room temperature*

Recycled language: Science, fevers and temperatures

Materials: bottles, water, alcohol, red food colouring, clay, straw

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 fevers and body temperatures

- Elicit what students remember about the previous lesson.
- Write key words (*virus, temperature, thermometer, fever*) on the board to help them.
- Review how to say temperatures, e.g. 37°C = *Thirty-seven degrees Celsius*.

- 1 **SB p91** Read about what you can do if you have a fever.

Aim: to enable students to build on their knowledge and experience

- Pre-teach *plenty of rest, dehydrated, pyjamas* and *blanket*.
- Read the activity instructions with the class.
- Students read the text silently and match the text with the pictures, then compare answers in pairs.
- Check and discuss answers.

Key: 3, 2, 1

- 2 **SB p91** Look and tell the girl what *not* to do.

Aim: to enable students to apply their understanding and give advice

- Read the prompt and remind students to use *Don't* to tell someone what not to do.
- Students work in pairs, thinking of advice to give the girl in the pictures.
- Elicit answers and write the sentences on the board.

Key: (sample answers): 1 Don't sleep with a big blanket. 2 Don't drink hot drinks/coffee. 3 Don't do your homework. Get plenty of rest.

T91

- 3 **Project** **SB p91** Make a thermometer.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials.
- Lay out all the materials on a central table.
- Students come and collect what they need.
- Go around the class to check students are following the instructions and are doing the project safely. Make sure the clay around the straw is absolutely airtight (otherwise the thermometer will not work).
- When all the thermometers are finished, elicit results and talk about them.

- 1 **Think!** **WB p91** Look, read and tick (✓) the correct picture.

Aim: to give students further practice with the topic

Thinking skill: analysing and synthesising

Key: 2 b (Drink a lot of water.), 3 a (Get plenty of rest.), 4 b (Use a blanket that isn't too hot.)

- 2 **Think!** **WB p91** These children are ill. Who gives the doctor the best information? Read and tick (✓).

Aim: to encourage logical, systematic thinking

Thinking skill: applying world knowledge

Key: George

Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit what students did in the lesson today, e.g. *learnt more about fevers and what to do when people are ill and I've made a thermometer*.
- 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 the project and of what the outcome was. They write what the height of the liquid in the straw was at the end.
- Monitor and help as necessary.

1 Read about what you can do if you have a fever.

If the temperature is below 39°C, you can stay at home and make sure you:

- 1 Get plenty of rest. This helps your body to fight the germs that are making you sick.
- 2 Drink a lot of water. Fevers can make you dehydrated (that means there's not enough water in your body).
- 3 Wear cool pyjamas and use a blanket that isn't too hot.

2 Look and tell the girl what *not* to do.

Don't ...



3 Project Make a thermometer.



- 1 Fill a bottle $\frac{1}{2}$ full with $\frac{1}{4}$ water and $\frac{1}{4}$ alcohol.



- 2 Add some red food colouring.



- 3 Push a straw through the clay and use the clay to close the top of the bottle. There should be no holes in the clay. Push the straw until it is about 1 cm from the bottom.



- 4 Mark the height of the liquid in the straw at room temperature. What happens if you put your bottle in the fridge?

Act out

At the doctor's

1 Choose a role card. Read and plan.

STUDENT A

You are the doctor. A patient is coming to see you.

- Ask what the problem is.
- Ask what happened.
- Check the problem.
- Say what the patient has to do.

STUDENT B

You are the patient.

- You have a pain. Decide what the problem is.
- Tell the doctor what happened.
- Tell the doctor where you have the pain.
- Tell the doctor what you want to do tomorrow.

Useful language

Doctor

What's the matter?

What happened?

Let me see.

You have to take a pill / drink lots of water / stay in bed ...

No problem. / No, you can't.
You have to ...

Patient

I have a pain in my ...

I kicked ... / jumped ... / landed on ...

Ouch!

Yes, of course. I want to play ... / go ... tomorrow. Is that OK?

2 Act out your play.

Good morning,
Doctor.

Good morning.
What's the matter?

Aims:

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading and writing skills

New language: *patient* (n)

Recycled language: language from the unit

Language competences: Your students will be able to plan and perform a short play.

Warm-up

Aim: to review vocabulary for health

- Invite a student to come to the front.
- Secretly whisper a health word, e.g. *stomach-ache*.
- The student mimes for the class to guess what the word is.
- When the class guesses correctly, the student writes the word on the board.
- Repeat with other students and other health words.

1 **SB p92** Choose a role card. Read and plan.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short role play between a doctor and a patient. Check understanding of *patient*.
- Read through the information on the page with the class.
- Elicit full examples of the Useful language and demonstrate a complete dialogue with the class.
- Make sure pairs know what to do and what language they need to use.
- Pairs decide who is A and who is B.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 **SB p92** Act out your play.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class.

1 **WB p92** Read the questions and write *d* (doctor) or *p* (patient).

Aim: to practise reading for meaning

Key: 2 d, 3 d, 4 p, 5 p

2 **WB p92** Read the answers and write *d* (doctor) or *p* (patient). Then match them with the questions in Activity 1.

Aim: to practise conversation sequences

Key: b p, c d, d p, e d; 2 a, 3 d, 4 e, 5 c

3 **WB p92** Look and write a dialogue. Use language from Activities 1 and 2.

Aim: to personalise the language

Ending the lesson

Aim: to review language from the lesson

- Review with students what problems/illnesses the patients had today (in the plays). Ask how many they can remember in two minutes.
- Students write a list in pairs.
- Pairs swap lists with other pairs.
- Elicit the problems/illnesses.
- Students mark their friends' work, giving points for correct words and spelling.
- The pair with the most words, correctly spelt, are the winners.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 3.
- The more confident students perform their dialogues for the class.

Aim:

- to consolidate language from the unit

Recycled language: language from the unit, *scrapbook*, *true*

Materials: students' scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit (they wrote about their favourite gadget).
- Students look at each other's scrapbooks and compare their work.

- 1 **SB p93** Think of a story. It can be a true story or a story you imagine. Use the questions to help you with the story.

Aim: to give students practice in reading and note-making

- Read through the notes with the class and check understanding.
- Make sure students realise these are notes, not full sentences, and that this is a model for their work.
- Students work individually. They draw a table and think of ideas for a story in response to the prompts. They make notes in the table.
- Monitor students to help with ideas if necessary.
- Remind students to keep the notes short.

- 2 **SB p93** Plan and write your story. Draw pictures.

Aim: to give students drafting practice

- Students plan their story and write a first draft.
- They think of pictures to go with each part of the story.
- They draw them on paper, ready to stick in their scrapbooks.
- Monitor students and check their story drafts.

- 3 **SB p93** Draw and write your story in your scrapbook.

Aim: to give students writing practice

- Students carefully copy their stories into their scrapbooks.
- They stick the pictures in the scrapbook as they write.
- Remind them to give their story a title.

- 1 **WB p93** Write the words in three groups.

Aim: to practise classification

Key: 1 cough, toothache, cold; 2 smile, visit, watch; 3 say, feel, go

- 2 **WB p93** Look at Activity 1. Number the topics to match the groups.

Aim: to review word families

Key: 1 Health and illness, 3 Non -ed verbs, 2 -ed verbs

- 3 **WB p93** Look and draw lines to make sentence

Aim: to review grammatical form

Key: 2 She woke up at six o'clock this morning. 3 They gave me a bike for my birthday. 4 She felt ill so she went to the doctor's.

Ending the lesson

Aim: to enable students to express their preference

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.

My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 120 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for *In the hospital*.
- Then they tell a friend what they liked and didn't like.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 82 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

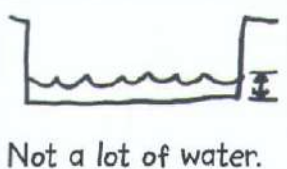
Write a story

7

- 1 Think of a story. It can be a true story or a story you imagine. Use the questions to help you with the story.

Who is the story about?	Tom, 12-years-old, good swimmer
What happened?	swimming, jumped into pool, problem, not a lot of water, hurt his head, hospital, 3 weeks
When?	2 weeks ago, Sunday
What was the weather like?	very sunny, hot,

- 2 Plan and write your story. Draw pictures.

 Tom - great swimmer.	Sunday, two weeks ago - sunny and very hot.		Tom jumped into the pool.
 Not a lot of water.	Tom hurt his head.		Tom was in hospital for 3 weeks.

- 3 Draw and write your story in your scrapbook.

 Tom loved swimming. He was very good at it.	 One Sunday, it was very hot and Tom wanted to swim. He jumped into the pool, but there was not much water in it.
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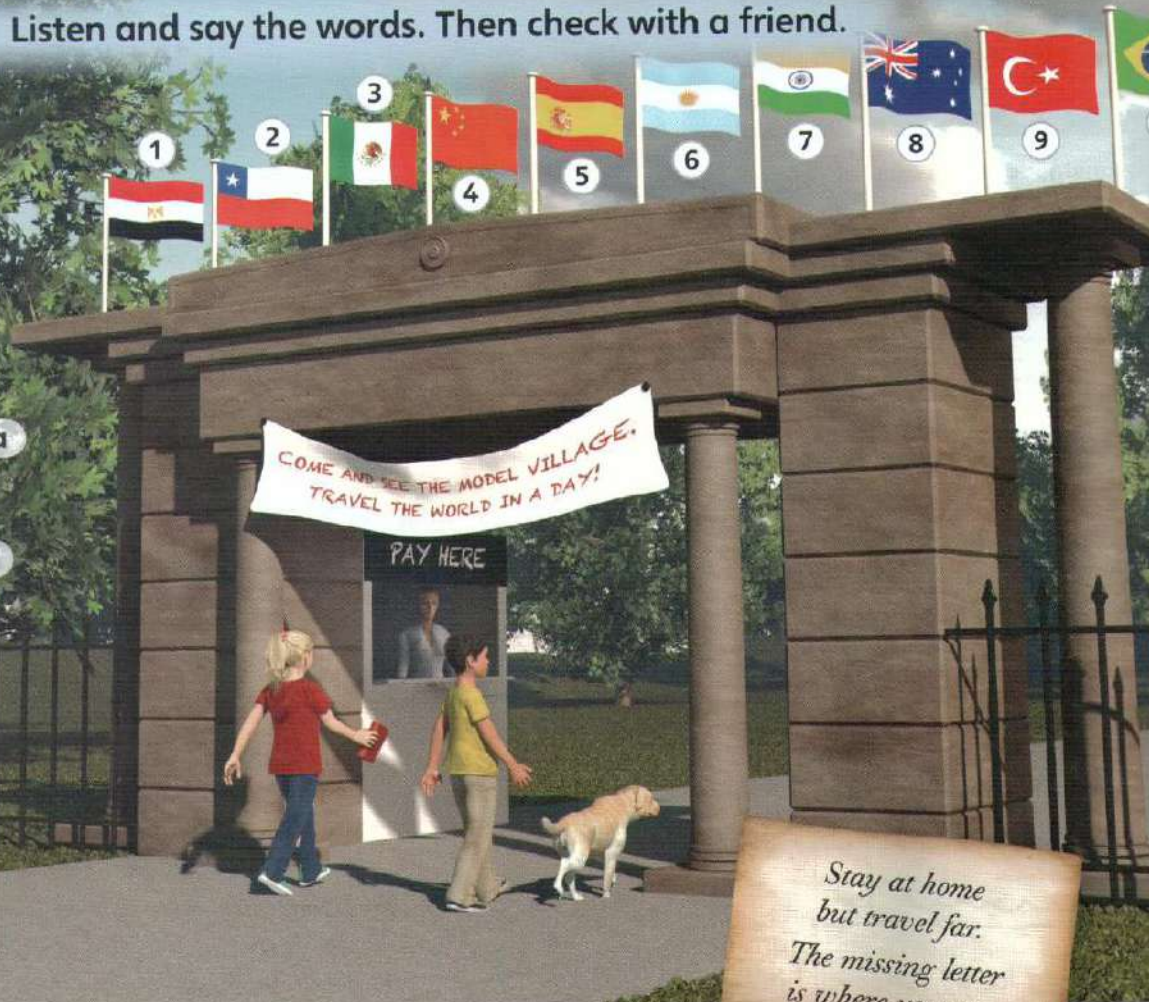
8

Around the world

CD 3
25

Listen and say the words. Then check with a friend.

- 1 Egypt
- 2 Chile
- 3 Mexico
- 4 China
- 5 Spain
- 6 Argentina
- 7 India
- 8 Australia
- 9 Turkey
- 10 Brazil



CD 3
26

Listen and answer.

- 1 Who had the idea to go to the park?
- 2 How much is one ticket?
- 3 How much change does Lucy get?
- 4 Where does Ben want to go first and why?

3 Play the flag game.

It's yellow and green.

Egypt.

Wrong. One point for me.

Aims:

- to present and practise vocabulary for countries
- to give students listening and speaking practice

New language: *Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India, idea, ticket, change (n), model village, far*

Recycled language: places in a town

Materials: CD, world map (Optional: ten small pieces of paper, coloured wool and map pins)

Language competences: Your students will be able to understand and use vocabulary for countries.

Warm-up

Aim: to introduce the topic of the unit

- Display the world map.
- Ask different students to name one country they know and find it on the map.

Presentation

Aim: to present vocabulary for countries

- Use the picture in the Student's Book to present the new vocabulary.
- Say each country for students to repeat.
- Point to each flag and then point to the country on the map.
- Elicit who students can see in the picture in their Student's Book (Ben and Lucy and Buster) and where they are (outside a model village). Pre-teach/Check *model village*.



SB p94 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Focus students on the text message at the bottom of the picture. Check understanding of *far* and *missing letter*.
- Students look at the numbered words and flags in the picture.
- Play the recording. Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.



SB p94 Listen and answer.

Aim: to give further practice with vocabulary

- Read the questions aloud with the class.
- Check understanding.

- Play the recording. Students listen and answer.
- They compare their answers in pairs.
- Play the recording again. Check with the class.

CD3 Track 26

For tapescript see TB page 121.

Key: 1 Lucy, 2 £2, 3 £1, 4 Brazil, because he loves football.



SB p94 Play the flag game.

Aim: to give students speaking practice

- Demonstrate the game with the class, using the prompts.
- Students work in pairs. A describes a flag to B. If B guesses correctly, B gets a point. If not, A gets a point.
- They take turns to describe and guess.



WB p94 Match and write the countries.

Aim: to give students practice with the new vocabulary

Key: 2 Egypt, 3 Mexico, 4 China, 5 Spain, 6 Brazil, 7 Argentina, 8 Chile, 9 India, 10 Turkey



WB p94 Look and write countries from Activity 1.

Aim: to review understanding of the story

Key: 2 China, 3 Chile, 4 Turkey



WB p94 Read and write the words.

Aim: to review conversation sequences

Key: 2 are, 3 change, 4 country, 5 visit, 6 choose

Ending the lesson

Aim: to review vocabulary for countries

- Dictate the countries. Students write the words in their notebooks, then check.

Extension activity

Aim: to personalise the language

- Hand out ten small pieces of paper to different students. Each of these students writes a different country name from the lesson on the paper.
- Other students cut the wool into long pieces.
- Fix the world map to a display board.
- Students come up in pairs. One of the students has a piece of paper with a country name, the other has a piece of wool. They put a pin with the wool around it in the country on the map, run the wool to the edge of the map and pin the other end of the wool to the country name label.
- Students can label other countries in the same way, e.g. all the countries students in the class come from.

Aim:

- to present and practise the negative simple past of regular and irregular verbs

Recycled language: animals, food, places in a town, verbs

Materials: CD

Language competences: Your students will be able to talk about events and actions that did not happen in the past.

Warm-up

Aim: to review the simple past

- Elicit/Write known simple past verbs on the board, e.g. *played, went, jumped*.
- Write some simple past sentences on the board, using students' names. Include regular and irregular verbs.
- Students make a table with two columns in their notebooks, one column with regular verbs and one with irregular verbs. They check in pairs.
- Elicit which verbs are regular and which irregular, and write the table on the board for students to check their work.

Presentation

Aim: to present the negative simple past of regular and irregular verbs

- Point to one of the examples on the board, e.g. *(Name) played football yesterday*.
- Say *I didn't play football yesterday. I watched a film*.
- Do the same with an irregular verb, e.g. *I didn't see ...*
- Repeat the two examples and write them on the board.
- Point to and say the examples. Students repeat.
- Check students understand the meaning.
- Underline, e.g. *didn't play / didn't see*, in the same colour.
- Elicit what happens to the verb when we make a negative sentence in the past.

- 1 **SB p95** Read and circle the picture.

Aim: to practise the negative simple past of regular and irregular verbs

- Students look at the pictures and the text.
- Read the email aloud as students follow in their books.
- Students read the email again (silently), look at the pictures and circle.
- Check with the class.

Key: 1 a, 2 b, 3 b

T95



SB p95 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students complete the Grammar focus section on pag 126 of the Student's Book.

Key: 1 didn't go, 2 didn't give, 3 didn't have, 4 didn't feel, 5 didn't have/drink



SB p95 Play the sentence game.

Aim: to give students further practice with the new language

- Demonstrate the activity.
- Read out a sentence beginning. Give students waiting and thinking time.
- Then students put up their hands. Choose a student to complete the sentence.
- If he/she does it correctly, the student gets a point.



WB p95 Find seven words. Change the words to talk about today.

Aim: to give students further practice with the form of the new language

Key: felt – feel, said – say, gave – give, ate – eat, saw – see, rode – ride



WB p95 Read and circle.

Aim: to consolidate understanding of the new language

Key: 2 didn't, 3 didn't, 4 didn't give, 5 didn't say, 6 didn't eat



WB p95 Complete the sentences.

Aim: to reinforce use of the negative simple past

Key: 2 she didn't see any lions, 3 he didn't play volleyball, 4 she didn't eat any bananas, 5 he didn't feel scared, 6 she didn't go to Australia

Ending the lesson

Aim: to review the new language

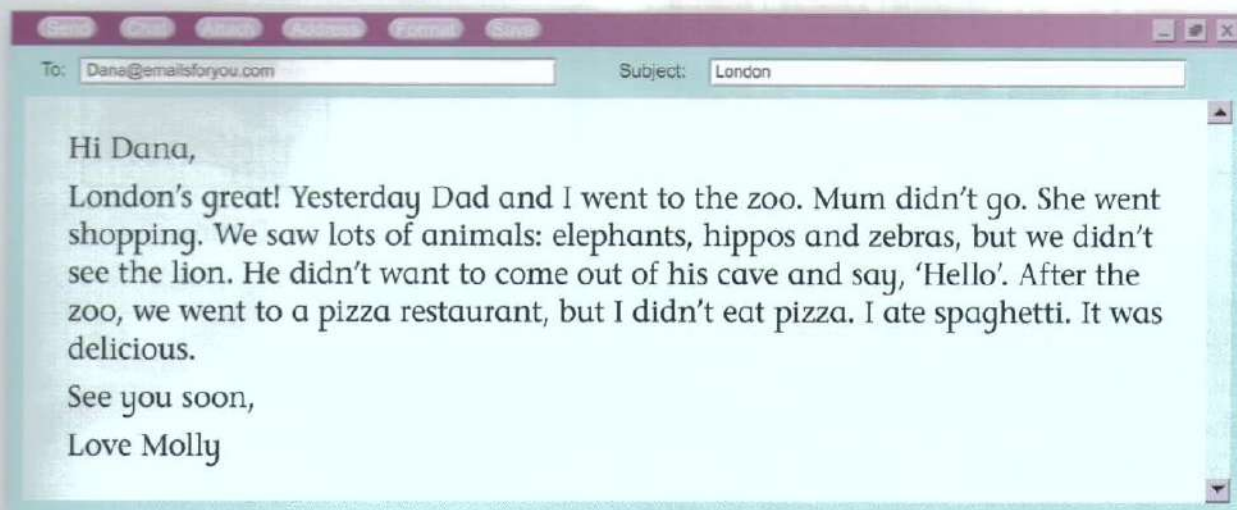
- Call out simple past verbs, regular or irregular, e.g. *saw*.
- Students call out, e.g. *didn't see*.

Extension activity

Aim: to give further practice with the negative simple past of regular and irregular verbs

- Students write the sentences from SB Activity 3 in their notebooks.

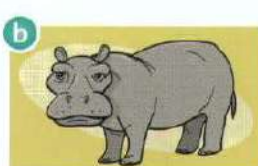
1 Read and circle the picture.



1 Molly went:



2 Molly saw:



3 Molly ate:



2 CD 3 27

Grammar focus

Listen and say.

We went to the beach, but we **didn't** go swimming.
We played basketball, but we **didn't** play football.



3 Play the sentence game.

We played football, but ...

I phoned James, but ...

She watched TV, but ...

We went to the library, but ...

We played football, but we **didn't** play tennis.

I gave him a present, but ...

I had an ice cream, but ...

They said, 'Hello,' but ...

I read a comic, but ...

Negatives with simple past 95



Listen to the song. Number the pictures.



1 Suzie



2 Paula



3 Danny

Suzie went on holiday,
All the way to Spain.
She didn't want to go by air,
And so she took a train.

All my friends are far away,
I'm on my own today ...

Paula went on holiday,
To Australia.
She didn't read the flight number,
And flew to India.

All my friends are far away ...
I'm on my own today ...

Danny went on holiday,
By ship to Mexico.
But Ben and Billy went by bus,
Now they're gone and so ...

All my friends are far away,
I'm on my own today.
But I'm not sad, I'm having fun,
I'm reading a great book. Hooray!



Listen and sing.



Play the countries game.

I didn't go to Spain. I went to Brazil.



Aims:

- to review and extend the negative simple past
- to sing a song with the class

New language: *postcard, by air, flight number, far away, on my own, fly (v), by ship, go/went/ gone, read/read*

Recycled language: countries

Materials: CD, a world map with removable country labels, coins, cardboard for the game

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

Warm-up

Aim: to review countries

- Take the ten country labels off the world map.
- Hand them to pairs of students. They take turns to put the country labels back on the map.
- Pairs point to the country on the map and say, e.g. *This is Chile.*



1 **SB p96** Listen to the song. Number the pictures.

Aim: to practise listening skills

- Pre-teach *postcard*.
- Students look at the postcards in the Student's Book.
- Check they know what to do.
- Play the recording. Students match the postcards to the people by writing numbers next to the names.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Check understanding of *by air, far away, on my own, flight number, by ship, gone*.

Key: 3, 2, 1



2 **SB p96** Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in groups or in pairs.



3 **SB p96** Play the countries game.

Aim: to practise language from the song

- Explain the game to the students.
- They make a board like the example. Students add the names of the countries.



- Students play the game in groups.
- They take turns to throw a coin so that it lands on a flag. They say, e.g. *I didn't go to* (name of any other country). *I went to* (name of country whose flag they've landed on).
- If the sentence is correct (grammar and fact), they write their initials on the square.
- If they land on a square already initialled, they miss a turn.
- Students play until all the flags are claimed.
- The winner is the student with the most countries visited.

1 **WB p96** Remember the song. Read and write *t* (true) or *f* (false).

Aim: to check comprehension

Key: 2 t, 3 f, 4 t, 5 f, 6 t



2 **WB p96** Read and write the numbers.

Aim: to practise close reading skills

Thinking skill: logical-mathematical

Key: 2, 5; 80, 3, 3



3 **WB p96** Look at Activity 2. Answer the questions.

Aim: to check comprehension

Key: 1 four o'clock, 2 John

Ending the lesson

Aim: to join in with a song

- Play the song from the beginning of the lesson for students to join in.

Extension activity

Aim: to consolidate understanding

- Students play the countries game again in different groups.

Aim:

- to present and practise questions and answers in the simple past

New language: simple past of: *stay, send, forget, astronaut, moon, by rocket, how long, for a week/month*

Recycled language: *countries, postcard, zoo, hotel*

Materials: CD

Language competences: Your students will be able to ask about events and actions in the past.

Warm-up

Aim: to review holiday activities

- Write *Holiday* on the board. Add: *stay in a hotel, go to the beach, go to museums, go swimming, travel by bus, go walking* to make a word map.
- Ask questions, e.g. *Do you like going to museums?* (Yes, I do. / No, I don't.)
- Continue in open pairs, with one student asking another across the class. They can choose any of the prompts on the board.
- Leave the word map on the board.

Presentation

Aim: to present questions and answers with the simple past

- Write *Last summer* above *Holiday* on the board.
- Point to one of the phrases, e.g. *go walking*. Say *Imagine I ask you about your holiday last summer. I say 'Did you go walking?' Elicit answers Yes, I did. / No, I didn't. Repeat for another question.*
- Write the two questions and the two short answers on the board, underlining *did* and the infinitive. Say each question for students to repeat.
- Elicit questions for the other phrases on the board. Students practise in open pairs.



1 SB p97 Match the questions with the answers. Then listen and check.

Aim: to practise questions and answers with the simple past

- Elicit what students can see in the picture.
- Play the recording. Students listen and match, then compare answers in pairs.
- Play the recording again. Check answers.

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



2 SB p97 Listen and say.

Aim: to focus students on grammatical form

- Read through the questions and answers with the class.
- Play the recording. Students listen and repeat in chorus.
- Students practise the questions and answers in pairs.
- Students complete the Grammar focus section on page 126 of the Student's Book.

Key: 1 Did, did, 2 Did, didn't, 3 Did, didn't, 4 Did, didn't, 5 Did, did



3 Think! SB p97 Read and think of the questions to ask the astronaut.

Aim: to give students further practice

Thinking skill: thinking about possible lexical relationships

- Demonstrate the activity and make sure students know which verbs to use in their questions.
- Elicit one question as an example.
- Students ask and answer in pairs. Check as a class.

Key: Where did you go? Who did you see? How did you travel/go there? How long did you stay?



1 WB p97 Make questions.

Aim: to consolidate understanding of word order in questions with the simple past

Key: 2 Did you have fun there? 3 How long did you stay in Mexico? 4 Where did you stay? 5 Did you go to a museum there? 6 Did you buy me a present?



2 WB p97 Look and write answers.



= yes



= no

Aim: to give further practice with short answers

Key: 2 No, he didn't. 3 No, she didn't. 4 Yes, they did. 5 No, I didn't. 6 Yes, they did.

Ending the lesson

Aim: to review the new language

- Use the word map from the Warm-up to review questions and answers in the past. Prompt students to ask and answer in open pairs. Students can add other questions.

Extension activity

Aim: to consolidate the language

- Students write the questions from WB Activity 1 in their notebooks. They write an answer for each one, using their imagination.

CD 3
30

Match the questions with the answers. Then listen and check.



- 1 Did you have fun in New York?
- 2 Who did you go with?
- 3 How long did you stay there?
- 4 Where did you stay?
- 5 Did you go to the Guggenheim Museum?
- 6 Did you send me a postcard?

- ☐ No, I didn't. We didn't have time.
- ☐ For a week.
- ☐ Yes, I did. It was great.
- ☐ Sorry! I forgot.
- ☐ Mum and Dad and Bobby.
- ☐ In a hotel near Central Park.

CD 3
31Grammar
focus

Listen and say.

Did you go shopping?

Yes, I did.

Did you see the Statue of Liberty?

No, I didn't.

When did you get home?

Yesterday.



3

Think!

Read and think of the questions to ask the astronaut.

Where ... ?

Who ... ?

How did you ... ?

How long ... ?



to the moon

little green
men

by rocket



for a month



Questions and answers with simple past

97

The final letters



Lucy: What a great football stadium!
Ben: Yes, I'd love to go to Rio de Janeiro!
Lucy: Where next?
Ben: You choose.



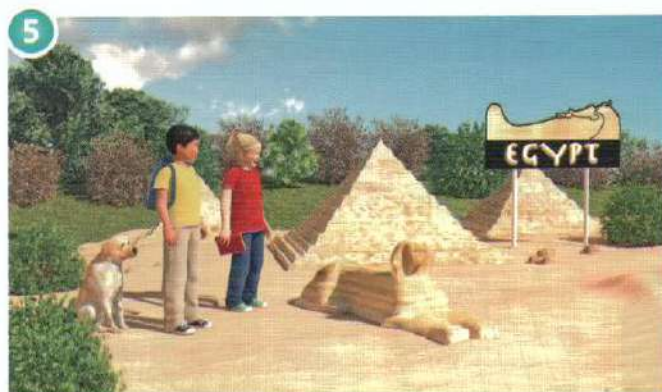
Ben: The Great Wall of China. It's amazing!
Lucy: Yes, it is. But where are these letters? Have you got any idea, Ben?
Ben: Not yet, but let's keep looking.



Ben: What's this?
Lucy: It's the opera house in Sydney, in Australia.



Ben: Hey, look. It's Mr Williams.
Mr Williams: Hi, kids. What are you doing here?
Lucy: Hello! We're learning about the world.
Mr Williams: Well, have a good day.



Lucy: The pyramids and the Sphinx. Cool!
Ben: But still no letters. Where can they be?



Ben: I'm hungry. I didn't have a very big breakfast this morning.
Lucy: I'm glad we made these sandwiches.

Aims:

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

Thinking skills: interpreting the values in a story

New language: stadium, not yet, opera house, drop, I'm not sure

Recycled language: characters and language from the story, food

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.

Value: showing interest in other cultures

Warm-up

Aim: to review the story so far

- Write *The Explorers* on the board.
- Elicit what happened in the last episode, e.g. *Ben and Lucy were in the hospital. Ben's grandfather was ill. But when they got to the room, he wasn't there. Horax was there. The doctor gave Horax an injection and Ben and Lucy escaped. They didn't find another letter.*



SB pp98-99 The final letters

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (in the model village).
- Play the recording. Students listen to answer *Which 'countries' do they visit?* (Brazil, China, Australia, Egypt, India) *Who do they meet?* (The librarian) *Who is hungry?* (Ben.) *Where is the book?* (They don't know) *Who sees the missing letters?* (Lucy) *What are they?* (N and D).
- Students compare their ideas in pairs. Elicit answers.
- 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 events).
- Elicit if students have visited any of the places mentioned.

1

Think

WB p98 Remember the story. Put the sentences in order.

Aim: to check comprehension

Thinking skill: sequencing

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

2

Values

WB p98 Read the story. What can we learn from it? Tick (✓).

Aim: to focus students on the value of showing inter-cultural interest

Thinking skill: interpreting the values in a story

Key: It's often interesting to try food from another culture.

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 discuss the value of showing inter-cultural interest

- Focus on what happens in the stories.
- Elicit which 'countries' Ben and Lucy visit in the model village and how they show their interest in the places.
- Elicit how Oliver learnt from Adil.
- Elicit examples of how students show / have shown interest in other cultures and places.

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

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise saying different pronunciations of the letter y

New language: *Be careful, vase, a minute ago*

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 different pronunciations of the letter y (*/ɪ/, /i:/, /aɪ/ and /j/*).

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were Ben and Lucy?* (In the model village) *Name three things they saw.* (The Great Wall of China, Sydney Opera House, Rio de Janeiro football stadium, the pyramids and Sphinx in Egypt, the Taj Mahal in India) *What happened to the book?* (They don't know) *Where were the missing letters?* (On the India sign)

2 SB p99 Look, read and answer.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Students work individually and match the places with the pictures, then they compare their answers.

Key: 1 a (India) – frame 8, b (Australia) – frame 3, c (Brazil) – frame 1, d (China) – frame 2, e (Egypt) – frame 5; 2 N and D

3 SB p99 Find who says ...

Aim: to present different pronunciations of the letter y

- Write *Egypt* and *pyramid* on the board, using a red pen for the letter y. Elicit the pronunciation. Make the short i sound and have students repeat.
- Write *sunny* and *rainy* on the board, using a red pen for the letter y. Say the ee sound at the end of the word.
- Students repeat *It's the opera house in Sydney, Australia* after you. Explain that *Sydney* has both of the pronunciations the i as in *pyramid* and the ee as in *happy*.
- Students find the speech bubble in the story (frame 3).

Key: Lucy



SB p99 Listen and say.

Aim: to practise different pronunciations of the letter y (short i and long ee)

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

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.



WB p99 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 don't drop it, 2 Where can it be?



WB p99 Look and write the words in the table.

Aim: to practise reading and saying words with the different pronunciations of the letter y



WB p99 Listen, say and check your answers.

Aim: to practise reading and saying words with the different pronunciations of the letter y

Key: it: *Egypt*; very: *Turkey*, *happy*; five: *buy*, *dry*; yellow: *yuck*, *young*

Ending the lesson

Aim: to review different pronunciations of the letter y

- Dictate the Sound sentence while students write (books closed). They compare their sentences with a partner before checking in the Student's Book.

Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (*Mum*, *vase*, *pen*, *behind*, *ear*).
- In pairs, students make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Lucy: The book! It isn't here!
 Ben: What happened? Did you drop it?
 Lucy: I'm not sure. What can we do?



Ben: We have to go and look for the book.
 Lucy: Maybe not! I can see the missing letters!
 Ben: What? The I, I and A?
 Lucy: No, the N and D!

2 Look, read and answer.

1 In which picture do they visit?



2 What are the missing letters? _____

3 Find who says... It's the opera house in Sydney, in Australia.



Listen and say.



Silly Milly made a pyramid of jelly at the gym.

Phonics focus: /l:/ and /ɪ/



Skills

1 CD3
36

Listen and draw lines.

Daisy

Mary

Vicky

Fred



Peter

Paul

Jack

2 Read and write the words.

The great pyramid of Khufu ⁽¹⁾ _____ in Giza, near Cairo. The ancient Egyptians built ⁽²⁾ _____ 5,000 years ago. It is about 140 metres high. It was the ⁽³⁾ _____ building in the world for a very long time. In ⁽⁴⁾ _____ of the pyramid is the Sphinx. It has the body of a lion and the head ⁽⁵⁾ _____ a man

- | | | |
|------------|----------|-----------|
| 1 a are | b is | c am |
| 2 a it | b them | c him |
| 3 a tall | b taller | c tallest |
| 4 a behind | b next | c front |
| 5 a by | b on | c of |



Aim:

- to practise reading and listening skills

Skills:

- reading for specific information
- listening for specific information

New language: *school trip, camel, statue, ancient Egyptians, soft drink, simple past of drink*

Recycled language: countries, health, language from the unit

Materials: CD (Optional: reference books, the Internet, poster paper)

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

Your students will be able to listen for specific information.

Warm-up

Aim: to review countries and places to visit

- Play a clapping game.
- Clap twice and say, e.g. *Australia*.
- Clap twice again. A student calls out either another country or a place to visit in Australia.
- Continue clapping with students calling out countries/places until they have said all the countries and places from the unit.



SB p100 Listen and draw lines.

Aim: to practise listening skills

- Focus students on the Activity 1 instructions.
- Make sure they know what to do.
- Elicit some of the things they can see in the picture. Pre-teach *camel* and *statue*.
- Play the recording. Students listen and draw lines.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD3 Track 36

For tapescript see TB page 122.

Key: Daisy – girl with book, Jack – boy riding camel, Fred – boy with ice cream, Vicky – girl reading map, Paul – boy buying statue, Peter – boy with camera, Mary – girl drinking water



SB p100 Read and write the words.

Aim: to practise reading skills

- Pre-teach *ancient Egyptians*.
- Check students know what to do. Do the first one as an example and elicit from students why answer b is correct and the others are not.

- Remind them to think carefully about each one.
- Students do the activity individually and then compare answers in pairs.
- Remind them to check again if their answers are different from their partner's.
- Check with the class, discussing why each answer is correct.

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



WB p100 Look and read. Write 1, 2 or 3 words to complete the sentences about the story.

Aim: to practise reading and writing skills

Key: (sample answers): 2 was, 3 went, 4 drank, 5 didn't eat, 6 gave, 7 felt sick, 8 very silly

Ending the lesson

Aim: to practise speaking skills

- Focus students on the picture in SB Activity 1.
- Give them 30 seconds to look at it. Then they close their books.
- Elicit what they can remember about the picture.

Extension activity

Aim: to extend inter-cultural knowledge and understanding

- Students work in groups of four to make a poster. Each group finds out more information about ancient Egypt, for example the names of the pharaohs, information about one of the pharaohs, the names of their gods, or the names of other pyramids.
- Groups write titles on their posters, write the key facts they found out and then decorate the posters with pictures or photographs.
- Groups display and talk about their posters to the class.

Aim:

- to practise speaking, reading, writing and listening skills

Skills:

- exchanging information
- reading for detail
- writing an account of a holiday
- listening for specific information

New language: *time machine, the future, Would you like ...?, BC, explore, build, temple, floor, Queen, close to, thousands, skin, can (n), plastic*

Recycled language: countries, measurements, simple past, time

Materials: CD

Language competences: Your students will be able to exchange information with a partner. Your students will be able to read for detail. Your students will be able to write an account. Your students will be able to listen for specific information.

Warm-up

Aim: to review countries and alphabetical order

- Invite ten students to the front of the class.
- Whisper one country from the unit to each student.
- Students quickly stand in a line showing the alphabetical order of the countries.
- The class tells them if they are correct or not.

1



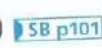
SB p101 Read and talk about the questions.

Aim: to practise interactive speaking

Thinking skill: imagining

- Students look at the picture. Pre-teach *time machine* and check understanding.
- Read the introduction to the activity with students and discuss some of the questions as a class. Remind students they can go into the past or the future.
- Students discuss their ideas in pairs. Monitor and help/prompt as necessary.
- Elicit some ideas from the class.

2



SB p101 Read and correct the sentences.

Aim: to practise reading for detail

- Draw a timeline on the board to show what 591 BC means. Elicit which is older: the pyramid of Khufu or the buildings in Babylon (the pyramid).
- Read the introduction to the text. Pre-teach/Check *explore*.

T101

- Read the sentences below the website with the class. Check understanding of *close to*.
- Students read the website silently and correct the sentences, then compare answers in pairs.
- Check and discuss as a class.

Key: 1 Ancient Babylon was close to the River Euphrates. 2 The Ishtar Gate was blue. 3 The Ziggurat was a temple. 4 The King built the Hanging Gardens (for the Queen).

3

SB p101 Write about your visit to Babylon.

Aim: to practise writing skills

- Read through the example text with students.
- Elicit ideas for the prompts, e.g. *It was the year 585 BC. I went to see the Hanging Gardens and ...*
- Students write a draft of their texts in their notebooks.
- Go around the class to check their work before students write a final version.

1

CD3

WB p101 Listen and answer.

Aim: to practise listening for specific information

CD3 Track 37

For tapescript see TB page 122.

Key: 2 They were small and their skin was brown. 3 They gave her some food/fish. 4 Yes, she did. 5 She stayed there for one or two hours. 6 She felt tired.

2

WB p101 Look and write about David's trip in the time machine.

Aim: to consolidate understanding of vocabulary and practise writing in the simple past

Ending the lesson

Aim: to review the content of the lesson

- Elicit what students learnt about the ancient city of Babylon, if they would like to go there and why / why not.

Extension activity

Aim: to enable students to read and talk about each other's work

- Students work in groups of four.
- They read the texts they wrote for SB Activity 3 and discuss which places they went to and when they were there. Students decide which of the texts they like best.
- Ask a student in each group to read aloud the text they chose.

Skills

1

Think!

Read and talk about the questions.

I'd like to go to ...

You find a big box. You open it and there's a time machine in it! Sit in your time machine.

- What year would you like to go to?
- What would you like to see?
- What would you take with you?
- Who would you take with you?



2

Read and correct the sentences.

Ancient Babylon was ...

http://www.babylon.html



The year is 591BC. Your time machine tells you that you are in the ancient city of Babylon. You have half an hour to explore the city.

The Babylonians built the city of Babylon next to the River Euphrates. The city was famous for its buildings. Here are the most beautiful ones:

The Ishtar Gate	The Etemenanki Ziggurat	The Hanging Gardens
There was a big wall all around Babylon. These gates were the doors in and out of the city. They were blue and they had pictures of animals like lions and dragons on them.	The Ziggurat was a temple in the city. It was 100 metres high and had seven floors. It was one of the tallest buildings in the ancient world.	King Nebuchadnezzar's wife, the Queen, wanted a garden with trees and flowers. So the King built the beautiful Hanging Gardens for her.

- | | |
|---|--|
| 1 Ancient Babylon was not close to any water. | 2 The Ishtar Gate was green. |
| 3 The Ziggurat was a shopping centre. | 4 The Queen built the Hanging Gardens. |

3

Write about your visit to Babylon.

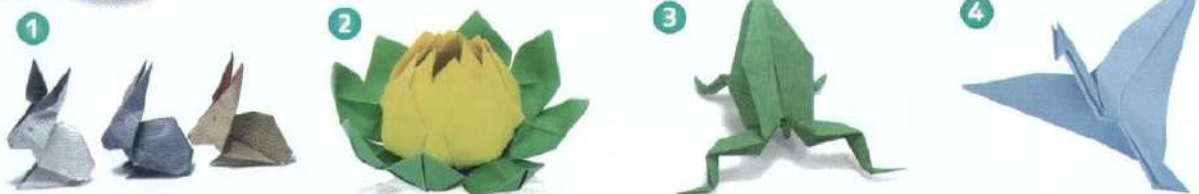
In my time machine, I visited ancient Babylon. It was the year ...
I saw a beautiful city. I went to see ... and I really liked ...

Speaking, reading and writing

101

ORIGAMI

1 **Think!** What do you think they are? Look and write the words.



2 **CD 3 38** Listen, read and answer.

The pictures in Activity 1 are examples of Origami. Origami is a Japanese word. 'Ori' means to fold and 'kami' means paper. And that's what Origami is – the art of folding paper to make beautiful models.

Japanese Origami started in the sixth century when monks from China took paper to Japan. Paper was very expensive and Origami was very

special. For many years there were no books about Origami. People in Japan learned how to do it when they watched other people.

In 1954, Origami started to become popular all over the world. A Japanese man called Akira Yoshizawa drew pictures to show how to fold Origami models. People all over the world started to make their own models.

- 1 What is Origami? Origami is ...
- 2 Where is Origami from?
- 3 Why was Origami so special when it started?
- 4 What did Akira Yoshizawa do?

3 Look at these modern Origami masks and tell your friend which ones you like the most.

I really like number three. It's funny.

I think it's scary.



Aim:

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

New language: *Origami, Japanese, mean (v), fold, model, century, monk, popular, mask*

Recycled language: adjectives, simple past

Materials: CD (Optional: a simple Origami model)

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

Warm-up

Aim: to introduce the topic of Art and Origami

- If you wish, show a simple Origami model to the class.
- Ask if they know what it is and where the art of making models like this comes from. Tell them if they don't know (Origami is from Japan).
- Ask students if they know how to fold paper to make things.
- Tell students they are going to learn about Origami and in the next lesson they are going to make some Origami models themselves.

1

Think!

SB p102 What do you think they are? Look and write the words.

Aim: to extend students' understanding of Art and Origami

Thinking skills: visual-spatial thinking, recognising shapes

- Read the activity instruction with the class.
- Students look at the pictures and discuss their ideas in pairs.
- Check with the class.

Key: rabbits, a flower, a jumping frog, a flying bird

2

CD3
38

SB p102 Listen, read and answer.

Aim: to extend students' understanding of Origami

- Tell students they are going to learn about the history of Origami.
- Tell them to listen, read and look out for the date when the first book on Origami (1954) came out.
- Play the recording. Students listen and follow the text silently in their Student's Books.
- They compare answers in pairs. Check with the class.
- Read the text aloud, pausing after each sentence to check general understanding and understanding of new words.
- Students work in pairs to answer the questions.

- Elicit and discuss answers as a class.

Key: 1 (the art of) folding paper to make models, 2 Japan, 3 because paper was very expensive, 4 He drew pictures to show how to make models.

3

SB p102 Look at these modern Origami masks and tell your friend which ones you like the most.

Aim: to encourage students to express opinions

- Check students know what to do.
- They discuss the masks in pairs, giving their opinions.
- Discuss ideas as a class and elicit which mask is the class favourite and why.

1

WB p102 Read and write the words.

Aim: to review understanding of key vocabulary

Key: 2 means, means, 3 started, 4 expensive, 5 about, 6 popular

2

WB p102 Look and write sentences. Use the words from the box.

Aim: to encourage students' personal expression and review superlatives

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. *Origami, where it's from and its history.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to consolidate their knowledge and understanding

- Students work in pairs.
- They create a timeline of the history of Origami in their notebooks. Along the line they write key dates. Above the line they write notes about what happened, e.g. *Origami started.*

Aims:

- to extend the focus on Art through English
- to enable students to complete two projects

New language: *corner, flap (v), rectangular*

Recycled language: topic of Art, *Origami*

Materials: square pieces of paper, coloured pens, rectangular pieces of paper, one model already made for each project

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

Your students will be able to complete two projects.

Warm-up

Aim: to review Art and Origami

- Show students an Origami model you have made.
- Elicit what it is, e.g. a flower, and what it's called (Origami).
- Elicit what students can remember about the history of Origami.

1 Project SB p103 Make an Origami butterfly.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check understanding of vocabulary, e.g. *square, 15cm x 15cm, triangle*.
- Hand out one square of paper to each student.
- Do each step with the class the first time.
- Students can then make their next butterfly alone.
- Students decorate their butterflies.

T103

1 Project WB p103 Make an Origami aeroplane.

Aim: to enable students to follow instructions

Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit what students did in the lesson today, e.g. *made some Origami models. I made a butterfly and an aeroplane.*
- 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 projects, 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 the project and of what the outcome was. They comment on how difficult/easy they found it to make the models and which they liked best.
- Monitor and help as necessary.

1 Project Make an Origami butterfly.



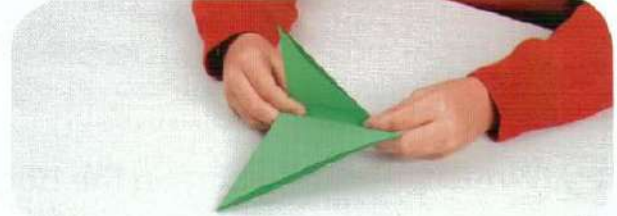
1 Start with a square piece of paper (15 cm x 15 cm).



2 Fold along the diagonal to make a triangle.



3 Now fold the triangle in half to make a smaller triangle.



4 Fold one corner upwards to make a butterfly wing.



5 Now fold the second corner up to make the other wing.



6 Now open your butterfly.



7 Now decorate your butterfly.



8 Press on the butterfly body and watch the wings flap.

Find out

Where did we go on our holidays?

1 Ask questions. Find out how many people:

- went abroad to another country and where they went
- stayed at home in their own country.

2 Ask questions.

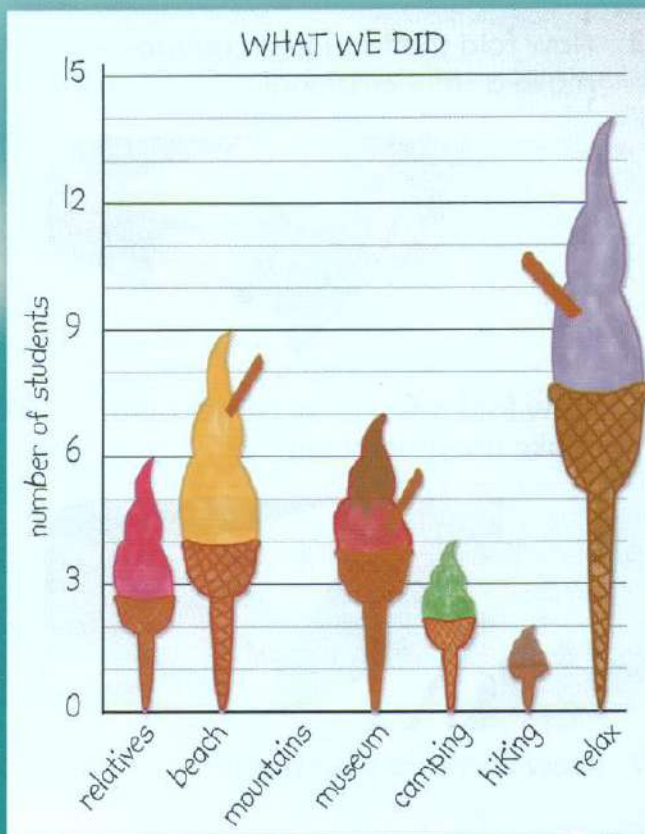
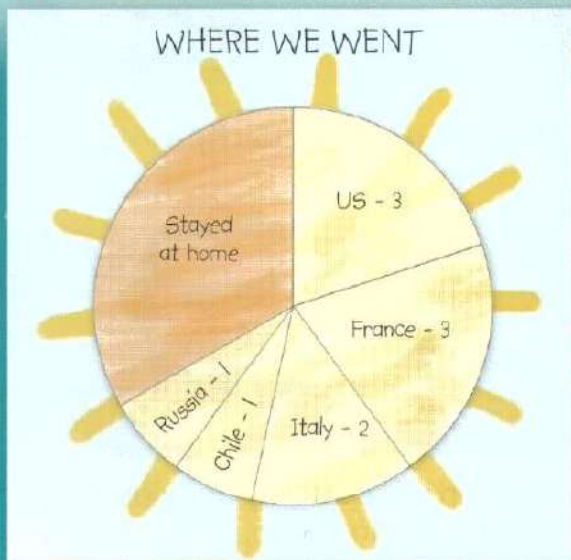
What did you do on holiday?

- Visit relatives?
- Go to the beach?
- Go to the mountains?
- Visit a museum?
- Go camping?
- Go hiking?
- Relax?

3 Write the information on the board.

visit relatives - 6
go to the beach - 9
go to the mountains - 0

4 Make charts.



Aims:

- to consolidate language from the unit
- to promote student–student cooperation

New language: *abroad, relatives, go sightseeing, relax*

Recycled language: language from the unit

Materials: poster paper

Language competences: Your students will be able to complete a survey about holidays.

Warm-up

Aim: to review holiday activities

- Write *Holidays* on the board.
- Do a quick brainstorm of all the things students like doing on holiday, e.g. *swimming*.

- 1 **SB p104** Ask questions. Find out how many people:

Aim: to review language from the unit

- Read through the activity instructions with the class.
- Check understanding of *abroad*.
- Check students know what to do (they ask the question in the speech bubble and record the answers).
- Students work in groups of seven. The first student asks the person to their left and then the group record the answer.
- The student who answered asks the person to his/her left and so on until all the students have asked and answered.
- Elicit information from the groups (how many students went abroad / stayed at home).

- 2 **SB p104** Ask questions.

Aim: to practise questions and answers

- Pre-teach *relatives* and *go sightseeing*.
- Read through the list of holiday activities and check understanding of each word/phrase.
- Still in their groups of seven, students ask the person to their left *What did you do on holiday?* The group record the answer and then the student who spoke last asks the person to his/her left, as in Activity 1.
- Monitor and check that students are answering using the simple past.

- 3 **SB p104** Write the information on the board.

Aim: to practise cooperation and team work

- Write the list of holiday activities from Activity 2 on the board.
- Elicit from each group who did what on holiday and put

ticks / write numbers next to the different activities.

- When all the groups have reported back, write the totals on the board.

- 4 **SB p104** Make charts.

Aim: to practise speaking and writing skills

- Each group makes a chart from the information on the board.
- Talk about the results with the class.

- 1 **WB p104** Match the questions with the answers.

Aim: to practise conversation sequences

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

- 2 **WB p104** Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: didn't have fun – had fun, 15 hours – five hours, bought some food – didn't buy any food/didn't buy anything

- 3 **WB p104** Write about your travels in the time machine.

Aim: to personalise the topic

Ending the lesson

Aim: to practise memorisation

- Play a game using the information from the survey.
- Say some incorrect sentences, e.g. *(Name), you went to France for your last holiday.* (This is incorrect.) The student says, e.g. *No, I didn't. I went to Russia.* Say *Oh dear, sorry.* Now, *(name of another student), I remember you visited relatives.* This student says, e.g. *No, I didn't. I went camping.*
- Continue, addressing different students, making mistakes each time for them to correct.

Extension activity

Aim: to consolidate writing skills

- Students look again at the charts they completed in SB Activity 4.
- Elicit some information, e.g. *Five students visited relatives.*
- Write this example sentence on the board.
- In their notebooks, students write sentences about the information in their charts.

Aim:

- to consolidate language from the unit

New language: *Europe*

Recycled language: language from the unit, *scrapbook*

Materials: students' scrapbooks, pieces of paper, world map, reference books, access to the Internet

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit (wrote a story).
- Students look at each other's scrapbooks and compare their work.

- 1 **SB p105** Choose a country. Find information about the country. Make notes.

Aim: to give students practice in reading and note-making

- Read through the example information with the class and check understanding.
- Make sure students realise these are notes, not full sentences, and that this is a model for their work.
- Students work individually. They write headings and choose a country to focus on.
- They use the reference books / the Internet to find the information they need.
- Monitor students and help with ideas if necessary.
- Remind students to keep their notes short.

- 2 **SB p105** Make an information tree about your country.

Aim: to give students practice with graphic organisers

- Talk through the information tree with students. Make sure they understand how it works.
- Students transfer the information from their notes onto a tree in their notebooks.
- Go around the class to check/help.
- When you have checked their work, students can draw the information tree neatly in their scrapbooks.

- 3 **SB p105** Find pictures and write about your country.

Aim: to give students writing practice

- Read the text about Spain through with the class.
- Focus students on how the information is organised and how it has been transferred from the information tree.

T105

- Students write a first draft of their text on paper.
- Monitor and help as they write their drafts.
- When you have checked their work, students write a final version in their scrapbooks.
- Students stick pictures of the country (e.g. natural features, buildings, famous people) around the text.

- 1 **Think!** **WB p105** Which one is different in each group? Read, think and circle.

Aim: to practise classification

Thinking skill: *categorising*

Key: 2 Origami (not a shape), 3 nurse (not an illness), 4 go (not a regular verb), 5 watched (not an irregular verb)

- 2 **WB p105** Colour the bricks to make sentences. Write in the missing words.

Aim: to review grammatical form

Key: 2 Where did you go on holiday last year? 3 How long did you stay in the hotel? 4 What time did your plane leave? 5 Did you see a lion on the safari?

- 3 **WB p105** Look at Activity 2. Read and number the answers.

Aim: to review question and answer forms

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

Ending the lesson

Aim: to enable students to express their preference

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.

My Super Mind

Aim: to enable students to evaluate what they have learnt

- Now students complete the My Super Mind section for *Around the world* on page 120 of the Workbook

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 94 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered flag in the picture and say what each country is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

Write about a country

- 1 Choose a country. Find information about the country. Make notes.

country:	Spain
where:	Europe
cities:	Madrid, Barcelona, Málaga
famous for:	sea, mountains, sun, Picasso, football

- 2 Make an information tree about your country.



- 3 Find pictures and write about your country.

Spain is in Europe. The capital city is Madrid. It is in the middle of the country. Spain has got two great football teams: Real Madrid and Barcelona. Barcelona is another famous city in Spain. It's by the sea. It's got lots of amazing buildings. There are beautiful mountains in the north of Spain, next to France. Picasso was a famous painter from Spain. One day I would like to go to Spain for a holiday.



9

Holiday plans

1 CD 3
39

Listen and say the words. Then check with a friend.

1 thunderstorm

2 lightning

3 cloud(y)

4 rain(y)

5 wind(y)

6 umbrella

7 raincoat

8 fog(gy)

9 boots



2 CD 3
40

Listen and correct the sentences.

1 Ben is scared of thunderstorms.

3 Ben and Lucy have got the book.

2 They are a long way from the castle.

4 Ben and Lucy have to find two more letters.

3 Play the mime game.

I think you're holding an umbrella.

Yes, I am!

Aims:

- to present and practise vocabulary for weather
- to give students listening and speaking practice

New language: *thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots, a bit, get wet*

Recycled language: language from previous units

Materials: CD

Language competences: Your students will be able to understand and use vocabulary for weather.

Warm-up

Aim: to introduce the topic of the unit

- Look out of the window and ask *What's the weather like today?*
- Draw symbols for the different types of weather on the board. Students choose the one which matches the weather outside.
- Elicit any words students already know for the different types of weather.

Presentation

Aim: to present vocabulary for weather

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check students realise which words are nouns and which are adjectives.
- Elicit who students can see in the picture (Ben and Lucy and Buster), where they are (outside) and what the weather is like (rainy and windy).



SB p106 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words in the picture.
- Play the recording. Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.



SB p106 Listen and correct the sentences.

Aim: to give further practice with vocabulary

- Read the sentences aloud with the class.
- Check understanding.

- Play the recording. Students listen and correct.
- They compare their answers in pairs.
- Play the recording again. Check with the class.

CD3 Track 40

For tapescript see TB page 122.

Key: 1 Lucy is scared of thunderstorms. 2 They are near the castle. 3 Ben and Lucy haven't got the book. 4 Ben and Lucy have got all the letters.



SB p106 Play the mime game.

Aim: to give students speaking practice

- Demonstrate the game with the class, using the prompts.
- Mime an action related to a type of weather, e.g. trying to see in fog.
- Students guess, using the prompt, e.g. *I think it's foggy.*
- Students play the game in pairs, taking turns to mime and guess.



WB p106 Read the sentences. Do the puzzle. Find the secret word.

Aim: to give students practice with the new vocabulary

Key: 2 umbrella, 3 windy, 4 lightning, 5 cloudy, 6 foggy, 7 rainy, 8 boots; secret word: raincoat



WB p106 Read and write words from Activity 1.

Aim: to review understanding of vocabulary

Key: 2 cloudy, 3 rainy, 4 thunderstorm, 5 lightning, 6 umbrella, 7 raincoat, 8 boots

Ending the lesson

Aim: to review vocabulary for weather

- Say each weather word in turn.
- Students write the words in their notebooks, then check in pairs.

Extension activity

Aim: to personalise the language

- Ask *What's the weather like today?*
- Students answer truthfully, e.g. *Windy.*
- They each draw a weather chart like this in their notebooks:

- They write the five days of the school week along the top (starting with today) and then draw a symbol and write the word under today's day.
- Students complete the chart for each day.
- Check it with the class the following week.

Aim:

- to present and practise future with *going to* + infinitive

Recycled language: actions and activities, days of the week, *sunny*

Materials: CD, 16 small pieces of card for each group of four students (eight in one colour, eight in another)

Language competences: Your students will be able to make predictions and talk about intentions.

Warm-up

Aim: to review days of the week

- Write the days of the week on the board with the letters in scrambled order.
- Students work in pairs to unscramble them. Elicit the words and write them on the board.
- Elicit what day it is and what the weather is like.

Presentation

Aim: to present future with *going to* + infinitive

- Elicit what students think the weather is going to be like at the weekend. Make clear that it is *next weekend*.
- Say, e.g. *It's going to be sunny. Good. I'm going to play tennis on Saturday. I'm not going to come to school.*
- Write the examples on the board, underlining (not) *going to* and the infinitive.
- Ask a student *What are you going to do?*
- Point to the structure on the board and help the student produce a correct sentence. Write it on the board and underline *going to* and the infinitive.
- Repeat, this time eliciting a negative sentence.
- Ask students *Is this the past? Is this today? Is this the future?* (The future).



1 **SB p107** Listen and draw lines.

Aim: to practise *going to* + infinitive for predictions

- Elicit the weather in each picture.
- Play the recording. Students listen and match.
- Check with the class.

CD3 Track 41

For tapescript see TB page 122.

Key: Monday – rainy, Tuesday – windy, Wednesday – foggy, Thursday – cloudy, Friday – sunny



2 **SB p107** Listen and say.

Aim: to focus students on grammatical form

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

T107

- Students complete the Grammar focus section on page 127 of the Student's Book.

Key: 1 going to phone, 2 not going to rain, 3 going to cook, 4 not going to have, 5 going to build



3 **SB p107** Play the weather game.

Aim: to give students further practice

- Make groups of four. Give each group 16 pieces of card, eight of one colour and eight of another colour.
- Students make eight weather cards using one colour card: sunny, foggy, rainy, cloudy, windy, plus three more with, e.g. sun crossed out (it's not going to be sunny).
- Students make eight sports/hobbies cards, using the other colour, e.g. flying kite, playing football, tennis.
- Demonstrate the game. Students put the cards face down on their desks. They take turns to take one card of each colour, turn them over and make a sentence, e.g. if the cards are sun and tennis: *It's going to be sunny tomorrow. I'm going to play tennis.* They place the cards back on the desk. It's the next student's turn.
- Students get a point for each correct sentence.



1 **WB p107** Look, read and tick (✓) or correct the sentences.

Aim: to give students further practice

Key: 2 ✓, 3 foggy, 4 rainy, 5 windy



2 **WB p107** Follow the lines and complete the sentences.

Aim: to consolidate understanding

Key: 2 I'm going to watch TV, 3 I'm going to play tennis, 4 I'm going to fly a kite, 5 I'm going to cook (dinner), 6 I'm going to stay in bed



3 **WB p107** Write about your week. Use *I'm going to* and *I'm not going to*.

Aim: to reinforce use of *going to* + infinitive and personalise the new language

Ending the lesson

Aim: to review the new language

- Elicit what students are going to do at the weekend.

Extension activity

Aim: to give further practice with the new language

- Students play the weather game in different groups.

CD 3
41

Listen and draw lines.

Monday Tuesday Wednesday Thursday Friday



sunny



foggy



rainy



cloudy



windy

CD 3
42Grammar
focus

Listen and say.

I'm **going to play** in the garden all day.I'm **going to cook** pizza for dinner.It's **not going to be** rainy on Tuesday.It's **not going to be** sunny on Wednesday.

3

Play the weather game.

What's the weather going to be like tomorrow?

It's going to be foggy. I'm not going to play football.

Future with going to + infinitive

107



Listen to the song. Number the pictures.

Hey, hey, hey, I'm going to go,
I'm going to go on a super holiday,
Hey, hey, hey, I'm going to go,
I'm going to go on a super holiday.

I'm going to snorkel in the sea,
I'm going to climb the highest tree,
I'm going to fly my lovely kite,
I'm going to dance all through the night.

Hey, hey, hey ...

I'm going to sleep under the moon,
I'm going to draw a great cartoon,
I'm going to have lots of fun,
I'm going to jump and run.

Hey, hey, hey ...



Listen and sing.



Play the chain game.

I'm going to play computer games.

I'm going to play computer games and I'm going to fly my kite.

I'm going to play computer games, I'm going to fly my kite and I'm going to swim in the sea.

Aims:

- to review and extend *going to* + infinitive for intentions
- to sing a song with the class

New language: *super, all through the night, cartoon*

Recycled language: verbs, holiday activities

Materials: CD

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

Warm-up

Aim: to review weather

- Draw the weather symbols on the board.
- Students write the words in their notebooks.
- Students swap with a partner and mark each other's work.
- Elicit the words and the spelling to check.



SB p108 Listen to the song. Number the pictures.

Aim: to practise listening skills

- Students look at the pictures in the Student's Book. Elicit what they can see.
- Check students know what to do: they number the pictures in the order they hear them.
- Play the recording. Students listen and number.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Check understanding of *super, all through the night* and *cartoon*.

Key: (from top to bottom) 7, 4, 1, 5, 6, 3, 2



SB p108 Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Play the karaoke version of the song for students to sing in groups or in pairs.



SB p108 Play the chain game.

Aim: to practise *going to*

- Demonstrate the activity with the class, using the prompts.

- Check students realise they don't need *and* once the list is more than three items.
- Students play the chain game in groups of four.
- Check using open pairs.



Think!

WB p108 Remember the song. Put the lines in order.

Aim: to check comprehension

Thinking skill: sequencing

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



WB p108 Write a verse for the song and draw pictures.

Aim: to personalise the language

Ending the lesson

Aim: to join in with a song

- Play the song from the beginning of the lesson again.
- Students join in.

Extension activity

Aim: to consolidate understanding

- Play the karaoke version of the song.
- Groups perform the verses in turn with the class singing the chorus.

Aim:

- to present and practise questions and answers with *going to* + infinitive

New language: *nothing much*

Recycled language: countries, actions and activities

Materials: CD

Language competences: Your students will be able to ask about intended events and actions in the future.

Warm-up

Aim: to review weather and *going to*

- Ask *What's the weather like today?* Students put the information in their charts (if they made them for the Extension activity in the first lesson of the unit).
- Elicit what the weather was like for the previous few days.
- Elicit what students think the weather is going to be like tomorrow.

Presentation

Aim: to present questions and answers with *going to* + infinitive

- Write *After school* on the board. Ask a student *Are you going to have a Music lesson after school today?*
- Write the question on the board and give the student thinking time.
- Prompt a response (a full or a short answer).
- Draw a double-headed arrow in colour under *Are you* to demonstrate the inversion of *You are*.
- Ask another student *Are you going to go to the park?*
- When the student responds, ask the class *Is he/she going to go to the park?*
- Write this question on the board with a similar double-headed arrow under *Is he/she*.



SB p109 Listen, read and write the names under the pictures.

Aim: to practise questions and answers with *going to*

- Elicit what students can see in the pictures.
- Read the activity instructions with the class.
- Play the recording. Students listen, read silently and label the pictures.
- They compare answers in pairs.
- Play the recording again. Check answers and understanding of vocabulary.

Key: Ruby, Oliver and James, Dylan, Lily



SB p109 Listen and say.

Aim: to focus students on grammatical form

- Read through the questions and answers with the class. Check understanding.
- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the questions and answers in pairs.
- Students complete the Grammar focus section on page 127 of the Student's Book.

Key: 1 going to visit, 2 going to sleep, 3 going to help, 4 going to give, 5 going to have



SB p109 Look and play the holiday game.

Aim: to give students further practice of questions and answers with *going to*

- Demonstrate the activity.
- One student secretly chooses a picture.
- The other student points to the pictures in turn and asks a question, e.g. *Are you going to help in the garden?*
- Students play the game in pairs, taking turns to choose and guess.



WB p109 Make questions. Then look and answer.

Aim: to consolidate understanding of word order in questions with *going to* + infinitive

Key: 2 Are you going to take photos? Yes, I am. 3 Are you going to go snorkelling? No, I'm not. 4 Are you going to listen to music? Yes, I am. 5 Are you going to read a book? Yes, I am. 6 Are you going to eat lots of food? Yes, I am.



WB p109 Answer the questions.

Aim: to give further practice with short answers

Ending the lesson

Aim: to review the new language

- Students close their Student's Books.
- They work in groups of four. They are Lilly, James, Ruby and Dylan. They take turns to ask each other *What are you going to do in the holidays?*
- Students reply in role, then check SB Activity 1.

Extension activity

Aim: to consolidate the language

- Students ask their partner the questions from WB Activity 2 and compare answers with their own.

CD 3
45

Listen, read and write the names under the pictures.



Mrs Beal: Lily, what are you going to do in your holiday?

Lily: Nothing much. I'm going to read lots of books.

Mrs Beal: Oliver and James, what are you going to do?

James: We're going to stay at home and play all our computer games.

Mrs Beal: Ruby, what are you going to do in your holiday?

Ruby: I'm going to Mexico with my mum and dad. I'm going to swim all day.

Mrs Beal: Dylan, what are you going to do in your holiday?

Dylan: I'm going to play lots of football and tennis.

CD 3
46Grammar
focus

Listen and say.

Are you going to play lots of football in the holidays?

Yes, I am.

Are you going to help your dad in the garden?

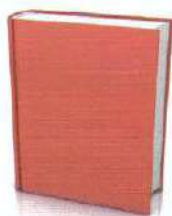
No, we don't like gardening.



3 Look and play the holiday game.

Are you going to listen to music?

Yes, I am.



Questions and answers with *going to* + infinitive

109

The treasure



Lucy: Look. It's Horax and Zelda. What are they doing?
Ben: I don't know but they've got our book.
Lucy: Let's hide and find out.



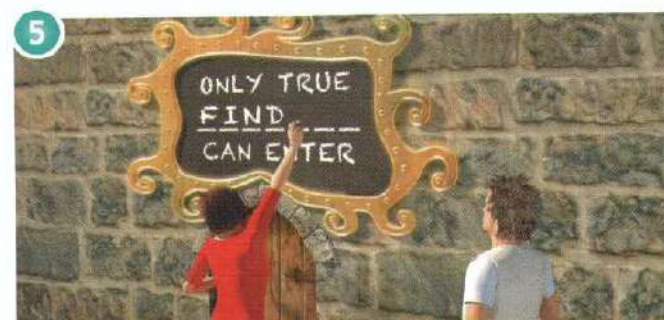
Horax: There's a message with a missing word. We need the letters!
Ben: Atchoo!
Zelda: What was that?



Horax: How kind of you to visit us!
Zelda: Now, give us the letters.
Ben: OK, they're *N F D I S E R*.
Horax: Hmm. So, it's a kind of puzzle.



Zelda: Go away, stupid dog!
Lucy: No! It can't be! You're Mr Williams!
Horax: Yes, now you know. But it doesn't matter. I've got what I need.



Horax: These letters are a puzzle.
Zelda: Yes. I think they make a word.
Horax: Look! The letters make the word *finders*. Let's write it!



Horax: What? The word has to be *finders*! That's what we are – finders!
Zelda: It's wrong, you fool. Why do you always get things wrong?

Aims:

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

Thinking skills: interpreting the values in a story

New language: *finders, wrong, fool, amazing, perfect, friendship*

Recycled language: characters and 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 story so far

- Write *The Explorers* on the board.
- Elicit what happened in the last episode, e.g. *Ben and Lucy were in the model village. They visited lots of different countries and places. They found two more letters, N and D.*
- Write all the missing letters on the board. Ask students if they can make a word.



CD 3
47 SB pp110-111 The treasure

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (in the castle) and what Zelda and Horax are doing (going through a door).
- Play the recording. Students listen to answer *Who's got the book?* (Zelda and Horax) *Who is Horax?* (Mr Williams) *What do Zelda and Horax think the missing word is?* (Finders) *Is it right?* (No) *What is the missing word?* (Friends) *What is the treasure?* (A statue) *What are Lucy and Ben going to do with it?* (Take it to the museum).
- Students compare their ideas in pairs. Elicit answers.
- 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 events).

- 1 WB p110 Remember the story. Write the words.

Aim: to check comprehension

Key: 2 message, 3 hear, 4 glasses, 5 finders, 6 friends, 7 treasure

2

Think!

WB p110 Make words with the letters of *friendship*.

Aim: to practise problem solving and spelling

Thinking skill: lateral thinking

Key: (possible words): fish, shine, he, hen, his, her, ship, pen, pin, end

3

WB p110 Use the code to make words. Ask your friends to guess.

Aim: to give further practice with problem solving

4

WB p110 Use the code to read more about the statue.

Aim: to practise decoding skills

Key: treasure of Tutov the third, ruler of Helpopolis. The statue is of his friend Phi. Phi saved Tutov's life. Phi died soon after.

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- 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 discuss the value of working together as a team

- Focus on what happens in the story.
- Elicit how Ben and Lucy worked together as a team in this episode and in the whole story. Ask students to find examples.
- Elicit examples of when students have worked as a team with friends, in class and at home.

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

Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise saying the sound *er*

New language: *honest, open, whirl, swirl*

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 read and say the sound /ɜ:/ and identify its different alternative spellings *ur, ir, or, er, ear*.

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were Ben and Lucy? (In the castle) Who did they see? (Horax and Zelda) Who is Horax? (Mr Williams, the librarian) Who got the missing word right? (Ben and Lucy) What was the treasure? (A statue).*

- 2  SB p111 Use the code to find out what the statue says.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Review the meaning of *friendship*.
- Students work individually and decode the text, then compare their answers in pairs.
- Check with the class.

Key: A statue of friendship. For friends that are true, Honest and open, And full of love too.

- 3  SB p111 Find who says ...

Aim: to present the sound *er*, spelt *er, or or ir*

- Write *perfect*, *word* and *first* on the board, using a red pen for the letters in bold. Students listen while you say the words and tell you the sound they all have *er*.
- This English phoneme doesn't exist in many languages so you may need to help students learn the sound.
- Students repeat *What a perfect end to an amazing adventure!* after you. Note that the final syllable in *adventure* is unstressed, so the letters *ure* are pronounced /ə/.
- Students find the speech bubble in the story (frame 8).

Key: Ben

T111



SB p111 Listen and say.

Aim: to practise and identify the sound *er* and its alternative spellings

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

Note: Before hearing the Sound sentence, students will hear the key sound, with pauses for them to repeat.

- Students point out where the sound *er* is spelt *er, ir* and *ur*.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.



WB p111 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 It's wrong, you fool 2 go away



WB p111 Look and write *er, ar, ur, or ir*.

Aim: to practise identifying some alternative spellings of the sound *er*

Key: 2 birthday, 3 nurse, 4 Thursday, 5 perfect, 6 girl, 7 turtle, 8 Earth



WB p111 Listen and say.

Aim: to practise saying words with the sound *er*

Ending the lesson

Aim: to review and write words with the sound *er*

- Dictate the following words: *person, birthday, Thursday, bird, circle, learn, early*. They compare their spelling with a partner before checking as a class.

Extension activity

Aim: to encourage students' personal response to the story

- Review with students what happened in the whole story.
- Students work in pairs and try to summarise what happened in each episode in two sentences.
- Elicit their ideas and discuss as a class. Elicit which part of the story students liked best and which character was their favourite.

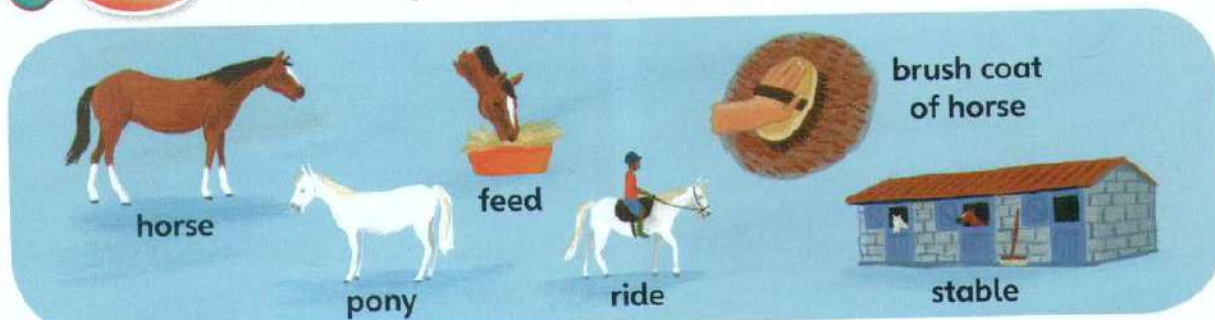


Ben: What a perfect end to our adventure!

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Story time

1 **Think!** Look at the pictures and guess what the story is about.



2 **CD 3** **51** Read and listen. Check your answers.

Holidays with Grandma



'I don't want to go to Grandma's,' shouted Sean. 'You're going to see all those animals in Africa and I'm going to spend my holidays on a farm. It's not fair.'

'Mum is going to work in a hospital and I'm going to work for an architect,' Dad said. 'We can't take you to Africa with us. I'm sure you're going to have fun with Grandma.'

They drove to Grandma's farm. After dinner, Sean's parents said goodbye to Grandma and Sean and went home. That night Sean wrote a text message to his parents. It read: There's no television in the house ☹ and there are no children on the farm.

A few days later, Sean wrote another text message: It's so boring here. ☹

One day after breakfast, Grandma said,

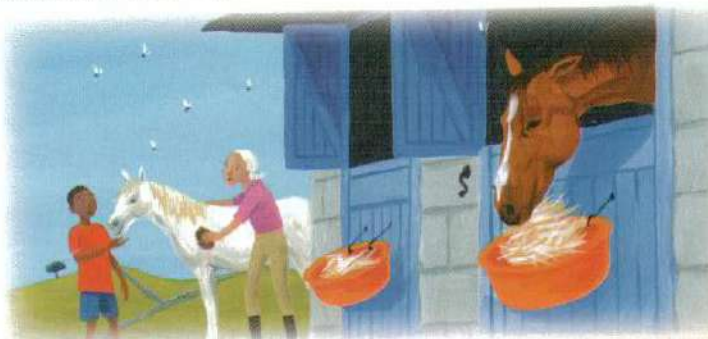
'Come with me, Sean. Let's look at my horse and the pony.'

Sean went to the stable with his grandma and watched her feed the horse and the pony. Then he watched Grandma brush their coats.

'I'm going for a ride,' said Grandma. 'Would you like to come along?'

'I can't ride,' said Sean.

'Come on,' said Grandma, 'I can teach you.'



112 Value: changing perceptions: reading skills

Aim:

- to practise reading and listening skills

Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: *It's not fair, architect, pony, stable, coat, pick up, hug, simple past of: drive, write, feed*

Recycled language: countries, actions and activities, adjectives, language from the unit

Materials: CD

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

Your students will be able to listen for specific information.

Value: changing perceptions

Warm-up

Aim: to activate students' knowledge and experience

- Elicit family words from students.
- Ask them if they go on holiday with their grandparents / to visit their grandparents.
- Ask students who visit their grandparents what they do there.
- Elicit if students' grandparents live near them or far away.



Think!

SB pp112-113 Look at the pictures and guess what the story is about.

Aim: to practise predicting content from clues

Thinking skill: prediction

- Focus the students on the pictures and check understanding of the labels.
- Write the words on the board.
- Students cover the story with a piece of paper. Elicit their ideas about the story.



SB pp112-113 Read and listen. Check your answers.

Aim: to practise listening and reading to confirm predictions

- Play the recording for students to listen, read and check their predictions.
- Elicit whose ideas were the closest to the content of the story.
- Check understanding of the story with the class.

- Check understanding of key vocabulary, e.g. *It's not fair, architect, pony, stable, pick up, hug*.
- Ask if any students in the class go riding.



WB p112 Read the story again and answer.

Aim: to practise reading for specific information

Key: 2 Because there is no television in the house, there are no children and it is boring. 3 She teaches him to ride. 4 Because he loves riding / he wants to stay with Grandma.



WB p112 Read Sean's email to his friend. Write the words.

Aim: to practise close reading

Key: 2 holidays, 3 horse, 4 pony, 5 Africa, 6 week, 7 grandma/grandmother



Values

WB p112 What can we learn from the story? Colour the words.

Aim: to focus students on the value of changing one's perception

Thinking skill: interpreting the values in a story

Key: It's good to try new things.

Ending the lesson

Aim: to stimulate discussion

- Write *Grandparents are boring* on the board.
- Elicit what students think.
- Elicit what happened to Sean and how it was Sean who was boring and bored and not Grandma.

Extension activity

Aim: to discuss the value of changing one's perception

- Focus on what happens to Sean in the story and how his experience changes his perception of Grandma and life on the farm.
- Elicit why this value of changing one's perception (and keeping an open mind) is important and elicit examples of times when this has happened to the students.

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

Aim:

- to practise reading, speaking and writing skills

Skills:

- reading for detail
- talking about pictures
- writing about differences

Recycled language: language from the story, adjectives, clothes

Materials: CD

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

Your students will be able to talk about pictures. Your students will be able to write about the differences between pictures.

Warm-up

Aim: to review the story and the values

- Elicit the main points of the story and what the value was.

3 **SB p113** Complete the sentences.

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do. Do the first one as an example.
- Students work individually and then compare answers in pairs.
- Check with the class.

Key: 1 to Africa, 2 text message, 3 the horse and the pony, 4 fed the horses and brushed their coats, 5 to pick him up, 6 say goodbye to Grandma

4 **SB p113** How many correct sentences can you say?

Aim: to practise different sentence structures

- Read the activity instructions with the class and check understanding.
- Students work in pairs.
- They take turns. One student says a sentence. The other says if it is correct (factually and grammatically).
- Go around the class and monitor pairs as they are working.
- Elicit sentences to check at the end of the activity.

Key: (sample answers): Sean went to his grandma's farm. Sean went to stay with his grandma. Sean went to the stables with grandma. Sean loved riding. Sean

said goodbye to his parents. Sean wanted to stay with his grandma. Sean wrote a text message to his parents. Sean watched Grandma feed the horse. Sean didn't want to stay with his grandma.

1 **WB p113** Find six differences. Then compare with a friend.

Aim: to practise speaking skills and language of description **YLE**

Key: See Activity 2.

2 **WB p113** Write sentences about the differences in Activity 1.

Aim: to consolidate understanding

Key: In picture A the girl has got an umbrella. In picture B she hasn't got an umbrella.
In picture A the girl has got some carrots. In picture B she hasn't got any carrots.
In picture A there are five horses. In picture B there are four horses.
In picture A there are three clouds. In picture B there are two clouds.
In picture A there is a stable. In picture B there isn't a stable.

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit from different students which part(s) of the story about Sean they liked best.
- Ask them why.
- Elicit how they could/would change the story.

Extension activity

Aim: to encourage personalisation

- Students write their own story with the title *Holiday with Grandma*.
- First they write ideas on a word map.
- Then they write a draft.
- Then they write a final version in their notebooks or on a computer.
- Check their work at each stage and help with ideas as well as giving feedback on their language.
- Students swap and read each other's stories.



So they rode slowly for half an hour. The next day they rode for an hour and then they went out even longer. Sean soon loved riding. Every day, first thing in the morning and before dinner, he fed the horses and brushed their coats. He forgot that there was no television and he didn't write any text messages.

After a month, his parents came back from Africa. They went to pick up Sean. When they got to the farm, Sean was not there. He was riding his pony. He was not bored at all. When he got back his parents hugged him and said,

'Time to say goodbye to Grandma.'

Sean looked sad.

'But school only starts in three weeks!' he said.

'Grandma, can I please stay with you until school starts?'

His parents and Grandma laughed.

'Of course you can,' said Grandma. 'The pony and I are happy to have you here.'



3 Complete the sentences.

- 1 Sean's parents are going _____.
- 2 Sean wrote a _____.
- 3 Sean watched his grandma feed _____.
- 4 Every morning and before dinner Sean _____.
- 5 After a month Sean's parents came _____.
- 6 His parents said, 'Time to _____.'

4 How many correct sentences can you say?

Sean went ...

Sean	went	to stay with his grandma.
	loved	a text message to his parents.
	said	to the stables with Grandma.
	wanted	goodbye to his parents.
	wrote	Grandma feed the horse.
	watched	riding.
	didn't want	to his grandma's farm.



Learn and think

Seasons and Hemispheres

1 Read and answer.

The world has two halves: the Northern hemisphere and the Southern hemisphere. In the middle is the Equator.

- 1 Where is your country? My country is ...
- 2 What countries can you name in the Northern hemisphere?
- 3 What countries can you name in the Southern hemisphere?
- 4 What countries can you name on the Equator?



Listen, read and write **Japan, Malaysia or New Zealand**.



spring



summer

Many countries in the Northern and Southern hemispheres have four seasons: spring, summer, autumn and winter; but they have their seasons at different times. For example, December in Japan is in winter, but in New Zealand it's in summer.

Countries near the Equator like Malaysia do not have spring, summer, autumn or winter. They usually have wet seasons when it rains a lot and dry seasons when it doesn't rain very much.

The wet seasons are from December to March, and the dry seasons are from June to September.



autumn



winter

December in:



Aim:

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

New language: Northern, Southern, hemisphere, Equator, season, spring, summer, autumn, winter, Malaysia, New Zealand, wet season, dry season

Recycled language: months, countries

Materials: CD, world map (Optional: reference books, access to the Internet, poster paper)

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

Warm-up

Aim: to introduce the topic

- Focus students on the world map.
- Ask a student to point to their country on the map.
- Say the name of a known country in the opposite hemisphere.
- A student goes and points to it.
- Elicit what season it is now in the student's country.
- Elicit if it is the same season in the other country (the one in the other hemisphere).
- Tell students they are going to learn about seasons and different halves of the world (hemispheres).

1 SB p114 Read and answer.

Aim: to extend students' understanding of Geography

- Read the introduction to the class.
- Students talk about the answers to the four questions in pairs.
- Elicit their ideas and discuss as a class.

2 CD3 52 SB p114 Listen, read and write Japan, Malaysia or New Zealand.

Aim: to extend students' understanding of seasons and hemispheres

- Check/Pre-teach seasons.
- Check students know what to do.
- Play the recording. Students listen, read silently and write the names of the countries below the pictures at the bottom of the page.
- They compare answers in pairs. Check with the class.
- Read the text aloud, pausing after each sentence to check general understanding and understanding/pronunciation of new words.

Key: Japan, New Zealand, Malaysia

1 WB p114 Look and number the countries.

Aim: to review understanding of hemispheres and Geography

Key: Argentina – 9, Australia – 10, Brazil – 7, Chile – 8, China – 4, Egypt – 5, India – 6, Spain – 2, Turkey – 3

2 WB p114 Look at the key and colour the months for your country.

Aim: to check understanding of key concepts

3 WB p114 Complete the sentences about yourself. Use like or don't like.

Aim: to enable students to make a personal response

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 two hemispheres of the world, names of different countries in the hemispheres and how the seasons are different in the two hemispheres.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to consolidate their knowledge and understanding

- Students work in pairs. They choose two countries they know little about, one in the Northern hemisphere and one in the Southern hemisphere.
- They find out about the seasons in these countries and what the weather is like in the different seasons. They use reference books and/or the Internet.
- They write the information on a poster and find pictures of the countries to stick around the text.
- Students display their posters in the classroom.

Aims:

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

New language: *spin* (v), *axis*, *orbit*, *sunlight*, *top*, *bottom*, *planet*, *bonfires*, *snow* (n)

Recycled language: Geography, seasons and hemispheres, countries

Materials: reference books, access to the Internet, poster paper, coloured pens

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 seasons and hemispheres

- Elicit what students remember about the previous lesson.
- Write *hemisphere* on the board to help them.
- Elicit the names of some countries in the Northern and Southern hemispheres.

- 1 **Think!** **SB p115** Why is it winter in London when it's summer in Rio de Janeiro? Read and number.

Aim: to enable students to build on their knowledge and experience

Thinking skill: logical thinking

- Pre-teach *spin*, *axis*, *orbit*, *top*, *bottom*, *sunlight*.
- Read the activity instructions with the class. Check students know what to do.
- Students read the text silently and number the pictures.
- They compare answers in pairs.
- Check and discuss answers.

Key: Because London and Rio de Janeiro are in different hemispheres: 2, 3, 1, 4

- 2 **Project** **SB p115** Write about seasons around the world. Complete the table for England.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check they know what to do.
- Tell students they can use reference books and/or the Internet.
- Go around the class and monitor students as they are working.

T115

- Check each student's work after they have completed the table and before they go on to the next part of the project.
- Early finishers can help students who are still working.
- Discuss and compare the information students found out in part 3 of the project.

Key: June – August, winter

- 1 **WB p115** Look and write the words.

Aim: to give students further practice with the vocabulary of the topic

Key: 2 axis, 3 spin, 4 horizontal line, 5 vertical line

- 2 **WB p115** Read and write *t* (true) or *f* (false).

Aim: to check understanding

Key: 2 f, 3 t, 4 f

- 3 **WB p115** Look and tick (✓) the things people do in winter in your country.

Aim: to personalise the topic

- 4 **WB p115** Write about summer in your country. Think about these questions.

Aim: to activate students' knowledge and experience

Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit what students did in the lesson today, e.g. *learnt more about the two hemispheres and why there are different seasons, and completed a project about different countries.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

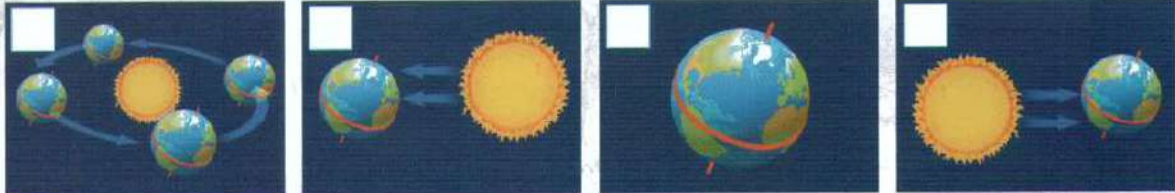
Aim: to develop writing and reflective skills

- 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 each part of the project and of what surprised them in their research.
- Monitor and help as necessary.

Learn and think

9

- 1 Think!** Why is it winter in London when it's summer in Rio de Janeiro?
Read and number.



- The Earth spins on its axis. This axis is not vertical. It runs diagonally through the planet.
- The Earth orbits the sun. It makes one orbit every year.
- When the Earth is this side of the sun, there is more sunlight on the top half of the planet (the Northern hemisphere).
- When the Earth is the other side of the sun, there is more sunlight on the bottom half of the planet (the Southern hemisphere).

- 2 Project** Write about seasons around the world. Complete the table for England.

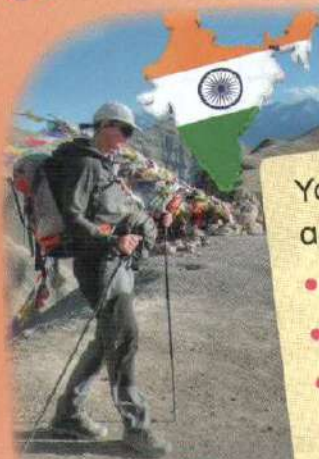
Country	Seasons	Months	Things to do
 England	spring	March – May	plant flowers
	summer	_____	eat strawberries
	autumn	September – November	make bonfires
	_____	December – February	play in the snow

- Create your own table on poster paper and write about your country.
- Find out about another country and create another table on poster paper.

Act out

Holiday time

1 Work in pairs. Read the role card.



You are going on holiday with a friend. Decide:

- Where you are going.
- How long you are going for.
- How you are going to get there.
- What you are going to do there.



Useful language

Student A

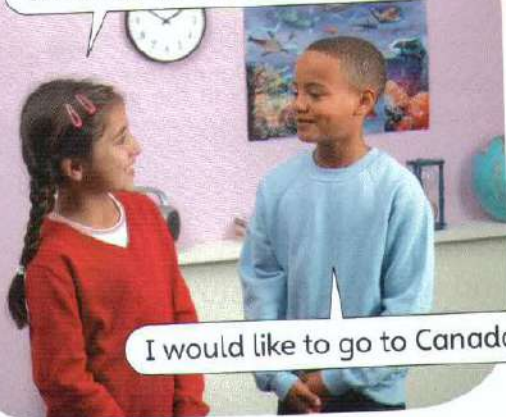
I would like to go to ...
OK. What about ... ?
We could ...
Yes, I do. / No, I don't.

Student B

I don't want to go to ...
Yes, that's a good idea.
Do you like ... ?

2 Plan your holiday.

I don't want to go to Canada.
What about the USA?



I would like to go to Canada.

3 Work in groups.

Where are you going in the holidays?

We are going to the USA.



What are you going to do there?

We are going to go to Disney World. What about you?



Aims:

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading and writing skills

New language: *Canada, the USA*

Recycled language: language from the unit

Materials: CD

Language competences: Your students will be able to plan and take part in a group discussion.

Warm-up

Aim: to review vocabulary for the weather

- Students work in pairs. They use the book flap to review the weather words on SB page 106.
- They close the flap so that they cannot see the words.
- They take turns to point at the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

1 SB p116 Work in pairs. Read the role card.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play to plan their holidays.
- Read through the information on the role card with the class.
- Check students know what they are going to do.

2 SB p116 Plan your holiday.

Aim: to practise speaking and negotiating

- Elicit full examples of the Useful language and demonstrate several possible exchanges.
- Make sure pairs know what to do and what language they need to use.
- Pairs discuss and plan their holiday according to the information on the role card.
- Go around the class and monitor students as they are doing their planning.

3 SB p116 Work in groups.

Aim: to give students further practice with speaking

- Make groups of four (two pairs).
- Demonstrate the activity using the prompts.
- Pairs ask and answer and exchange information about their holidays.
- Groups report back to the class. One pair says where the other pair is going and what they are going to do.

1 WB p116 Put the dialogue in order. Then listen and check.

Aim: to practise listening for specific information

Key: 8, 3, (1), 9, 4, 2, 6, 7, 5

2 WB p116 Look and write a dialogue. Use language from Activity 1.

Aim: to give students writing practice

Ending the lesson

Aim: to review language from the lesson

- Review with students all the different places they decided to visit and all the things they decided to do in SB Activity 2.
- Take a class vote on the best holiday idea.

Extension activity

Aim: to consolidate writing skills

- Students write about their holiday plans from SB Activity 2 and about the holiday plans of the pair they worked with in SB Activity 3.
- Monitor the class and check they are using *going to* to write about their plans.

Aim:

- to consolidate language from the unit

New language: *Wales*

Recycled language: language from the unit, *scrapbook, postcard*

Materials: students' scrapbooks

Language competences: Your students will be able to use language from the unit to make a page for their scrapbooks.

Warm-up

Aim: to review holiday activities

- Clap twice with the class and say *It's holiday time!*
- Clap twice and a student calls out a relevant word/phrase, e.g. *Sunny*.
- Clap twice and the next student calls out a different word/phrase connected with holidays, e.g. *Swimming in the sea*.
- Continue around the class.

1 **SB p117** Make a mind map about holidays.

Aim: to give students practice with graphic organisers

- Look at the mind map with the class.
- Check they understand how it works. Talk through the different strands.
- Students use this as a model for their own mind maps.
- Tell them that they should make it personal. It should include things they like to do.
- Students create their mind maps in their notebooks.
- Monitor students to help with ideas if necessary and check their work.

2 **SB p117** Imagine you are on holiday now. Write your ideas.

Aim: to give students drafting practice

- Check students know what to do and that they have to imagine they are on holiday now (that they are in the middle of their holiday).
- Students make notes about their holiday in answer to the questions.
- Monitor students and check their work.

3 **SB p117** Write a postcard about your holiday.

Aim: to give students writing practice

- Read through the postcard with students.
- Check understanding and focus students on the organisation of the information.
- Remind students that this is a model for their postcards and that they should use some of the phrases in their own writing.

T117

- Students write drafts of their postcards in their notebooks, using the information from SB Activity 2.
- Go around the class and check their work.
- When you have checked their drafts, students write a final version of their postcard in their scrapbooks.

1 **WB p117** Write the words in four groups.

Aim: to practise classification

Key: 1 foggy, thunderstorm, rainy, 2 Australia, Brazil, Argentina, 3 raincoat, hat, boots, 4 Spain, Canada, China

2 **WB p117** Look at Activity 1. Number the topics to match the groups.

Aim: to review word families

Key: 3 Clothes, 1 Weather, 2 Southern hemisphere, 4 Northern hemisphere

3 **WB p117** Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 I am going to phone you tonight. 3 Is it going to rain tomorrow? 4 Are you going to send me a postcard?

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song or game is from the book.
- Do the song or game again with the class.

My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 120 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for *Holiday plans*.
- Then they tell a friend what they liked and didn't like.

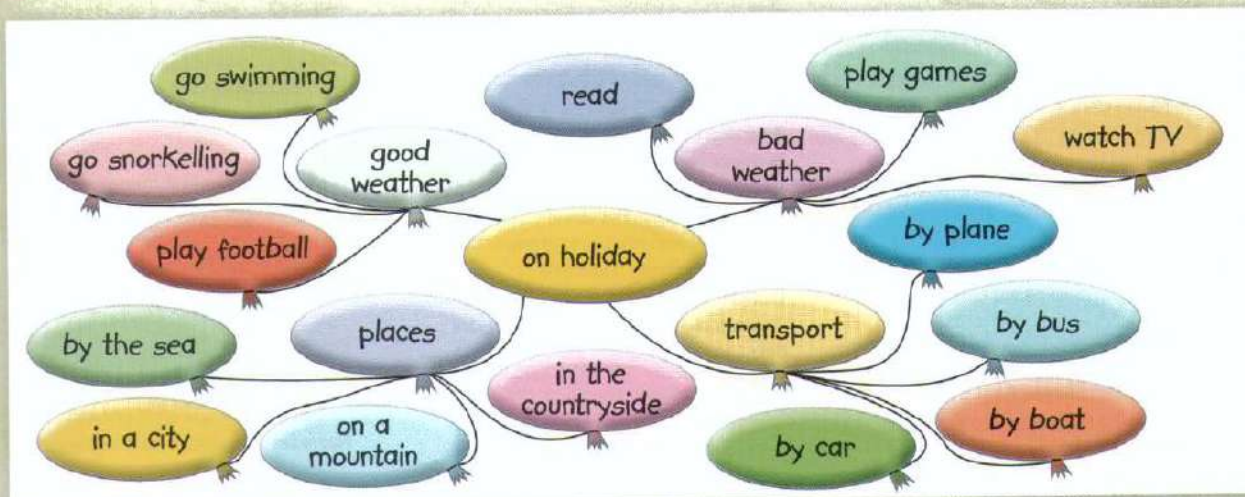
Extension activity

Aim: to review key vocabulary from the book

- Students work in pairs.
- They choose one of the units and review the vocabulary on the first page of the unit.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

Imagine a holiday

1 Make a mind map about holidays.



2 Imagine you are on holiday now. Write your ideas.

Where? – Wales ...

- Where are you? (at home / in another country)
- What was the weather like the last few days? (sunny / rainy / ...)
- What did you do? (went snorkelling / read a book / ...)
- What are you going to do in the next few days? (play games / ...)

3 Write a postcard about your holiday.

Hello Anna,

We're on holiday in Wales. It's great. We're in a hotel by the sea. The last few days the weather wasn't good. It rained, but that wasn't a problem. We had lots of fun. We played games and read. In the evenings, we watched DVDs.

The next few days are going to be better. We're going to swim in the sea and play football on the beach. On Sunday, we're going to go hiking.

Love,
Trish



Tapescript

Meet The Explorers

CD1 Track 03

Student's Book p4, Act. 2

Ben: The book's in this castle.

Lucy: Let's find it!

Ben: Let's go upstairs. Let me see.

Rooms 21-50. Where shall we start?

Lucy: Downstairs.

Ben: Downstairs? Really?

Lucy: Of course. Look - a cellar. That's where we want to go. Come on, Buster! Let's go.

Ben: Are you sure, Lucy? I think ...

Lucy: Let's go. We don't have much time.

1 Our school

CD1 Track 14

Student's Book p10, Act. 2

Lucy: Right. What have we got today?

Ben: Mmm. Let me see. English and Geography before lunch. Music, I.T. and History after lunch.

Lucy: Ah, that's great. History's my favourite subject. Do you like it?

Ben: Yes, but my favourite subject is P.E. I'd love to have P.E. every day.

Lucy: But let's forget school for a minute. We've got to try and find a way to solve the puzzle in the book. I just don't understand it.

Ben: I think we need help. Let's ask our Maths teacher. He's good at puzzles.

Lucy: Mr Benson? No. He's always so busy. I've got an idea.

Ben: What?

Lucy: Let's go to the library.

Ben: To the library?

Lucy: Yes. Mr Williams the librarian is nice. And he's clever.

Ben: OK, let's go and ask him.

CD1 Track 18

Student's Book p13, Act. 1

Linda: Hi, are you new here?

Daniel: Yes, I am.

Linda: What's your name?

Daniel: I'm Daniel. And you?

Linda: I'm Linda. In our school you have to wear school uniform.

Daniel: Yes, I can see that.

Teacher: Hello. Are you the new student?

Daniel: Yes, I'm Daniel.

Teacher: Welcome, Daniel. Come with

me, Daniel, just two things. You have to arrive at school before nine o'clock. And you have to read a book every week.

Daniel: Yes, Sir.

CD1 Track 23

Workbook p15, Act. 2

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

CD1 Track 26

Workbook p17, Act. 1

Woman: Can you see the girl?

Boy: Yes, I can. She's daydreaming.

Woman: That's right. What's she dreaming of?

Boy: A dragon. In her dream, she's sitting on a dragon, and the dragon's flying.

Woman: That's right. Colour the dragon black.

Boy: OK.

Man: Can you see the black dragon? This is an example. Now you listen, colour and write.

Narrator: 1

Woman: Now, do you want to colour something?

Boy: Yes, please. Can I colour the butterfly?

Woman: The one in the poster? OK. What colour?

Boy: Yellow's my favourite.

Woman: OK, that's a good colour for the butterfly, then.

Narrator: 2

Woman: Now, would you like to write something for me?

Boy: What? A word?

Woman: Yes. Can you see the clock on the wall?

Boy: Behind the girl?

Woman: That's right. Can you write the word 'clock' below it?

Boy: OK, I'm writing that now.

Narrator: 3

Woman: Can you see the girl's notebook?

Boy: Yes. There's a circle and a triangle in it.

Woman: That's right.

Boy: Can I colour the triangle?

Woman: Yes. Good idea.

Boy: What colour?

Woman: Red.

Boy: Fine.

Narrator: 4

Woman: Now, can you see the photos?

Boy: Which ones?

Woman: The photos on the teacher's desk.

Boy: Oh yes. What do you want me to do with them? Colour them both?

Woman: No, not both of them. Can you see the boy at the piano?

Boy: Yes.

Woman: Colour the piano quickly.

Boy: What colour?

Woman: You choose.

Boy: OK, I'm doing it brown.

Narrator: 5

Woman: OK, one last thing now. What can we do?

Boy: I can colour the pencil sharpener. The one by the pencil case.

Woman: Yes, colour that pencil sharpener green, please.

Boy: OK, that's all.

Woman: Yes. Well done! The picture looks great now!

Narrator: Now listen to it again.

CD1 Track 27

Student's Book p18, Act. 1

1 [Sound of recorder playing]

2 [Sound of triangle playing]

3 [Sound of flute playing]

4 [Sound of piano playing]

5 [Sound of drum playing]

6 [Sound of guitar playing]

2 The picnic

CD1 Track 29

Student's Book p22, Act. 2

Ben: We have to find a pool somewhere near the village.

Lucy: But where?

Ben: I'm not sure, but I'm hungry. Let's stop and have a picnic.

Lucy: Good idea.

Ben: Lucy, would you like some lemonade?

Lucy: No, thanks. I don't like lemonade.

Ben: How about some water?

Lucy: Yes, please.

Ben: Here you are. Here's a bottle of water.

Ben: Wow! I'm really hungry.

Lucy: Would you like some cheese?

Ben: Yes, I'd love some cheese.

Ben: What's the matter with Buster?

Lucy: Buster! Buster!

CD1 Track 34

Student's Book p25, Act. 1

Boy: Let's make some soup.

Girl: OK!

Boy: Shall we put some carrots in the soup?

Girl: Good idea.

Boy: How about some tomatoes?

Girl: No, I don't like tomatoes. Shall we put in some potatoes?

Boy: Yes, I love potatoes.

Girl: And how about some onions?

Boy: Onions? Yes, I like onions.

Girl: Carrots, potatoes and onions.

Boy: Delicious!

CD1 Track 39

Workbook p27, Act. 2

I spy with my little eye, something beginning with B.

It's a bike.

I spy with my little eye, something beginning with K.

It's a kite.

I spy with my little eye, something beginning with F.

It's a fish.

I spy with my little eye, something beginning with R.

It's a rabbit.

I spy with my little eye, something beginning with S.

It's a sandwich.

I spy with my little eye, something beginning with W.

It's a window.

I spy with my little eye, something beginning with P.

It's a picnic.

I spy with my little eye, something beginning with I.

It's an ice cream.

CD1 Track 40

Student's Book p28, Act. 1

Interviewer: So, Lisa, can you tell me about lunch at your school?

Lisa: Yes, of course. Lunch starts at 12 o'clock. There's a bell to tell us when it's time.

Interviewer: And where do you eat?

Lisa: We all eat in the school hall.

Interviewer: What? All the children eat at the same time?

Lisa: No. The children who have sandwiches eat first.

Interviewer: So some children bring sandwiches from home.

Lisa: That's right. And they eat first.

When they finish, they go and play and then the children who have school meals come and eat.

Interviewer: And what kind of food do you have for school lunches?

Lisa: Well, chicken, peas and chips is my favourite. But sometimes we have soup or pizzas. Things like that.

Interviewer: What about ice cream?

Lisa: Oh yes. There's always pudding. I usually have cake.

Interviewer: Do you always have school lunches?

Lisa: Most of the time, but on Wednesdays I have sandwiches.

Interviewer: And what do you do after lunch?

Lisa: We play outside. But then at one o'clock the lunch hour finishes and we go inside for lessons.

Interviewer: Thank you, Lisa. That was very helpful.

Lisa: You're welcome.

CD1 Track 41

Workbook p29, Act. 1

Hi, I'm Teresa. I'm from Argentina. In my family we don't have lunch together during the week, but we always have a big dinner. We eat salads, vegetables and meat. We usually start our dinner around eight o'clock.

Hello, My name's Chuck, and I'm from New York in the United States. In my family nobody is at home for lunch. My parents both work, and I have lunch at school. We usually start dinner at seven. I like it when we are all together and talk about the day. My mom sometimes travels to other cities for work. Then I have dinner with just my dad. My favourite food is pizza.

Hi, I'm Carlos from Mexico. During the week, we start our dinner at eight, but at the weekends we start later - at ten o'clock. My favourite dinner is beans with rice, and I love avocados and nachos. Nachos are corn chips, and they are very, very good.

3 Daily tasks

CD1 Track 45

Student's Book p34, Act. 2

Boy: How is your dog, Thunder?

Ben: You mean Buster? He's feeling a lot

better, thanks.

Boy: Can I take Buster for a walk?

Lucy: Yes, of course.

Boy: Can I also feed him?

Ben: Yes, sure. He likes sausages.

Woman: Lucy, can you help me with the cooking?

Lucy: Yes, of course. I like cooking. Ben can do the washing up.

Ben: I don't like washing up, but I can help you.

Woman: OK, come on, my helpers.

Lucy: And remember, the clue talks about 'helping hands'. Maybe this is the way to find it, Ben.

CD1 Track 47

Workbook p35, Act. 1

1 It's ten o'clock.

2 It's half past six.

3 It's quarter to four.

4 It's quarter past eight.

5 It's half past eleven.

6 It's quarter to nine.

CD1 Track 50

Student's Book p37, Act. 1

Interviewer: Hello, Amy. Can I ask you a few questions about jobs you do at home after school?

Amy: Yes, of course you can.

Interviewer: What things do you do to help your mum and dad?

Amy: I always take the dog for a walk at quarter to six. I do that on Monday, Tuesday, Wednesday, Thursday and Friday. I love my dog!

Interviewer: What about your homework? When do you do it?

Amy: I usually do it before dinner at quarter past five on Mondays, Tuesdays, Thursdays and Fridays. But on Wednesdays I have a piano lesson, so I do my homework after dinner.

Interviewer: Do you help your mum and dad with the washing up?

Amy: Sometimes. I have to do the washing up on Tuesdays and Thursdays. I really don't like washing up!

Interviewer: And one last question. What time do you go to bed?

Amy: I go to bed at eight o'clock every day. I never go to bed after eight.

4 Around town

CD2 Track 09

Student's Book p46, Act. 2

Lucy: The book says go to a high place in town.

Ben: A high place. Where can that be?

Lucy: Look! What about the tower?

Ben: The tower? Good idea. How do we get there?

Lucy: Let's ask. Look, there's a woman.

Ben: Excuse me. Where is the tower?

Zelda: Ah. You want to go to the tower? That's easy. It's between the school and the café on the square.

Ben and Lucy: And where's the square?

Zelda: Look at this map. Here it is.

Ben: Oh yes. Thank you.

Zelda: You're welcome.

CD2 Track 14

Student's Book p49, Act. 1

Narrator: 1

Jessica: Hi. Ryan. Let's go to the music shop!

Ryan: Sorry, Jessica. I am going to the library to get a book.

Narrator: 2

Robert: Hannah? Can you help me?

Hannah: Oh, I'm sorry. I can't. I'm going to the sports centre to play basketball.

Narrator: 3

Joseph: Oh, Olivia. Where are you going?

Olivia: To the shop to buy some bread.

Narrator: 4

Isabella: Where are you going, William? To the library?

William: No, I'm not. I'm going to a friend's house to listen to music.

CD2 Track 19

Workbook p51, Act. 2

1 **Girl:** How do you spell 'rain'?

Boy: R - A - I - N

2 **Girl:** How do you spell 'frog'?

Boy: F - R - O - G

3 **Girl:** How do you spell 'market'?

Boy: M - A - R - K - E - T

4 **Girl:** How do you spell 'park'?

Boy: P - A - R - K

5 **Girl:** How do you spell 'write'?

Boy: W - R - I - T - E

6 **Girl:** How do you spell 'Art'?

Boy: A - R - T

7 **Girl:** How do you spell 'hurry'?

Boy: H - U - Double R - Y

CD2 Track 21

Workbook p52, Act. 1

Woman: Hello, Sandra.

Sandra: Hi, Ms Butler. When is dinner?

Woman: At seven. Do you all like pizza?

Sandra: Yes, we do.

Woman: What are your friends doing? Are they looking for something?

Sandra: Yes, we are all looking for a key.

Woman: Can you tell me your friends' names?

Sandra: Yes, of course. The boy below the tree is Ben.

Woman: And the girl near the bikes with the hat?

Sandra: That's Christine.

Woman: And the girl in front of the tent on the right?

Sandra: That's Hannah.

Woman: And who is the boy opposite her?

Sandra: That's Mike. And the boy behind the tent on the right is William.

Woman: OK. And who is the girl between the tents?

Sandra: That's Olivia.

Woman: See you at seven.

Sandra: Yes, Ms Butler.

CD2 Track 22

Student's Book p53, Act. 1

Interviewer: Hi, Millie. How are you today?

Millie: I'm fine, thanks.

Interviewer: And where are you going?

Millie: I'm going to the playground with my pet K-Rex. We're going to play on the swings.

Interviewer: Well, have fun. Bye.

Interviewer: Hey, Chuck.

Chuck: Oh hi.

Interviewer: Are you going to school?

Chuck: No. There's no school today. It's Saturday.

Interviewer: Of course. So where are you going?

Chuck: I'm going to the zoo to see the new baby dinosaur they've got there. Do you want to come?

Interviewer: Thanks, but I can't. See you.

Chuck: See you.

Interviewer: Hello, Amanda.

Amanda: Hello.

Interviewer: Are you in a hurry?

Amanda: Yes, I am. I'm going to the

library to get a book, but it closes in five minutes.

Interviewer: OK. Good luck.

Amanda: Thanks. Bye.

Interviewer: Hi, Barney.

Barney: Hello. Sorry but I can't stop.

Interviewer: Oh, are you going to the library too?

Barney: No, I'm going to the bank to get some money.

Interviewer: OK. Talk to you later. Bye.

Barney: Bye.

5 Under the sea

CD2 Track 26

Student's Book p58, Act. 2

Ben: Wow! Look - a dolphin. And over there, a turtle. Wow!

Lucy: It's beautiful.

Ben: I love the sea.

Lucy: But are you sure this is where the next letter is?

Ben: The clue says we have to dive down and get wet.

Lucy: But the sea's so big. The letter could be anywhere.

Ben: I'm not so sure. That octopus looks clever. Let's follow it!

Lucy: Ah. It does look clever. I think you're right.

Ben: What about Horax and Zelda?

Lucy: Don't worry. They don't know we're here. And don't forget that Buster is looking after our boat. Nothing can happen to us.

CD2 Track 31

Student's Book p61, Act. 1

Interviewer: Sue, where were you at three o'clock?

Sue: I was on the beach.

Interviewer: And you, Bob? Where were you on the beach?

Bob: No, I was in the sea.

Interviewer: And where were you, Jane?

Jane: I was on a boat.

Interviewer: Were you on the boat, Tim?

Tim: No, I was on the beach with Sam.

Interviewer: And where was Emma?

Bob: No, she wasn't. She was with Sue. We were in the sea.

CD2 Track 38

Workbook p64, Act. 1

Woman: Hello, Sally. Tell me about your story.

Sally: Well, there are two children.
Woman: What are their names?
Sally: They are Christine and Ryan.
Woman: Where do they live?
Sally: On their parents' farms.
Woman: Are the farms in Britain?
Sally: No, they are in Ireland.
Woman: So what happens?
Sally: One day they find a bird in a net.
Woman: In a net?
Sally: Yes, they find the bird in a net on the beach. First they don't know what sort of bird it is. But then Christine's dad tells them that it is a puffin.
Woman: A puffin. What colour are they?
Sally: They are black and white, with orange legs, and they have orange and black bills.
Woman: What do they eat?
Sally: Their favourite food is fish. So Christine and Ryan feed the little bird. But one day it isn't there any more.
Woman: Oh, do they ever see it again?
Sally: They do. Next year there are three puffins near their farm.

CD2 Track 39

Student's Book p66, Act. 1

1 Spots, 2 Vertical stripes, 3 Horizontal stripes, 4 Diagonal stripes, 5 Spiral

6 Gadgets

CD2 Track 42

Student's Book p70, Act. 2

Ben: The next letter is in the caves. We have to get a torch.
Lucy: Right. What else do we need?
Ben: A mobile phone or a laptop?
Lucy: No, I know what. Let's buy two walkie-talkies.
Ben: Good idea!
Assistant: Hello. Can I help you?
Ben: Yes. We'd like some walkie-talkies.
Assistant: How about these blue ones? They're £20.
Lucy: Wow! What about those red ones?
Assistant: They're £12.
Ben: Great. We also need another torch.
Assistant: Sure. How about this one here? It's a very nice torch. It's only £8.
Ben: OK. That's fine.
Assistant: That's £20, please.

Mr Williams: Hi, kids. What are you buying?
Lucy: Oh, hi. Mr Williams. We're buying a torch and some walkie-talkies. We're going to the caves.
Mr Williams: That's exciting. Hope you have a good time.
Lucy: Thanks. See you.

CD3 Track 05

Workbook p76, Act. 1

Jenny: Hi, I'm Jenny. My favourite gadget is my bike. It was my birthday present last year. My old bike was very small. This bike is bigger. It's black. It's the most beautiful bike in the world. I love my bike. I go everywhere on it.
Tim: My name's Tim. My favourite gadget is my games console. It was a present from my dad for washing his car for a year. My old games console was very slow and it was only for one person. Two people can play with my new one and it's much faster too.
Olivia: Hello, I'm Olivia. My favourite gadget is my mobile phone. It was a present from Mum and Dad when I was ten. It's really cool. You can take photos with it and you can listen to music on it, too.

CD3 Track 06

Student's Book p77, Act. 2

Boy: Have you got everything for our adventure trip tomorrow, Sara?
Girl: Yes.
Boy: Let's check.
Girl: OK. I've got a compass and a torch.
Boy: Good. What about the camera?
Girl: Yes, I've got the camera. And I've got a watch and some sunglasses. That's everything.
Boy: Was it very expensive?
Girl: It was quite expensive. The watch was £15. The compass was £2.
Boy: £2 - that's cheap.
Girl: Yes, but the torch was £17. The camera was £50 and the ... What else was there?
Boy: The sunglasses?
Girl: Yes, the sunglasses. They were very cheap. Only £5.
Boy: Excellent. I'm ready for an adventure. I'm really excited.
Girl: But there's only one problem.

Boy: What's that?
Girl: I can't go with you. I haven't got any money left!

CD3 Track 07

Student's Book p77, Act. 3

The dialogue on Track 06 is repeated.

7 In the hospital

CD3 Track 11

Student's Book p82, Act. 2

Ben: I've just got a message. My grandpa is ill.
Lucy: What's the matter?
Ben: I don't know, but it's more than just a headache or cold. He's in hospital!
Lucy: Oh no! Let's go there immediately!
Ben: Yes. The last clues can wait.
Lucy: Excuse me, nurse. We've got a message.
Ben: It says my grandpa's in hospital. He's in room 209.
Nurse: 209 is upstairs.
Ben: Thanks. Is there a lift?
Nurse: Yes, it's over there.
Lucy: Thanks.
Nurse: That's all right. I hope your grandpa gets better soon.
Doctor: Come with me. The room is upstairs.
Ben: Thanks, Doctor. Let's take the lift!

CD3 Track 15

Student's Book p85, Act. 1

Narrator:

Last Friday, Lily the lolly monster woke up at half past eight. She felt awful. She had a terrible stomach-ache. She went to the hospital. The doctor gave her a pink, a red and a blue pill. Lily said, 'Can I have a lolly? I really don't like pills!' 'I'm sorry,' the doctor said. 'No lolly for you!'

CD3 Track 20

Workbook p87, Act. 2

liked, played, jumped, landed, shouted, smiled, wanted, listened, looked

8 Around the world

CD3 Track 26

Student's Book p94, Act. 2

Lucy: 'Stay at home but travel far' - I'm

sure this is the right place.
Ben: Yes, Lucy. The model of the world in the park. Good thinking.
Assistant: Next.
Ben: Two tickets for the park, please.
Assistant: That's £4.
Lucy: Here you are, £5.
Assistant: Thank you. Your tickets and your change. Enjoy the model village.
Ben: Thanks.
Lucy: Come on, Ben. Which country do you want to visit first?
Ben: I don't know. It's so difficult to choose. Look, I'd like to go to all these countries: Mexico, Egypt, Argentina, Chile, Turkey, Brazil, Spain. Ah, I know what, I love football so let's go to Brazil first. Race you.
Lucy: What colour is the flag?
Ben: It's green, yellow and blue.
Lucy: Oh yes! The first person there is the winner.

CD3 Track 36 Student's Book p100, Act. 1

Man: Can I see your photo?
Girl: Yes. It's me and my friends in Egypt.
Man: When did you go there?
Girl: Last summer. It was a school trip.
Man: So who are all these people? Are they your friends?
Girl: Yes. This one here is Daisy.
Man: The girl with the book?
Girl: Yes. She's my best friend. And the boy here, riding the camel - that's Jack. He's Daisy's brother.
Man: And who is this boy - the one with the ice cream?
Girl: Let me see. That's Fred. Fred's eating the ice cream.
Man: And what about this girl? She's looking at something.
Girl: That's Vicky. She's reading a map.
Man: I see. Of course, it's a map.

Girl: And then there's Paul. He's buying a statue. He loves shopping. He spent lots of money in Egypt.
Man: And what about this boy with the camera?
Girl: That's Peter.
Man: And finally, this girl here.
Girl: That's Mary. She's drinking some water.
Man: So did you have a good time?
Girl: Good? It was fantastic! Would you like to see some more photos?
Man: I'd love to.

CD3 Track 37 Workbook p101, Act. 1

Thomas: Lily, I am so happy that you're back. Where did you go?
Lily: First I went back many thousands of years to a beach.
Thomas: Do you know where it was?
Lily: I'm not sure, but I think it was in South Africa. The people were small and their skin was brown.
Thomas: What did you do next?
Lily: Well, I didn't take any food with me, so I was very hungry. I showed the people that I was hungry.
Thomas: Did they give you some food?
Lily: Yes, some fish.
Thomas: Did they cook the fish?
Lily: No, they didn't. There was no fire.
Thomas: And you ate it?
Lily: Yes, I did.
Thomas: Did you have stomach-ache later?
Lily: No. The fish was very good. And the beach was very clean. No bottles, no cans, no plastic.
Thomas: How long did you stay there?
Lily: Only for one or two hours.
Thomas: And where did you go then?
Lily: I'm tired, Thomas. Can I tell you later?
Thomas: Yes, of course.

9 Holiday plans

CD3 Track 40 Student's Book p106, Act. 2

Lucy: It's so rainy. It's lucky we're wearing our boots and raincoats.
Ben: Yes, but I'm not so sure the umbrella was a very good idea. It's too windy.
Lucy: And I don't really like that lightning. I'm a bit scared of thunderstorms.
Ben: Don't worry. We're nearly at the castle now.
Lucy: Are you sure the castle is the right place to go?
Ben: Well, it's where our adventure started.
Lucy: So it might be where it ends.
Ben: Yes. We haven't got the book now so I can't be sure.
Lucy: But we've got all the letters.
Ben: Yes, so let's see if we can find an answer to the puzzle.

CD3 Track 41 Student's Book p107, Act. 1

A: What's the weather going to be like on Monday?
B: It's going to be rainy.
A: And what's the weather going to be like on Tuesday?
B: It's going to be windy.
A: What's the weather going to be like on Wednesday?
B: Well, it's not going to be windy. It's going to be foggy.
A: And what's the weather going to be like on Thursday?
B: Well, it's not going to be foggy. It's going to be cloudy.
A: And on Friday?
B: On Friday, it's going to be sunny.
A: Hurray! I'm going to play in the garden all day.