CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

3

SUPER MINDS

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Better Learning

Thanks and acknowledgements

Acknowledgements

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Photography and illustrations

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

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

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Map of the course

Meet The Explorers (pages 4–9)

Vocabulary
Revision of numbers: *21–100*
upstairs, cellar, downstairs

Language focus
I'm good at (playing football).
I'm not good at (climbing trees).
Mike is Tom's uncle.

Story
The old book

Value
Courage

Phonics
Short vowel sounds

▶ Song: The Explorers

1 Our school (pages 10–21)

What kinds of puzzles are there?

Vocabulary
School subjects: *Art, English, Geography, Music, I.T., History, Maths, Science, P.E.*

Language focus
I like listening to (music).
He loves / doesn't like learning about (Science).
You have to wear (school uniform).

Story
Getting help

Phonics
Letter names

Skills
- Reading
- Reading, listening and speaking

Value
Accepting others

Think and learn
Maths: Geometrical shapes
Project: Make an insect with shapes.

▶ Song: Lots of puzzles
▶ Communication: Favourite subjects
▶ Writing: My portfolio

2 The picnic (pages 22–33)

What's good to eat?

Vocabulary
Food: *apple juice, cheese, lemonade, salad, rolls, soup, vegetables, water*

Language focus
Is there any (cheese)?
There isn't any (cheese).
There is some (cheese).
Are there any (oranges)?
There aren't any (oranges).
I'd like some (peas).
Shall we make some (soup)? How about some (tea)?

Story
The golden apple

Value
Perseverance

Phonics
The sounds /ɪ/ and /aɪ/

Skills
- Listening, reading and speaking
- Reading and writing

Think and learn
Science: Edible plants
Project: Make a drawing of picnic food.

▶ Song: Good idea
▶ Communication: At the sandwich shop
▶ Writing: My favourite foods

3 Daily tasks (pages 34–45)

What's it like to work at night?

Vocabulary
Daily tasks: *wash up, tidy up, sweep, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk*

Language focus
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).

Story
Tidying up

Phonics
The letter sounds *v* and *f*

Skills
- Reading
- Writing, listening and speaking

Value
Being kind to others

Think and learn
Social science: Jobs at night
Project: Write a diary.

▶ Song: Nighttime flight
▶ Communication: Helping at home
▶ Writing: My family

4 Around town (pages 46–57)

What do we find in towns?

Vocabulary
Towns: *map, bank, bus station, tower, library, market square, sports centre, supermarket, funfair, car park*

Language focus
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).

Story
Up high

Value
Lateral thinking

Phonics
The sounds /ɑː/ and /r/

Skills
- Reading
- Listening, speaking and writing

Think and learn
Geography: Tall buildings
Project: Design a tall building.

▶ Song: Lost in town
▶ Communication: Help a visitor in your town
▶ Writing: Messages

5 Under the sea (pages 58–69)

What's in the sea?

Vocabulary
Sea creatures: *seahorse, dolphin, seal, shell, octopus, anchor, starfish, turtle*

Language focus
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.

Story
The trap

Phonics
The letter sounds *s* and *sh*

Skills
- Reading
- Writing, listening and speaking

Value
Being brave

Think and learn
Environmental studies: People and the sea
Project: Make a leaflet.

▶ Song: The Crocorox
▶ Communication: Where were we … ?
▶ Writing: Sea creatures

6 Gadgets (pages 70–81)

How are gadgets useful?

Vocabulary
Technology: *games console, electric fan, walkie-talkie, electric toothbrush, tablet, torch, mobile phone, lift, laptop*

Language focus
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.

Story
The cave

Value
Being resourceful

Phonics
Long vowel sounds

Skills
- Reading and speaking
- Listening, speaking and writing

Think and learn
History: Cave paintings
Project: Make a cave painting.

▶ Song: Look at my gadget
▶ Communication: Go shopping
▶ Writing: My gadgets

7 In the hospital (pages 82–93)

What keeps us healthy?

Vocabulary
Health: *doctor, nurse, cold, cough, headache, toothache, earache, stomach-ache*

Language focus
jump – jumped, shout – shouted, land – landed, look at – looked at, wake up – woke up, feel – felt, have – had, go – went, give – gave, say – said

Story
At the hospital

Phonics
-ed endings

Skills
- Reading
- Reading and listening

Value
Determination, never giving up

Think and learn
Science: Keeping healthy
Project: Make a storyboard about keeping healthy.

▶ Song: An apple a day
▶ Communication: At the doctor's
▶ Writing: Write a story

8 Around the world (pages 94–105)

What wonders of the world are there?

Vocabulary

Countries: *Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India*

Language focus

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.

Story

The final letters

Value

Showing interest in other cultures

Phonics

The sounds /iː/ and /ɪ/

Skills

- Listening and reading
- Speaking, reading and writing

Think and learn

Geography: Wonders of the world

Project: Make a poster.

▶ Song: All the wonders in the world

▶ Communication: What did we do on our holidays?

▶ Writing: Write about a country

9 Holiday plans (pages 106–117)

How are holidays different?

Vocabulary

Weather: *thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots*

Language focus

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.

Story

The treasure

Phonics

The sound /ɜː/

Skills

- Reading
- Reading and listening

Value

Changing perceptions

Think and learn

History: Holidays in the past

Project: Make a storyboard about a holiday in the past.

▶ Song: Happy holiday

▶ Communication: Holiday time

▶ Writing: Imagine a holiday

Key to teaching notes icons

Cambridge Life Competencies Framework

Cognitive control functions

Story

Values

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

Welcome to Super Minds Second Edition

Rediscover *Super Minds!*

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

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

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

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

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

Super Minds 2nd Edition:
The thinking course, revisited

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

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

What have we kept?

The things teachers and learners love:

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





What have we improved?

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

1 New design

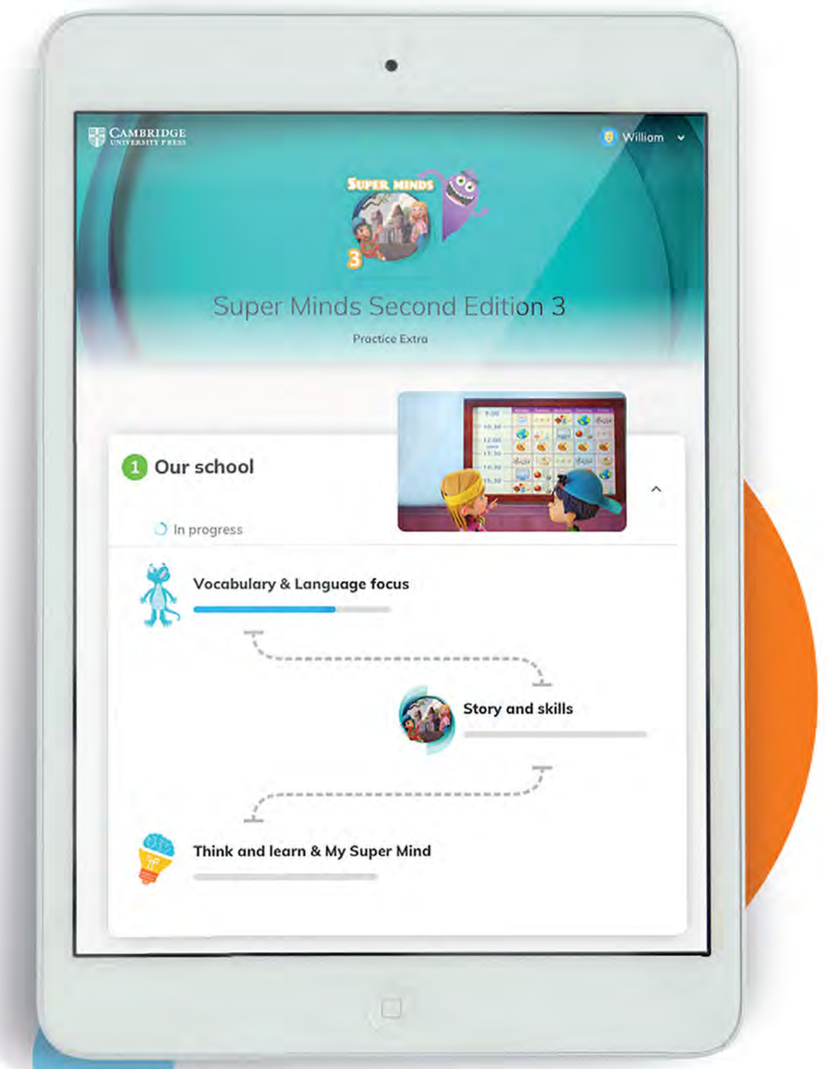
- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be charmed by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A full-colour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

2 Fresh and updated content

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

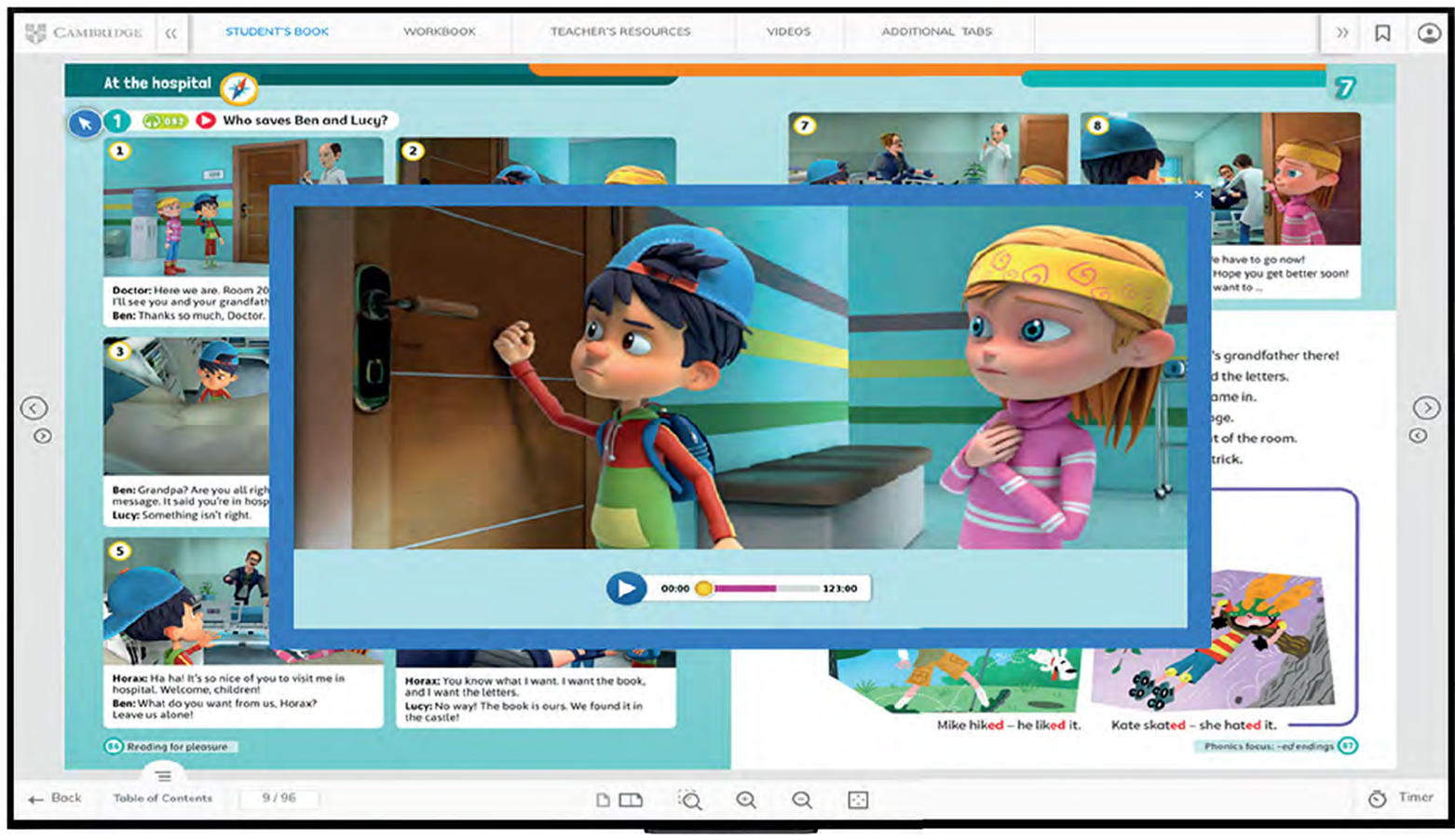
3 Enhanced digital support

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



Practice Extra

Presentation Plus



The Cambridge Life Competencies Framework

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

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

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

Competency

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

Core Areas

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

Components

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

Example 'Can Do' statements

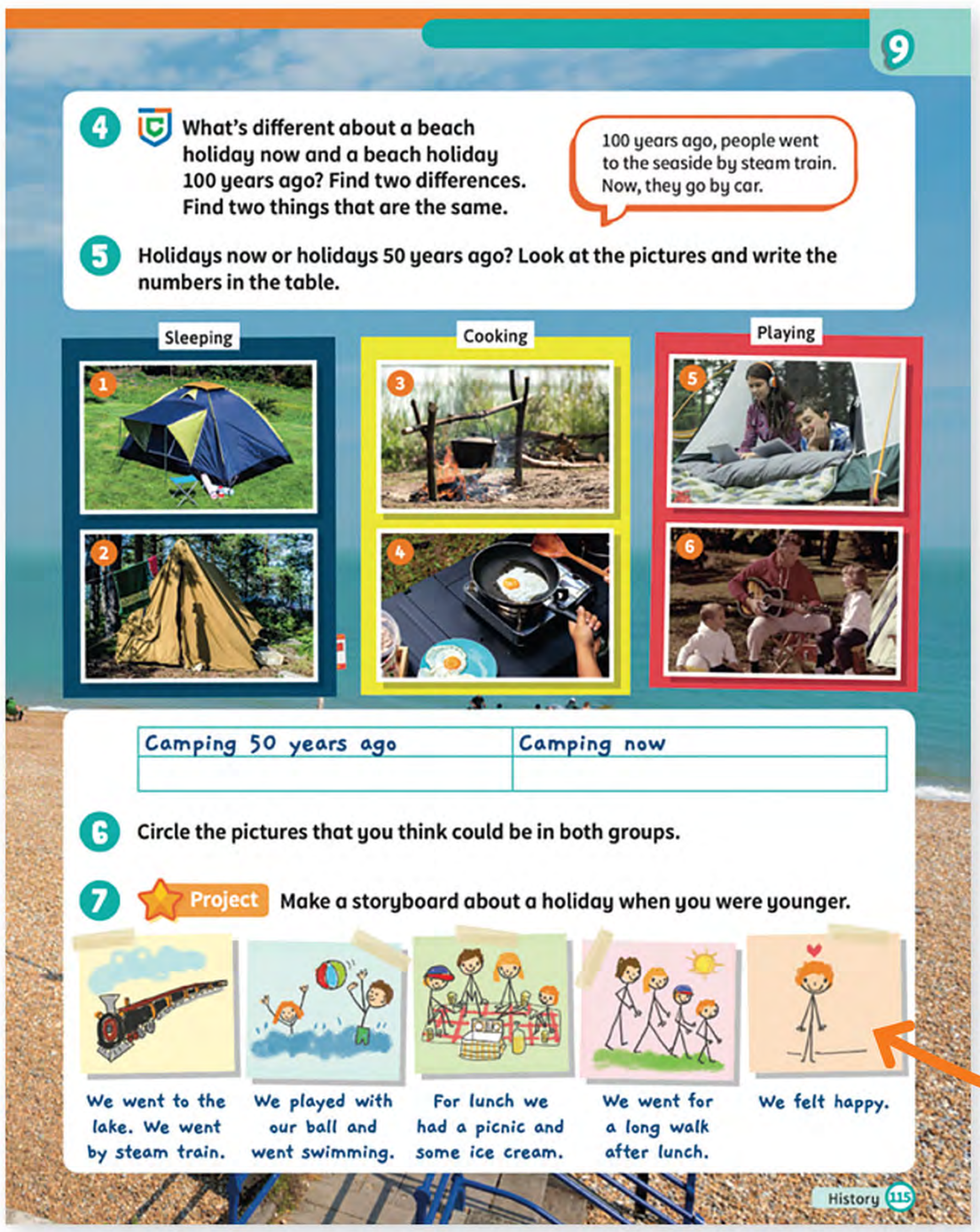
Finds new uses for objects and explains these ideas in detail

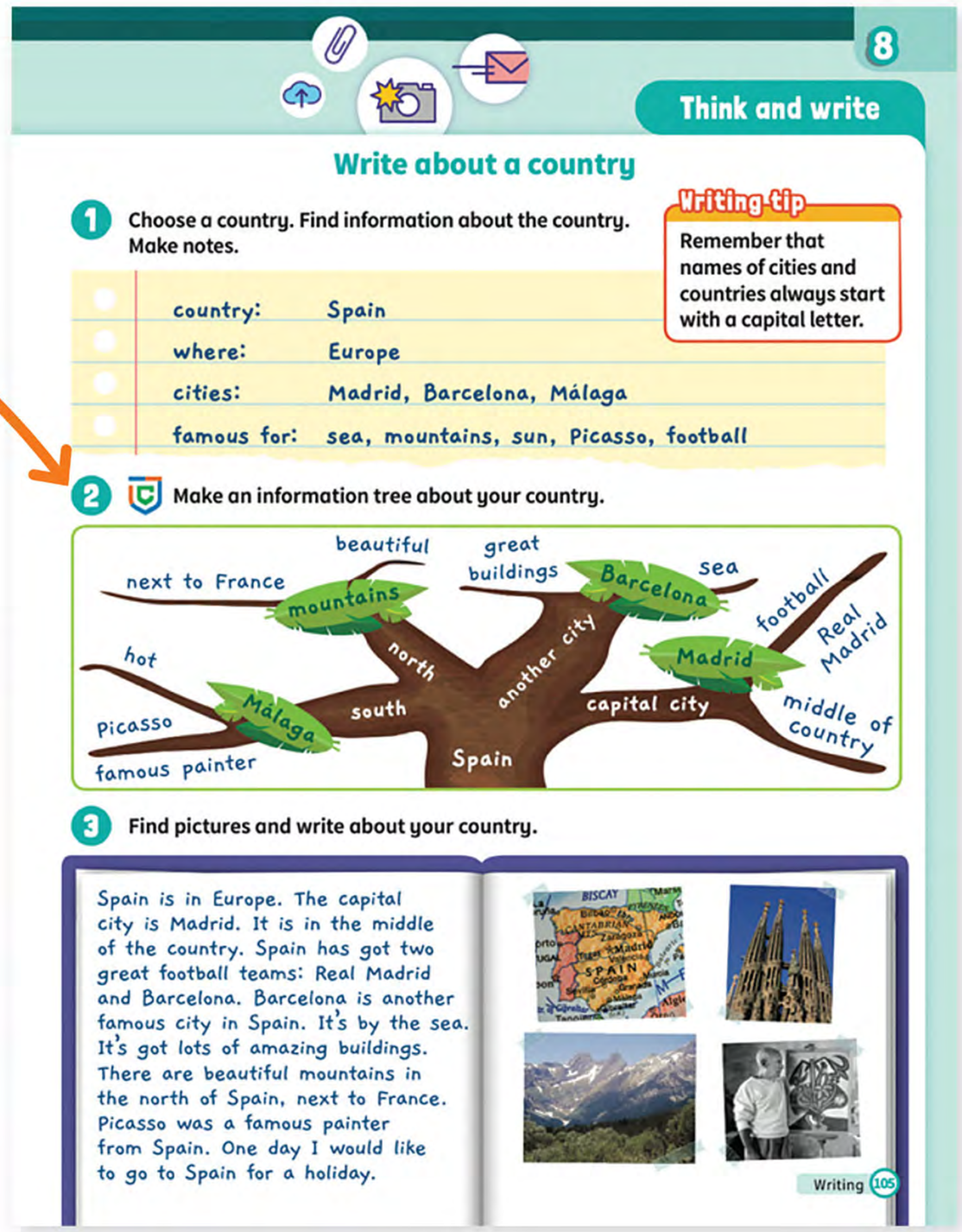
Super Minds 2nd Edition and the Cambridge Life Competencies Framework

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

Critical Thinking

This activity from Unit 8 of the Student's Book helps learners understand and analyse links between ideas by sorting and classifying countries according to key features.





Creative Thinking

This project in Unit 9 of the Student's Book helps learners develop Creative Thinking skills by writing an original story.

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

Cognitive control functions

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

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

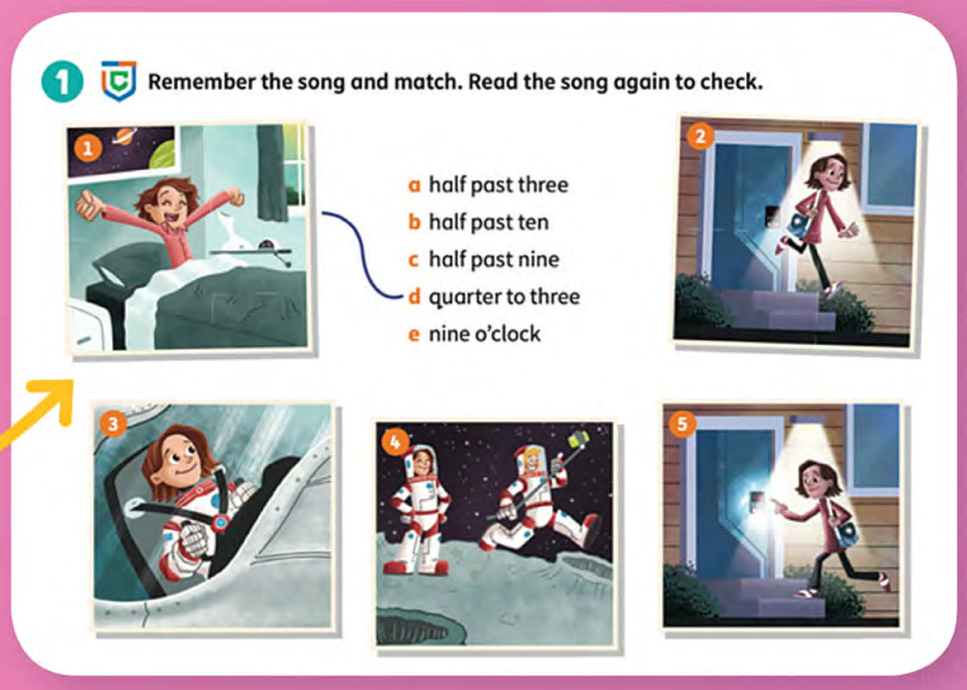
To manage these behaviours successfully, the brain uses **cognitive control functions** which determine students' success in learning and have a significant influence on their future success and wellbeing.

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

Working memory

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

This activity in Unit 3 of the Workbook helps to improve learners' working memory.





Inhibitory control

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

This activity in Unit 4 of the Student's Book helps to improve learners' inhibitory control.

Cognitive flexibility

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

This activity in Unit 4 of the Student's Book helps to improve learners' cognitive flexibility.



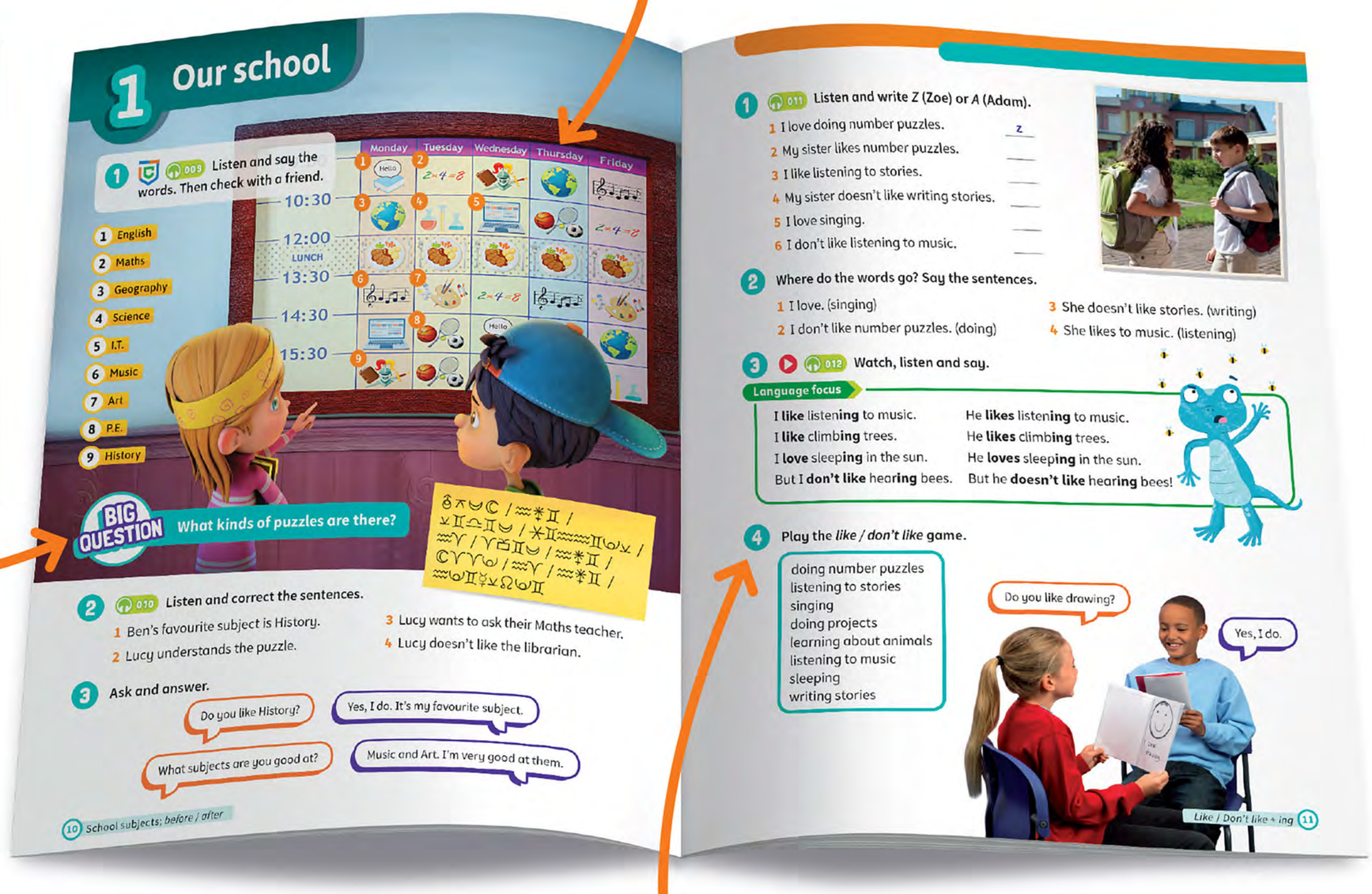
Unit walkthrough

Key vocabulary

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

The Big Question

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

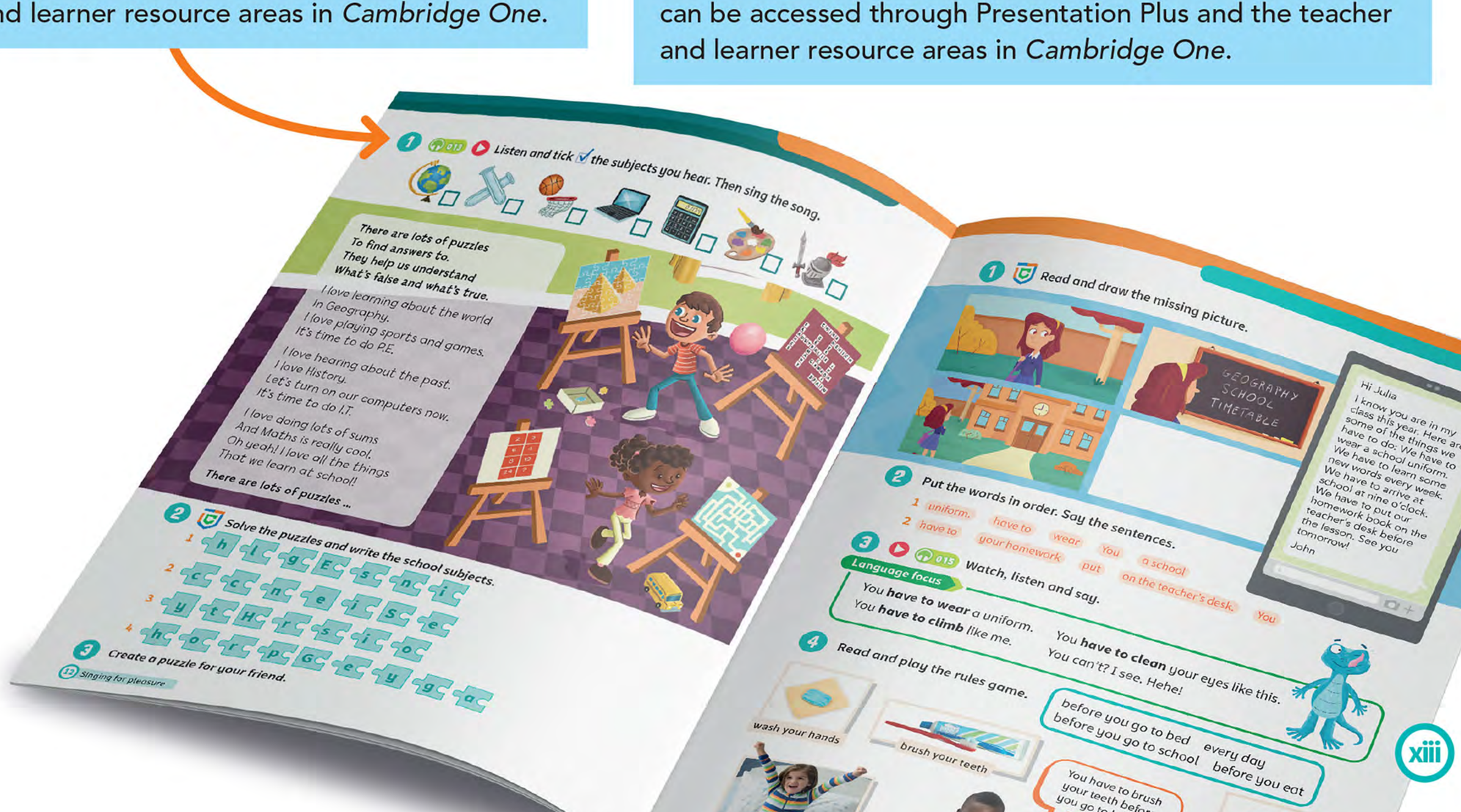


Fun and informative songs

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

Contextualised language

is presented in new 2nd Edition story-based animated *Language focus* videos, featuring the entertaining character Greg the gecko. Each unit has two animated videos which can be accessed through Presentation Plus and the teacher

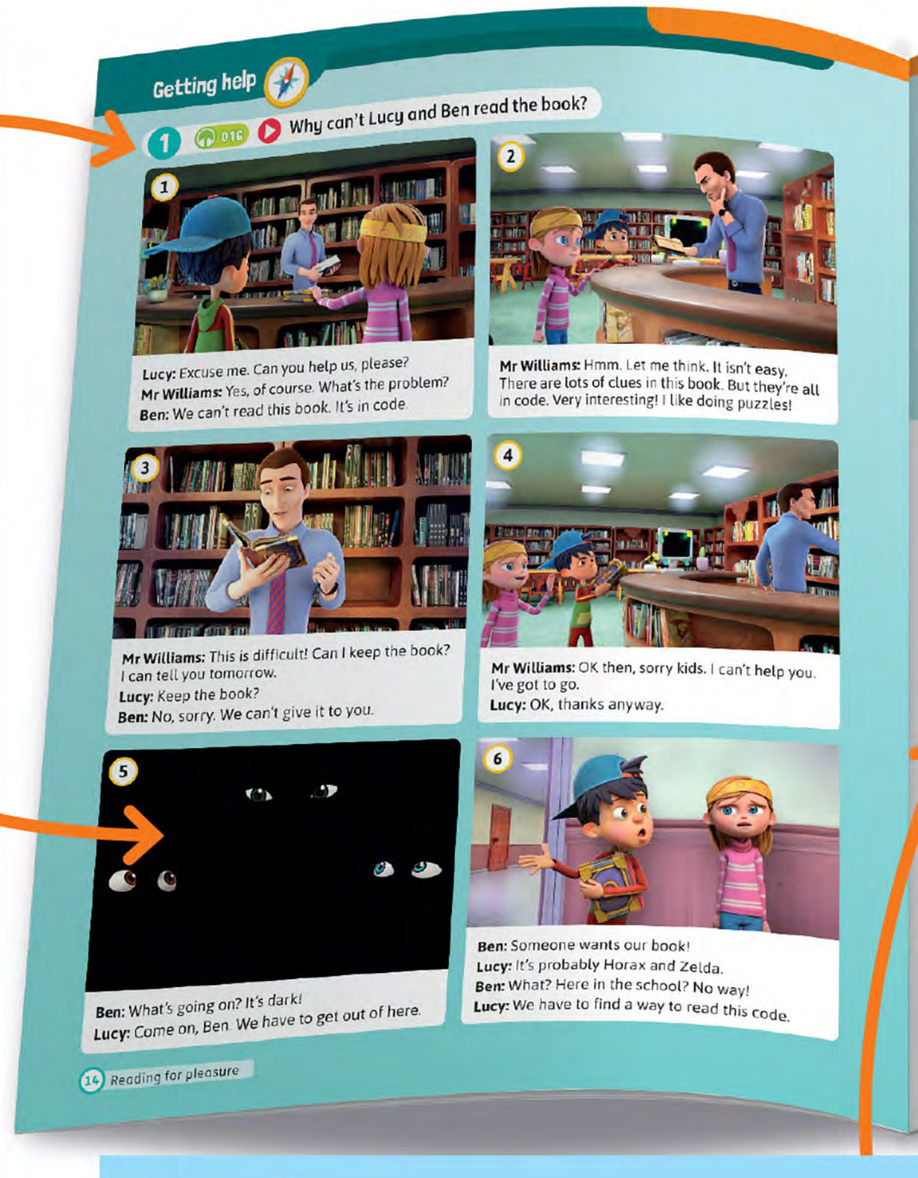


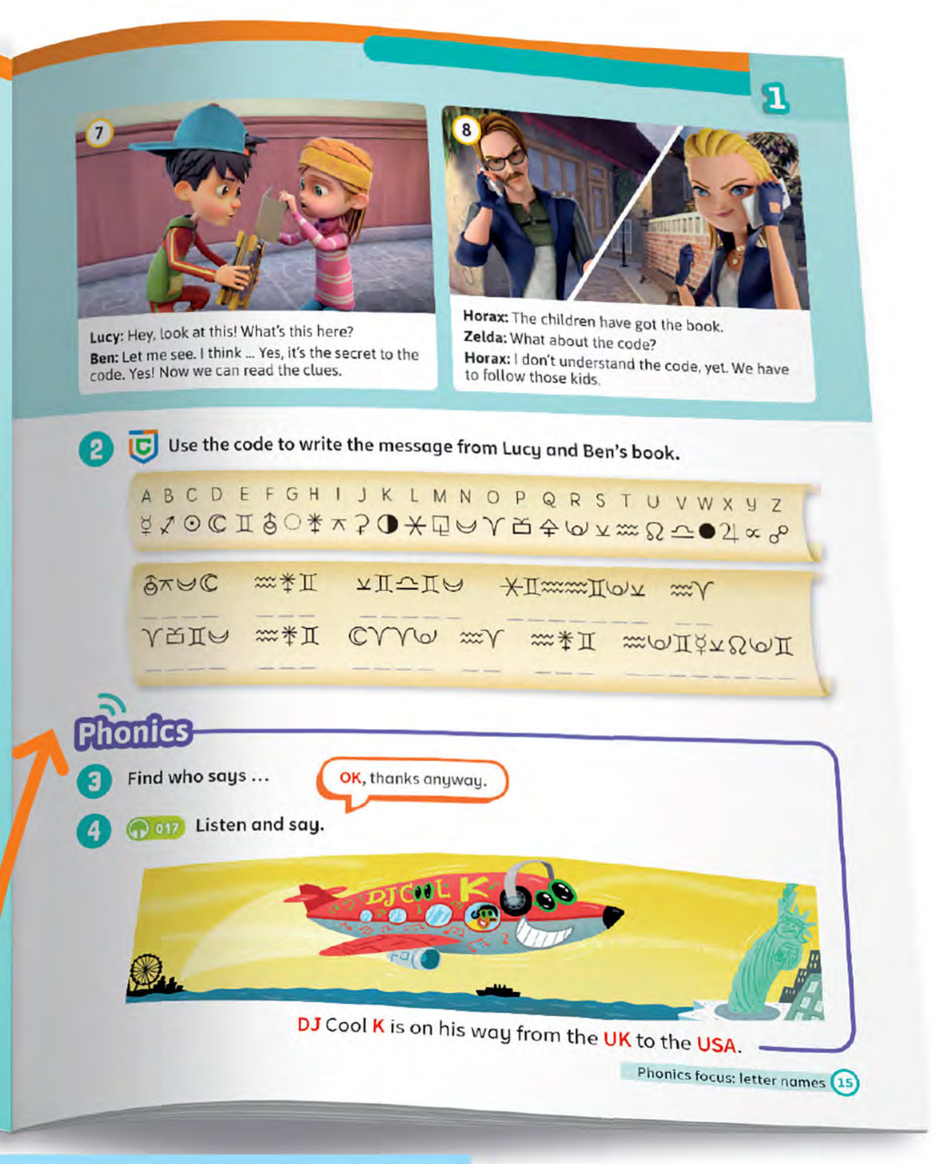
Episodic adventure stories

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

Brand new big-screen quality animated story videos

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





Phonics

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



Extensive Skills pages

give practice of listening, speaking, reading and writing skills, while the Storytime feature offers brand new extended reading texts in alternate units.

Universal values

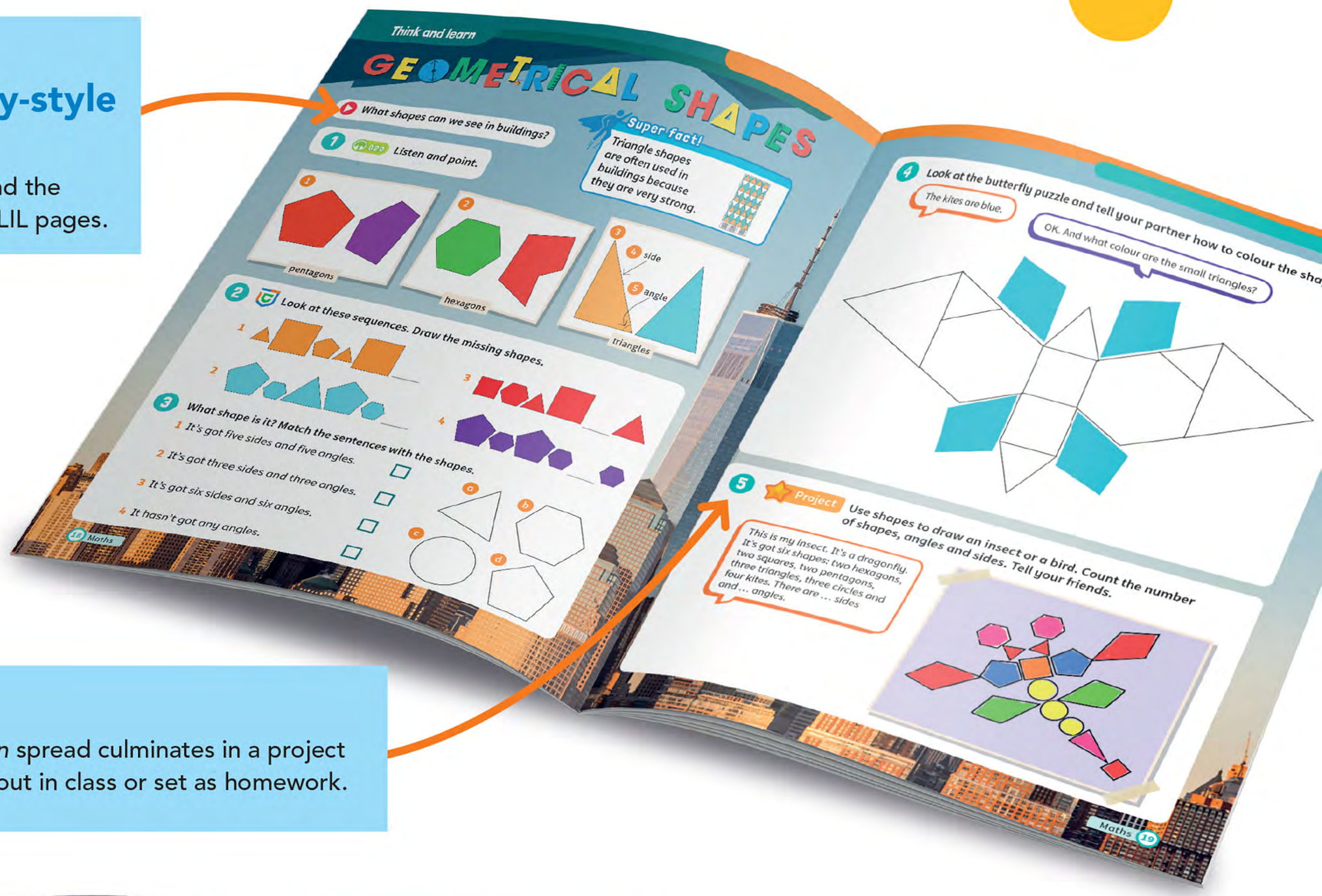
are introduced in the story and Storytime spreads, and supported with extension activities in the Teacher's Book. Thinking about values and applying them when interacting with others is a key life competency and helps build socially responsible individuals.

Think and learn CLIL projects

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

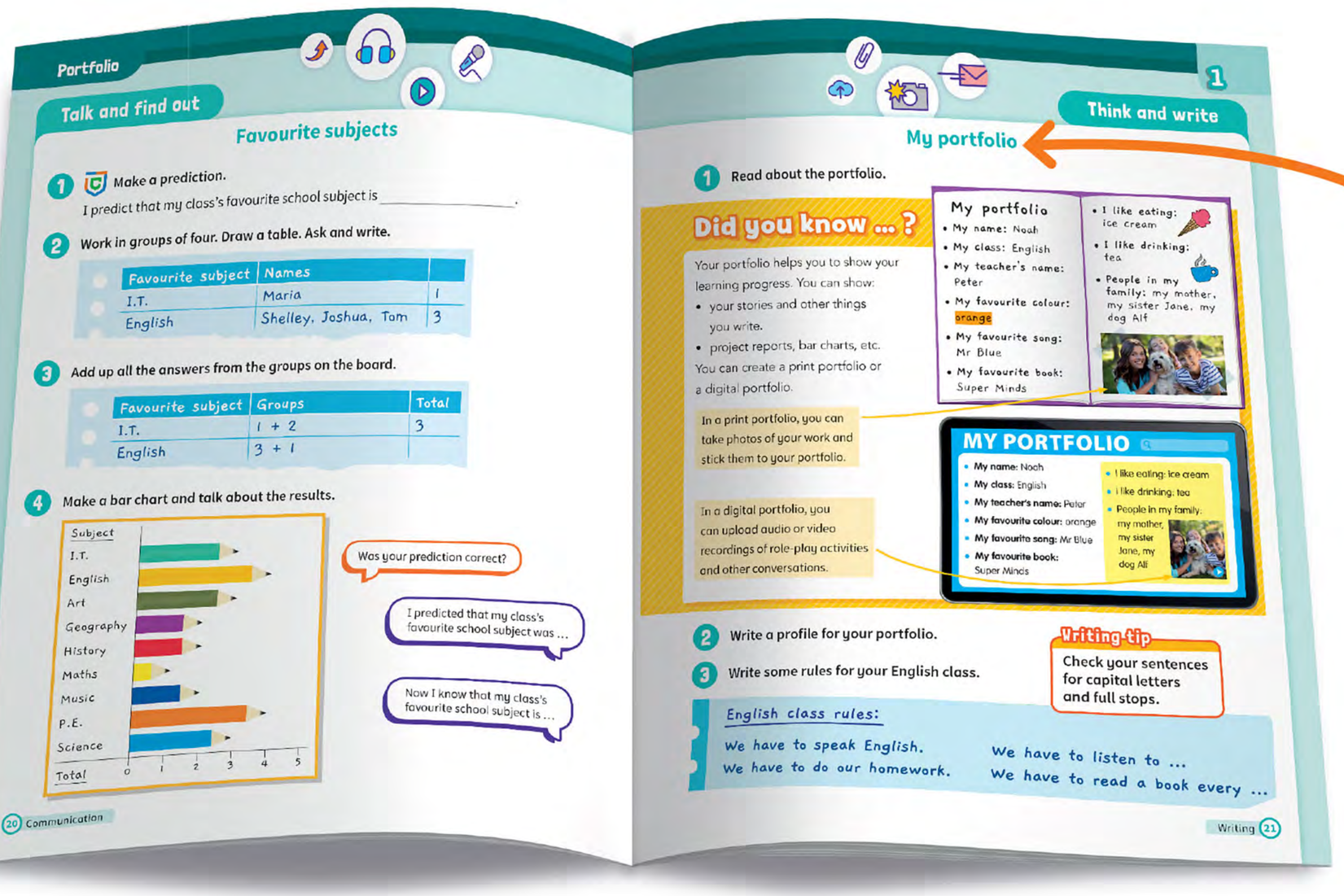
Brand new documentary-style videos

present the topic and the vocabulary of the CLIL pages.



Project

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



Portfolio pages

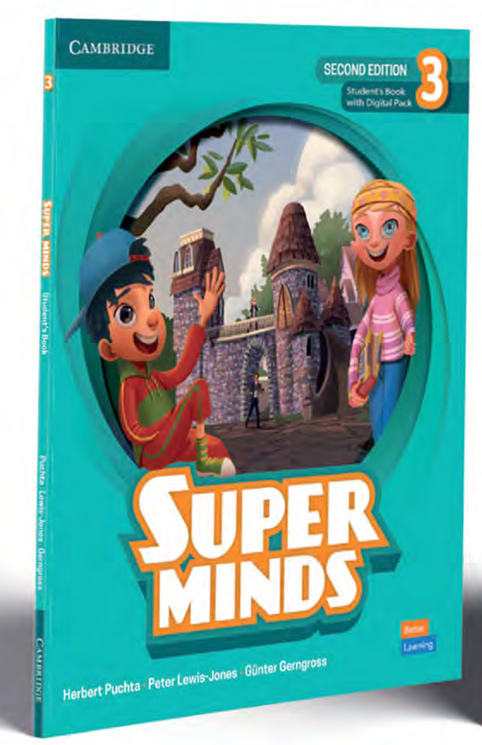
promote independent and collaborative learning and offer opportunities for students to develop their Creative and Critical Thinking skills while they create and expand their own portfolio.

Components overview

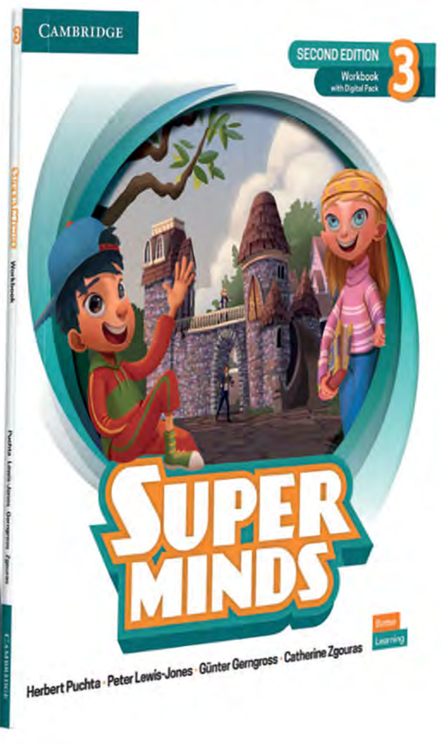
Student's components

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

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



Student's Book



Workbook

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

Teacher's components

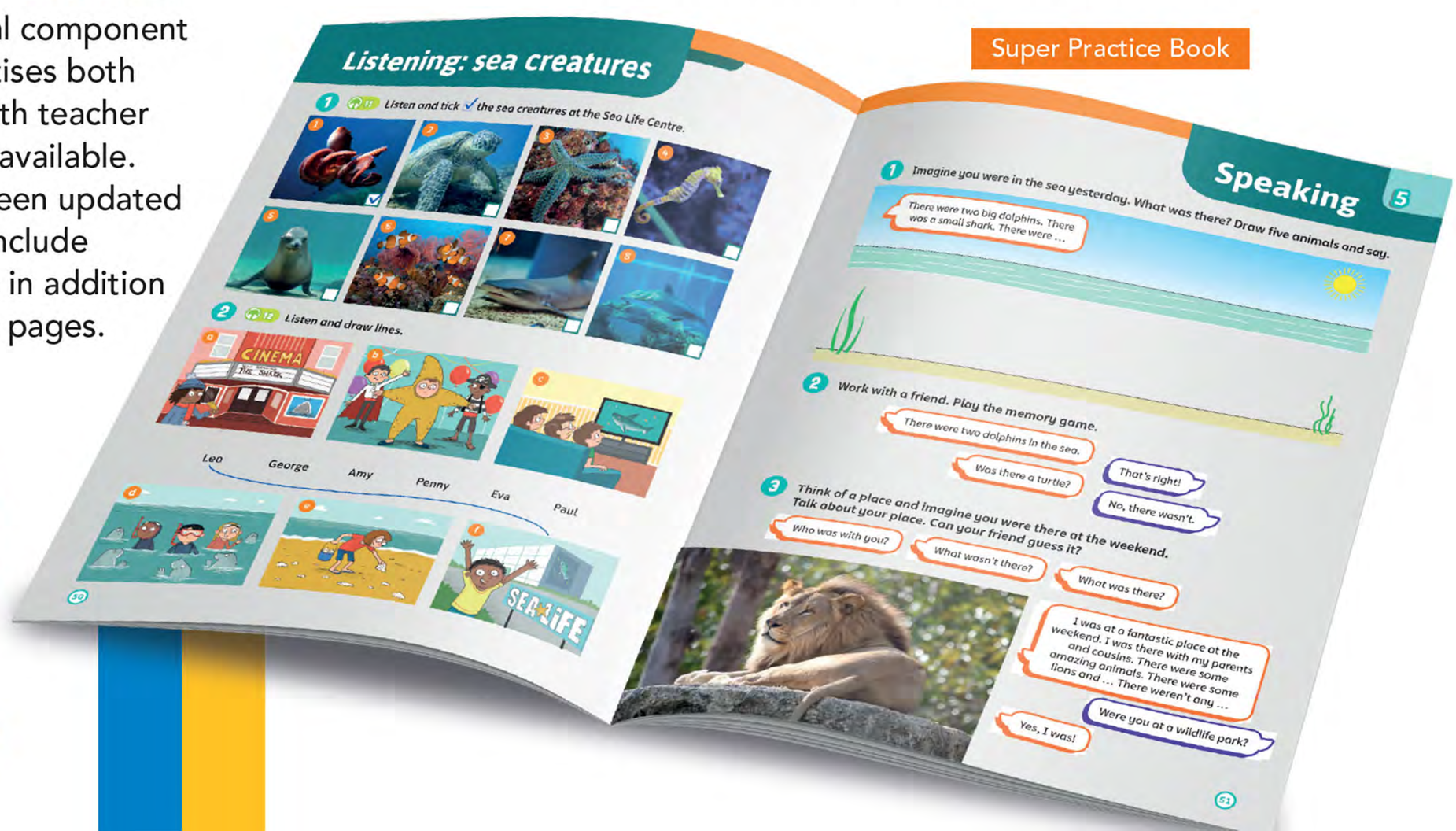
The **Teacher's Book** features the Student's Book pages interleaved on each spread, ensuring that your classroom experience is as smooth as possible. It includes activity-by-activity mapping to Critical and Creative Thinking in the Cambridge Life Competencies Framework, as well as to cognitive control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

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



Flashcards

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



Super Practice Book

Digital components

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

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

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

For teachers:

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

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

Teacher Resources include:

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

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

For students:

Practice Extra includes:

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

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

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

Practice Extra

Presentation Plus

Learning outcomes:
- to identify and use numbers *1–100*

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

Cognitive control functions: Working memory

Flashcards: 1–5 (numbers 21–100, castle words)

Warm-up

Aim: to review numbers
- Practise counting with the class from 1 to 20 and then from 20 to 1. Encourage students to clap along and count as quickly as they can.
- Point to a student. He/She says *One* and his/her name. The next student says *Two* and his/her name, and so on.

Presentation

Aim: to present characters and story setting and practise reading
- Focus students on the small picture of the children and their dog. Elicit what they can see.
- Read the text aloud. Students follow.
- Ask questions to check understanding.

1 001 SB p4 **Listen and say the words. Then check with a friend.**

Aim: to review numbers 21–100 and present *upstairs, downstairs, cellar*
- Use the digital flashcards or draw a house on the board to teach *upstairs, downstairs* and *cellar.*
- Write *20, 30, 40, 50, 60, 70, 80, 90* and *100* on the board. Say each number for students to repeat. Point to the numbers in order. Students say them without your help. Then point to them in random order for students to say.
- Write numbers between 20 and 100 on the board, e.g. *23, 34* etc. and practise them in the same way.
- Focus students on the main picture. Explain that The Explorers are inside the castle, looking at a sign showing where things are.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.

For script see SB p4.

2 002 SB p4 **Listen and answer.**

Aim: to practise listening
- Read the questions aloud and check understanding.
- Give students time to find the answers to 1, 2 and 4 in the text. Tell students that they will hear the answer to 3 on the recording.
- Play the recording twice. Check with the class.

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

For script see TB p119.

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

Aim: to review *Where's …?* and practise new vocabulary
- Ask about different rooms, e.g. *Where's room 35?* (*It's upstairs.*)
- Students play the same game in pairs, books closed.

1 001 WB p4 **Listen and write the numbers.**

Aim: to review numbers

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

For script see TB p119.

2 WB p4 **Look at Activity 1. Write the next number in each row.**

Aim: to practise numbers

Key: 1 60, 2 100, 3 50

3 WB p4 **Write the words.**

Aim: to practise writing numbers

Key: 2 one hundred, 3 thirty, 4 forty

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

Aim: to practise forming and answering questions

Key: 2 What, Rooms 51–100, 3 What, An old book, 4 Where, Downstairs/ To the cellar, 5 What, Rooms 21–50, 6 Where, It's downstairs

Ending the lesson

Aim: to review numbers 1–100
- Invite a student to the front. Draw a number between 1 and 100 on his/her back with your finger. The student has three tries to guess the number.
- Students repeat the activity in pairs.

Extension activity

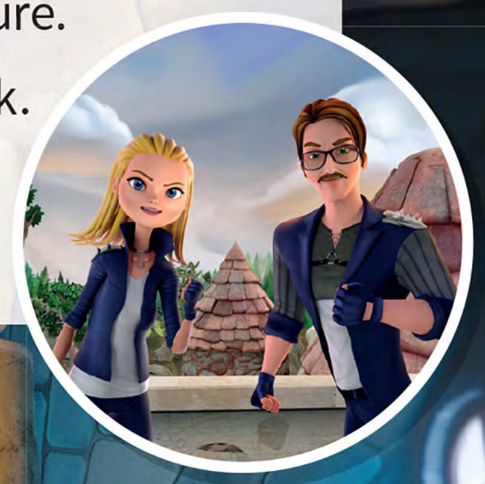
Aim: to review numbers 1–100
- Students write a selection of ten numbers between 1 and 100 in their notebooks. They swap notebooks with a partner and practise saying the words. Monitor and check.

Stronger students: Students dictate their numbers for a partner to write, then check against their list of numbers.

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 …



1 001 **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

2 002 **Listen 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*

Learning outcomes:
- to understand and use expressions with *be good at*

New language: *be good at/not good at + ing, snorkelling, doing puzzles, catching flies, telling lies*

Recycled language: actions and activities

Warm-up

Aim: to review actions and activities
- Mime flying a kite. Students guess, e.g. *You're flying a kite.*
- Repeat with other actions, such as *jumping, painting, riding a bike.*

Presentation

Aim: to present *be good at / not good at + ing*
- Mime dancing well and say *I'm good at dancing.*
- Mime playing tennis badly and say *I'm not good at playing tennis.*
- Write the two example sentences on the board.
- Say sentences with *good at / not good at* for the whole class to mime.

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

Aim: to practise *be good at / not good at + ing*
- Elicit the activities in the pictures.
- Students silently write the answers, then compare answers in pairs. Check with the class.
- Elicit which of the activities students are good at / not good at. Students reply, e.g. *I'm good at flying kites.*

Extra support: Say a sentence from SB Activity 1, e.g. *I'm good at snorkelling.* Students say *Ben* or *Lucy*.

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

2 SB p5 **Put the words in order. Say the sentences.**

Aim: to focus students on word order
- Students work individually to re-order the words, then compare answers.

Extra support: Copy the jumbled sentences onto the board. Students help you put the words in order.

Key: 1 I'm good at playing football. 2 I'm not good at playing the guitar.

3 003 SB p5 **Watch, listen and say.**

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

For script see SB p5.

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

Aim: to consolidate grammar
- 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 good at jumping. 5 I'm good at snorkelling. 6 I'm not good at swimming.

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

Aim: to give further practice with the new language

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 you.**

Aim: to personalise the language

Ending the lesson

Aim: to practise key language from the lesson
- Put students into pairs. Student A memorises the pictures in SB Activity 1, then closes his/her book. Student B makes a sentence, e.g. *I'm good at painting.* Student A says the correct name (*Ben* or *Lucy*). After a few sentences, they swap roles.

Extension activity

Aim: to practise using key language from the lesson
- Students write three sentences about themselves using *good at*: two true and one false. They pass the sentences to a partner, who guesses which is the false sentence.

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



1 Who am I? I'm not good at flying a kite. B

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. _____

2 Put the words in order. Say the sentences.

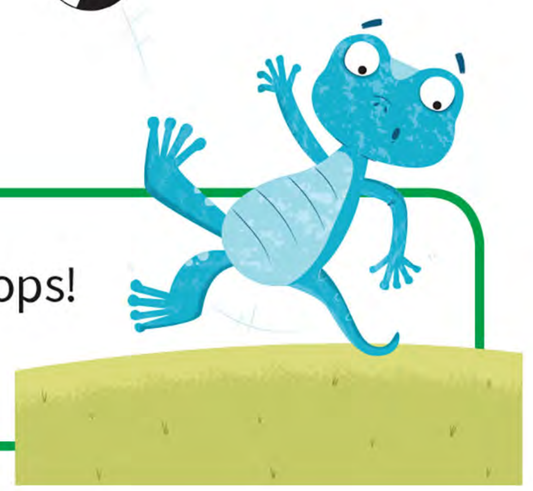
1 good football. I'm playing at

2 I guitar. playing not good at the 'm

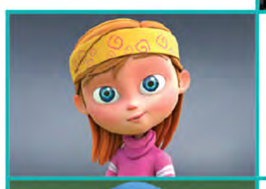
3 003 Watch, listen and say.

Language focus

I'**m good at** climb**ing** trees.
I'**m good at** play**ing** football. Oops!
I'**m good at** catch**ing** flies.
I'**m not good at** tell**ing** lies!



4 Look and make sentences.

			
	✗	✓	✓
	✓	✓	✗

Lucy isn't good at painting.

1 004 Listen and say what Ben and Lucy are good at. Then sing the song.

The Explorers.
Here they come.
Lucy and Ben.
Adventure and fun.

The Explorers.
Here they are.
Ben and Lucy.
Action stars.

She's good at doing puzzles,
She always finds the clues,
And reads them very carefully,
They tell her what to do.

The Explorers ...

He's good at riding horses,
And swimming in the sea.
He's an action hero,
Just like you and me.

The Explorers ...



2 Ask and answer.



3 What are you good at? Write a verse.

I'm good at ...
And ...
I'm an action hero.
Just like Ben and Lucy.

Learning outcomes:
- to understand and use *be good at/not good at + ing*
- to join in with a song

New language: *action stars, clues, always, action hero, What are you good at?*

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

Materials: ten cards with an activity written on each (e.g. *swimming*) (or flashcards from Level 2 Units 7 and 8) (optional)

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

Creative thinking (WB): Makes adaptations to a song or poem reflecting personal interests, emotions or identity

Warm-up

Aim: to review *be good at/not good at + ing*
- Review activities using flashcards of hobbies from Level 2 or mime.
- Invite a student to the front and whisper an activity or ask him/her to choose an activity flashcard.
- The student mimes doing the activity, either badly or well.
- The class guess, e.g. *He's not good at playing football.*
- Repeat with different students.

1 004 SB p6 **Listen and say what Ben and Lucy are good at. Then sing the song.**

Aim: to review *be good at/not good at + ing* and practise listening
- Elicit the names of The Explorers. Give students time to look at the pictures and think about how to say the actions. Read the first part of the instructions.
- Play the recording. Students follow the song in their Student's Books. Elicit answers and explain the new vocabulary.

Key: Lucy's good at doing puzzles and finding clues. Ben's good at riding horses and swimming.

For script see SB p6.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the video or audio (005) for students to sing in two groups (one chorus and verse per group).

2 SB p6 **Ask and answer.**

Aim: to personalise the language
- Choose a volunteer to read the question. Practise pronunciation.
- Students ask and answer in pairs. Circulate and provide new vocabulary as required.

Stronger students: Students tell the class what their partner is good at.

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

Aim: to personalise the song
- Students complete their own verse for the song.
- Elicit example verses.

Extra support: Write a model new verse on the board, highlighting the parts students can change. Students write their new verse in pairs.

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

Aim: to practise reading and raise awareness of rhyme

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

2 WB p6 **Read Emily's new verse. Look and write the words.**

Aim: to practise vocabulary and *be good at + ing*

Key: 2 climbing, 3 swimming, 4 sing

3 WB p6 **Now write a verse about you. Then draw.**

Aim: to personalise the song

Ending the lesson

Aim: to review language from the lesson
- Students take turns to sing their own verses for the song, using the karaoke version of the video or audio (005).

Extension activity

Aim: to practise language from the lesson
- Hand out a slip of paper to each student. Ask students to write their name on one side and a sentence about something they are good at on the other side. It should be something the rest of the class might not know.
- Read out sentences at random without mentioning names, e.g. *He's good at playing the drums.* The rest of the class guess the student.

0

Learning outcomes:
- to talk about relationships in a family

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

Recycled language: family words

Materials: coloured pens or pencils

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

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

Warm-up

Aim: to review family words
- Draw a basic family tree on the board with two generations: parents and children. Leave space to add grandparents, uncles, cousins, etc.
- Use the tree to elicit *sister, brother, mother, father, child, children.*

Presentation

Aim: to present new family words
- Extend the family tree on the board and teach *grandfather, grandmother, grandson, granddaughter, daughter, son, parents, uncle, aunt, cousin.* Write a name for each person on the tree.
- Tell students that the family tree is for a friend of yours, called Sue. Say, e.g. *Sue's got a grandmother. What's her name? (Marie.)* Then write sentences using *'s*, e.g. *Marie is Sue's grandmother.* Use a different colour for *'s*.

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

Aim: to practise family words and the possessive apostrophe
- Students look at the family tree in their Student's Book.
- Read out the completed sentences. Students find and point to the correct person/people on the tree.
- Students complete sentences 1 to 4 individually, then compare their answers. Check with the class.
- In pairs, students take turns to read all the sentences.

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

2 SB p7 Add the missing *'s* to each sentence. Say the sentences.

Aim: to raise awareness of the possessive apostrophe
- Students work individually to add the *'s* in each sentence.

Key: 1 Tom is Simon's father.
2 Simon is Tom's son.

3 006 SB p7 Watch, listen and say.

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

For script see SB p7.

4 SB p7 Draw and talk about your family.

Aim: to personalise the new language
- Students work individually to draw their own family tree, adding the name of each person. Circulate and ask, e.g. *Who's Carlos?* Encourage students to make sentences with *'s*, e.g. *Carlos is Elena's brother.*
- Draw your family tree on the board and make sentences, as in the speech bubble.
- In pairs, students practise talking about their family.

1 002 WB p7 Listen and write the words.

Aim: to practise family vocabulary

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

For script see TB p119.

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

Aim: to give further practice with the possessive apostrophe

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 personalise the language

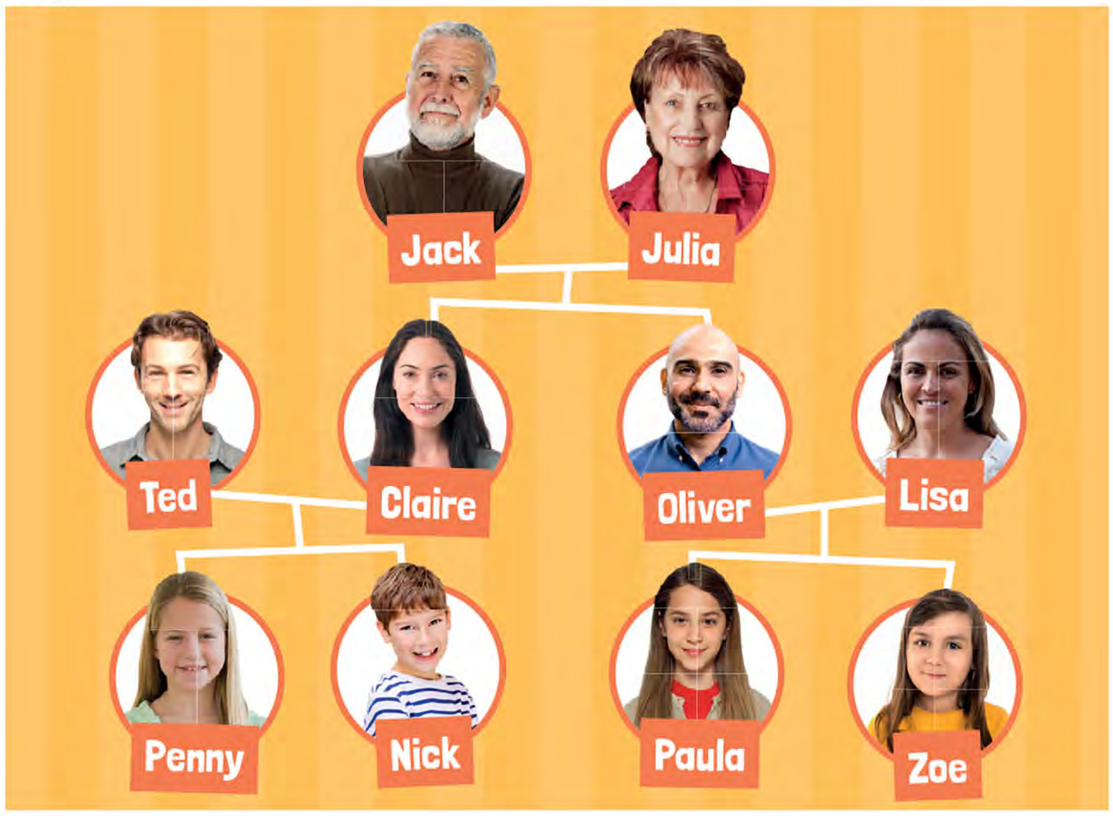
Ending the lesson

Aim: to review key vocabulary from the lesson
- Write family words on the board, with the letters in scrambled order, e.g. *rasgnnod.*
- Call volunteers to write the words in the correct order.

Extension activity

Aim: to practise language from the lesson
- Put students in groups of four to share their family trees from SB Activity 4. Encourage them to ask each other questions, e.g. *Who's this? Who's Mariano's sister?*

1 Look at the family tree and circle the words.



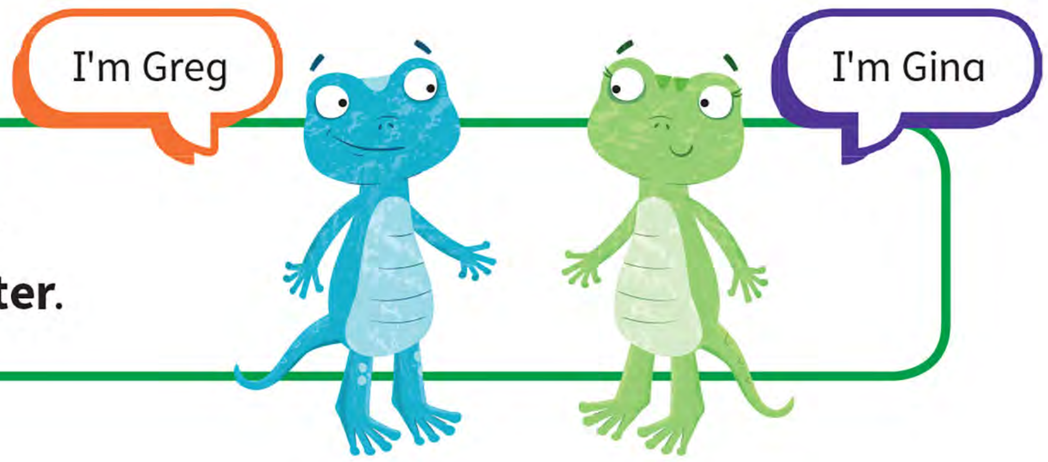
Jack is Nick's *grandfather.*
Julia is Nick's *grandmother.*
Claire and Ted are Nick's *parents*.
Oliver is Jack's *son*.
Claire is Julia's *daughter.*
Nick is Jack's *grandson*.
Penny is Julia's *granddaughter.*
Oliver is Nick's *uncle*.
Lisa is Nick's *aunt*.
Paula and Zoe are Nick's *cousins*.

1 Nick is Penny's *brother* / *father.*
2 Paula is Zoe's *cousin* / *sister.*
3 Ted is Penny's *uncle* / *father.*
4 Lisa is Paula's *mother* / *sister.*

2 Add the missing 's to each sentence. Say the sentences.

1 Tom is Simon father. ('s)
2 Simon is Tom son. ('s)

3 006 Watch, listen and say.

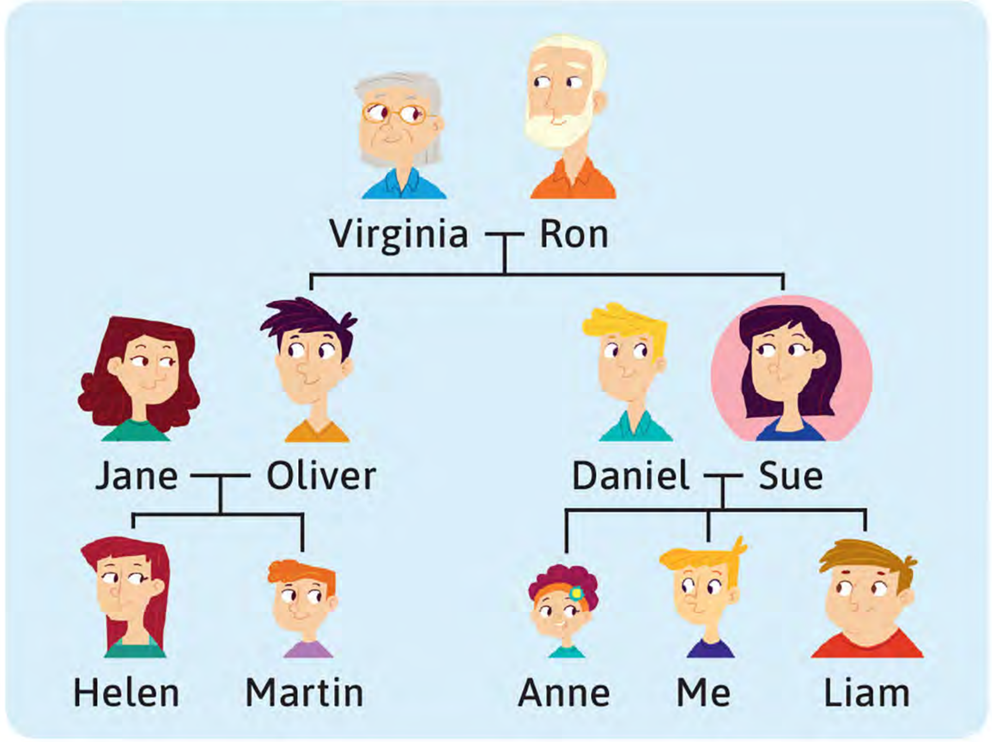


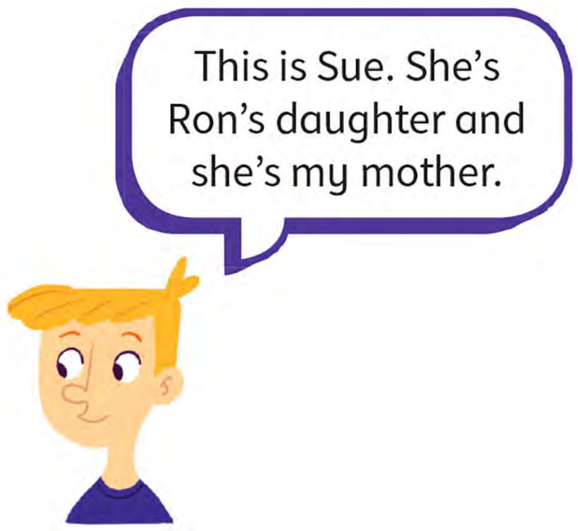
Language focus

This is Greg. And this is Gina.
He's Gina**'s brother**. She's Greg**'s sister**.

4 Draw and talk about your family.







The old book

1 007 Who's got the book in each picture?



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 Value: courage; reading for pleasure

Learning outcomes:
- to listen to and read a picture story
- to act out a story

New language: *tie (someone) up, Hurry up., Show us the way., Go away., silly,* new character names *(Zelda, Horax)*

Recycled language: character names (*Ben, Lucy, Buster*), *good at + ing*

Materials: large sheet of paper (optional)

Critical thinking (WB): Makes simple links and predictions in stories

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review the story characters and setting
- Write *Ben, Lucy* and *Buster* on the board. Elicit what students remember about the characters and what they do.
- Ask *Where do The Explorers want to go? (Downstairs/To the cellar).*

Extra support: Say sentences for students to complete, e.g. *Ben and Lucy are … (The Explorers). Buster is a (dog). They are in a (castle). They're looking for an old (book).*

The old book

1 007 SB pp8–9 **Who's got the book in each picture?**

Aim: to present a picture story
- Read the title of the story and check understanding of the question.
- Point to the captions and remind students that the bold words are the names of the speakers and the words after the colon are what they say.
- Ask students to find the names of two new characters and look for them in the pictures (Zelda and Horax). Ask *Are they good or bad? (Bad) What do they want? (The old book.)*
- Play the recording. Students listen and read to find who has the book in each picture.
- Point to each frame in turn and ask *Who's got the book?*

For script see SB pp8–9.

Key: Ben and Lucy have got the book in frames 2, 3 and 8. Zelda and Horax have got the book in frames 4 to 7.

- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *What do The Explorers find in the cellar? (A secret door.)* After frame 2: *What's in the cellar? (The old book.)* Check students realise that Ben is asking about Horax and Zelda when he says *Who are they?* Use pictures 4 and 5 to teach *tie up* and *show us the way.* After frame 7 ask *What's Lucy's idea? (To swing from the tree.)* Ask why Lucy says *Well done, Buster!* after frame 8 *(Because Buster frees Ben and Lucy and helps them find Zelda and Horax.)*
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p8 **Read the story *The old book* again. Then write.**

Aim: to check comprehension

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

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

Aim: to infer feelings of story characters and check comprehension

Key: (2 excited), 3 happy, 5 no, 7 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, using a book to represent the old book.
- Volunteer groups role play for the class. Encourage them to try to emulate the expression and intonation from the recording.

Extension activity

Aim: to review the story and practise predicting skills
- Elicit ideas about what the old book is and what it's about.
- Draw a mind map with students' ideas on a large sheet of paper.
- Display the mind map or keep it so you can refer to students' ideas later in the story.

Learning outcomes:
- to interpret deeper meaning from a story
- to identify and say short vowel sounds

New language: *pat*

Recycled language: vocabulary and grammar from the unit

By the end of the lesson:
Your students will be able to demonstrate what they have learned in the unit.

Phonics focus: short vowel sounds *a* /æ/, *e* /e/, *i* /ɪ/, *o* /ɒ/ and *u* /ʌ/

Value: courage

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

Warm-up

Aim: to review the story
- Ask *What do The Explorers find? (An old book.) Who wants the book too? (Zelda and Horax.)*
- Write parts of phrases from the story on the board. Students complete them, e.g. *It's a secret (door). Here's the (book). You're good at (finding things). You can't keep (the book)! I've got (an idea). Stop them, (Buster)!*

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

Aim: to review and check comprehension of the story
- Give students time to re-read the story as you play the recording.
- Students do the activity individually and then check in pairs.

Stronger students: Students correct the false sentences.

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 find the vowel sounds. Underline the letter *e*.
- Students repeat after you and find the phrase in the story (picture 2).

Key: Zelda

4 008 SB p9 Listen and say.

Aim: to practise short vowel sounds *(a, e, i, o, u)*
- Remind students of the five short vowel sounds *a, e, i, o* and *u*.
- Use the picture to teach *pat*.
- Play the recording. Students look at the picture, read and repeat.

For script see SB p9.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

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

Aim: to review language from the unit

Key: 2 Are you good at playing the piano? 3 Ben is Lucy's friend. 4 He's not good at speaking / learning French. 5 Is he good at doing puzzles?

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

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

Key: 2 a bin b Ben, 3 a cat, b cut, 4 a bed, b bad

3 003 WB p9 Listen, say and check your answers.

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

For script see TB p119.

4 WB p9 Read. Then write about you and draw.

Aim: to personalise the topic
Optional: Students take turns to show the picture they drew and read their sentences in groups of four. Students can copy their pictures and sentences onto separate pieces of paper. The pages can be put together to make a class book, called 'Our talents'.

Ending the lesson

Aim: to review short vowel sounds
- Books closed. Dictate the sentence from SB Activity 4 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 Zelda and Horax tie them up and when they get the book back).
- Ask students to share examples of when they / others they know have had courage.

Note: Some of this discussion will need to take place in your students' first language (L1).



Horax: Stop, you two!
Zelda: Go away, silly dog!
Lucy: Stop them, Buster!



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. ☐

Phonics

3 **Find who says ...**

Let's get them.

4 008 **Listen and say.**



Gus pats his pets a lot.

1 Our school

1 009 Listen and say the words. Then check with a friend.

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



BIG QUESTION What kinds of puzzles are there?

2 010 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.
What subjects are you good at?
Music and Art. I'm very good at them.

10 School subjects; *before* / *after*

Learning outcomes:
- to understand and use vocabulary for school subjects
- to practise reading, listening and speaking

BIG QUESTION to think about the Big Question *What kinds of puzzles are there?*

New language: *Geography, Music, I.T., History, Maths, Science, Art, P.E., subject, library, librarian, puzzle*

Recycled language: *English, favourite, before, after, lunch, understand, today, have got, good at (Music),* days of the week

Materials: flashcards 6–14 (school subjects), examples of puzzles (e.g. jigsaws, crosswords, word searches, number puzzles, 'odd one out' puzzles)

Cognitive control functions: Working memory

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to introduce the topic of school subjects
- Ask students *What's this lesson?* (English). Elicit any other subjects students know in English.
- Draw a simple timetable for a day on the board and make sentences to review *before* and *after,* e.g. *English is after History.*

Presentation

Aim: to present school subjects
- Use the digital flashcards to present the new vocabulary.
- Explain that *P.E.* stands for *Physical Education* and *I.T.* for *Information Technology.*

1 009 SB p10 Listen and say the words. Then check with a friend.

Aim: to practise school subjects
- Students look at the picture in their Student's Books. Make sure students realise The Explorers are looking at their school timetable.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.
- Ask different students *What's your favourite subject?*

For script see SB p10.

BIG QUESTION What kinds of puzzles are there?

Aim: to encourage students to find out about puzzles
- Read the Big Question. Check comprehension of *puzzle,* using the coded message.
- In pairs, students think about kinds of puzzles they know of/do. Hand out real puzzles, if possible.

Stronger students: Ask students to think about which puzzles are similar and to put them in categories (e.g. visual puzzles, logic puzzles, number puzzles, memory puzzles).
Note: Some of the discussion will need to be in L1.

2 010 SB p10 Listen and correct the sentences.

Aim: to practise listening
- Read the sentences aloud and check understanding.
- Play the recording twice. Check with the class.

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.
Stronger students: Ask about Ben and Lucy's timetable, e.g. *What's after Music on Monday?* (I.T.) Students do the same in pairs.

For script see TB p119.

3 SB p10 Ask and answer.

Aim: to practise speaking
- Students take turns to ask and answer, using the speech bubbles as prompts.
- Check using open pairs or ask stronger students to say what they found out about their partner (e.g. *Elena likes Science and Art. She's good at Science, Maths and P.E.*).

Extra support: Write the first question on the board and elicit variations, e.g. *Do you like I.T.? Do you like Geography?*

1 WB p10 Read, think and write the days.

Aim: to give students further practice with the new vocabulary

Key: 2 Friday 3 Monday

2 WB p10 Look at Activity 1 and write dialogues. Use *before* and *after.*

Aim: to review *before, after* and school subjects

3 WB p10 Write two sentences about your timetable.

Aim: to review *before, after* and school subjects

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.*

Extension activity

Aim: to personalise the new language
- Students draw their school timetable, using English words for all the subjects.
- Alternatively, they work in pairs and create their ideal school timetable.



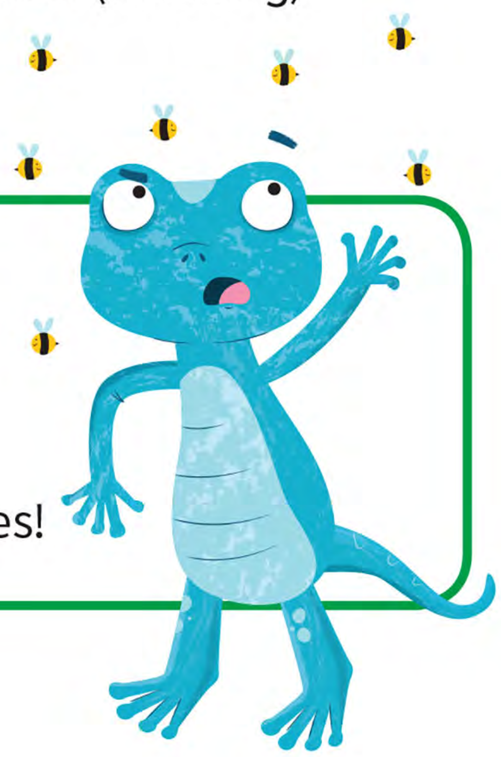
1 011 Listen and write *Z* (Zoe) or *A* (Adam).

1 I love doing number puzzles. Z
2 My sister likes number puzzles. _____
3 I like listening to stories. _____
4 My sister doesn't like writing stories. _____
5 I love singing. _____
6 I don't like listening to music. _____

2 Where do the words go? Say the sentences.

1 I love. (singing)
2 I don't like number puzzles. (doing)
3 She doesn't like stories. (writing)
4 She likes to music. (listening)

3 012 Watch, listen and say.



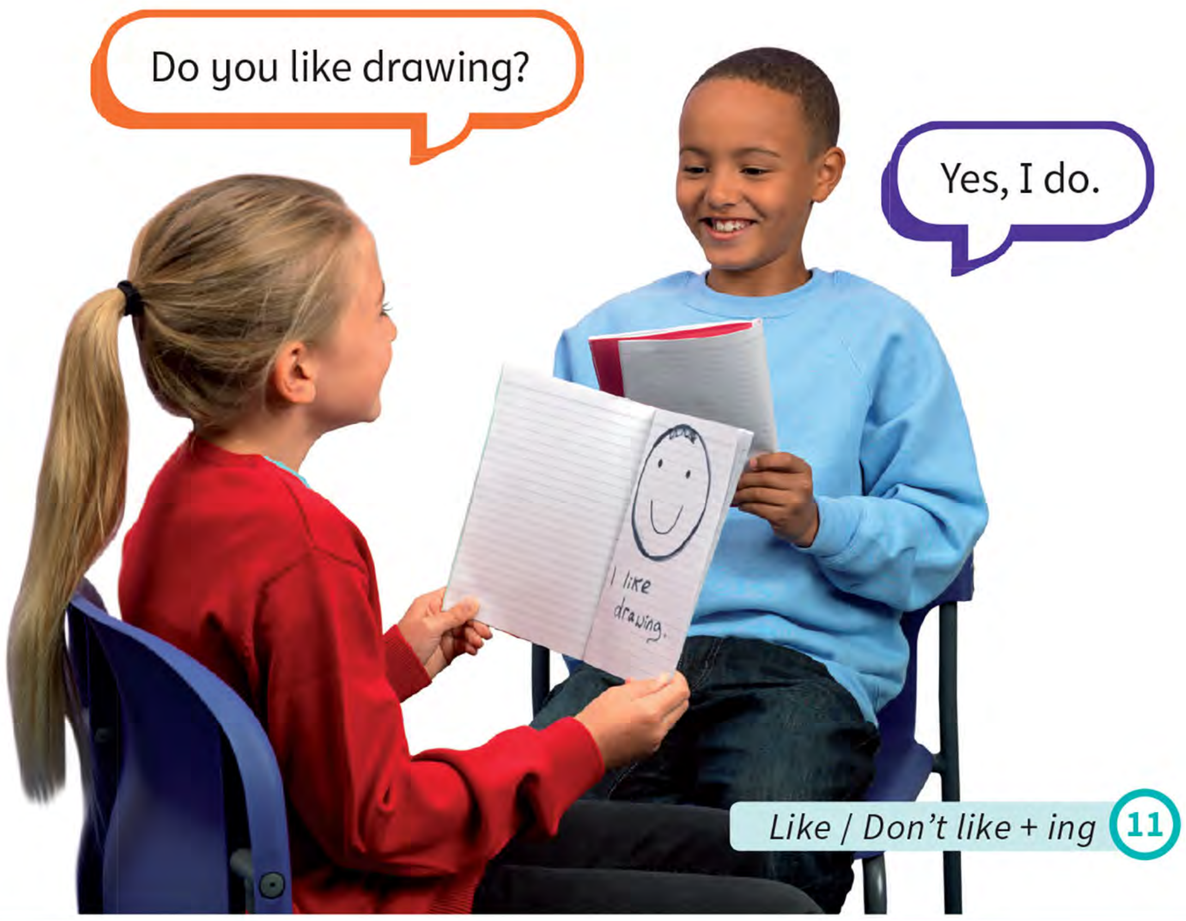
Language focus

I **like** listen**ing** to music.
I **like** climb**ing** trees.
I **love** sleep**ing** in the sun.
But I **don't like** hear**ing** bees.

He **likes** listen**ing** to music.
He **likes** climb**ing** trees.
He **loves** sleep**ing** in the sun.
But he **doesn't like** hear**ing** bees!

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

doing number puzzles
listening to stories
singing
doing projects
learning about animals
listening to music
sleeping
writing stories



1

Learning outcomes:
- to talk about what students and others like doing

New language: *bee, hear, do projects, like / don't like + -ing, likes/doesn't like + -ing, love(s) + -ing*

Recycled language: actions and activities, school subjects, *good at/not good at + -ing*

Flashcards: 6–14 (school subjects)

Warm-up

Aim: to review school subjects
- Stick the flashcards on the board (picture side). Point, as students say the words.
- Students look at the cards for a minute, then close their eyes while you take one away. They open their eyes again. Ask *Which subject is missing?* Repeat several times.

Presentation

Aim: to present *like/don't like + -ing*
- Point to each subject on the board. Ask different students *Do you like (Maths)?*
- Make sentences using the *-ing* form, e.g. *Carl likes learning Maths.* Students repeat.

1 011 SB p11 Listen and write *Z* (Zoe) or *A* (Adam).

Aim: to practise *like/don't like + -ing*
- Students read the sentences silently before they listen.

Extra support: Read the sentences aloud and check understanding before students listen.
- Play the recording. Students write *Z* or *A* next to each sentence.

For script see TB p119.
- Students check in pairs.
- Play the recording again. Check answers with the class.

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

2 SB p11 Where do the words go? Say the sentences.

Aim: to focus on word order
- Write the first sentence on the board (without *singing*) and elicit the complete sentence.
- Students do the rest of the activity in pairs, then practise saying the sentences.

Extra support: Write all the sentences on the board, elicit answers and practise as a class.

Key: 1 I love singing. 2 I don't like doing number puzzles. 3 She doesn't like writing stories. 4 She likes listening to music.

3 015 SB p11 Watch, listen and say.

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

For script see SB p11.

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

Aim: to practise asking and answering questions
- Write one activity from the box on a piece of paper. Keep the paper hidden.
- Students take turns to ask questions to guess what you have written.
- Students then play the same game in pairs.

1 WB p11 Look, read and write sentences.

Aim: to practise school subjects and *like / don't like / good at*

Key: 2 I don't like History. It's not my favourite subject. 3 I love listening to music. 4 I don't like learning Maths. 5 I like Geography. I'm very good at it. 6 I love studying History. I love my teacher, too.

2 WB p11 Look and write sentences.

Aim: to practise writing the new language

Key: 2 Claire doesn't like singing. 3 Mary likes playing the piano. 4 Sam likes reading (books). 5 Lisa doesn't like watching TV.

3 WB p11 Write about you.

Aim: to personalise the new grammar

Ending the lesson

Aim: to review new language from the lesson
- Choose a subject flashcard and keep it hidden. Make sentences using *I like/love + -ing* and *good at*. Students guess the subject, e.g. *I love running. I'm good at jumping.* (P.E.)
- Repeat with different flashcards. Students can play the same game in pairs, writing the subject instead of taking a flashcard.

Extension activity

Aim: to personalise the new language
- Students draw a large circle with themselves at the centre, and pictures of items around to show what they like doing, e.g. musical notes for *playing the piano*.
- Students share their pictures in small groups.

1 013 Listen and tick ☑ the subjects you hear. Then sing the song.



There are lots of puzzles
To find answers to.
They help us understand
What's false and what's true.

I love learning about the world
In Geography.
I love playing sports and games.
It's time to do P.E.

I love hearing about the past.
I love History.
Let's turn on our computers now.
It's time to do I.T.

I love doing lots of sums
And Maths is really cool.
Oh yeah! I love all the things
That we learn at school!

There are lots of puzzles ...



2 Solve the puzzles and write the school subjects.

1 h l g E s n i

2 c c n e i S e

3 y t H r s i o

4 h o r p G e y g a

3 Create a puzzle for your friend.

Learning outcomes:
- to join in with a song
- to spell school subjects

New language: *world, It's time to …, past, turn on, sum*

Recycled language: school subjects and activities, *I love + -ing, Let's …*

Flashcards: 6–14 (school subjects)

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

Cognitive control functions: Cognitive flexibility

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

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review school subjects
- 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.

For smaller classes: Hand out the school subject flashcards to nine students. They arrange themselves in alphabetical order.

1 013 SB p12 Listen and tick ☑ the subjects you hear. Then sing the song.

Aim: to practise listening for specific details and sing a song with the class
- Students look at the small pictures at the top of the page. Elicit the school subject for each one.
- Play the recording for students to tick the subjects they hear. Check answers.

Key: Geography, P.E., I.T., Maths and History.

For song lyrics see SB p12.
- Play the recording again. Students follow along.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (014) to practise it with the whole class and then in groups.

2 SB p12 Solve the puzzles and write the school subjects.

Aim: to practise spelling
- Students work individually and then check in pairs.

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

3 SB p12 Create a puzzle for your friend.

Aim: to practise spelling
- Students work individually to create a puzzle like the ones in Activity 2.
- Students swap puzzles in new pairs and solve them.

Stronger students: Brainstorm more school-related words and list them on the board (e.g. *playground, homework, break*). Students make puzzles with these words and the school subjects.

1 WB p12 Remember the song. Complete the words from the song. Use the letters in the circles to write a secret sentence.

Aim: to practise reading and spelling

Key: 1 find, 2 help, 3 lots, 4 love, 5 learn

2 WB p12 Read Adam and Sarah's new verses. Write the words.

Aim: to practise reading, collocation and grammar

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

3 WB p12 Complete the school subjects. Then look and match.

Aim: to practise spelling

Key: 2 History c, 3 Maths e, 4 Science b, 5 Geography a

Ending the lesson

Aim: to review the song
- Make five groups. Give each group a flashcard of a school subject from the song or items to represent the subject (e.g. maps for Geography, balls for P.E., books for History, tablets for I.T. and rulers for Maths).
- Play the song from SB Activity 1 again. Students join in only with the lines for their group, holding up the appropriate flashcard or items as they sing. Everyone sings the chorus and the last two lines. Alternatively, ask the students in each group to make up a mime/action for their subject.

Extension activity

Aim: to personalise the language
- Put students into groups of four.
- Each group prepares a new verse for the song, using the verses in WB Activity 2 as models.
- Play the karaoke version of the video or audio as groups perform their new verses. Everyone sings the chorus.

1

Learning outcomes:
- to talk about obligation

New language: *You/We have to* + infinitive, *school uniform, arrive, rules, do your homework, wash your hands, every day*

Recycled language: school subjects and activities, daily routines, *before*

Materials: coloured pens or pencils (optional)

Cognitive control functions: Inhibitory control

Warm-up

Aim: to review daily routines
- Brainstorm what students do on a school day, e.g. *get up at seven o'clock, get dressed, …*
- Write the phrases on the board as a mind map titled *School day*.

Presentation

Aim: to present *have to* + infinitive for obligation
- Make sentences with *have to* using phrases from the Warm-up, e.g. *You have to start school at nine o'clock.* Ask *Can you choose to do these things?* (No).
- Provide/Elicit more sentences with *have to* and write them on the board.

1 SB p13 **Read and draw the missing picture.**

Aim: to practise *have to*
- Explain that the pictures show three things Julia and John have to do at school. Students read and draw the last picture.

Extra support: Read the message aloud together with the students, stopping to check comprehension. Elicit what's in the missing picture before students draw.

Key: a homework book on a desk

2 SB p13 **Put the words in order. Say the sentences.**

Aim: to focus on word order
- In pairs, students unjumble the words and write the correct sentences in their notebooks.

Key: 1 You have to wear a school uniform. 2 You have to put your homework on the teacher's desk.

3 015 SB p13 **Watch, listen and say.**

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

For script see SB p13.

4 SB p13 **Read and play the rules game.**

Aim: to give further practice with *have to*
- Teach *every day* and ask *What do you do every day?*
- Read the rest of the phrases in the green box and check comprehension. Then read the phrases near the pictures. Students repeat and point to the correct picture.
- Say a phrase, e.g. *get up*. Elicit a complete sentence with the phrase, e.g. *You have to get up every day.*
- Students play the game in pairs. Student A points to a picture. Student B makes a sentence with *have to*. Then they swap roles.

1 WB p13 **Look and complete the sentences.**

Aim: to practise *have to*

Key: 2 brush your teeth, a meal, 3 wash your hands, a meal, 4 do your homework, go and play, 5 clean your shoes, go to school, 6 get dressed, go to school

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

Aim: to personalise the language

Ending the lesson

Aim: to practise key language from the lesson
- Start a chain about school, e.g. Teacher: *We have to arrive before half past eight.* Student A: *We have to arrive before half past eight and we have to start at nine o'clock.* Student B: *We have to arrive before half past eight, we have to start at nine o'clock and we have to …* The chain continues in this way.
- After six sentences, start another chain about rules at home.

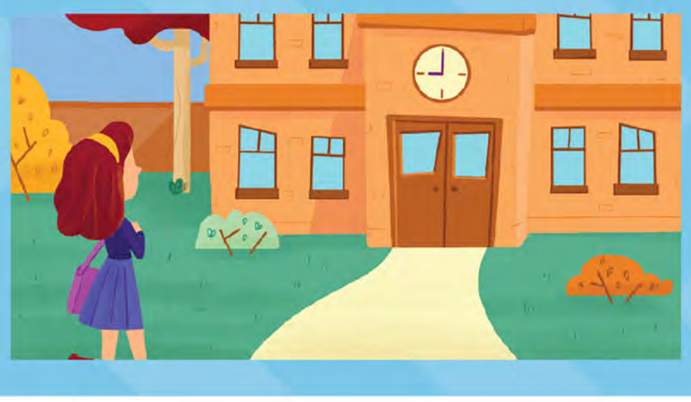
Extension activity

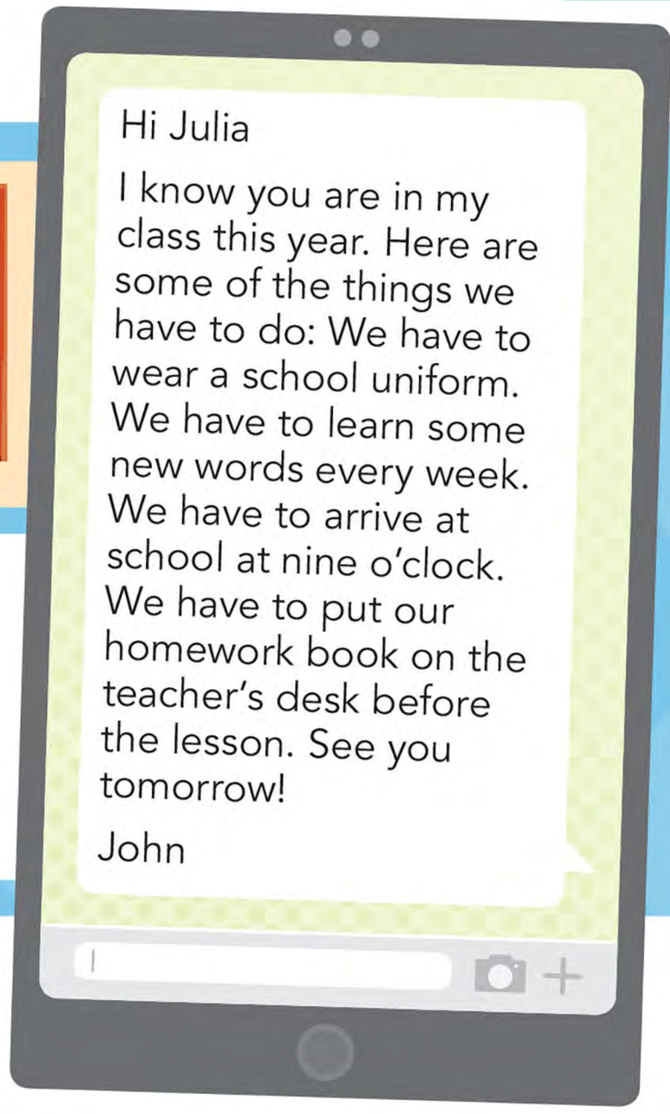
Aim: to practise *have to*
- In groups of three or four, students think of a rule for their English class using *have to.*
- Each group make a sign with the rule and appropriate pictures. Display the signs in the classroom.

1 Read and draw the missing picture.









2 Put the words in order. Say the sentences.

1 uniform. have to wear You a school

2 have to your homework put on the teacher's desk. You

3 015 Watch, listen and say.

Language focus

You **have to wear** a uniform.
You **have to climb** like me.
You **have to clean** your eyes like this.
You can't? I see. Hehe!



4 Read and play the rules game.

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

wash your hands

brush your teeth

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

have breakfast



get up





do your homework

Have to + infinitive 13

Getting help

1 016 Why can't Lucy and Ben read the book?



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.



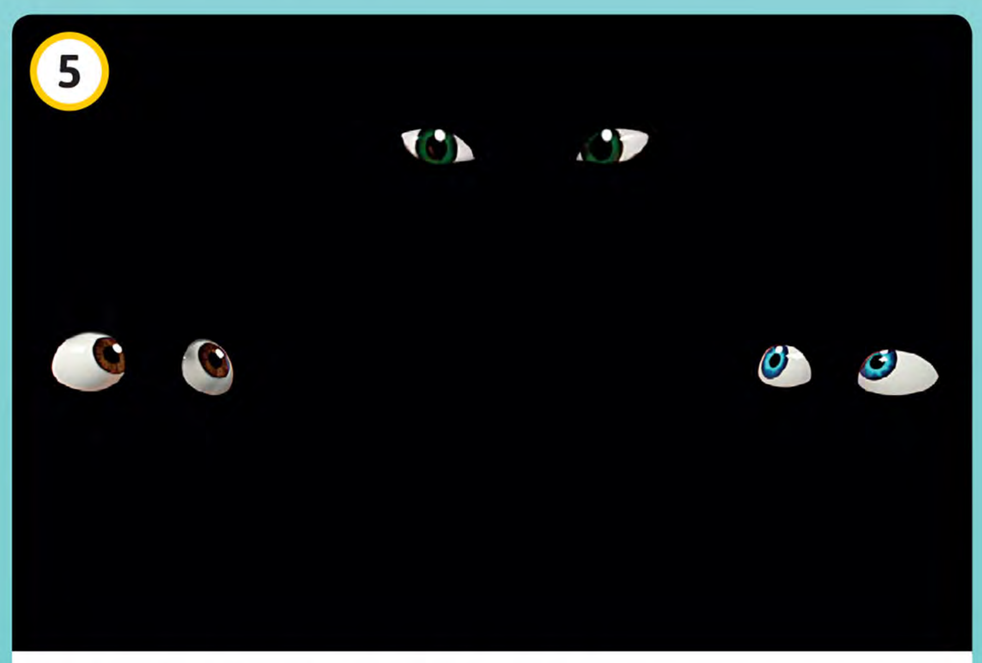
Mr Williams: Hmm. Let me think. It isn't easy. There are lots of clues in this book. But they're all in code. Very interesting! I like doing puzzles!



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.

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

New language: *in code, easy, keep, dark, probably, No way!, yet, follow*

Recycled language: characters and language from the story, *have to, like + -ing, clue, difficult, kids*

Flashcards: 6–14 (school subjects)

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

Warm-up

Aim: to review the story so far
- Elicit the names of The Explorers (Ben, Lucy and Buster).
- Ask students to tell you what happens in the previous episode (remind them it's called *The old book*), e.g. *Ben and Lucy 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). Tell them the librarian is called *Mr Williams*. Write the name on the board.

Getting help

1 016 SB pp14–15 **Why can't Lucy and Ben read the book?**

Aim: to present a picture story
- Read the title of the story and check understanding of the question.
- Focus on frame 1 and ask *Where are The Explorers? (In the library.) Who's with them? (The librarian / Mr Williams)*. Use the pictures to teach *code* and revise *clue*.
- Play the recording. Students listen and read to answer *Why can't Lucy and Ben read the book?* Check answers.

Key: Because it's in code.

For script see SB pp14–15.
- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *Does Mr Williams want to help? (Yes, he does).* After frame 2 ask *What's in the book? (Lots of clues.)* Check comprehension of *clue*. Ask *What does Mr Williams like doing? (Puzzles)* Explain the meaning of *keep* and after frame 3 ask *Does Mr Williams keep the book? (No.) Is the code easy to understand? (No, it's difficult.)* After frame 4 ask *Does Mr Williams help them? (No, he doesn't.)* Use frame 5 to teach *dark* and ask *Why do The Explorers have to leave? (Because it's dark.)* After frame 6 ask *Why does Ben say 'No way!'? (Because he doesn't think Horax and Zelda can be in the school.)* After frame 7 ask *What does Lucy find? (The secret to the code.) What can they do now? (Read the clues.)* At the end of the story check comprehension of *kids*. Ask *What do Horax and Zelda have to do? (Follow The Explorers.)*
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p14 **Read the story *Getting help* again. Put the lines in order.**

Aim: to review the storyline

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

2 WB p14 **Match the questions with the answers.**

Aim: to check comprehension of key phrases and practise logical thinking

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

3 WB p14 **Use the code on page 15 of the Student's Book. Write the words.**

Aim: to practise problem solving

Key: (Seven) letters help to find the treasure.

Ending the lesson

Aim: to practise the story
- Put students into groups of five. They each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups. Encourage them to use appropriate intonation and feeling, e.g. for *What's going on?* and *No way!*
- Volunteer groups role play 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 p15.
- They give it to a partner to solve.

1

Learning outcomes:
- to say the names of the letters of the alphabet
- to identify phrases from a story
- to consolidate language from the story and the unit

New language: *DJ, UK*

Recycled language: *OK, USA*

Phonics focus: to identify the common vowel sounds in letter names

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review phrases from the story
- Give students time to re-read the story or play the recording again as they follow.
- Ask *Can Ben and Lucy read the book? (No.) Why not? (It's in code.) Does the librarian help them? (No.) Why not? (He says he can't without the book.) What happens then? (It's dark. / They go.)*

Extra support: Make sentences about the story. Students stand up if they are true and sit down if they are false, e.g. *It's easy to read the book.* Students sit down.

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

Aim: to solve a puzzle in the story
- Students work individually to write the message, then compare answers in pairs.

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

3 SB p15 Find who says ...

Aim: to present the idea of letter names
- Write *P.E., I.T.* and *OK* on the board. Elicit pronunciation (/piː/-/iː/; /aɪ/-/tiː/; /əʊ/-/keɪ/).
- Explain that we usually say the letter names when there are initials representing words.
- Students repeat *OK, thanks anyway* after you and find the phrase in the story (picture 4).

Key: Lucy

4 017 SB p15 Listen and say.

Aim: to practise saying letter names
- Use the picture to teach *UK* and revise *USA*. Ask what the initials represent (the United Kingdom, the United States of America). Teach *DJ* (= *disc jockey*).
- Play the recording. Students listen and repeat the letter names, then listen, read and repeat.

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

1 004 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

For script see TB p119.

2 005 WB p15 Listen and write.

Aim: to listen to letter names and identify vowel sounds, using key words

For script see TB p119.

Key:

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

3 006 WB p15 Listen, say and check your answers.

Aim: to reinforce and practise letter names

For script see TB p119.

Ending the lesson

Aim: to review letter names
- Make two teams. Draw the chart from WB Activity 2 on the board twice, one for each team (with the column headings only).
- Teams stand in line, facing the board. The first student in each team comes and writes a letter of the alphabet in the correct column of the team's table. He/She passes the board pen to the next student then goes to the back. The next student writes a letter in the table, and so on.

Extension activity

Aim: to encourage creativity and practise writing skills
- Write the short dialogues in WB Activity 1 on the board, underlining key words (names, *half past three, car, heavy, man).*
- In pairs, students write their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

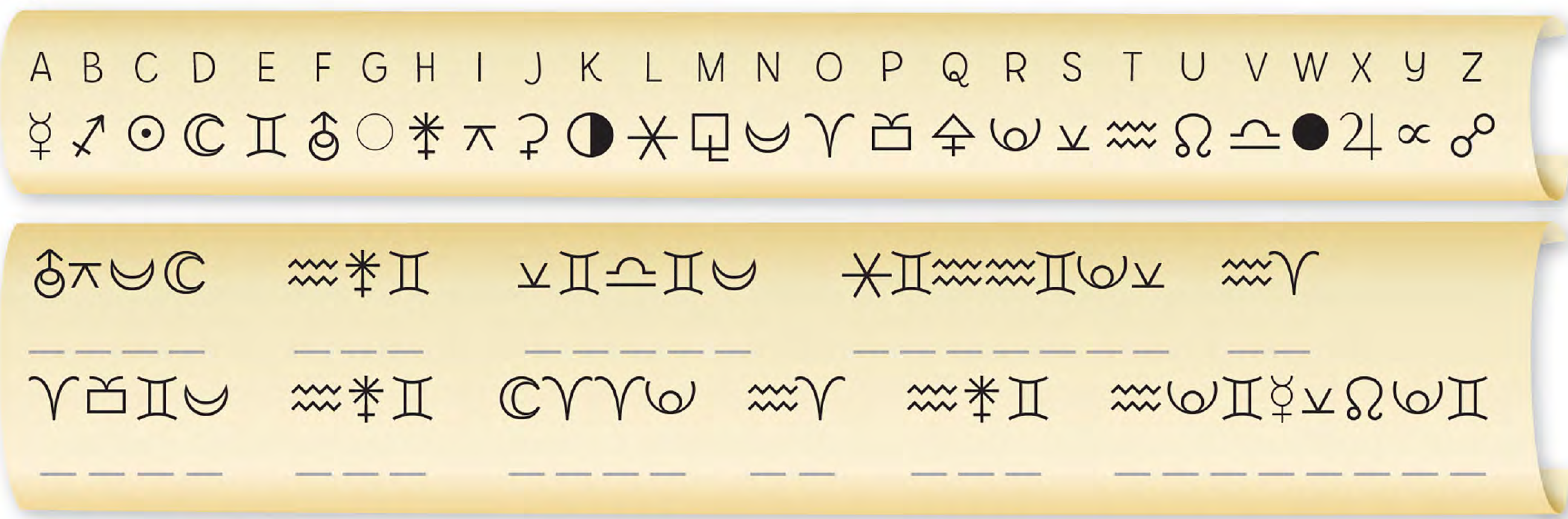


Lucy: Hey, look at this! What's this here?
Ben: Let me see. I think ... Yes, it's the secret to the code. Yes! Now we can read the clues.



Horax: The children have got the book.
Zelda: What about the code?
Horax: I don't understand the code, yet. We have to follow those kids.

2 **Use the code to write the message from Lucy and Ben's book.**



Phonics

3 **Find who says ...**

OK, thanks anyway.

4 017 **Listen and say.**



DJ Cool **K** is on his way from the **UK** to the **USA**.

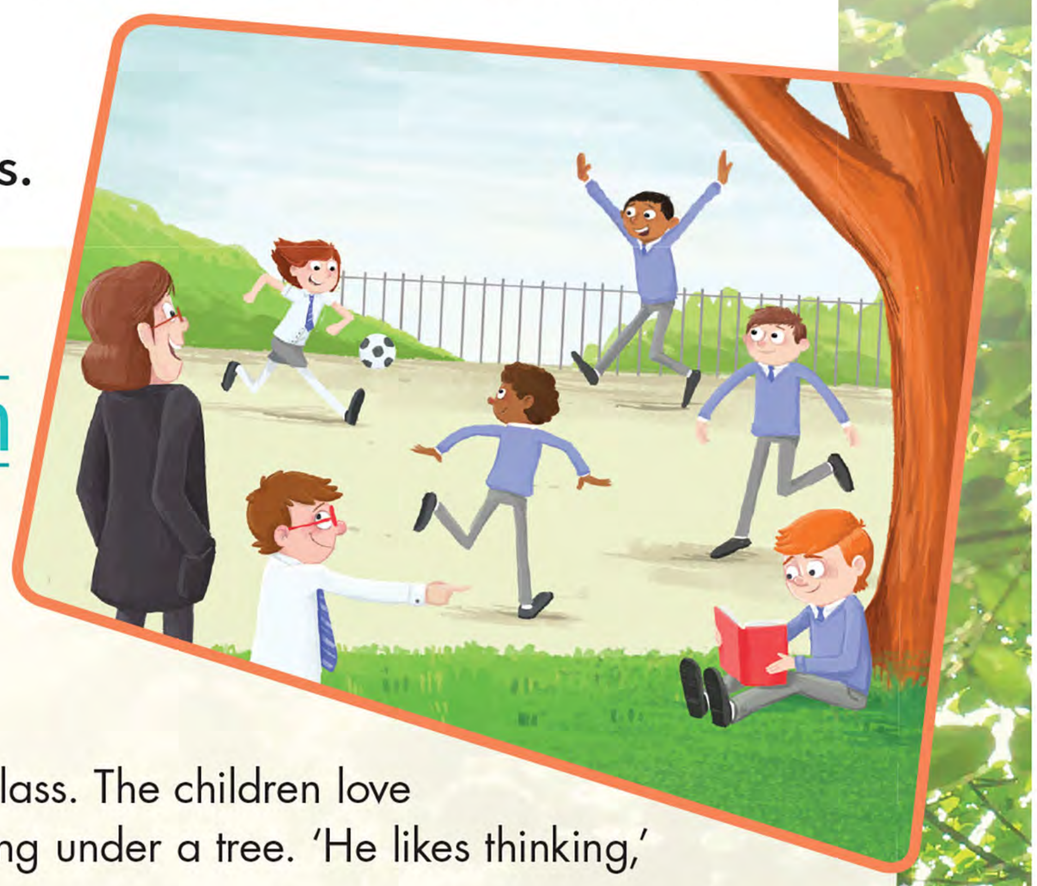
Skills / Storytime

1 **Look at the pictures and the title. What do you think the story is about? Write three sentences.**

I think the story is about … There is / are …

2 **Read the story quickly. Try to find the answers.**

1 What is the teacher's name?
2 What doesn't Oliver like?
3 What do the children write down on the paper?



3 018 **Read and listen. Check your answers.**

Puzzles are great fun

All the girls and boys in Oliver's class like playing football but Oliver doesn't like football. Many of them love playing computer games but Oliver really doesn't like computer games. 'He's a bit silly!' a boy called Mike says.

At lunch Ms Sanders, their teacher, goes outside with her class. The children love that. Most of the children run around but Oliver prefers sitting under a tree. 'He likes thinking,' some children say. 'He's a bit silly!' Mike says.



One day, the children have a History lesson. Many of the children love History. They love listening to Ms Sanders' stories. Oliver finds listening to stories boring, he prefers numbers and dates.

Ms Sanders sees that Oliver is not listening and she stops her story. She goes to the board and writes a date on it: 10th August 1992.

'History is full of important dates.' Ms Sanders says. Oliver starts to listen. 'And dates are important in our lives too.' Ms Sanders says. 'Look at this date. It's very important to me but maybe it's not important to you. What do you think it is, Oliver?'

The children are all very quiet now. They are looking at Ms Sanders, and they are looking at Oliver. 'It's a Monday!' Oliver says.
'Ha ha!' laugh the children in the class.
Ms Sanders tells them to be quiet. 'You're right, Oliver! It is a Monday and it's my birthday. How do you know it's a Monday?'



Learning outcomes:
- to use the title and pictures to predict the content of a story
- to read for specific information

Skills: making predictions, reading for specific information

New language: *a bit (silly), Ms, prefer, find (something) boring, date, important, quiet, laugh, type*

Recycled language: school subjects and activities, days of the week, months of the year, *puzzle, like/love + -ing*

Flashcards: 6–14 (school subjects)

Value: Accepting others

Critical thinking: Makes predictions and estimations from given information

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

Cognitive control functions: Inhibitory control

Warm-up

Aim: to review school subjects and classroom activities
- Stick flashcards for P.E., History, Maths and English on four walls.
- Students stand up. Say a phrase to describe a classroom activity, e.g. *reading stories*. Students move to the appropriate flashcard, e.g. English. Repeat with different activities. Possible phrases: *doing sums, writing stories, throwing and catching, doing puzzles, learning dates, talking about a book, having races.*

1 SB p16 **Look at the pictures and the title. What do you think the story is about? Write three sentences.**

Aim: to encourage prediction skills
- Read the instructions. Point to the first picture and elicit ideas. Encourage students to use the phrases provided, e.g. *There's one boy under a tree. I think the story is about school.* Write students' suggestions on the board.
- Students look at the rest of the pictures and write three sentences.
- Elicit ideas and ask students to give reasons, e.g. *I think the boy hasn't got a lot of friends. (Why?) Because he's sad in this picture.*
- Check comprehension of the title and ask students how they think it relates to the story.

Extra support: Elicit ideas for each picture and write notes on the board. Students use the notes to write sentences.

2 SB p16 **Read the story quickly. Try to find the answers.**

Aim: to practise reading for specific information (scanning)
- 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. Do not confirm.

3 018 SB p16 **Read and listen. Check your answers.**

Aim: to practise reading for specific information
- Play the recording for students to listen, read and check. Elicit answers.
- Play the recording again, pausing to check understanding and teach key new items (e.g. *Ms, date, important, type*).

Note: Students in primary schools in the UK often have a class teacher who teaches all the subjects.

Key: 1 Ms Sanders, 2 Football, computer games, running around, listening to stories, 3 A day, a month and a year.

For script see SB p16.

1 WB p16 **Read Oliver's story again. Complete the sentences.** Exam skills

Aim: to check comprehension using a story summary

Key: 2 numbers and dates, 3 day, 4 computer, 5 puzzle club, 6 likes

2 WB p16 **Read the story again. Tick ☑ the correct sentences.**

Aim: to check comprehension

Key: 1, 2, 4 and 6

3 WB p16 **Read the story again and think. Colour the circles green for *yes* or red for *no*.**

Aim: to focus on the value in a story (inference)

Key: Green: Everyone is different, Red: Everyone is the same

Ending the lesson

Aim: to focus on prediction skills
- Ask students how predicting before reading can help understanding. Discuss the importance of using extra clues (titles, pictures, captions) to help with reading.

Extension activity

Aim: to discuss the value of accepting others
- Focus on examples in the story which show how Oliver is different from his classmates and how they accept him.
- Elicit examples of more ways the children in the story could show they accept Oliver and his differences.

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

1

Learning outcomes:
- to read and listen for specific information

Skills: reading and listening for specific information, speaking

New language: *summary, instead of*; **WB:** *butterfly, dragon*

Recycled language: language from the story

Materials: the sentences from SB Activity 4, each on a separate slip of paper (one set of sentences per pair of students) (optional)

Critical thinking: Identifies missing key vocabulary and events from short narrative summaries

Cognitive control functions: Working memory

Warm-up

Aim: to review the story and the value
- Elicit the main events from the story in the previous lesson (write key words/phrases on the board, if necessary, e.g. *football, computer games, History lesson, not listening, date, important, day of the week, puzzle club*).

4 SB p17 Put the story in order.

Aim: to practise reading for detail
- Students work individually, then compare in pairs.
- Check answers with the class.

Extra support: Give a set of the sentences, each on a separate strip of paper, to each pair of students. They work together to re-order the sentences.

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

5 019 SB p17 Listen to a summary of the story. Write the three differences.

Aim: to practise listening for specific information
- Explain the meaning of *summary* and show students what to do, using the example (play the first part of the recording). Teach *instead of*.
- Play the recording. Students make notes about the differences, then compare in pairs.
- Play the recording again, if necessary. Students complete the phrases. Check with the class.

For script see TB p119.

Key: 2 an elephant, a Monday, 3 computer club, puzzle club

6 SB p17 Talk together: What activities or subjects at school are fun for you?

Aim: to practise speaking
- Copy the prompts onto the board and complete each as an example, e.g. *I really like doing projects. My favourite lesson is Geography. I think it's fun to work in groups.* Underline the *-ing* form after *like* and infinitive after *it's fun to* in the examples.
- Students talk in pairs or small groups. Monitor and encourage everyone to take part. Ask questions, e.g. *What do you like doing, Leo? What is your favourite subject, Carla?* and get students to do the same.

Stronger students: Students tell the class one interesting thing they found out about someone in their group.

1 007 WB p17 Listen, colour and write. There is one example. Exam skills

Aim: to practise listening for detail

Key: 1 word 'clock' below clock on the wall, 2 triangle: red, 3 piano in photo on teacher's desk: brown, 4 pencil sharpener: green

For script see TB p120.

Ending the lesson

Aim: to practise speaking and review language from the lesson
- Ask students to think about what they talked about in SB Activity 6. Put them into new pairs. Tell them they have one minute to find one thing they have in common with their new partner, from their ideas in Activity 6.
- Pairs talk about their likes / favourite things at school, until they find something they agree on.
- Elicit a sentence from each pair about what they have in common, e.g. *We like speaking English in class.*

Extension activity

Aim: to practise saying dates
- In pairs, students practise saying dates. Student A writes three important dates in his/her notebook in figures, e.g. *04/01*. Student B reads each date aloud (e.g. *The fourth of January.*) and guesses why it is important, e.g. *Is it your Dad's birthday?*
- Make sure students swap roles.

'It's easy!' Oliver says. 'Write down a date. And I can tell you what day of the week it is!'
'That's not true!' Mike says. 'You can't know that! You're not a computer. Hahahaha!'

'Take out some paper,' Ms Sanders tells the class. 'Write down a day, a month and a year.'



The children put their papers in front of Oliver.
10th April 2016 – 'It's a Sunday!' Oliver says.
21st September 1999 – 'It's a Tuesday!' Oliver says.
1st January 2001 – 'It's a Monday!' Oliver says.
'Now let's look at the computer!' says Ms Sanders. 'Mike, come here!'
Mike sits down at the computer. He types the first date: 10th April 2016.
'It is a Sunday!' Mike says. He looks at the next date.
'It is a Tuesday!' Mike says. And when he looks at the next date he says,
'It is a Monday!'

'Wow!' the children say. 'You're a computer, Oliver!'
Oliver smiles. 'I'm not a computer!'
'Can you teach us how to do this?' Mike says.
'Mm. I've got an idea,' Oliver says. 'Let's start a puzzle club at our school. Puzzles are great fun!'
'Hooray!' the children shout.



4 **Put the story in order.**

- ☐ In a History lesson, Ms Sanders is telling a story.
- ☐ Oliver doesn't listen to the story.
- ☐ Oliver says the day of the week for each date.
- ☐ Oliver says what day of the week the date is.
- ☐ Ms Sanders writes a date on the board.
- ☐ The children start a puzzle club together.
- ☐ The children write down some dates on pieces of paper.

5 019 **Listen to a summary of the story. Write the three differences.**

In the summary we have …

1 Maths instead of History.
2 _____ instead of _____.
3 _____ instead of _____.

6 **Talk together: What activities or subjects at school are fun for you?**

I really like … *My favourite …* *I think it's fun to …*

Think and learn

GEOMETRICAL SHAPES

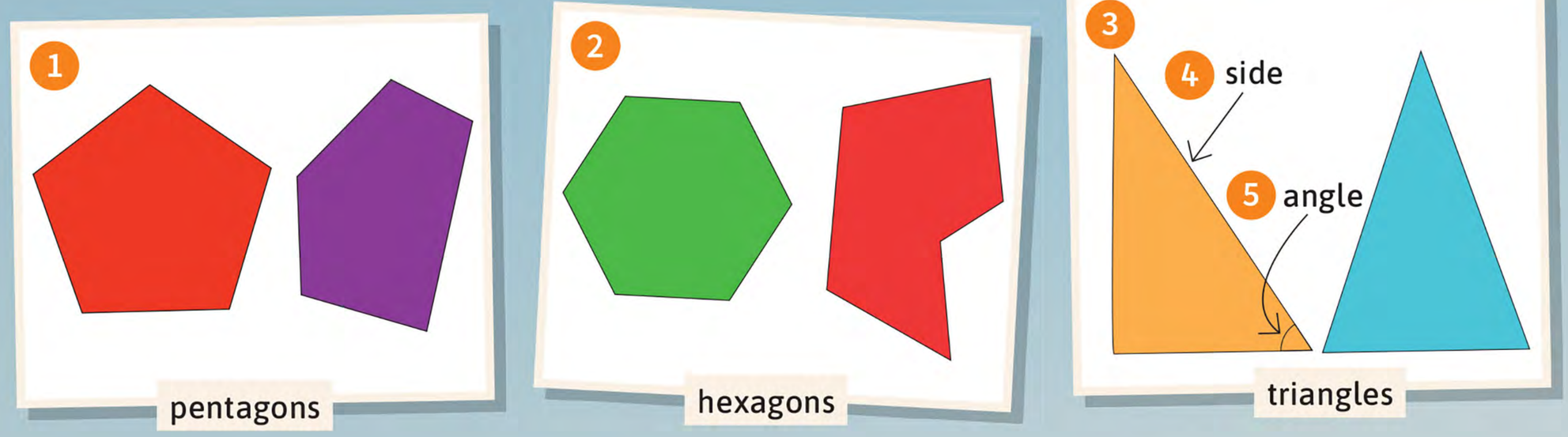
What shapes can we see in buildings?

Super fact!

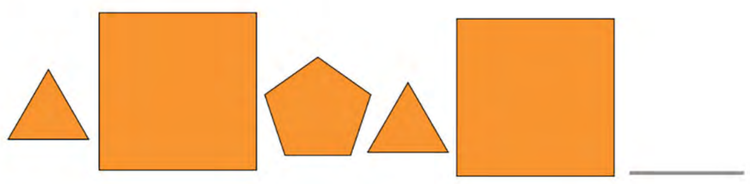
Triangle shapes are often used in buildings because they are very strong.

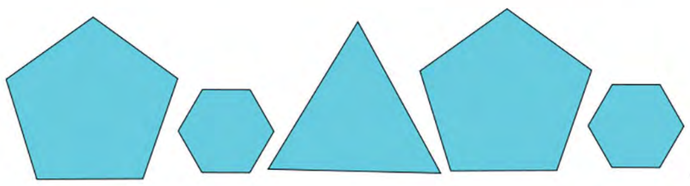


1 020 Listen and point.

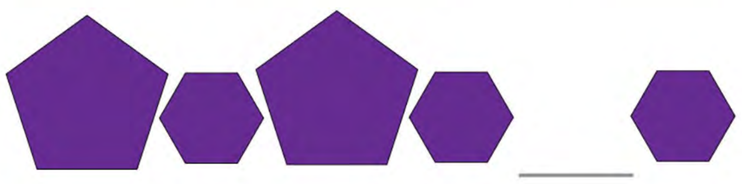


2 Look at these sequences. Draw the missing shapes.

1  ____

2  ____

3  ____

4  ____

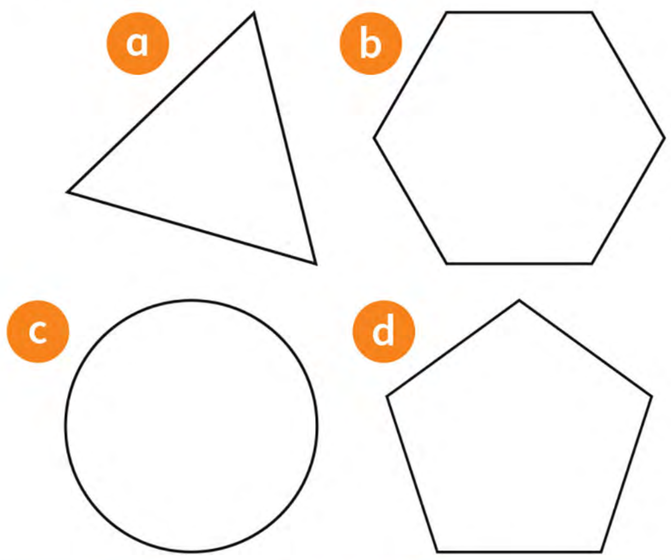
3 What shape is it? Match the sentences with the shapes.

1 It's got five sides and five angles. ☐

2 It's got three sides and three angles. ☐

3 It's got six sides and six angles. ☐

4 It hasn't got any angles. ☐



Learning outcomes:
- to identify geometrical shapes and extend vocabulary to describe them

BIG QUESTION to explore the Big Question *What kinds of puzzles are there?*

New language: *geometrical shape, building, pentagon, hexagon, side, angle, strong*

Recycled language: *triangle, circle, square, rectangle, kite, It's got …, It hasn't got …, big, small*

Materials: plastic shapes or cutters (triangle, hexagon, square, etc.) (optional)

Critical thinking: Makes predictions and estimations from given information

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review vocabulary for shapes
- Draw simple shapes on the board: a triangle, a kite, a circle, a square and a rectangle. Elicit the names and practise. Then clean the board.
- Ask the students to stand up. Say a shape word. The students draw it in the air. Repeat with different shapes. Add sizes (*a small square, a very big rectangle*).
- Students repeat the game in pairs.

Presentation

Aim: to extend vocabulary for shapes
- Teach *pentagon* and *hexagon* by drawing on the board or using plastic shapes or cutters.
- Point and say, e.g. *This is a side. It's got (six) sides. This is an angle. A (hexagon) has got (six) angles.* Write the words on the board.

SB p18 What shapes can we see in buildings?

Aim: to raise students' awareness of geometrical shapes in architecture
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember.
- Ask students to watch again and answer *What shapes can we see in buildings?* Play the video again and elicit the shapes.

Stronger students: Ask *Where is the building shaped like a pentagon? (In the United States.)*
- Read the *Super fact.* Ask students what shapes they can find in their school building.

Key: pentagon, hexagon, triangle

For videoscript see TB p120.

1 020 SB p18 Listen and point.

Aim: to practise words to describe shapes
- Play the recording. Students listen and point.
- Play the recording again. Students repeat the words.

For script see SB p18.

2 SB p18 Look at these sequences. Draw the missing shapes.

Aim: to practise identifying sequences
- Elicit the shapes in the first sequence, with adjectives, e.g. *A small triangle, a big square.* Then elicit the next shape (a small pentagon).
- Students complete the shape sequences in pairs.

Key: 1 a small pentagon, 2 a big triangle, 3 a big hexagon, 4 a big pentagon

3 SB p18 What shape is it? Match the sentences with the shapes.

Aim: to practise describing shapes
- Students read and match individually.

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

1 WB p18 Look at the pictures. Write the shapes.

Aim: to practise new vocabulary for shapes

Key: 1 pentagon, 2 hexagon, 3 triangle

2 WB p18 Circle the correct words. Then match.

Aim: to practise words to describe shapes

Key: 1 six b, 2 five c, 3 three a

3 WB p18 Join the blue dots in order with straight lines. Then answer the questions.

Aim: to practise identifying and describing shapes

Key: 1 Three, 2 circle, hexagon triangle, 3 10 sides (circle: one, hexagon: six, triangle: three) 4 nine angles (hexagon: six, triangle: three, circle: zero),

Lesson review

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned how to describe shapes.* Students copy in their notebooks.

Extension activity

Aim: to review language from the lesson
- Ask *What kinds of puzzles are there with shapes?* Elicit that the sequencing activity was a puzzle. Elicit other puzzles with shapes, e.g. jigsaw puzzles, mosaic-style puzzles, construction toys.
- Students could bring shape puzzles from home to the next lesson.

1

Learning outcomes:
- to apply what students have learned about shapes to the Big Question (*What kinds of puzzles are there?*)
- to complete a project

New language: *butterfly*

Recycled language: colours, shapes, *side, angle, What colour are …?, small, big*

Materials: coloured pencils or pens, two pieces of A4 paper per student, pictures or photos of insects and birds for reference

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

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

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

Warm-up

Aim: to review words to describe shapes
- Call different students to the board to draw examples of all the shapes. Point and ask *What is it? How many sides/ angles has it got?*
- In pairs, students take turns to describe a shape for their partner to draw. (e.g. *It's got three sides and three angles.*)

Stronger students: Student A thinks of a shape and Student B asks yes/no questions to guess it (e.g. *Has it got four sides?*). Then they swap roles.

4 SB p19 Look at the butterfly puzzle and tell your partner how to colour the shapes.

Aim: to practise speaking and listening and shape vocabulary
- Read the instructions; make sure students realise that the blue colouring is an example, and they can choose colours for the rest of the shapes in their partner's picture.
- Students work in pairs. Monitor and make sure they are asking and answering questions, not just giving instructions.
- Ask different students to show their finished pictures and describe them to the class.

5 Project SB p19

Use shapes to draw an insect or a bird. Count the number of shapes, angles and sides. Tell your friends.

Aim: to enable students to apply what they have learned about shapes
- Give each student two pieces of A4 paper. Show pictures of insects and birds, if available, to give students ideas. Ask about the shapes they can see in the pictures.
- Students draw a practice version of their shape picture on a piece of paper first. Students then draw and colour their final pictures.
- Students can practise in pairs before presenting their picture to a larger group or the whole class.

4 WB p19 Read about tangrams. Write the answers to the questions.

Aim: to encourage students to think about the Big Question: *What kinds of puzzles are there?*

Key: 1 cat, person, boat, snake, 2 three (triangle, square, rhombus)

5 WB p19 Colour the tangram. Use the colours in the key. What animal do you see?

Aim: to practise solving visual puzzles

Key: A chicken

6 WB p19 Make your own tangram. Draw and colour it. Then write about it.

Aim: to personalise the topic of tangrams

Lesson review
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *described shape pictures, made a shape puzzle picture.*
- Write it on the board. Students copy it into their notebooks.

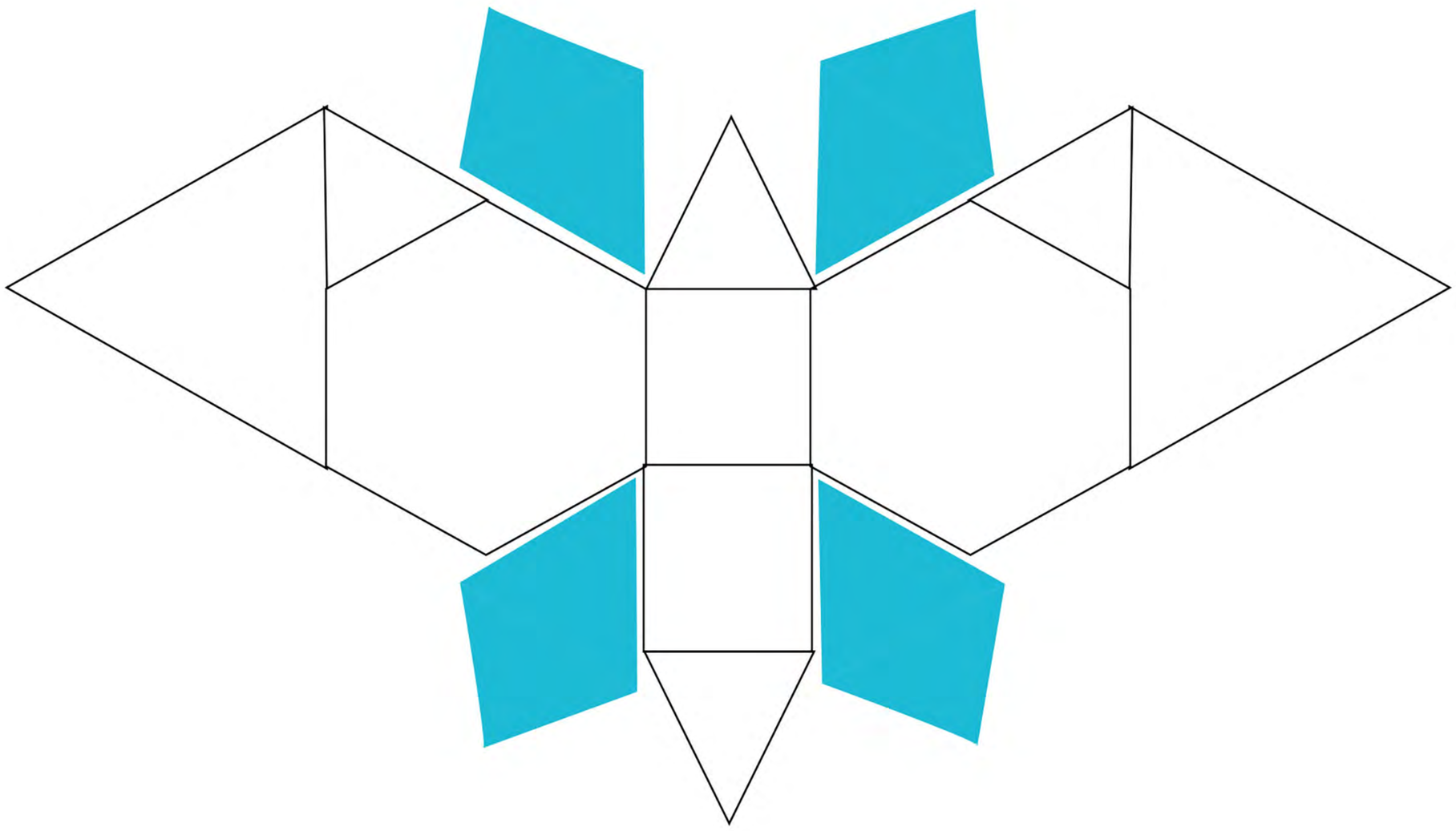
Extension activity

Aim: to make and solve puzzles and practise speaking
- Students copy their puzzle picture from SB Activity 5 or tangram from the WB onto thin card, colour it and then cut out the pieces. Students put the pieces in an envelope with their name on it.
- Share out the envelopes around the class. Students solve the puzzle they have been given and describe it to you (e.g. *It's a spider. It's got one big circle, eight rectangles, sixteen small triangles and eight pentagons.*). Then they return the pieces to the envelope and swap puzzles with another student.

4 **Look at the butterfly puzzle and tell your partner how to colour the shapes.**

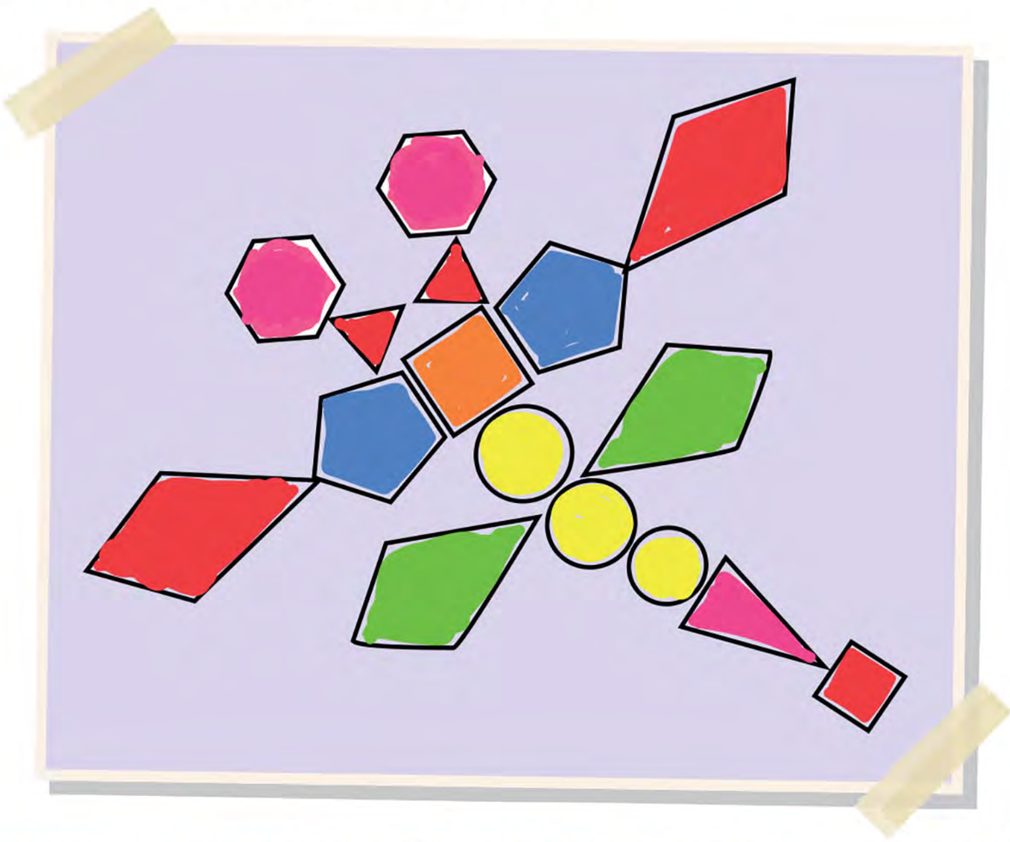
The kites are blue.

OK. And what colour are the small triangles?



5 Project **Use shapes to draw an insect or a bird. Count the number of shapes, angles and sides. Tell your friends.**

This is my insect. It's a dragonfly. It's got six shapes: two hexagons, two squares, two pentagons, three triangles, three circles and four kites. There are … sides and … angles.



Talk and find out

Favourite subjects

1 **Make a prediction.**

I predict that my class's favourite school subject is _____.

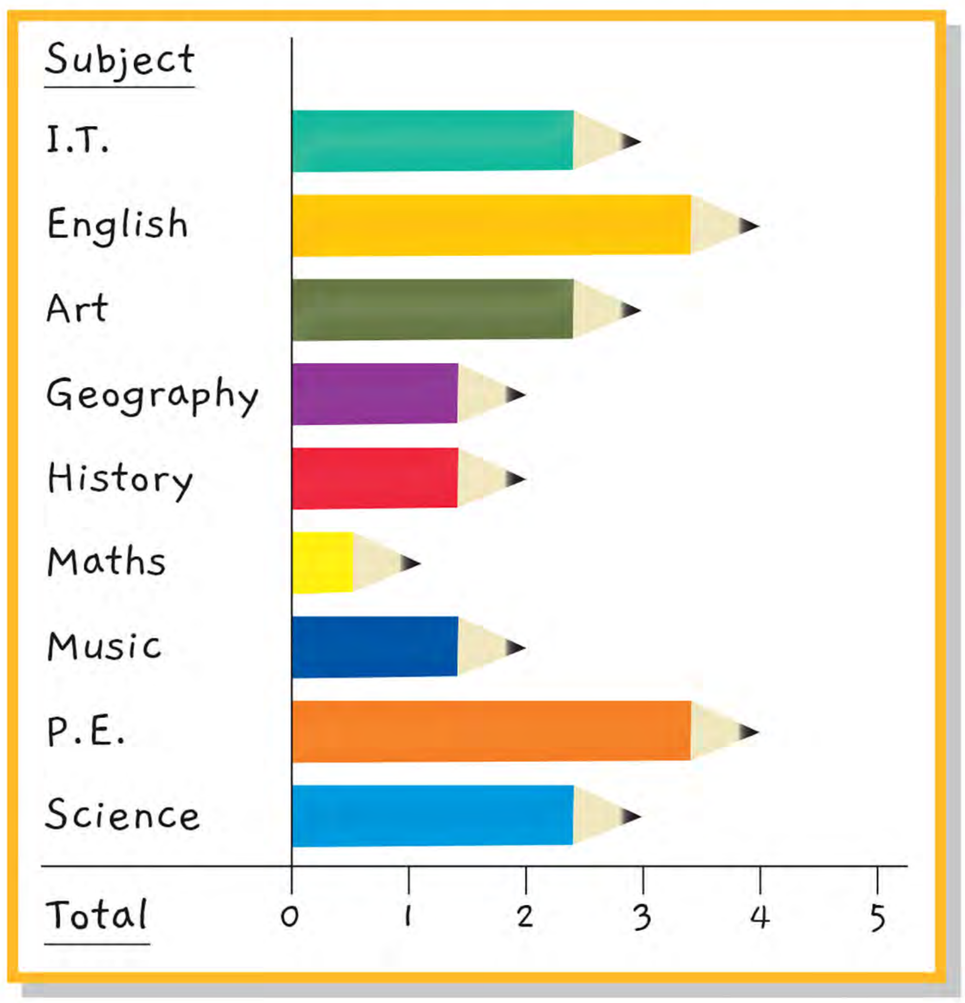
2 **Work in groups of four. Draw a table. Ask and write.**

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

3 **Add up all the answers from the groups on the board.**

Favourite subject	Groups	Total
I.T.	1 + 2	3
English	3 + 1	

4 **Make a bar chart and talk about the results.**



Was your prediction correct?

I predicted that my class's favourite school subject was …

Now I know that my class's favourite school subject is …

Learning outcomes:
- to ask and answer questions about school subjects
- to carry out a survey

New language: *prediction, predict, bar chart*

Recycled language: school subjects and activities, *What's your favourite subject?*

Materials: coloured pens or pencils, board pens (one for each team of students) (optional)

Critical thinking: Formulates and tests hypotheses

Warm-up

Aim: to review school subjects
- Elicit and write school subjects on the board. Students study them for two minutes. Clean the board.
- Make teams of nine or fewer. Draw vertical lines on the board making a section for each team to write in. Number the teams and sections.
- Teams stand in line. The first team member writes a subject on the board and passes the board pen to the next student. The team that writes all nine subjects correctly first wins.

1 SB p20 Make a prediction.

Aim: to practise making predictions
- Teach *survey* and tell students they are going to carry out a survey in class.
- Ask students when they make predictions (e.g. about the result of a sports match/a test).
- Read the sentence with the class. Students complete it individually. Elicit ideas and say *Let's find out the class's favourite subject.*

2 SB p20 Work in groups of four. Draw a table. Ask and write.

Aim: to practise speaking and data recording skills
- Make groups of four. All the students in each group draw the three-column table in their notebooks. They write all nine subjects in the first column.
- Elicit the question they'll ask: *What's your favourite subject?* Explain that each person can only choose one subject as his/her favourite.
- Students take turns asking each other and complete the table.

3 SB p20 Add up all the answers from the groups on the board.

Aim: to collate information from a survey
- Draw the table on the board with all nine subjects in the left-hand column.
- Ask each group in turn for their results and sum them. Alternatively, call a student from each group to add their answers to the board.
- The class help you add the answers for each subject and say the total.

4 SB p20 Make a bar chart and talk about the results.

Aim: to practise speaking skills
- Ask about the model bar chart to make sure students know how it works, e.g. *How many students chose Geography as their favourite subject? (Two).*
- Students draw a bar chart using the totals for their class.

Note: Students can create their bar chart on a computer.
- Read the speech bubbles and practise pronunciation. In their groups, students discuss their predictions.

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 Complete the report about the interview with Kate.

Aim: to practise reading and writing skills

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

3 WB p20 Write about you and your school subjects.

Aim: to personalise the topic

Ending the lesson

Aim: to practise interpreting survey results
- Make true and false sentences about the class survey. Students say *Top marks!* if the sentence is true and *Try harder!* if it's false. Possible sentences: *Lots of students in our class love History. Three people said I.T. is their favourite subject.*

Extension activity

Aim: to consolidate writing skills
- Students write a report in their notebooks about their survey, using WB Activity 2 as a model.

1

Learning outcomes:
- to write a profile and a list of rules using language from the unit
- to make a portfolio to show their progress

BIG QUESTION to think about how the unit has helped them explore the Big Question *What kinds of puzzles are there?*

New language: *portfolio, show, (learning) progress, print, online, upload, recording, conversation, profile*
Recycled language: vocabulary and grammar from the unit
Materials: digital or print portfolios

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review *like/don't like + -ing* and *have to*
- Write four sentences on the board about you, two with *like/don't like +-ing* and two with *have to*. One of the sentences must be false. In pairs, students decide which sentence is false. Reveal the answer and see who guessed correctly.

Stronger students: Students play the same game in pairs – they each write four sentences, one false. Then they swap notebooks and guess the false sentence.

1 SB p21 Read about the portfolio.

Aim: to raise awareness of portfolios and self-assessment
- Write *portfolio* on the board and explain the meaning. Teach *progress*.
- Students read about the portfolio individually; then invite questions.

Extra support: Read the information about portfolios with the class, explaining any new vocabulary.
- Show an example of the kind of portfolio students will make, if possible.

2 SB p21 Write a profile for your portfolio.

Aim: to practise writing and review language from the unit
- Focus on the model profiles and ask questions, e.g. *What's the boy's name? What's his favourite colour?*
- Students create their own profile individually, using the same categories. If they are making a print profile, they write a first draft for checking before writing or typing the final version.
- Students bring a photo of their family from home to stick in a print portfolio or upload a video of their family to their digital portfolio.

3 SB p21 Write some rules for your English class.

Aim: to give students further practice with *have to*
- Students write four to six rules, using the model sentences and adding their own ideas. Draw attention to the Writing tip.
- Students can upload their work to their digital portfolio or stick it in the print version.

1 WB p21 Look and draw lines to make sentences.

Aim: to enable students to assess their own learning

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

2 WB p21 Read and think. Then write one more.

BIG QUESTION **Aim:** to revisit the Big Question and consolidate learning

Key: Students circle *number, shape* and add a kind of puzzle of their own, e.g. *word puzzles*.

3 WB p21 Read. Then write about you and draw.

Aim: to personalise the topic

Ending the lesson

Aim: to review the unit song
- Play the song (Track 13) while the students listen and follow (SB p12).
- Play the song again for students to join in. They do actions to represent the different school subjects.
- Students complete the *My Super Mind* self-assessment section on page 118 of the Workbook.

Extension activity

Aim: to enable students to share what they have learned
- Make groups of four. Students take turns to read aloud what they have written for Workbook Activity 3 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.

Think and write

My portfolio

1 Read about the portfolio.

Did you know ... ?

Your portfolio helps you to show your learning progress. You can show:

- your stories and other things you write.
- project reports, bar charts, etc.

You can create a print portfolio or a digital portfolio.

In a print portfolio, you can take photos of your work and stick them to your portfolio.

In a digital portfolio, you can upload audio or video recordings of role-play activities and other conversations.

My portfolio

- **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





2 Write a profile for your portfolio.

3 Write some rules for your English class.

Writing tip

Check your sentences for capital letters and full stops.

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

1 021 Listen and say the words. Then check with a friend.

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

BIG QUESTION What's good to eat?

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

2 022 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 some … ?

Learning outcomes:
- to understand and use vocabulary for food and drink
- offer and accept or refuse food and drink

BIG QUESTION

Your students will start to think about the Big Question *What's good to eat?*

New language: *picnic, rolls, lemonade, cheese, apple juice, water, soup, vegetables, salad, near, village, pool, deep, cool, bark* (v), *I'm hungry/thirsty.*

Recycled language: food and drink, *drink, eat, Would you like some (cheese)?, Yes, please., No, thanks., I like/don't like …*

Materials: flashcards 15–22 (food and drink), real food and drink (or real packaging), some healthy food, some with high sugar/salt content (optional)

Cognitive control functions: Working memory

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

Warm-up

Aim: to review food and drink
- Clap your hands twice and say a food, e.g. *watermelon.* Point to a student. Everyone claps twice and then the student says a food word, e.g. *bread.*
- Continue around the class.

Stronger students: Before you clap your hands, say a category name, e.g. *Fruit!* or *Foods you can eat for lunch!*

Presentation

Aim: to extend food and drink vocabulary
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.

1 021 SB p22 **Listen and say the words. Then check with a friend.**

Aim: to practise food and drink vocabulary
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.
- Read the poem at the bottom of the picture aloud.

For script see SB p22.

BIG QUESTION **What's good to eat?**

Aim: to encourage students to find out about healthy eating
- Read the Big Question. Students work in pairs. Hand out healthy and unhealthy food and drink. Pairs decide which ones are good/bad for them. If you don't have real food (or packaging), students make a list of food they think is good to eat.
- Elicit and discuss ideas.

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

2 022 SB p22 **Listen and answer.**

Aim: to practise listening
- Read the questions aloud.
- Play the recording twice. Check with the class.

Key: 1 A pool near the village. 2 Water. 3 Cheese. 4 Because there's a snake. / He's barking at the snake.

For script see TB p120.

3 SB p22 **Ask and answer.**

Aim: to practise asking and answering questions
- Students take turns to ask and answer.

Stronger students: Students make longer conversations, 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.*

1 WB p22 **Complete the crossword.**

Aim: to practise spelling

Key: 2 water, 3 cheese, 4 apple juice, 5 lemonade, 6 soup, 7 rolls, 8 salad

2 WB p22 **Write words from Activity 1.**

Aim: to practise new vocabulary

Key: 2 vegetables, 3 cheese, 4 water, 5 lemonade, 6 soup

3 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 offering and accepting
- Hand the food and drink flashcards to eight students. The class stands up and the students with flashcards spread out.
- Everyone walks around. When you say *Stop for food and drink!*, each student with a flashcard finds the nearest student and offers their food/drink, e.g. *Would you like some water?* The student replies and takes the flashcard.
- Repeat several times.

Extension activity

Aim: to review food vocabulary
- Students draw their perfect picnic. In pairs, they tell each other what they've got.

Stronger students: Students write a description of the perfect picnic.

2

Learning outcomes:
- to ask and answer questions using *some* and *any*

New language: *Is/Are there any … (in your bag)?, Yes, there is/are some…, No, there isn't/aren't any …*

Recycled language: food and drink, countable and uncountable nouns

Flashcards: 15–22 (food and drink)

Cognitive control functions: Inhibitory control

Warm-up

Aim: to review food and drink and countable/uncountable nouns
- Display the food and drink flashcards and elicit the words.
- In pairs, students ask and answer *Do you like (cheese)? Yes, I do./No, I don't.*
- Display the flashcards for rolls and cheese. Write *There … some rolls* on the board. Elicit *are*. Write *There … some cheese*. Elicit *is*. Remind students why the verb is different in the two sentences.
- Show different digital flashcards or name foods. Students make sentences with *There is* or *There are*.

Presentation

Aim: to present *some* and *any*
- Display the flashcards. Then remove *rolls* and *salad*.
- Ask *Are there any vegetables?* Elicit the answer *Yes, there are some vegetables*. Write the question and answer on the board. Repeat with *Is there any soup? (Yes, there is some soup.)*
- Repeat with *Are there any rolls?* (*No, there aren't any rolls.*) and *Is there any salad?* (*No, there isn't any salad.*)
- Underline *some/any* in all the sentences using a colour.
- Elicit/explain when we use *some* and when we use *any*.

1 023 SB p23 Listen and tick ☑ the roll.

Aim: to practise *some* and *any* and listening skills
- Ask about each roll in the pictures, e.g. *Is there any chicken in roll a? Is there any salad in roll b?* Students answer *Yes* or *No*.
- Play the recording. Students listen and tick the correct roll.

For script see TB p120.
- Play the recording again. Check with the class.

Extra support: Elicit positive sentences to describe the correct roll, e.g. *There's some chicken. There are some tomatoes.*

Key: picture b

2 SB p23 Complete with *some* or *any*. Say the sentences.

Aim: to practise *some* and *any*
- Students complete the sentences individually.
- Check answers and elicit why *some* is used in sentence 2.

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

3 024 SB p23 Watch, listen and say.

Aim: to focus on grammatical form
- Play the *Greg the gecko* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.
- Students practise the questions and answers in pairs, changing the food, if they wish.

Stronger students: Students use the same language to ask and answer about items in their school bags, e.g. *Are there any pens in your bag? Yes, there are.*

For script see SB p23.

4 SB p23 Play the imaginary sandwich game.

Aim: to practise asking and answering questions
- Students play the game in pairs. They take turns.

1 WB p23 Circle the correct words to complete the dialogue.

Aim: to practise *some* and *any*

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

2 WB p23 Complete the dialogues with *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

3 WB p23 Draw your packed lunch and write.

Aim: to personalise the topic

Ending the lesson

Aim: to review new language
- Students work in pairs. Student A chooses one of the rolls in Activity 1. Student B asks questions to guess which one it is.

Extension activity

Aim: to review new language
- Students work in pairs. They swap notebooks and read their partner's description for WB Activity 3. They try to memorise what is in the packed lunch.
- Students take turns to recall what they read, e.g. *In your packed lunch there's a chicken sandwich. There are some cookies.*

1 023 Listen and tick ☑ the roll.



2 Complete with *some* or *any*. Say the sentences.

1 Are there _____ tomatoes?

2 Yes, there are _____ tomatoes.

3 Is there _____ cheese?

4 No, there isn't _____ cheese.

3 024 Watch, listen and say.

Language focus

Is there **any** food in your bag?
Yes, there is **some** food.
Is there **any** cheese in your bag?
No, there isn't **any** cheese.

Are there **any** rolls in your bag?
No, there aren't **any** rolls.
Are there **any** apples in your bag?
Yes, there are **some** apples.



4 Play the imaginary sandwich game.



1 025 Listen and match the food. Then sing the song.

1 

2 

3 

a  ☐

b  ☐

c  ☐

Is there any lemonade?
In your soup today?
Mix it in, eat it all,
Then go out and play.

Good idea, good idea!
That sounds good to me!
Good idea, good idea!
I'm so hungry!

Is there any apple juice
In your salad too?
Mix it in, eat it all
That's my lunch for you.

Good idea, good idea! ...

Are there any vegetables
In your jam roll, please?
Mix them in, eat them all
With a piece of cheese.

Good idea, good idea! ...

2 What do you think is good? Complete the table.

	Good	Bad
In a roll	chicken	water
In a salad		
In soup		

3 Compare with a partner.

Chicken is good in a roll.

Water is bad in a roll.

Learning outcomes:
- to join in with a song

BIG QUESTION to start to explore the Big Question *What's good to eat?*

New language: *Mix it in., That sounds good to me., jam roll, piece (of cheese)*

Recycled language: food and drink, *go out and play, Good idea! I'm (so) hungry., lunch, Is/Are there any …?, Yes, there is/are some …, No, there isn't/aren't any …*

Materials: flashcards 15–22 (food and drink), a shopping bag with five or six food and drink items inside (optional)

Critical thinking: Uses tables, charts, mind maps, etc. to evaluate ideas or options

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

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Warm-up

Aim: to review new language
- Show a shopping bag with food inside. Don't show the contents. Say *There's food and drink in my shopping bag. Is there any cake? Are there any carrots? You have to decide!*
- Students ask, e.g. *Is there any fruit juice (in your bag)?* Set a limit to the number of questions, e.g. ten. If students don't guess all the items, you win.

1 025 SB p24 **Listen and match the food. Then sing the song.**

Aim: to practise listening for detail and sing a song
- Elicit the food in the small pictures. Teach *jam* and explain that *jam roll* is a type of cake.
- Play the recording. Students draw lines from items 1 to 3 to items a to c. Check answers.

Key: 1 c, 2 a, 3 b

For script see SB p24.
- Play the recording again. Students follow the song in their Student's Books.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (026) to practise it.

2 SB p24 **What do you think is good? Complete the table.**

Aim: to encourage students to think about the Big Question and categorise
- Remind students of the Big Question: *What's good to eat?* Talk about foods that go together well (the foods in the song don't go together).
- Focus on the table and the examples. Working individually, students complete the next two rows with one or two examples for each.

Extra support: Elicit food and drink and write the words on the board.

3 SB p24 **Compare with a partner.**

Aim: to practise speaking skills
- Students compare their tables from Activity 2, using the speech bubbles as models.
- Elicit sentences from different pairs.

1 WB p24 **Write the words from the shopping list in the first verse. Make it rhyme. Write two more words for the second verse.**

Aim: to check comprehension of the song

Key: 1 tomatoes, 2 jam, 3 and 4 Students' own answers

2 WB p24 **Draw your own picnic sandwich. Write what's in it. Use *there is, there are, there isn't* and *there aren't*.**

Aim: to personalise the language

Ending the lesson

Aim: to review key language from the lesson
- Play the song again. Students join in and do actions, e.g. for *Mix it in, Eat it all* and *Good idea! That sounds good to me, I'm so hungry*.

Extension activity

Aim: to practise writing the new language
- Students write a shopping list with their favourite foods. They keep it secret.
- In pairs, students write six sentences about what they think is on their partner's shopping list. Monitor and encourage students to use *there is, there are, there isn't, there aren't.*
- Students read their partner's list to see how many of their sentences are correct.

Learning outcomes:
- to make and respond to suggestions

New language: *How about (some peas)?, Shall we (have some bread and cheese)?, onion, flies, that's all*

Recycled language: food and drink, *Good idea, I'd like …*

Materials: flashcards 15–22 (food and drink), photos of food and drink (e.g. from adverts), scissors, glue sticks (optional)

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

Warm-up

Aim: to review food vocabulary
- Write *rolls, soup, salad* in the centre of the board.
- Brainstorm ingredients for each, e.g. *salad: tomatoes, potatoes, apples,* and write them around the headings to create three word maps.
- Elicit the students' likes and dislikes, e.g. *I don't like apples in salad.*

Presentation

Aim: to present *Shall we …?* and *How about …?*
- Choose one word map on the board, e.g. *rolls.* Ask *Shall we put cheese in our rolls? Is that a good idea?*
- Elicit possible answers, e.g. *Good idea! / OK. /No, I don't like cheese.* Students repeat.
- Write the suggestion and responses on the board.
- 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.

1 027 SB p25 Listen and tick ☑ the food in the soup.

Aim: to practise listening and recognising suggestions
- Elicit the items in the pictures. Present *onions.*
- Play the recording. Students listen and tick, then compare in pairs.

For script see TB p120.
- Play the recording again. Check with the class.

Key: onions, potatoes and carrots.

2 SB p25 Put the words in order. Say the sentences.

Aim: to focus students on word order
- Students work in pairs to reorder the suggestions.
- Call volunteers to write the correct questions on the board. Students check.

Key: 1 Shall we put some carrots in the soup? 2 And how about some onions?

3 028 SB p25 Watch, listen and say.

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

For script see SB p25.

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

Aim: to give students further practice making suggestions
- Read the instructions and elicit some example suggestions.
- Students decide on the ingredients for their soup/salad in pairs. Monitor and make sure they are using *How about …?* and *Shall we …?* and responding.
- Pairs make a collage of the salad or soup they have planned. Alternatively, they can draw a picture.
- Ask different pairs to present their creation, e.g. *In our soup there are some tomatoes. There's some cheese.*

1 WB p25 Put the questions in order. Then read and write *Ava, Lilly* or *Olivia*.

Aim: to practise reading and the new grammar

Key: Lilly, (Ava), Olivia; 1 Shall we put some peas and carrots in our soup? 2 Would you like some fish soup? 3 I'd like some vegetable soup.

2 WB p25 Complete the dialogues with your own ideas.

Aim: to practise food and drink and the new language

Ending the lesson

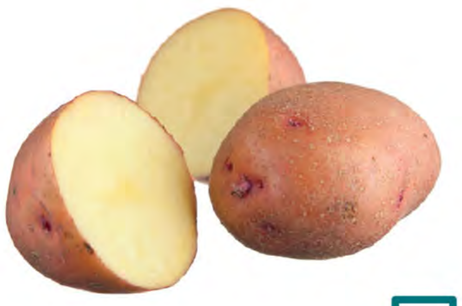
Aim: to review suggestions
- Make suggestions, some reasonable and some funny, e.g. *Shall we close our books now? Shall we run around the classroom?*
- Students answer *Good idea!* or *No, way!*

Extension activity

Aim: to practise the new language and encourage creativity
- In pairs, students write their own dialogue like the ones in WB Activity 2. They memorise it and perform it for the class.

1 027 Listen and tick ☑ the food in the soup.








2 Put the words in order. Say the sentences.

1 we Shall in the soup? some carrots put

2 And how onions? some about



3 028 Watch, listen and say.

Language focus

It's six o'clock and time to eat!

How about some peas?

Or **shall we have** some bread with cheese?

I'd like some flies, and that's all, please.

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



The golden apple

1 029 Why is Buster ill?



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!

Learning outcomes:
- to to listen to and read a story
- to act out the story

New language: *ill, bite (bit), medicine, hut, top, waterfall, golden, get better, fool, Just you wait!, What's the matter?;* **WB:** *illness, blind* (adj)*, alphabet, clever, give up, university*

Recycled language: *far, mountain*

Materials: An apple or small ball for each group of six students (optional)

Value: perseverance

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review the story so far
- Ask students what happened in the last episode and encourage them to make sentences, e.g. *They take the book to the library. The librarian can't help them. The book is in code. They can't read it.*
- Elicit what Buster saw at the picnic (a snake).

The golden apple

1 029 SB pp26–27

Why is Buster ill?

Aim: to review the characters and present a picture story
- Ask *Where are The Explorers in picture 1?* (at the picnic) and ask what students think is happening to Buster. Read the title and the question.
- Play the recording. Students listen and read to find the answer.

Key: Because the snake bit Buster.

For script see SB pp26–27.

- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *Where do Ben and Lucy have to take Buster? (The village). Is it near? (Yes.)* After frame 2 ask *Who's got the medicine? (An old man.)* Check comprehension of *hut* (using frame 3). After frame 3 ask *What does Buster have to eat? (A golden apple) Where is the apple? (Above the waterfall.)* After frame 4 explain the meaning of *We don't want Buster to get better.* After frame 5 ask *What's Horax doing?* (*Taking the apple.*) Then ask *Why does Ben say 'Thanks for the apple'? (Because Horax drops it.)* Teach *fool*. After frame 7 ask *What does Ben find? (The letter* I.*) What are they going to do? (Write it in the book.)* At the end explain the meaning of *Just you wait!*
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p26 **Read the story *The golden apple* again. Then circle the correct words.**

Aim: to check comprehension of the story

Key: 2 village, 3 waterfall, 4 apple, 5 take, 6 the letter *I*

2 WB p26 **Write more things for Ben to say. Use the words from the box or your own ideas.**

Aim: to review making suggestions

Key: Students' own answers.

3 WB p26 **Read the story. What can we learn from it? Draw ☺ or ☹.**

Aim: to practise reading skills

Key: ☹ When things don't work, stop trying.

☺ When things don't work, tell yourself 'I can do it!'

Ending the lesson

Aim: to practise the story
- Put students in groups of six (one for each role).
- Play the recording. Students repeat in role.
- Students practise the role play in groups. Encourage them to use actions and plenty of emotion. They can use a real apple or a ball to represent the golden apple.
- Volunteer groups role play for the class.

Extension activity

Aim: to review the story and focus on the value
- Recap what happens in the story and in the text in WB Activity 3.
- Elicit why it's important not to give up, and elicit examples of when students have had to persevere to get or achieve something.

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

Learning outcomes:
- to talk about the meaning of a story
- to consolidate language from the story and the unit

New language: *silver, pie*

Recycled language: language from the story, *little, fish, ice cream*

Phonics focus: to identify and say the sound /aɪ/ as in *pie* and contrast it with the sound /ɪ/, as in *fish*

Value: perseverence

Warm-up

Aim: to review the story and focus on perseverance
- Ask about the story, e.g. *Why is Buster ill?* (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 do they write in the book?* (The letter *I*).
- Ask students how Ben and Lucy show perseverance (they ask different people to help them, they find the tree, they get the apple back).

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

Aim: to review the story
- Students read the sentences individually. Explain the meaning of *silver*.
- Play the recording of the story again, if necessary. Students follow in their books.
- They write *t* or *f* next to each sentence, then compare answers in pairs.
- Check with the class.

Stronger students: Students correct the false sentences in their notebooks.

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

3 SB p27 Find who says ...

Aim: to present the sounds /aɪ/ and /ɪ/
- 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 vowel sound /aɪ/.
- 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

4 030 SB p27 Listen and say.

Aim: to practise the vowel sound /aɪ/ and contrast it with the vowel sound /ɪ/
- Play the recording. Students look at the picture, read and repeat.

For script see TB p120.
- Practise the sound sentence as usual.

1 008 WB p27 Listen and write the missing words. Then say with a friend.

Aim: to practise language chunks from the story

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

For script see TB p120.

2 009 WB p27 Listen, point and say. Write the words.

Aim: to learn about a traditional British game and practise letter names

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

For script see TB p121.

Ending the lesson

Aim: to play a traditional British game
- Say, e.g. *I spy with my little eye, something beginning with B.* Make sure students know you mean something in the room. They guess, e.g. *book, bag, bin*. The student who guesses correctly chooses the next item and says *I spy with my little eye* … etc.

Extra support: Practise pronunciation of the alphabet (the letter names) before starting.

Extension activity

Aim: to encourage creativity
- Write the dialogues from WB Activity 1 on the board. Underline key words (e.g. 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.
- Pairs 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. ☐

Phonics

3 **Find who says …**

Shall we write it in the book?

4 030 **Listen and say.**



I like my little fish and ice cream pie!

Skills

1 031 **Listen and answer the questions.**

1 What time does lunch start?
At _____ o'clock

2 Where do the children eat?
In the _____ hall

3 Which children eat first?
Children with _____

4 What is Lisa's favourite school lunch?
_____, peas and chips

5 When does Lisa have sandwiches?
On _____

6 What time does lunch finish?
At _____ o'clock



2 **Read and match. 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.



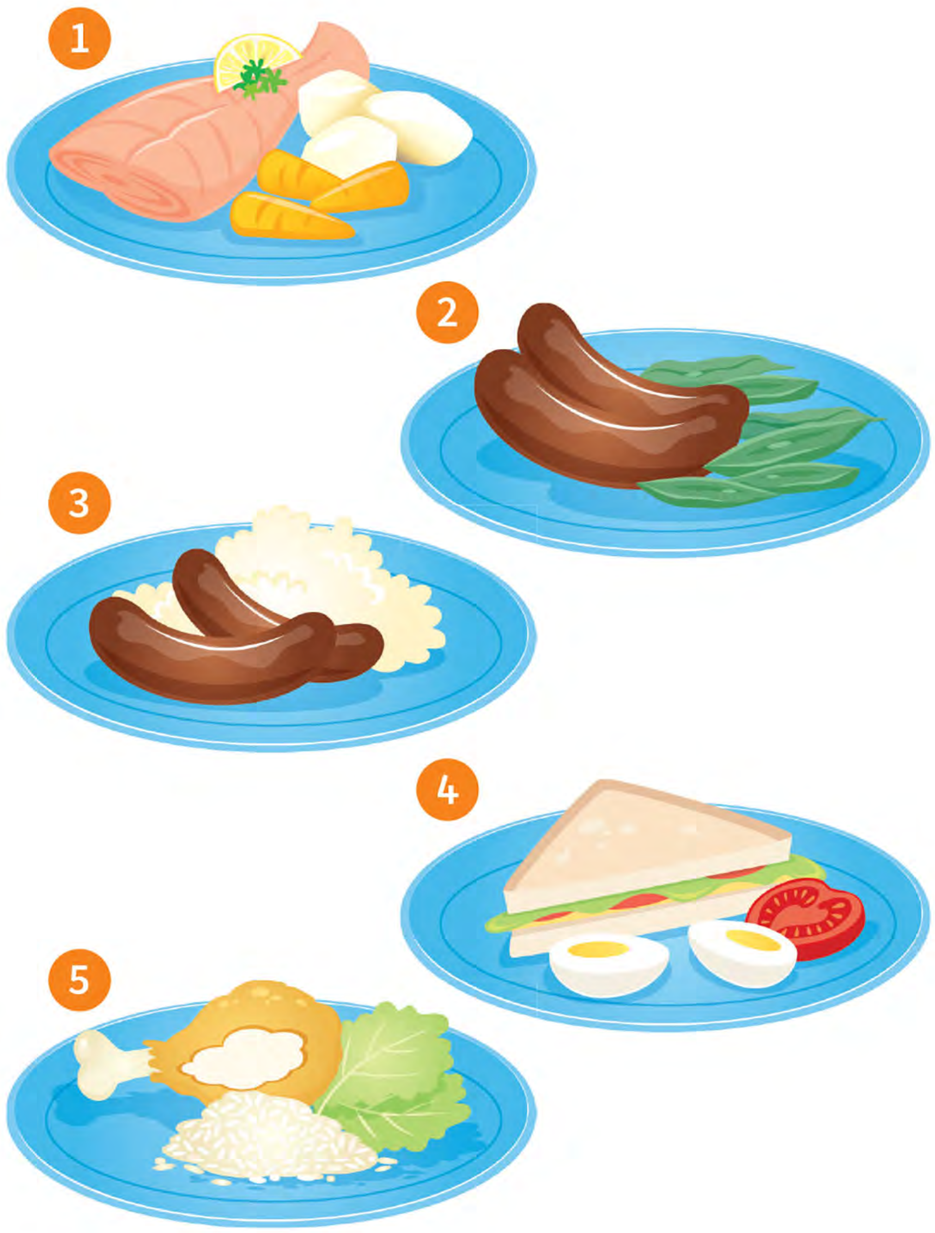
Thomas ☐

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 at …

My favourite meal is …

Learning outcomes:
- to read and listen for specific information
- to talk about school meals

New language: *school dinner, school hall, plate, meal, rice*

Recycled language: food and drink, *children, eat, start, finish, favourite, What time …?, o'clock*

Flashcards: 15–22 (food and drink)

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 might hear. Use the food flashcards as prompts, if necessary. Write the words on the board.

1 031 SB p28 Listen and answer the questions.

Aim: to practise listening for specific information
- Read the questions aloud around the class. Encourage students to predict answers or say what kind of information is required (e.g. numbers in answers 1 and 6, a place in answer 2, a day in answer 5).
- Play the recording. Students answer and then compare in pairs.

For script see TB p121.

- Play the recording again. Check with the class.

Key: 1 twelve/12, 2 school, 3 sandwiches, 4 chicken, 5 Wednesdays, 6 one/1

Stronger students: Write questions on the board and play the recording again: *How do the children know it's lunch time? What does Lisa usually have for pudding? What do the children do after lunch?*

2 SB p28 Read and match. There is one extra plate of food.

Aim: to practise reading for specific information
- Teach *plate*. Students read the texts silently and match them with the plates, then compare answers in pairs. Check comprehension of *rice*.
- Check with the class and elicit what's on the extra plate of food.

Key: Connor 5, Holly 4, Thomas 2, Grace 1 (Extra plate 3: sausages and potato)

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

Aim: to personalise the topic and practise speaking
- Remind students about the kind of information in the interview in Activity 1: the times lunch starts and finishes, what there is for lunch, etc.
- Students talk about the topic in pairs.
- If the children never eat lunch at school, they can imagine what meals they would like to have each day.

1 WB p28 Read about school lunches around the world. Tick ☑ your favourite lunch. Complete the sentence to say why.

Aim: to practise reading and focus on the Big Question

2 WB p28 Look at Activity 1 again. Answer the questions.

Aim: to practise reading and writing

Key: 2 Evelina, 3 Pablo, 4 Pablo, 5 Evelina, 6 Michelle

3 WB p28 Write about your lunch. Then draw.

Aim: to practise writing and personalise the topic

Ending the lesson

Aim: to review the listening task
- Elicit facts from the listening task and write them on the board, e.g. *Lunch starts at 12 o'clock. The children eat in the school hall. Some children have sandwiches from home. After lunch they play outside.*
- Students say what is the same and what's different about lunchtime at their school, e.g. *At my school lunch doesn't start at 12 o'clock, it starts at one o'clock.*

Extension activity

Aim: to practise reading and speaking
- Students read the texts in WB Activity 1 again and try to remember the information.
- They work in pairs. Student A closes his/her book. Student B asks, e.g. *What time does lunch start in France?* After three questions they swap roles. Alternatively, students take turns to say as much as they remember about each child's lunch.

Learning outcomes:
- to read for pleasure and for specific information
- to complete a poem with their own ideas (from a model)

New language: *toast, I'm on my way., middle, end, I'm off to play.;* **WB**: *meat, avocado, nacho, corn*

Recycled language: food and drink, *meal, breakfast, lunch, dinner, tray*

Materials: coloured pencils

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

Cognitive control functions: Working memory

Warm-up

Aim: to review food and drink and identify rhyming words
- Write the following words on the board and practise pronunciation: *cheese, drink, bread, rice, cake.*
- Ask *Which word sounds like red? (Bread)* Practise the phrase *Red bread* with the whole class. Repeat with *Pink drink*. *Cheese please! Nice rice* and *Take some cake.*
- Set up a chant around the class. Say the first part of a phrase, e.g. *Take some …,* clapping in time. Students clap along and say the correct word from the board, e.g. *Cake!*

1 SB p29 Read the poem and tick ☑ the food the girl eats for each meal.

Aim: to practise reading a poem
- Tell students they are going to read a poem. Give them time to read the poem individually, then answer any questions.
- Check students realise how the table works – they tick the food in each column for the meals on the left.

Extra support: Read the poem aloud first, with the students following. Everyone points and says the name of each food in the table before they read the poem again.
- Students compare answers in pairs. Check as a class.

Key: Breakfast: sausage, toast, egg; Lunch: sandwich, milk; Dinner: chicken, beans, rice

2 SB p29 Complete the poem about you.

Aim: to encourage personalisation and give students practice in writing from a model
- Check students know what to do. Ask them to think about the rhythm of the words they add to the poem, by reading the lines from the original poem aloud.
- Students complete the poem individually.

Stronger students: Students copy out a final version of their poem for display, adding drawings or photos.

1 010 WB p29 Listen and tick ☑ the correct answer.

Exam skills

Aim: to practise listening for specific information

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

For script see TB p121.

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

Aim: to consolidate comprehension of listening

Key: 1 Carlos, 2 Chuck, 3 Teresa

3 WB p29 Complete the paragraph about you.

Aim: to encourage personalisation and practise writing

Ending the lesson

Aim: to practise speaking and encourage appreciation of rhythm and rhyme
- Students stand up. Recite the poem from SB Activity 1 with the whole class, encouraging students to perform the poem, with appropriate intonation, bringing out the rhythm of each line.
- Students practise saying the poem in three groups (one group say each verse) and then in groups of three (one person says each verse). They can add actions to their performance.

Extension activity

Aim: to encourage personalisation
- Students draw or find pictures in magazines of food and drink they usually have for dinner. They write a longer version of the text in WB Activity 3 in their notebooks and add the pictures.

1 **Read the poem and tick ☑ the food the girl eats for each meal.**

Breakfast is the meal
At the start of the day.
Sausage, toast and egg
Then I'm on my way.

Lunch is the meal
In the middle of the day.
A sandwich and some milk
On my school lunch tray.

Dinner is the meal
Near the end of the day.
Chicken, rice and beans
Then I'm off to play.



								
breakfast	✓							
lunch								
dinner								

2 **Complete the poem about you.**

Breakfast is the meal
At the start of the day.
_____
Then I'm on my way.

Lunch is the meal
In the middle of the day.
_____
On my school lunch tray.

Dinner is the meal
Near the end of the day.
_____
Then I'm off to play.

Edible plants

Super fact!

A tomato is not a vegetable – it's a fruit!



What plant parts are good to eat?

1 032 Listen and point.











2 Read and put ticks ☑ in the table.

We make juice from fruit. We can also make delicious fruit puddings.

Asparagus is a stem. It tastes good in a soup.













Carrots are roots. They taste good in soups and salads.

Do you like eating leaves? We often eat lettuce leaves in salads.

Sometimes we eat the seeds of plants, like peas. We can eat them with meat or fish.

	roots	stems	leaves	seeds	fruit
asparagus		✓			
carrot					
lettuce					
orange					
pea					

Learning outcomes:
- to extend vocabulary for talking about food from plants

BIG QUESTION to think about how the question *What's good to eat?* relates to edible plants

New language: *edible, part, roots, stems, leaves, seeds, asparagus, lettuce*

Recycled language: food and drink, *plant, fruit, vegetable, taste (good)*

Materials: five signs, each with a plant part word (*root, stem, leaf, seed, fruit*) (optional)

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

Warm-up

Aim: to raise awareness of food from plants
- Write *Edible plants* on the board and elicit/explain the meaning.
- In pairs, students list all the foods from plants they know. Set a time limit of two minutes. Find out which pair thought of the most, elicit the words and write them on the board.
- The rest of the class suggest any more words.

SB p30 What plant parts are good to eat?

Aim: to raise awareness of parts of edible plants
- Draw a diagram of a plant showing roots, stem, leaves and fruit. With Student's Books closed, ask *What plant parts are good to eat?* Play the *Think and learn* video. Students answer (they may use L1 for the plant parts).
- Label your diagram with the plant parts: *roots, stem, leaves, seeds, fruit.*
- Students watch again to find an example of a food from each part.
- Play the video again and pause to elicit answers.

Key: All parts of a plant are good to eat (depending on the plant). Examples: roots – potatoes, onions, carrots; stem – asparagus; leaves – lettuce; seeds – peas; fruit – lemons.

For videoscript see TB p121.

1 032 SB p30 Listen and point.

Aim: to practise identifying parts of plants
- Play the recording. Students listen and point.
- Play the recording again. Students repeat the words.

For script see SB p30.

2 SB p30 Read and put ticks ☑ in the table.

Aim: to practise reading and identifying parts of edible plants
- Review *taste* by asking, e.g. *Do the leaves of a tree taste good? Does the fruit taste good?*
- Students complete the task individually, looking at the plant parts in Activity 1.
- Check answers with the class.

Key: asparagus – (stems), carrot – roots, lettuce – leaves, orange – fruit, pea – seeds

Stronger students: Ask different students how often they eat food from plants, e.g. *How often do you eat potatoes?* Encourage them to reply with adverbs of frequency (e.g. *I sometimes eat potatoes for dinner.*) Students ask and answer the same question in pairs, using the food in the table in Activity 2 and the foods they revised in the Warm-up.

1 WB p30 Look and write the edible plant part in each picture.

Aim: to practise identifying plant parts

Key: 2 stem, 3 leaves, 4 seeds, 5 fruit

2 WB p30 Read and circle the correct words.

Aim: to practise new vocabulary and reading

Key: 2 stems, 3 seeds, 4 roots, 5 fruit

3 WB p30 Think of a plant part. What food comes from it? Write about it.

Aim: to practise identifying parts of plants

Lesson review

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about the parts of edible plants.* Students copy in their notebooks.

Extension activity

Aim: to apply new knowledge
- Display signs: *root, stem, leaf, seed, fruit*, in different areas of the classroom.
- Say a food from a plant, e.g. *Beans!* Students move to the correct sign (e.g. seed). Students who choose the wrong sign are 'out'. Repeat until only a few students remain.

Extra support: Students write the five plant parts on pieces of paper. Say a food. Students hold up the correct sign.

2

Learning outcomes:
- to talk about Science
- to complete a project

Recycled language: food and drink, *roots, stems, leaves, seeds, fruit, elephant, tree, parrot, rat, hippo, grass, like + -ing*

Materials: paper, coloured pencils or pens

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

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review vocabulary for parts of plants
- Ask students to draw an apple tree, showing all the different parts.
- Write *roots, leaves, stem, seeds, fruit* on the board. Ask students to label their picture.
- Draw the diagram on the board and call volunteers to add each label.

3 SB p31 Which food and drink isn't from a plant part?

Aim: to review new language and practise categorising food
- Ask which food isn't from a plant in the first group of words, as an example.
- Students work in pairs. Check answers and ask where the non-plant item comes from (cheese – from animals (cows), water – from the Earth, chicken – from animals).

Key: 1 cheese, 2 water, 3 chicken

4 033 SB p31 Listen. Match the animals with their food.

Aim: to focus on animals' diets
- Elicit the names of the animals in the pictures and the foods (review *grass*).
- Play the recording for students to match.
- Check answers.

For script see TB p121.

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

5 Project SB p31 Draw a picnic with food and drink from plant parts. Write sentences about the picnic food.

Aim: to apply what students have learned about edible plants
- Read the instructions. Give each student a piece of paper.
- Individually, students decide what food they would like to have in their picnic. Encourage them to look back through the unit, brainstorm ideas and write them on the board, if necessary. Monitor and ask *Which part of the plant is this? Are these leaves or seeds?*
- Students draw picnic blankets with the food and drink they have chosen. Alternatively, they can stick photos of food onto their pictures.
- Students write about their picnics, including which parts of plants the foods come from, using the model.
- The final pictures and descriptions can be displayed around the classroom.

4 WB p31 Write names of plants or plant parts we can use to make these things.

Aim: to practise identifying plant parts in food

Suggested answers: soups – leaves, roots; juice – fruit; salads – fruit, leaves, stems

5 WB p31 Look at the animals. Write the food they eat. You can use some words more than once.

Aim: to practise food vocabulary and focus on animals' diets

Key: Possible answers 1 fruit, leaves, seeds, 2 roots, seeds, leaves, fruit, 3 fruit, seeds, leaves, stems 4 leaves, fruit, seeds, stems

6 WB p31 Read and complete the menu with your own ideas. Add one more plant part.

Aim: to personalise the topic and use key vocabulary

Lesson review

- Write the following prompt on the board: *Today I've ...*
- Elicit what students did today, e.g. *made a picnic with food and drink from plants*.
- Write it on the board. Students copy it into their notebooks.

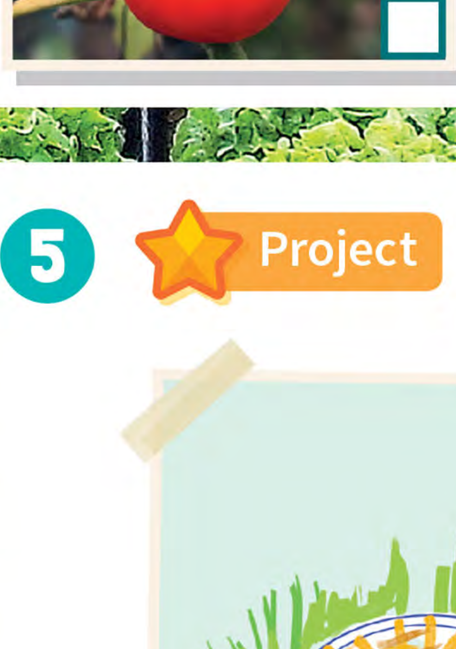
Extension activity

Aim: to extend and personalise the topic of animals' diets
- Elicit names of wild animals in students' region/country. Provide new vocabulary as necessary.
- Students work in pairs or small groups to find out what one of the animals eats, draw a picture and write about the animal's diet.

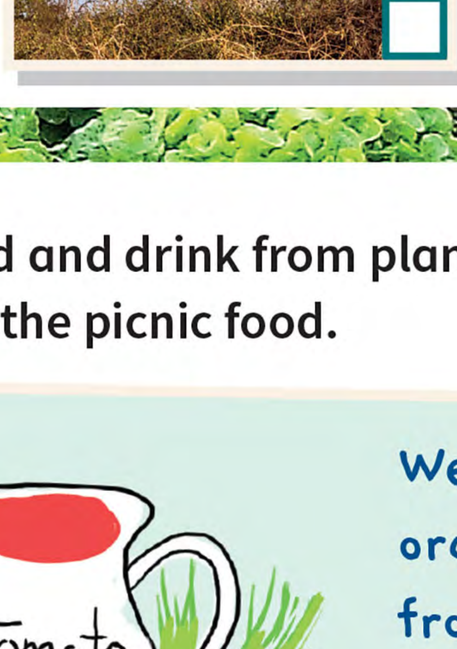
3 Which food and drink isn't from a plant part?

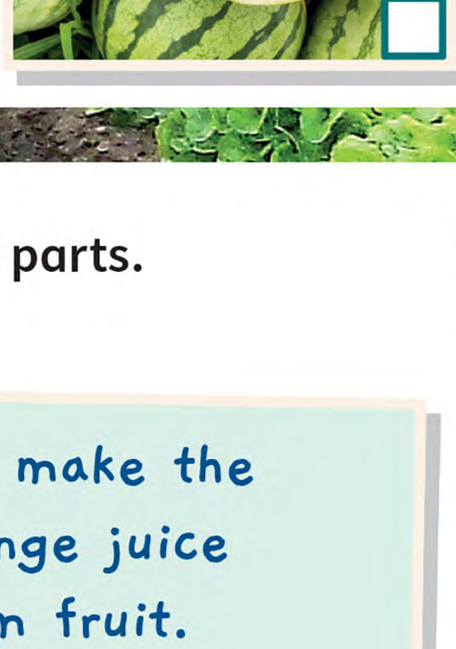
1	potato	onion	cheese	banana
2	tomato juice	water	lemonade	watermelon
3	carrot salad	asparagus soup	lettuce	chicken

4 033 Listen. Match the animals with their food.

















5 Project Draw a picnic with food and drink from plant parts. Write sentences about the picnic food.



We make the orange juice from fruit.

We make the salad from leaves and roots.

Talk and find out

At the sandwich shop

1 Choose a role card. Read and plan.



The SANDWICH SHOP

The BEST sandwiches in town

Choose any fillings:


tomato


cheese


chicken


mushrooms


salad


carrot


sausage


onion

Student A

- You are at a sandwich shop.
- Choose three fillings for your sandwich.
- Order a sandwich and a drink.

Student B

- You make sandwiches at a sandwich shop.
- Ask the teacher which fillings you have and circle them.
- Find out what your customer wants to eat.

2 Act out your play.

Useful language

Sandwich maker	Customer
Can I help you?	I'd like a … , please.
Sorry, we haven't got any …	Have you got any … ?
How about … ?	I like … a lot.
Here you are.	Can I have … ?

Learning outcomes:
- to role play ordering food and drink
- to make and respond to offers and requests

New language: *role card, fillings, mushroom, order* (v), *customer, sandwich maker, Can I have …?, Can I help you?*; **WB:** *Let me see …, That's great.*

Recycled language: food and drink, *shop* (n), *choose, find out, I'd like …, Have you got any …?, Sorry, How about …?, Here you are.*

Materials: flashcards 15–22 (food and drink), real food items students can pass around (e.g. fruit, potatoes, carrots)

Creative thinking: Acts parts in role plays or dramas

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Narrates own stories using a model

Warm-up

Aim: to review making and responding to suggestions
- Hand out food and drink flashcards by offering them to different students and asking, e.g. *How about some cheese? Would you like some lemonade?* Encourage the students taking the cards to say *Yes, please.* and say *Here you are* as you hand them over. If possible, offer real food items as well, e.g. an apple, a banana, a lemon, some bread, a potato.
- Make sure the students with flashcards/food are spread out around the class.
- Students pass the flashcards/food around the class by making offers as you did. Encourage the others to respond correctly (*Yes, please. / Thanks very much*, etc.)

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

Aim: to practise reading, speaking and planning skills
- Read the menu with the class. Ask different students *What's your favourite sandwich filling?* Read both sets of instructions aloud.
- Make pairs and let students choose who will be A or B. Refer students to the 'Useful language' box to help them plan their role play. Allocate toppings to the students who are the sandwich makers and make sure they circle the correct pictures.

Extra support: Write an example role play on the board, using students' ideas and phrases from the box.

2 SB p32 Act out your play.

Aim: to give students practice in communicating – ordering food
- Students practise and memorise their role plays in pairs.

Extra support: Students write out their role play and can refer to it while practising.
- Volunteers act out their role plays for the class.

1 011 WB p32 Put the dialogue in order. Then listen and check.

Aim: to practise reading and listening skills

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

For script see TB p121.

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

Aim: to personalise the language

Ending the lesson

Aim: to review spelling of unit vocabulary
- Students study the menu on SB p32 for two minutes, then close their books.
- Call out the fillings from the menu, in random order. Students write them in their notebooks.
- Students check their spelling in pairs, before checking in their Student's Books.

Extension activity

Aim: to practise ordering food and making suggestions
- Put students into different pairs. They improvise a new role play, like the one they worked on in SB Activity 2. Encourage them to add new fillings to their menus.

2

Learning outcomes:
- to use language from the unit to write about meals
- to add to the portfolio to show students' progress

BIG QUESTION to think about how the unit has helped them explore the question *What's good to eat?*

New language: *cherries, coffee, apostrophe, contraction*

Recycled language: vocabulary and grammar from the unit

Materials: flashcards 15–22 (food and drink), small pieces of paper (at least ten for each pair or group of three students), coloured pencils or pens, digital or print portfolios

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

Cognitive control functions: Cognitive flexibility

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Warm-up

Aim: to review food and drink
- Describe a food or drink, e.g. *This food comes from a plant. It's a drink. It's made with fruit from a tree. It tastes very good.* Students guess (e.g. *apple juice*). Repeat with different items.

Stronger students: Students lead the game when they guess correctly.

1 SB p33 Think of all the words you know for food and drink. Write them on bits of paper.

Aim: to review vocabulary
- Write *Food and drink* on the board and read the instructions. Hand out pieces of paper.
- In small groups, students write as many words as they can.

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

Aim: to review vocabulary and practise classifying items
- Groups work together to classify their words, by arranging the bits of paper into groups.
- Check the groups before students colour the papers, as different groupings are possible, e.g. vegetables, breakfast foods, food and drink we usually eat hot.

3 SB p33 Write your words in lists.

Aim: to give students further practice with classification
- Students make draft lists of the groups of words in their notebooks.
- Students copy or cut and stick the lists into their print portfolio / upload them to their digital portfolio.

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

Aim: to personalise the topic
- Read the model texts with the class and focus on the Writing tip.

Extra support: Write more words for students to copy and add apostrophes to (e.g. *did not (didn't), I am (I'm), You are (You're)*).
- Monitor as students work on the first draft individually.
- Students write or type a final version. They draw pictures or use photos. They can stick the final draft in their print portfolio / upload it to their digital portfolio.

1 WB p33 Colour the bricks to make sentences. Write in the missing words.

Aim: to review unit grammar

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

2 WB p33 Read and think. Then write three more.

BIG QUESTION **Aim:** to revisit the Big Question and consolidate learning
- Check and elicit more examples of healthy food.

3 WB p33 Read. Then write about you and draw.

Aim: to personalise the topic

Ending the lesson

Aim: to review the unit song
- Play the song again (Track 25) for students to join in with actions.
- Students complete the *My Super Mind* self-assessment section on page 118 of the Workbook.

Extension activity

Aim: to enable students to share what they have learned
- In groups, students read aloud what they wrote for WB Activity 3 and talk about their pictures. Encourage students to ask their classmates questions.

Think and write

My favourite foods

1 **Think of all the words you know for food and drink. Write them on bits of paper.**

pineapple | cherries | chicken | orange juice | pizza | coffee | sausages | sandwich

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

orange juice | cherries | chicken | pizza | coffee | pineapple | sausages | 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.**

Writing tip

Remember to use apostrophes for contractions.

do + not = don't

I + have = I've

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

1 034 Listen and say the words. Then check with a friend.

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

BIG QUESTION What's it like to work at night?

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

2 035 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 Play the mime game.

Are you drying the dishes?

Yes, I am.

Learning outcomes:
- to understand and use vocabulary for daily tasks

BIG QUESTION to start to think about the Big Question *What's it like to work at night?*

New language: *tidy up, do the shopping, take the dog for a walk, wash up, sweep, cook, dry the dishes, feed the dog, What's it like (to work at night)?*

Recycled language: *ill, letter, wait, like / doesn't like + -ing, Are you (drying the dishes)?, Yes, I am. / No, I'm not.*

Flashcards: 23–30 (daily tasks)

Cognitive control functions: Working memory

Warm-up

Aim: to review vocabulary for daily routines
- Ask *What do you do every day?* Elicit phrases and write them on the board, e.g. *get up, go to school, have dinner.*
- Play a game of *Simon says* using daily routines, e.g. *Simon says 'Brush your teeth!'* If a student does the actions when you don't say 'Simon says', he/she is out of the game.

Presentation

Aim: to present vocabulary for daily tasks
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Ask students, e.g. *Do you like washing up?*

1 034 SB p34 Listen and say the words. Then check with a friend.

Aim: to practise daily tasks
- Students look at the numbered items in the picture.
- Play the recording. Students listen and repeat.

For script see SB p34.
- Play the recording again. Students practise in pairs. Student A makes a sentence, e.g. *He's sweeping.* Student B points to the correct person in the picture.
- Read the poem aloud.

BIG QUESTION What's it like to work at night?

Aim: to encourage students to find out about different working patterns.
- Read the Big Question. Ask if any students have family/friends who work at night.
- Students talk in pairs. Elicit ideas (e.g. *People who work at night get up in the afternoon.*) and discuss them briefly.

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

2 035 SB p34 Listen and correct the sentences.

Aim: to practise the new vocabulary and listen for specific information
- Read the sentences aloud and check understanding.
- Play the recording twice. Check with the class.

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.

For script see TB p121.

3 SB p34 Play the mime game.

Aim: to give students speaking pratice
- Read the speech bubbles, then do more mimes for students to guess with full questions (*Are you … -ing?*).
- Students play in pairs.

Extra support: Students use phrases, not questions, e.g. *Feed the dog!*

1 WB p34 Match the words.

Aim: to practise reading the new words

Key: 2 g, 3 f, 4 d, 5 c, 6 a, 7 h, 8 e

2 WB p34 Look and write the actions.

Aim: to check understanding of new vocabulary

Key: 2 cook the dinner, 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

3 WB p34 Write about you.

Aim: to personalise the language

Ending the lesson

Aim: to review daily tasks and present continuous
- Flash each flashcard very quickly and ask, e.g. *What's he doing?*
- Students respond (e.g. *He's feeding the dog*) or guess (e.g. *Is he feeding the dog?)*

Extension activity

Aim: to practise key language from the lesson
- Students draw a picture of their family doing daily tasks. Draw an example on the board using stick figures. They write about the picture, e.g. *My brother is drying the dishes,* then compare in pairs.

Learning outcomes:
- to tell the time to the nearest quarter of an hour

New language: *quarter past/to, half past, get out of bed, That's right.*

Recycled language: daily tasks and routines, *do homework, I (get up) at (seven o'clock).*

Materials: teaching clocks (optional)

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review daily tasks and telling the time (o'clock)
- Mime a daily task. Students say, e.g. *Sweep the floor.* Ask if they like doing it. Repeat.
- Draw three or four clocks (not digital) on the board, all showing *o'clock* times. Elicit the times. Alternatively, use a teaching clock with moveable hands.

Presentation

Aim: to present *half past* and *quarter past/to*
- Draw clocks on the board showing quarter to two, quarter past six and half past ten (or use a teaching clock).
- Point and say the times. Students repeat.
- Draw/show more times (*quarter to/past, half past*). Students say the times.
- In pairs, Student A draws a clock (or uses a teaching clock) and asks *What's the time?* Student B says, e.g. *It's quarter past eleven.* Then they swap.

1 036 SB p35 Listen and number.

Aim: to practise telling the time and listening
- Elicit the actions in the pictures. Give students time to think about what the order might be before they listen.
- Play the recording. Students listen and number.

For script see TB p121.
- Play the recording again. Students compare in pairs. Check as a class.

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

2 SB p35 Look at Activity 1 again and write *quarter* or *half*. Say the sentences.

Aim: to practise reading and writing new language
- Play the recording again. Students complete the sentences.
- Check answers. Ask volunteers to draw each time on the board (or use a teaching clock).

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

Stronger students: Students make sentences about pictures a and f (*He has dinner at six o'clock. He brushes his teeth at quarter past eight.*)

3 037 SB p35 Watch, listen and say.

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

For script see TB p122.

4 SB p35 Play the time game.

Aim: to practise telling the time
- Student A makes a time with his/her arms. Student B says *It's (half past four).* Then they swap.
- Monitor and make sure they only use *o'clock, quarter past/to* or *half past*.

1 012 WB p35 Listen and tick ☑ the correct box.

Aim: to give students further practice understanding the time

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

For script see TB p122.

2 WB p35 What time do you do these things? Write sentences with the words from the box.

Aim: to personalise the topic

Ending the lesson

Aim: to practise telling the time
- Students stand up. Say different times, e.g. *It's half past twelve.* Students show the times with their arms.
- Repeat, changing times quickly.

Extension activity

Aim: to practise writing sentences with prepositions
- In groups of four, students share what they wrote for WB Activity 2.
- Ask students about another student in their group, e.g. *Tell me about (name). What time does he have breakfast?*

1 036 Listen and number.













2 Look at Activity 1 again and write *quarter* or *half*. Say the sentences.

1  I do my homework at _____ past five.

2  I wash up at _____ past six.

3  I take the dog for a walk at _____ to seven.

4  I go to bed at _____ past eight.

3 037 Watch, listen and say.

Language focus



I get out of bed at **half past** seven.



I get dressed at eight **o'clock**.



I have my breakfast at **quarter past** eight.



I get my bag at **quarter to** nine.



4 Play the time game.



It's quarter to one.

That's right.



1 038 Listen and draw the times on the clocks. Then sing the song.

I get up. It's quarter to three.
I get dressed and have some tea.
I feed my dog. I sweep the floor.
It's nine o'clock, I'm at my door.

You can only get to the moon at night
And I'm the pilot of the night time flight.
Let's go to the moon!

I'm in my spaceship. It's half past nine.
I'm the pilot and I feel fine.
It's half past ten, we're on the moon.
Take some photos. It's time to leave soon.

You can only get to the moon at night ...

I'm now back home. It's half past three.
I walk the dog then I have my tea.
Wash up the dishes - in bed very soon.
Time to sleep and then back to the moon.

You can only get to the moon at night ...

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 ... BLAST OFF!



2 Read and correct the sentences.

1 The pilot gets up after three o'clock.
2 At quarter past nine the pilot is in her spaceship.
3 The pilot gets to the moon after eleven o'clock.
4 The pilot never flies at night.

3 Compare with a partner.

get up leave the house get home go to bed

I get up at half past seven.

I don't. I get up at quarter to eight.

Learning outcomes:
- to join in with a song
- to talk about someone else's daily routine

BIG QUESTION to think about the Big Question *What's it like to work at night?*

New language: *tea, moon, at night, pilot, flight, spaceship, I feel fine., (it's) time to leave/sleep, soon, back, have tea (= dinner), blast off, So do I. / I don't.*

Recycled language: daily tasks and routines, telling the time, *floor, door, Let's go., take some photos, bed, I (get up) at (half past seven).*

Flashcards: 23–30 (daily tasks)

Critical thinking: Says whether something is true or not, and gives a reason

Creative thinking (WB): Writes own songs or poems to reflect personal interests, emotions or identity

Cognitive control functions: Working memory

Warm-up

Aim: to review daily tasks
- Stick the flashcards on the board (picture side). Write the wrong phrase under each one, e.g. write *sweep* below the picture of the man drying the dishes.
- Invite students to come up and swap two flashcards so that the word and picture match, until they all match.

1 038 SB p36 Listen and draw the times on the clocks. Then sing the song.

Aim: to practise listening skills and sing a song
- Ask students to cover the song lyrics. Use the pictures to teach *moon, pilot* and *spaceship*. Elicit what the pilot is doing in each picture.
- Say *Listen and draw the times.* Play the recording once all the way through. Then play it again, pausing for students to draw the times. Check answers.

Key: Students draw: a quarter to three, b nine o'clock, c half past nine, d half past ten, e half past three

For script see SB p36.
- Play the recording again. Students follow the song in their Student's Books. Explain the two meanings of *tea* and teach *flight, soon, blast off,* etc.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (039) to practise it.

2 SB p36 Read and correct the sentences.

Aim: to check comprehension and revisit the Big Question
- Read the sentences and check comprehension. Students work in pairs to correct them. Check answers.

Key: 1 The pilot gets up before three o'clock/at quarter to three. 2 At half past nine the pilot is in her spaceship. 3 The pilot gets to the moon before eleven o'clock/at half past ten. 4 The pilot always flies at night.
- Remind students of the Big Question *What's it like to work at night?* and elicit what's unusual about the pilot's work routine.

3 SB p36 Compare with a partner.

Aim: to practise talking about daily routines and telling the time
- In pairs, students compare their days. Practise *So do I! / I don't!* before starting the pairwork.

1 WB p36 Remember the song and match. Read the song again to check.

Aim: to check comprehension of the song

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

2 WB p36 Read the song again. Complete the sentences about the pilot.

Aim: to review language and practise writing

Key: 2 is at her door, 3 is in her spaceship, 4 is on the moon, 5 is back home, 6 works

3 WB p36 Imagine you are the pilot of a spaceship. Write your own verse and draw.

Aim: to encourage creativity and personalise the topic

Ending the lesson

Aim: to review key language from the lesson
- Students sing the song from SB Activity 1 again, adding actions.

Extension activity

Aim: to encourage creativity
- Students perform their verses from WB Activity 3 with the karaoke version of the video or audio (039).

Learning outcomes:
- to express degrees of frequency

New language: *always, usually, sometimes, never, on top of*

Recycled language: daily tasks, days of the week, *help, climb, sleep, beautiful, tree, next to, before, after*

Warm-up

Aim: to review daily tasks and telling the time
- Students stand up and walk around. Draw a clock on the board with o'clock, half past or quarter past/to an hour. Say *Stop! What's the time?* Students all say the time on the board.
- Say *It's time to (wash the dishes).* Students do the action as they walk. Repeat with different times and tasks.

Presentation

Aim: to present adverbs of frequency
- Ask a student *What time do you get up?* He/She answers, e.g. *Seven o'clock.* Ask *Do you get up at seven o'clock every day (on Monday, Tuesday ...)?*
- Write the answer on the board with an adverb of frequency, e.g. *Carlos always gets up at seven o'clock.*
- Repeat with different tasks to make 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.

1 SB p37 **Read. Put ticks ☑ or crosses ☒ in the table.**

Aim: to practise adverbs of frequency
- Focus on the picture and the title. Ask what the boy is doing (walking his dog).
- Students read and complete the table individually, then compare in pairs.
- Copy the table onto the board and call students to complete each row.

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
walk the dog	✔	✔	✔	✔	✔
dry the dishes	✔	✔	✘	✔	✔
wash up	✘	✔	✘	✔	✘
cook	✘	✘	✘	✘	✘

2 SB p37 **Where do the words go? Say the sentences.**

Aim: to focus students on word order
- Students read and work out where to put the adverbs, using the text in Activity 1 to help.

Key: 1 I always tidy up on Saturdays. 2 I usually help Mum to do the shopping. 3 I sometimes take the dog for a walk at 6 o'clock. 4 I never go to bed before 8 o'clock.

3 040 SB p37 **Watch, listen and say.**

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

For script see SB p37.

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

Aim: to give students further practice using adverbs of frequency
- Make pairs. Students take turns to say true and false sentences about Nick.

1 WB p37 **Look at the table and read. Write *t* (true) or *f* (false).**

Aim: to consolidate understanding of adverbs of frequency

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

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

Aim: to practise writing with adverbs of frequency

Key: Possible answers: Rob always plays tennis on Saturdays. Rob sometimes does his homework on Saturdays. Gillian never does her homework on Saturdays. Gillian always goes to the cinema on Saturdays.

3 WB p37 **Complete the sentences about you. Use the words from the box.**

Aim: to practise adverbs and personalise the topic

Ending the lesson

Aim: to review new language
- Say phrases that Nick does, e.g. *take the dog for a walk after school*
- Students respond with sentences, e.g. *He always takes the dog for a walk after school.*

Extension activity

Aim: to practise speaking and writing
- Students work in pairs. They draw a table, as in WB Activity 1, but with their names and different activities. They tick the table according to how often they do things.
- Then they write sentences in their notebooks about themselves and their partner.

1 Read. Put ticks ☑ or crosses ☒ in the table.

How I help my mum and dad



by Nick, aged 9

- I always take the dog for a walk. I do that on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays after school. I love my dog!
- I usually dry the dishes. I do that on Mondays, Tuesdays, Thursdays and Fridays.
- I sometimes do the washing up. I do the washing up on Tuesdays and Thursdays. I don't really like washing up!
- I never cook. Never! I want to cook but Mum says I can't.

	Monday	Tuesday	Wednesday	Thursday	Friday
walk the dog					
dry the dishes					
wash up					
cook					

2 Where do the words go? Say the sentences.

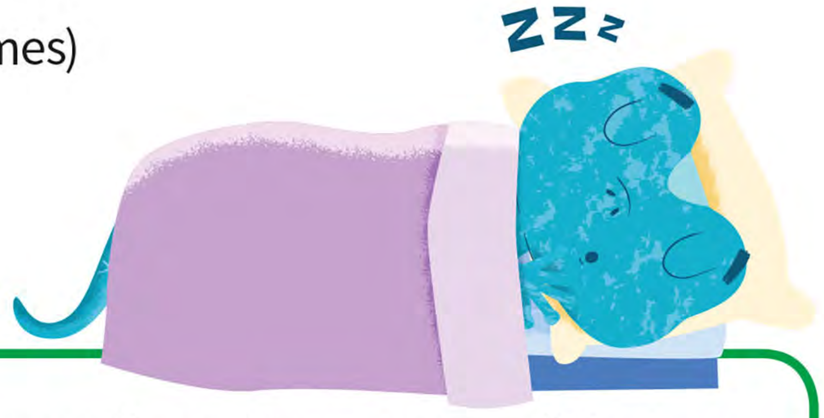
1 I tidy up on Saturdays. (always)

2 I help Mum to do the shopping. (usually)

3 I take the dog for a walk at 6 o'clock. (sometimes)

4 I go to bed before 8 o'clock. (never)

3 040 Watch, listen and say.



Language focus

Gina **always** climbs this beautiful tree.
Greg **usually** climbs the tree with me.

Gina **sometimes** sleeps on top of the tree.
But Greg **never** sleeps there next to me.

4 Play the true or false game.



Nick sometimes walks his dog after school. True or false?

False. He always walks his dog after school.

Tidying up

1 041 What does Zelda think of the village?



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!

Learning outcomes:
- to listen to and read a picture story
- to act out the story

New language: *dark* (n), *What a mess!, maybe, heavy, horrible, job, show, second*

Recycled language: telling the time, *clue, village, tired, have to, Let's …, Good idea.*

Critical thinking (WB): Makes simple links and predictions in stories

Warm-up

Aim: to review the story so far
- Tell the story of the last episode, but with deliberate mistakes. Students stop you and correct you, e.g. *The snake speaks to Buster. (The snake bites Buster.) They have to find a golden orange to make him better. (They have to find a golden apple.)*

Tidying up

1 041 SB pp38–39 **What does Zelda think of the village?**

Aim: to present a picture story
- Elicit where the friends are in the first picture (in the village) and who is hiding behind the bush (Horax). Pre-teach *dark* and *heavy.*
- Read the title of the episode and ask *What does Zelda think of the village?*
- Play the recording. Students listen and read to find the answer.

Key: She doesn't like the village.

For script see SB pp38–39.
- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *What's the time? (Quarter past nine.) How does Ben feel? (He's tired.)* After frame 2 ask *What are Horax and Zelda waiting for? (The dark.)* After frame 3 ask *What's the time? (It's half past ten.)* After frame 4 explain the meaning of *What a mess!* and ask why the children stay to help (Because the clue said 'helping hands'). After frame 5 ask *Is there a letter under the table?* (*No, there isn't.*) After frame 6 ask *What's Lucy doing?* and check comprehension of *horrible job*. After frame 7 ask *Who finds the letter? (Lucy) Where is it? (On the table.)* At the end ask *Which letter is it?* (F) Ask *What was the first letter?* (I)
- Play the recording again. Students listen and repeat. Then play the *Explorers* video.

1 WB p38 **Read the story *Tidying up* again. Answer the questions.**

Aim: to check comprehension of the story

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

2 WB p38 **Tick (☑) the best answer.**

Aim: to make inferences about characters in the story

Key: 1 b, 2 c, 3 b

Ending the lesson

Aim: to practise the story
- Put students in groups of four. They each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups. Then volunteer groups role play for the class.

Extension activity

Aim: to discuss being helpful
- Ask students when Lucy and Ben are helpful (they help the people tidy up in the village) and why helping others is important.
- Elicit examples of when the students have been helpful at school or at home, or when they have been helped by others. Students can write about how they usually help and make a classroom display, with the title *Helping hands*.

Learning outcomes:
- to improve understanding of a picture story
- to consolidate language from the story and the unit

New language: *turn (something) over, fabulous, fan, van*

Recycled language: language from the story

Flashcards: 23–30 (daily tasks)

Phonics focus: to recognise and say voiced and unvoiced consonants /v/and /f/

Warm-up

Aim: to review daily tasks and the story
- Display the flashcards for daily tasks. Ask *What do Ben and Lucy do in the story?* Point to each flashcard and ask *Do they sweep? Cook? Feed Buster? (They tidy up.)*
- Students look at the story again. In pairs, they take turns to describe what's happening in each picture, e.g. (1) *Ben is reading the book. Lucy is sitting next to Buster. Horax is listening to the children.*

Extra support: Describe what's happening in the pictures, in random order. Students listen and say the picture number, e.g. *Lucy is tidying up. She's putting rubbish in a bin. She isn't very happy.* (Picture 6)

2 SB p39 Answer the questions.

Aim: to practise reading and check comprehension of the story
- Students read the questions silently, re-read the story and answer.
- 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 /f/ and /v/
- Write *fan* and *van* on the board, using a red pen for the *f* and *v*. Explain the meaning, using the picture for Activity 4.
- Ask students to put their fingers on their throat as they say the two words. Make sure they lengthen the initial sounds so that they can feel the difference: the vocal chords vibrate for /v/, but not for /f/.
- Explain that we form the two sounds in the same way (with teeth on our bottom lip), except that we use our voice for /v/, but not for /f/.
- Students repeat *The letter F. Now we've got our second letter!* after you.
- Students find the phrase in the story (frame 8).

Key: Lucy

4 042 SB p39 Listen and say.

Aim: to practise the sounds /v/ and /f/
- Play the recording. Students look at the picture, read and repeat.

For script see TB p122.
- Practise the sound sentence as usual.

1 013 WB p39 Listen and write the missing words. Then say with a friend.

Aim: to practise writing key phrases from the story

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

For script see TB p122.

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

Aim: to practise writing words with the sounds /v/ and /f/

Key: 2 v, 3 f, 4 v, 5 f, f, 6 f, 7 v, 8 ff

3 014 WB p39 Listen and say.

Aim: to practise saying words with the sounds /v/ and /f/

For script see TB p122.

Ending the lesson

Aim: to recognise the sounds /v/ and /f/ and practise spelling
- Books closed. Dictate the sound sentence while students write. They compare their sentences in pairs, then check in the Student's Book.
- Students draw a two-column table in their notebooks, with headings *v* and *f*.
- Dictate the following words. Students write them in the correct column, according to the sounds /v/ and /f/: *van, frog, live, funny, very, village, vegetables, eleven, difficult, waterfall, fifteen, finish.*

Extension activity

Aim: to encourage creativity
- Copy the dialogues in WB Activity 1 on the board. Underline key words (names, *the best, room, last week).*
- In pairs, students make up their own dialogues by replacing the underlined words and adding more lines.
- Pairs 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 lifts the table up? _____
5 tidies up the rubbish? _____
6 finds the next letter? _____

Phonics

3 **Find who says …**

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

4 042 **Listen and say.**



Vic sells fabulous fans from the back of his van.

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

1 The shoemaker's job is difficult. _____

2 The elves cut leather for the shoes. _____

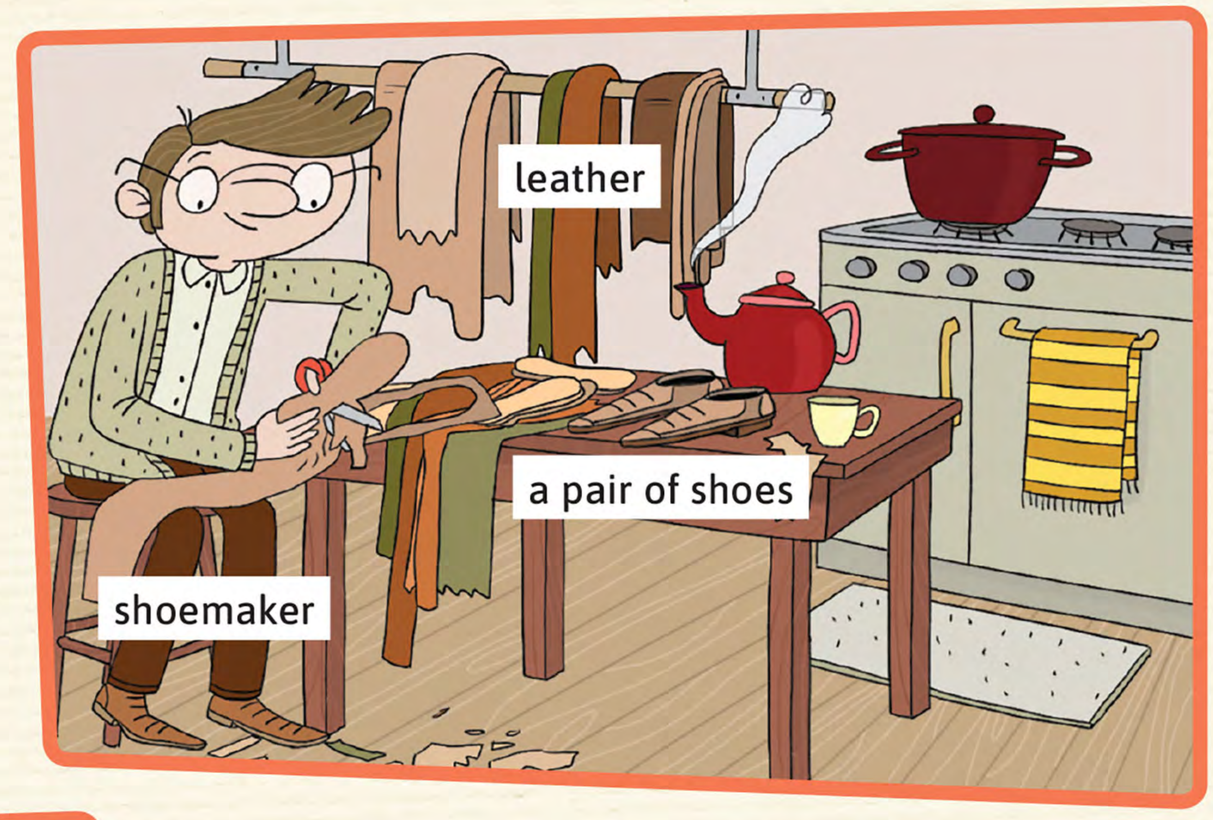
3 One night, the shoemaker sees six elves. _____

4 The elves make the small trousers and shirts. _____

2 043 **Read and listen. Check your answers.**

The shoemaker and the elves

In a country far away there is a shoemaker. His job is not easy. He always gets up at 6 o'clock and he never goes to bed before 11 o'clock. The shoemaker always cuts the leather and then he makes the shoes. He works a lot, but he hasn't got a lot of money. One day he cuts the leather for ten pairs of shoes. But he is very tired, so he leaves the leather on the kitchen table and goes to bed.





The next morning, the shoemaker gets up and sees ten pairs of beautiful shoes on the kitchen table. He is very happy. That night, before he goes to bed, the shoemaker cuts the leather for twenty pairs of shoes and leaves it on the kitchen table. The next morning there are twenty pairs of beautiful shoes on the table. Every night, he leaves the leather for more pairs of shoes, and every morning there are beautiful shoes on the table!



Learning outcomes:
- to use pictures to predict the content of a story
- to read for specific information

Skills: making predictions using pictures, reading for specific information

New language: *shoemaker, elves, leather, country, money, pair, gone*

Recycled language: daily tasks and routines, adverbs of frequency, *shoes, trousers, shirts, easy, difficult, tired, beautiful, hide, morning, night*

Materials: four A4 signs, each with an adverb of frequency on it (*always, usually, sometimes, never*) (optional)

Value: Being kind to others

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

Cognitive control functions: Inhibitory control

Warm-up

Aim: to review daily tasks and adverbs of frequency

- Clear a space in the middle of the classroom. Display four signs, each with an adverb of frequency, on different walls (*always, usually, sometimes, never*).
- Students stand up. Say a daily task, e.g. *wash up*. Students move to the appropriate sign, according to how often they do the task, e.g. *sometimes*. Elicit sentences from students standing near different signs (e.g. *I never wash up. / I sometimes wash up.*). Repeat with different tasks.
- If students can't move around, they each make four signs with the different adverbs, and hold up the appropriate adverb instead of moving. Elicit sentences in the same way.

1 SB p40 **Look at the pictures and write *t* (true) or *f* (false).**

Aim: to encourage prediction skills

- Use the pictures to teach *shoemaker, leather, a pair (of shoes)* and *elves*. Elicit the clothes in the last picture (*trousers, shirts*).
- Students guess the answers without reading the story.
- Elicit ideas and reasons, e.g. *I think the shoemaker's job is difficult because it's not easy for one person to make shoes.*

Extra support: Read the sentences around the class and elicit ideas for each one. Have a class vote on whether each sentence is true or false.

2 043 SB p40 **Read and listen. Check your answers.**

Aim: to practise reading for specific information

- Play the recording for students to listen, read and check their answers from Activity 1. Elicit answers.
- Play the recording again, pausing to check understanding and teach key new items (e.g. *country, money, gone*).

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

For script see SB pp40–41.

1 WB p40 **Read the shoemaker's story again. Tick ☑ the correct sentences.**

Aim: to practise reading and check comprehension

Key: sentences 2, 3 and 5

2 WB p40 **Read the story again. Complete the summary with the words from the box.**

Aim: to practise summarising a story

Key: 2 leather, 3 next, 4 every, 5 doesn't, 6 old, 7 happy

3 WB p40 **Read the story again and think. Colour the circles green for *yes* or red for *no*.**

Key: Green: Be kind to others, Red: Don't think of others.

Ending the lesson

Aim: to practise retelling a story

- Write nouns and verbs/adjectives from the story on the board, e.g. *shoemaker / get up, shoemaker / cut leather, shoemaker / get money, he / tired.*
- In pairs, students take turns to retell the story, using the key words to help. Monitor and encourage them to add details.
- Elicit a sentence from each pair of students to retell the story around the class.

Extension activity

Aim: to discuss the value of being kind to others

- Ask students how the characters in the story show kindness (the elves: when they help the shoemaker; the shoemaker: when he makes clothes for the elves).
- Ask why it's important to be kind and elicit examples.

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

Learning outcomes:
- to listen and read for specific information
- to make simple requests for help with *Please*

Skills: reading for specific information, listening for specific information

New language (WB): *chore, nap*

Recycled language: language from the story

Critical thinking: Identifies missing key vocabulary and events from short narrative summaries

Cognitive control functions: Working memory

Warm-up

Aim: to review the story and the value
- Tell the story of the shoemaker and the elves, stopping at key points for students to provide the next word, e.g. *The shoemaker's job is not … (easy).*

Stronger students: Students work in pairs. Student A reads the story, stopping for Student B to say/guess the next word. Halfway through, they swap roles.

3 SB p41 Complete the sentences with words from the story. Exam skills

Aim: to give students practice in reading for detail
- Students read and write the next words in their notebooks.
- Check answers with the class.

Extra support: Write the answers on the board in random order.

Key: 1 at six o'clock, 2 very tired, 3 ten pairs of shoes, 4 for twenty pairs of shoes / on the table, 5 a pair of shoes, 6 at 12 o'clock, 7 thank you, 8 he has a good life (now)

4 044 SB p41 Listen to a summary of the story. Write the three differences.

Aim: to practise listening for specific information
- Remind students what to do, using the example (play the first part of the recording).
- Play the recording. Students make notes about the differences, then compare in pairs.
- Play the recording again, if necessary.
- Students complete the phrases. Check with the class.

For script see TB pXX.

Key: 2 chair, table; 3 cap, shirt

5 SB p41 Ask the elves to help you.

Aim: to practise speaking
- Ask two students to read the speech bubbles.
- Students make a list of things they would like help with in their everyday lives. They make sentences in pairs.
- Elicit examples.

1 WB p41 Look at the pictures and write the words.

Aim: to practise making notes before writing a story

Key: 2 dog is hungry, Mum needs help, 3 Patty and Jack help Mum, Mum takes a nap, 4 Patty and Jack make lunch, 5 Patty, Jack and Mum have a lovely lunch, 6 Patty and Jack wash up

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

Aim: to practise writing a story from picture prompts

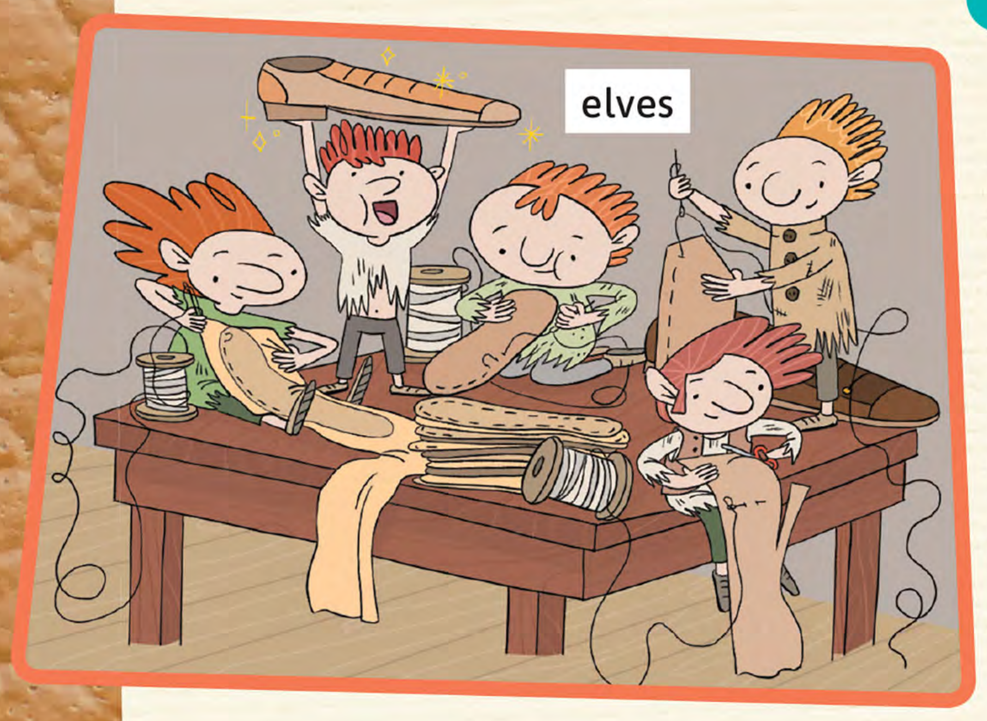
Key: Students' own answers

Ending the lesson

Aim: to review the story and telling the time
- Draw four clocks showing times from the story on the board: six o'clock, 11 o'clock, 12 o'clock, five o'clock. Elicit the times and ask students to find out what happens at each time in the story.
- Write a chant on the board and practise it: *The shoemaker gets up at six o'clock. He goes to bed at 11 o'clock. The elves start work at 12 o'clock. They leave the house at five o'clock.*
- Erase words one by one, until the students are saying the chant from memory.

Extension activity

Aim: to focus on the value of being kind
- Elicit ways that students can be kind in class, e.g. *We can lend our pens or pencils.* Each student chooses a different idea, illustrates it on a piece of paper and writes a caption.
- Display the papers on a class poster, with the title *Let's be kind!*



Many people in the town want a pair of the shoes and soon the shoemaker has got a lot of money. But who is making the shoes? The shoemaker wants to know. One night he hides under a table and waits. At 12 o'clock the shoemaker sees five elves. They jump onto the table and start making the shoes. The shoemaker sees their clothes too. They are very old and not very nice. At 5 o'clock in the morning the elves stop and leave the house.

The shoemaker wants to say 'thank you' to the elves, so he makes five beautiful small pairs of trousers and shirts. That night, he leaves the clothes on the table with the leather. In the morning the clothes are gone, but the leather is still there.

First, the shoemaker is sad. 'The elves are not making shoes for me anymore!' he thinks. But then he thinks, 'It's great. The elves have beautiful, new clothes and I have a good life now.'



3 **Complete the sentences with words from the story.**

1 The shoemaker gets up …
2 When the shoemaker goes to bed, he is …
3 In the morning he finds …
4 The next night he leaves leather …
5 Everyone in town wants …
6 The elves start work at …
7 The shoemaker makes clothes to say …
8 The shoemaker is happy because …

4 **044** **Listen to a summary of the story. Write the three differences.**

In the summary we have …

1 five instead of ten pairs of shoes.
2 _____ instead of _____.
3 _____ instead of _____.

5 **Ask the elves to help you.**

Elves, please do my homework tonight.

Elves, please tidy my room tonight.

Think and learn

JOBS AT *night*

Super fact!

People feel very tired at 2 o'clock in the morning and 2 o'clock in the afternoon.



What jobs can people do at night?

1 045 Listen and point.



1 fire fighter



2 police officer



3 ambulance driver



4 vet



5 cleaner

2 Read and write the jobs in the table.

Job	What they do at night
1 _____	This person cleans the town.
2 _____	This person takes ill people to hospital.
3 _____	This person stops fires.
4 _____	This person looks after animals.
5 _____	This person helps people.

3 046 Listen and check your answers.

4 **What's it like to work at night? Circle your answers. Write one more sentence about working at night.**

1 Working at night is fun / difficult.

2 It's easy / not easy to sleep in the day.

3 You see / don't see your family every day.

4 You can do more things / need to sleep in the day.

5 _____

Learning outcomes:
- to extend vocabulary for jobs

BIG QUESTION to explore the Big Question *What's it like to work at night?*

New language: *police officer, ambulance driver, vet, cleaner, fire*

Recycled language: *fire fighter, town, ill, hospital, look after, help, What's it like?, easy, difficult*

Creative thinking: Communicates personal responses to new ideas or artworks

Critical thinking (WB): Sorts and classifies objects and activities according to key features (e.g. types of animal or transport); Makes predictions and estimations from given information

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review vocabulary for jobs
- Write *jobs* in the centre of the board. Brainstorm and make a mind map, e.g. *teacher, pilot*, etc.
- Add jobs students' families do to the board. Students copy the mind map in their notebooks.
- Ask *Which of these jobs do people do at night?*

SB p42 What jobs can people do at night?

Aim: to raise students' awareness of working at night
- With Student's Books closed, play the *Think and learn* video. Ask students what jobs they remember. They can use L1 to tell you.
- Students watch again and answer *What jobs can people do at night?* Pause the video and elicit the answers in English.

Key: cleaner, fire fighter, police officer, ambulance driver, vet

For script see TB p122.

1 045 SB p42 Listen and point.

Aim: to practise naming jobs
- Play the recording. Students listen and point to the photos.
- Play the recording again. Students repeat.

For script see SB p42.

2 SB p42 Read and write the jobs in the table.

Aim: to practise words for jobs
- Students complete the table, using Activity 1 to check spelling.
- Don't confirm answers at this stage.

3 046 SB p42 Listen and check your answers.

Aim: to practise listening
- Play the recording for students to check their answers.

Key: 1 cleaner, 2 ambulance driver, 3 fire fighter, 4 vet, 5 police officer

For script see TB p122.

4 SB p42 What's it like to work at night? Circle your answers. Write one more sentence about working at night.

Aim: to think about the question *What's it like to work at night?*
- Students complete the activity individually. Elicit answers.
- Students write another sentence with their own idea. Help with new vocabulary.

Key: 1 difficult, 2 not easy, 3 don't see, 4 need to sleep, 5 Students' own answers.

1 WB p42 Look at these jobs. Write *d* (day only) or *b* (both day and night).

Aim: to extend vocabulary and identify jobs people do at night

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

2 WB p42 Read and write the jobs.

Aim: to practise reading and new vocabulary

Key: 1 pilot, 2 police officer, 3 cleaner

3 WB p42 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit what students learned today, e.g. *jobs people do at night.*
- Write it on the board for students to copy.

Extension activity

Aim: to extend discussion
- Write useful phrases for expressing opinions on the board, e.g. *In my opinion …, I think that …, If you ask me …, I agree/disagree. I think you're right.*
- In small groups, students read their sentences from WB Activity 3. Encourage them to use the phrases on the board and continue the conversation.

Learning outcomes:
- to talk and write about Social science
- to complete a project

New language: *diary, asleep, busy, go for a walk*

Recycled language: jobs, telling the time, daily tasks and routines, *dark, breakfast, lunch, dinner, tired*

Materials: paper, coloured pens or pencils

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review the Big Question *What's it like to work at night?*
- Write the Big Question on the board and subtitles *Good things* and *Bad things.* Elicit the good and bad things about working at night. Encourage students to talk about meals.
- Remind students to introduce their opinion (*In my opinion …, I think that …, If you ask me …*).

5 SB p43 Read Anna's work diary and write times under the pictures.

Aim: to practise reading for specific information
- Check comprehension of *diary* and ask what's happening in each picture.
- Students read and write the times individually, then check in pairs.
- Check answers. Ask students to specify *in the morning/afternoon/evening* or *at night*. Point out that adverbs of frequency come after *be* (*I'm usually very tired.*) and can start a sentence (*Sometimes I …*)

Key: 1 5 o'clock (in the afternoon), 2 6 o'clock (in the morning), 3 8 o'clock (in the morning), 4 10 o'clock (at night)

6 SB p43 Make sentences about Anna's routine. Use *always, sometimes* or *never.*

Aim: to practise speaking and adverbs of frequency
- In pairs, students take turns to make sentences about Anna's day.
- Elicit as many different sentences as possible.

Stronger students: In pairs, students write sentences about Anna's routine in a set time limit, e.g. five minutes. See which pair wrote the most .

7 Project SB p43 Choose a job that people do at night. Write a diary for their day or night.

Aim: to creatively engage with the concept of working at night
- Read the instructions and ask about the model text, e.g. *What time does the police officer have lunch? What does the police officer do at (seven) o'clock?*
- Students choose a job people do at night. Encourage them to look back through the unit and their notebooks for ideas. Students can write the diary for the night (when the person is at work) or the day (when they're not at work).
- Write questions on the board to help, e.g. *When do they sleep? What do they eat and when? Do they have family or a pet and when do they see them? How to they get to work? Do they work with other people?* Students plan their diaries. They can use the internet for research or use their imagination.
- Monitor and help as students write a final draft.
- Volunteers read their diaries to the class.

4 WB p43 Read Pedro's diary and match.

Aim: to practise reading and review unit language

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

5 WB p43 Circle the correct words.

Aim: to give further practice of adverbs of frequency

Key: 2 always, 3 sometimes, 4 always, 5 always

6 WB p43 Imagine you work at night. Complete the sentences about your job.

Aim: to encourage creativity and practise writing

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've …*
- Elicit what students did today, e.g. *wrote a diary about working at night.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

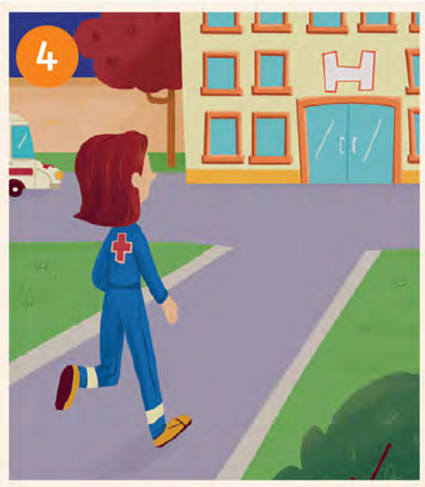
Aim: to review language from the lesson
- Write sentences about Anna's day in jumbled word order, e.g. *seven Anna's finish usually family dinner at o'clock.* In pairs, students reorder the words and write the correct sentences.

5 Read Anna's work diary and write times under the pictures.









_____ _____ _____ _____

An Ambulance Driver's Diary

NIGHT

7 o'clock – I eat lunch – My family are finishing dinner. It's dark outside.
10 o'clock – My family are asleep – I start work. Work is always very busy.
3 o'clock – I have dinner in the hospital.

DAY

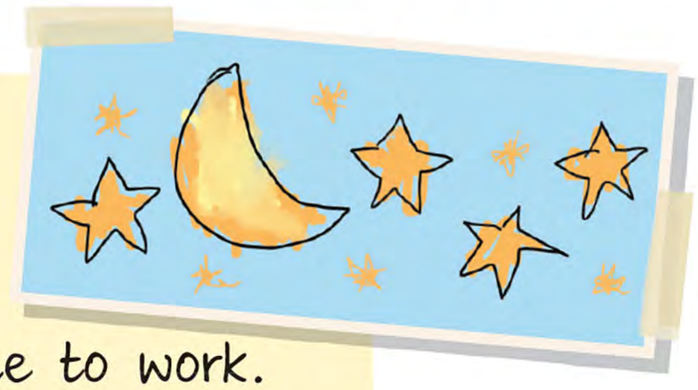
6 o'clock – The sun is coming up. I finish work and go home.
8 o'clock – My family have breakfast. I'm usually very tired and I go to sleep.
4 o'clock – My children come home from school. I get up and have breakfast. Sometimes I tidy up the house.
5 o'clock – I usually help my children with their homework then I go for a walk.

6 Make sentences about Anna's routine. Use *always*, *sometimes* or *never*.

She always goes home at six o'clock.

She never has breakfast at seven o'clock.

7 Project Choose a job that people do at night. Write a diary for their day or night.



A Police Officer's Diary

Night
6 o'clock – I wake up and have breakfast.
7 o'clock – I feed the dog and then I cycle to work.
9 o'clock – I usually have a break and drink some tea.
12 o'clock – I have a sandwich for lunch.
5 o'clock – I finish work and I sometimes have dinner with the other police officers.

Talk and find out

Helping at home

1 **Make a prediction.**

I predict that there are _____ children in my class who sometimes _____.

2 **Read and tick ☑ *Yes* or *No*.**

	Yes	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?	☐	☐

3 **Ask and answer.**

Who sometimes cooks?

4 **Make a table and write a report.**

	Yes	No
	12	9
	15	6
	18	3

	Yes	No
	17	4
	14	7
	7	14



I predicted that there are 10 children who sometimes cook at home. Now I know that there are 12 children who sometimes cook at home and there are 9 children who never cook at home.

Learning outcomes:
- to carry out a survey and write a short report

New language: *report*

Recycled language: daily tasks and routines, *prediction, predict*

Materials: flashcards 23–30 (daily tasks), coloured pens or pencils

Critical thinking: Formulates and tests hypotheses

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review daily tasks
- Arrange the daily task flashcards on the board with your favourite task at the top and least favourite at the bottom. Say, e.g. *Cooking is my favourite job at home. Tidying up is my least favourite. I sometimes wash up.*
- Students talk about the tasks in pairs in the same way.
- Ask individuals to rearrange the flashcards to show their preferences and tell the class.

1 SB p44 Make a prediction.

Aim: to practise making predictions
- Students complete the sentence individually, choosing one of the tasks listed in Activity 2. Elicit ideas and say *Let's find out if you are right.*

2 SB p44 Read and tick ☑ *Yes* or *No*.

Aim: to practise reading and review unit language
- Read the questions and check comprehension of *help with the shopping* and *wash your clothes*.
- Students read and tick *Yes* or *No* individually.

3 SB p44 Ask and answer.

Aim: to practise speaking
- Copy the table from Activity 4 onto the board, using phrases instead of pictures.
- Ask a volunteer 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 2.
- The student at the front counts the number of hands and writes the total in the *Yes* column on the board.
- Elicit the question for the second task in SB Activity 1 (*Who sometimes washes up?).* Call a different student to ask the question. Students who ticked *Yes* raise their hands. The student counts and writes the total in the table. Repeat for all the tasks.

4 SB p44 Make a table and write a report.

Aim: to collate information and practise writing a report
- Tell students to copy the table from the board. They can draw pictures or write the tasks.
- Read the model report with the class and monitor as students write about their findings.
- Volunteers read their reports to the class.

1 WB p44 Match the questions with the answers.

Aim: to practise reading and review language from the unit

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 reading and writing skills

Key: At the weekend he cooks ~~dinner~~ breakfast. His favourite job is ~~cooking~~ walking the dog. His ~~mum~~ dad gives him £5 when he ~~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 practise language from the unit
- Ask students to write three sentences about how they help at home, using adverbs of frequency: two true and one false, e.g. *I never wash up.*
- In pairs, students swap sentences and try to guess which one is false.

Extension activity

Aim: to consolidate speaking skills
- Using the table from SB Activity 4, ask students to write a list of jobs: 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 (they can look at WB Activity 3). Students find out if their classmates help with the same jobs.

Learning outcomes:
- to write about daily family life
- to add to the portfolio to show students' progress

BIG QUESTION to think about how the unit has helped them explore the Big Question *What's it like to work at night?*

Recycled language: vocabulary and grammar from the unit

Materials: flashcards 23–30 (daily tasks), coloured pens or pencils, digital or print portfolios

Creative thinking: Writes own songs or poems to reflect personal interests, emotions or identity

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review daily tasks
- Hand out the flashcards, keeping one. Play a chain game. Hold up your flashcard (e.g. tidy up) and say, e.g. *I usually tidy up on Saturdays.* The next student with a flashcard says (using the task on their flashcard), e.g. *I usually tidy up on Saturdays and I sometimes walk my dog after school.*
- Students with flashcards continue the chain, adding new items. Ask students without flashcards to repeat the whole chain sometimes, to keep them listening.
- When the chain finishes, start another, with students choosing their own tasks.

1 SB p45 Write a list of things people in your family do.

Aim: to practise writing and review language from the unit
- Students make a table like the example, with a column for each person in their family.

2 SB p45 Underline each word in your list in a colour to show how often people do it.

Aim: to review adverbs of frequency
- Students underline the phrases in their list using the colours.

3 SB p45 What do the people in your family do at the weekend?

Aim: to give students further practice with adverbs of frequency
- Students write six to eight sentences, using the model and adding their own ideas.

4 SB p45 Write a poem and add photos or drawings. Use the text to help you.

Aim: to practise writing and review language from the unit
- Focus on the model poem and ask students to complete the lines with help from the pictures.
- Draw attention to the Writing tip.
- Students create their own poem individually. They write a first draft before writing or typing the final version.
- Students bring photos from home or draw pictures, then upload their work to their digital portfolio or stick it in the print version.

1 WB p45 Look and draw lines to make sentences.

Aim: to enable students to assess their own learning

Key: 2 She has breakfast at quarter past seven. 3 You always play tennis after school. 4 He never does homework on Sundays.

2 WB p45 Read, think and circle. Then write one more pair.

BIG QUESTION **Aim:** to revisit the Big Question and consolidate learning

Key: Students circle adjectives of their choice and add one more.

3 WB p45 Read. Then write about you and draw.

Aim: to personalise the topic

Ending the lesson

Aim: to review the unit song
- Play the song (Track 38) while the students listen and follow (SB p36).
- Play the song again for students to join in. They do actions for the different tasks.
- Students complete the *My Super Mind* self-assessment section on page 118 of the Workbook.

Extension activity

Aim: to enable students to share what they have learned
- Make groups of four. Students read aloud what they have written for Workbook Activity 3 or their portfolio poem and talk about their pictures.
- Encourage students to compare their work.

Think and write

My family

1 Write a list of things people in your family do.

my mum	my sister	I
works on the computer	goes to school	go to ...

2 Underline each word in your list in a colour to show how often people do it.

always usually sometimes

3 What do the people in your family do at the weekend?

My mum always 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.

Writing tip

Poems are nice if they rhyme.



4 Around town

1 047 Listen and say the words. Then check with a friend.

1 bank
2 tower
3 funfair
4 library
5 market square
6 supermarket
7 bus station
8 car park
9 sports centre
10 map

BIG QUESTION What do we find in towns?

Go up high in the town.
See the letter when
you look down.

2 048 **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 woman tell them to look at?

3 **Look at the map. Ask and answer.**

Where is the shoe shop?

It's next to the car park, between the bus station and the sports centre.

Learning outcomes:
- to identify and name places in town

BIG QUESTION to think about the Big Question *What do we find in towns?*

New language: *bank, tower, library, market square, supermarket, bus station, sports centre, map, funfair, car park*

Recycled language: prepositions of place (*next to, between*), *shop*

Flashcards: 31–40 (places in town)

Cognitive control functions: Working memory

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

Warm-up

Aim: to review vocabulary for places in town
- Say *In my town* and clap three times as you do so. Then say *In my town there's a park.*
- The whole class says *In my town*, while clapping. Invite a student to make a sentence about another place, e.g. *In my town there's a cinema.*
- Repeat, until the class run out of ideas, using mime to prompt (review *playground, swimming pool, hospital, shop, street, café, train station).*

Presentation

Aim: to present places in town
- Use the flashcards to present the new vocabulary.

1 047 SB p46 Listen and say the words. Then check with a friend.

Aim: to practise places in town
- Students look at the picture in their Student's Books. Ask if they have used a map like this and if they recognise the woman (it's Zelda).
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.
- Ask different students *Is there a (library) in our town? Where is it?/ What's it called?*

For script see SB p46.

BIG QUESTION What do we find in towns?

Aim: to encourage students to think about places in towns
- Read the Big Question. Draw a table with columns headed *Shopping, Free time* and *Services* on the board. Students write places in the correct column of the table (give an example for each category, if necessary, e.g. *shopping: supermarket, free time: playground, services: school*).
- Pairs take turns to add some of their words to the table on the board.

2 048 SB p46 Listen and answer.

Aim: to practise listening
- Focus on the clue from the book, then read the questions aloud and check understanding.
- Play the recording twice. Check with the class.

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 The map

For script see TB p122.

3 SB p46 Look at the map. Ask and answer.

Aim: to review prepositions and practise speaking
- Review *next to* and *between*. Students take turns to ask and answer about different places on the map.
- Check using open pairs.

Extra support: Draw diagrams on the board for *next to* and *between*.

1 WB p46 Look at the letters on the signs. Write the words.

Aim: to practise spelling

Key: 2 bank, 3 market square, 4 tower, 5 library, 6 bus station, 7 car park, 8 sports centre

2 WB p46 Look and write the places.

Aim: to check comprehension of new vocabulary

Key: 2 tower, 3 car park, 4 market square, 5 bank, 6 sports centre

3 WB p46 What places are there where you live? Complete the sentence.

Aim: to personalise the language

Ending the lesson

Aim: to review vocabulary for places in town
- Give simple definitions for places. Students guess, e.g. *You can keep money there.* (bank)

Extension activity

Aim: to personalise the language
- Working individually, students write about one place in their town, e.g. *The market square in my town is called [name]. It's in the centre of town. The market is on Fridays and Saturdays.*

4

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

New language: *below, above, opposite, near, (on the) second floor*

Recycled language: places in town, *over there*

Flashcards: 31–40 (places in town)

Warm-up

Aim: to review places in town
- Review the places using the flashcards.
- Take a flashcard, without showing it to the class, and mime an activity you can do there, e.g. mime waiting for a bus for *bus station*. Students guess, e.g. *You're at the bus station.*
- Continue the game, with students taking turns to choose a flashcard and mime for the class.

Presentation

Aim: to present *below, above, opposite, near*
- Teach the new prepositions by talking about where things are in the classroom.
- Make sure students know the difference between *below* and *under, above* and *on.*
- Write four sentences on the board, using all the new prepositions, e.g. *There's a clock above the whiteboard.*
- Students copy the sentences in their notebooks and draw pictures to show the meaning.

1 SB p47 Look, read and draw lines.

Aim: to practise prepositions of place
- Students read the sentences silently and match each one with the correct picture.
- Students check in pairs.
- Check answers with the class.

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

2 SB p47 Where do the words go? Say the sentences.

Aim: to focus on word order
- Write the first sentence on the board (without *near*) and elicit the complete sentence.
- Students do the rest of the activity in pairs, then practise saying the sentences.

Extra support: Write all the sentences on the board, elicit answers and practise as a class.

Key: 1 The bus stop is near the supermarket. 2 The car park is opposite the library. 3 The clock is above the map. 4 The bus station is below the tower.

3 049 SB p47 Watch, listen and say.

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

For script see SB p47.

4 SB p47 Play the guessing game.

Aim: to practise prepositions of place
- Invite two students to read the speech bubbles.
- Students play the same game in pairs, taking turns to think of a place.

Extra support: Give some more examples before the pairwork, e.g. *I'm thinking of a place. It's above the library. (The café.)*

1 WB p47 Look and write. Use the words from the box.

Aim: to practise prepositions

Key: 2 opposite, 3 below, 4 above

2 WB p47 Look at the picture. Complete the sentences.

Aim: to consolidate understanding of prepositions

Key: 2 behind, 3 near, 4 below/ under, 5 between, 6 above

3 WB p47 Write two sentences about places where you live.

Aim: to personalise the new language

Ending the lesson

Aim: to review new language
- Make sentences about where things are in the classroom, some true, some false, e.g. *My desk is near the door.* If a sentence is true, students raise their right arm. If it is false, they raise their left arm and correct you.

Extension activity

Aim: to practise the new language and memory skills
- In pairs, students try to remember where the different places are on the map in SB Activity 3. Student A covers the map. Student B asks, e.g. *Where's the car park?*
- After three questions, they swap roles.

1 Look, read and draw lines.

a



b



c



1 The school is opposite the park.
2 The clock is above the window.
3 The map is near the library.
4 The clock is below the window.

d



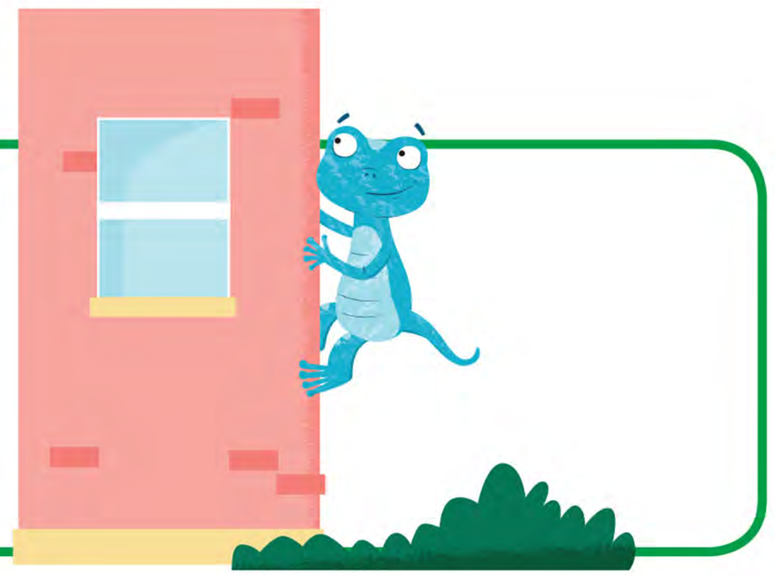
2 Where do the words go? Say the sentences.

1 The bus stop is the supermarket. (near)
2 The car park is the library. (opposite)
3 The clock is the map. (above)
4 The bus station is the tower. (below)

3 049 Watch, listen and say.

Language focus

The library is over there.
It's **opposite** the park, **near** the bank.
Below the sports centre there's a door.
The library's **above** it, on the second floor.



4 Play the guessing game.

I'm thinking of a place. It's opposite the bank. What is it?

I think it's the funfair.

That's right!



1 050 **Listen and write the two places the singer cannot find. Then sing the song.**

1 _____ 2 _____



2 **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?

3 **Draw and write about your imaginary town.**

Learning outcomes:
- to join in with a song

BIG QUESTION to think some more about the Big Question *What do we find in towns?*

New language: *in front of, already, Excuse me, find my way, get lost, upside down*

Recycled language: present continuous, prepositions, *look for, street, meet, wait (for someone), late, everywhere, understand, of course, upside down*

Flashcards: 31–40 (places in town)

Creative thinking: Uses own ideas for doing creative activities like retelling stories

Cognitive control functions: Inhibitory control

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

Warm-up

Aim: to review places in town
- Call a student to the front. Show one of the digital flashcards of places in a town to him/her.
- The class asks questions to guess the place on the card, e.g. *Can you get money there? Can you eat and drink there?*
- The student who guesses correctly takes the next turn at the front.

1 050 SB p48 Listen and write the two places the singer cannot find. Then sing the song.

Aim: to practise listening for specific details and sing a song with the class
- Students look at the picture. Ask how the boy is feeling and elicit/teach *get lost* and *find the way*. Pre-teach *in front of*.
- Play the recording for students to write the places. Check answers.

Key: 1 bank 2 café

For song lyrics see SB p48.
- Play the recording again. Students follow along. Check comprehension of *upside down*.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (051) to practise it with the whole class and then in groups.

2 BIG QUESTION SB p48

Play the town game.

Aim: to help students think about what places there are in a town
- Read the first speech bubble and tell students to close their eyes and imagine any town they like. Give them time to form a picture in their minds. Elicit ideas about what's near the library.
- Read the next speech bubble and elicit ideas. Continue in this way, or put students into pairs to take turns to imagine and ask questions.

3 SB p48 Draw and write about your imaginary town.

Aim: to encourage creativity and practise writing
- Students work individually to draw and write about the town they imagined in Activity 2.

Extra support: Write the beginning of the description, with useful phrases / prepositions, on the board, e.g. *In my town there's a big square. In the square there's a beautiful café. Opposite the café … Near the … Above the …*).

1 WB p48 Read the song again. Then complete.

Aim: to practise reading and prepositions

Key: 1 Opposite, 2 below, 3 Near, 4 In front of

2 WB p48 Complete the song with your own ideas and then draw.

Aim: to review prepositions and places and encourage creativity

Ending the lesson

Aim: to review key language from the lesson
- In pairs, students practise and memorise the last verse of the song, taking the roles of the boy and the man in the picture. Pairs perform the verse for the class.

Extension activity

Aim: to encourage collaboration and practise speaking
- In small groups, students share their work from SB Activity 3. Monitor and encourage students to ask questions, e.g. *Is there a square in your town? Where is it?*

4

Learning outcomes:
- to express plans and purpose with *be going to* + infinitive of purpose

New language: *I'm going to (the library) to (get a book).*

Recycled language: places in town, verbs for everyday activities

Creative thinking (WB): Generates ideas around a topic (elaboration)

Warm-up

Aim: to review places in town and verb phrases
- Write places in town on the board. Elicit what people do in each place and write phrases next to the places, e.g. *market square – buy a drink, meet friends, buy a present.*

Presentation

Aim: to present *be going to* + infinitive of purpose
- Choose a place and a verb phrase 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 different examples.
- Write two sentences on the board. Underline the full infinitive in each one. Check students understand that this answers the question *Why?*

1 052 SB p49 Listen and number.

Aim: to practise listening and *be going to* + infinitive of purpose
- Elicit the places and activities in the pictures.
- Play the recording. Students listen and number, then compare answers in pairs.
- Play the recording again. Check with the class.

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

For script see TB p122.

2 SB p49 Put the words in order. Say the sentences.

Aim: to focus on word order
- In pairs, students unjumble the words and write the correct sentences in their notebooks.

Key: 1 I'm going to the shop to buy some bread. 2 I'm going to the sports centre to play basketball.

3 053 SB p49 Watch, listen and say.

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

For script see SB p49.

4 SB p49 Where are you going? Complete the sentences. Then act out.

Aim: to give further practice with infinitive of purpose
- Students complete the sentences using the words in the box.
- Demonstrate the activity using the speech bubbles. The student who answers mimes the action at the same time.
- Students take turns to ask and respond using all the sentences.

Stronger students: Students make up new dialogues.

Key: 2 to go, 3 to watch, 4 to read, 5 to buy, 6 to help

1 WB p49 Put the words in order.

Aim: to practise word order

Key: 2 I'm going to the supermarket to buy some milk. 3 I'm going to my friend's house to play computer games. 4 I'm going to the park to ride my bike.

2 WB p49 Look, read and write.

Aim: to consolidate understanding of *be going to* + infinitive of purpose

Key: 2 to listen to, 3 to get, 4 to play

3 WB p49 Complete the sentences. Use your own ideas.

Aim: to encourage personalisation

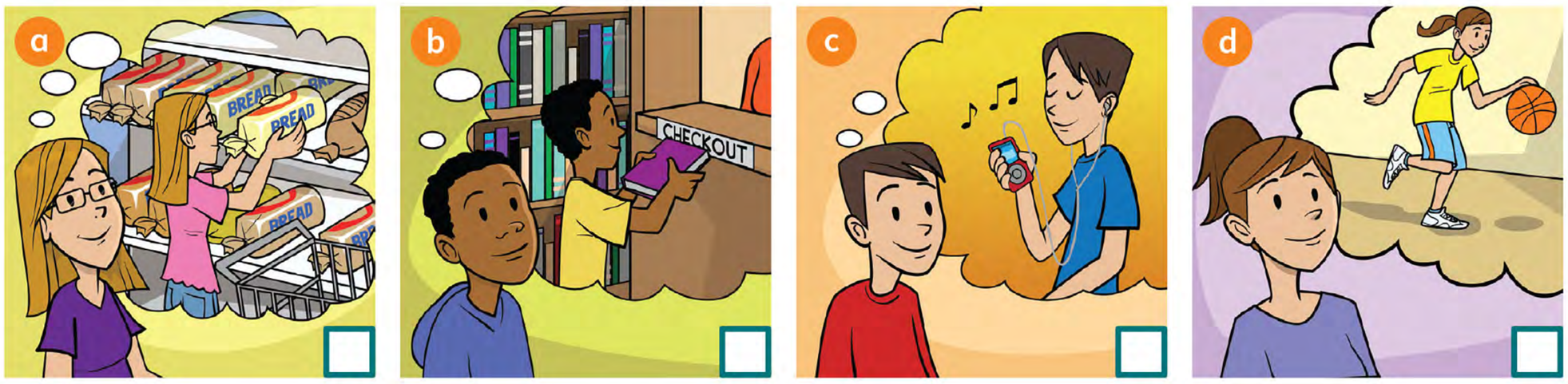
Ending the lesson

Aim: to review new language from the lesson
- Ask different students *Where are you going?*
- They respond with language from the lesson, e.g. *I'm going to the cinema to watch a film.* Encourage each student to make a different sentence.

Extension activity

Aim: to personalise the language
- In pairs, students choose a dialogue from WB Activity 2. They change the place words and infinitives.
- Pairs practise their dialogues and then perform them for the class.

1 052 Listen and number.



2 Put the words in order. Say the sentences.

1 buy the shop I'm going to to some bread.

2 I'm to basketball. the sports centre play going to



3 053 Watch, listen and say.

Language focus

I'**m going to** the library **to get** a book.
I'**m going to** the market **to get** some food.
I'**m going to** the station **to go** away
On a holiday, a super holiday!



4 Where are you going? Complete the sentences. Then act out.

1 I'm going to the market to buy some apples.
2 I'm going to the sports centre _____ swimming.
3 I'm going to my friend's house _____ 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 buy~~
to go to buy
to watch to help



Be going to + infinitive of purpose 49

Up high

1 054 What is higher than the tower?



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?

Learning outcomes:
- to listen to, read and act out a picture story

New language: *higher (than), Pirate Ship, the wrong place*

Recycled language: characters and language from the *story, hurry, scary*

Value: lateral thinking

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review the characters and the story
- Write *Ben, Lucy, Buster, Zelda, Horax* on the board. In pairs, students talk about each character (personality, appearance, role in the story).
- Elicit events from the last episode.

Up high

1 054 SB pp50–51 **What is higher than the tower?**

Aim: to present a picture story
- Remind students of the clue from the beginning of the unit: *Go up high in the town. See the letter when you look down.* Read the story title and check understanding of the question.
- Ask students to find the tower and the market square in frame 1.
- Play the recording. Students listen and read to answer *What is higher than the tower?* Check answers and comprehension of *Pirate Ship*.

Key: The Pirate Ship

For script see SB pp50–51.
- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *Where's the tower? (Near the market square).* After frame 2: *What's near the tower? (The school.) Why does Lucy want to go to the tower? (She thinks the next letter is there.)* After frame 3: *Where does Ben want to go? (To the funfair.) Why doesn't Lucy want to go? (There's no time to play.)* After frame 4: *Why does Lucy change her mind? (Because she sees that the Pirate Ship is higher.)* After frame 5: *Who wants to go to the funfair now? (Lucy.) Why? (To get the next letter.)* After frame 6: *Why does Lucy want to go on the Pirate Ship? (To look down and find the letter.)* After frame 7: *What's the next letter?* (R.) At the end of the story explain *the wrong place* and ask *Where are Horax and Zelda? (At the tower.)*
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p50 **Read the story *Up high* again. Write the words.**

Aim: to check comprehension of the story

Key: 2 dog, 3 near, 4 going, 5 high

2 WB p50 **Put the lines in order.**

Aim: to review the story

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

3 WB p50 **Read the story below. What can we learn from it? Draw ☺ or ☹.**

Aim: to practise reading skills

Key: ☺ It's often good to try out new ideas.
☹ Never listen to others.

Ending the lesson

Aim: to practise the story
- Put students into groups of four. They each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups. Encourage them to use appropriate intonation for, e.g. *Wow! There's a funfair!* and *No time to play!*
- Volunteer groups role play for the class.

Extension activity

Aim: to review the story and focus on the value
- Ask who uses lateral thinking in the story (Lucy – she suggests going on the Pirate Ship, not the tower).
- Elicit how the story in WB Activity 3 shows lateral thinking (a personalised T-shirt is something different from one bought in a shop).
- Students give examples of when they've used lateral thinking to help them solve a problem.

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

Learning outcomes:
- to talk about the meaning of a story
- to recognise and say the sounds /r/ and /a:/

New language: *far away*

Recycled language: language from the story, *excited, scared, angry, happy*

Phonics focus: to identify and say the sound /r/ as in *Rory* and contrast it with the sound /a:/ as in *market*

Value: lateral thinking

Cognitive control functions: Inhibitory control

Warm-up

Aim: to review the story and focus on lateral thinking
- 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).*
- Ask how Lucy shows lateral thinking (she changes her plan from going up the tower to going on the Pirate Ship).

2 SB p51 Read and find the pictures in the story. Then answer.

Aim: to practise inferring feelings of characters in a story
- Read the questions, check comprehension of the adjectives and the structure *makes them (excited)*.
- Students look back at the story, write the frame number and answer the questions in pairs.
- Check with the class.

Key: 1 Frame 2 (Ben) The funfair, 2 Frame 7 (Lucy) The Pirate Ship, 3 Frame 8 (Horax and Zelda) They're in the wrong place, 4 Frame 7 (Ben and Lucy) They can see the letter.

3 SB p51 Find who says ...

Aim: to present the sounds /a:/ and /r/
- Write *r* on the board and elicit pronunciation. Write examples of words with the same vowel sound /a:/ on the board (e.g. *car, park, far*). Write *Great* on the board and underline the letter *r*. Point out the two different pronunciations of the letter *r* (in words such as *car, park* and *far*, the 'r' becomes part of the vowel sound).
- Students repeat *It's an* R. *Great!* after you.
- Students find the speech bubble in the story (frame 7).

Key: Lucy

4 055 SB p51 Listen and say.

Aim: to practise the sounds /a:/ and /r/
- Teach *far away* and review *robot* using the picture. Play the recording. Students look at the picture, read and repeat.

For script see TB p122.
- Practise the sound sentence as usual.

1 015 WB p51 Listen and write the missing words. Then say with a friend.

Aim: to practise language chunks from the story

Key: 1 No time to play. 2 Look, it's over there.

For script see TB p122.

2 016 WB p51 Listen and write.

Aim: to practise spelling words with the sounds /a:/and /r/ and letter names

Key: 2 frog, 3 market, 4 park, 5 write, 6 Art, 7 hurry

For script see TB p123.

3 017 WB p51 Listen and say.

Aim: to practise the sounds /a:/ and /r/

For script see TB p123.

Ending the lesson

Aim: to review and write words with the sounds /a:/ and /r/
- Students close their Student's Books.
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking spelling in the Student's Book.

Extension activity

Aim: to encourage creativity
- Write the dialogues from WB Activity 1 on the board. Underline key words (e.g. names, *stay, go home now. An owl, Above your head).*
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Pairs 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 Read and find the pictures in the story. Then answer.

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? _____

Phonics

3 Find who says ...

It's an *R*. Great!

4 055 Listen and say.



Rory, Reery and Rury – robots in a far away supermarket.

Phonics focus: /aː/ and /r/ 51

Skills

1 Look and read the sentences. Write words.



market



map



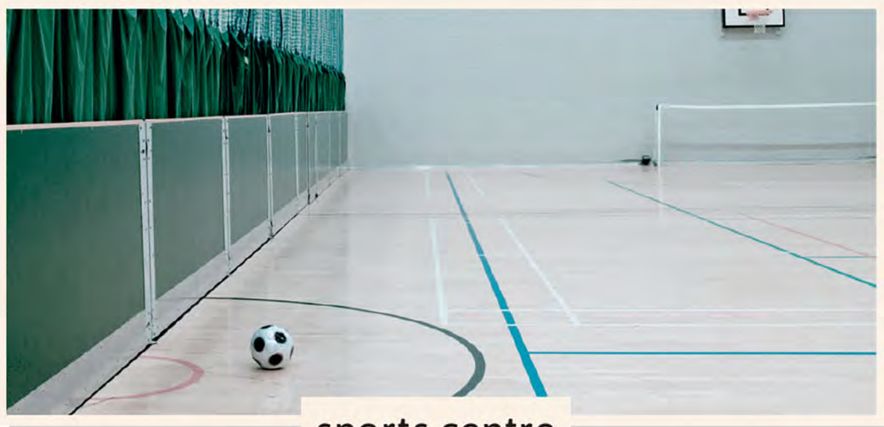
bus stop



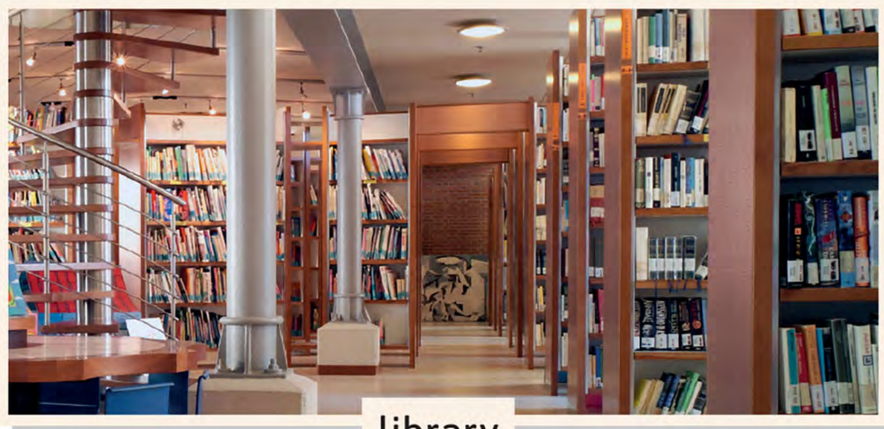
castle



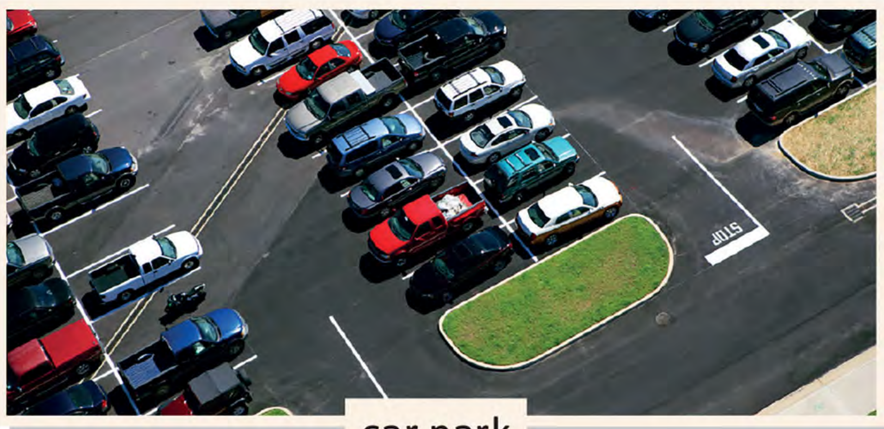
bank



sports centre



library



car park

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 and basketball, and go swimming. _____

6 You need it in a town when you are new. It helps you to find places. _____

Learning outcomes:
- to read and listen for specific information
- to consolidate vocabulary for places in town

New language: *interesting*

Recycled language: places in town, adverbs of frequency, infinitive of purpose, free time activities, *castle, old, fruit, vegetables*

Materials: flashcards 31–40 (places in town), nine pieces of paper, each with a reason for going to places in town (*to get some money, to go to the top, to take back a book, to go to the market, to buy some milk, to catch a bus, to go swimming, to go on the rides, to find my parents' car*) (optional)

Warm-up

Aim: to review places in town and infinitive of purpose
- Hand out the flashcards (except *map*) and pieces of paper with reasons for visiting places, so that each student has either a flashcard or a piece of paper.
- Students stand up and walk around. When you say *Stop! Where are you going?* they make pairs (Student A with a flashcard and Student B with a piece of paper).
- Students with flashcards make a sentence with their place, e.g. *I'm going to the library.* Students with a piece of paper read their phrase and see if it matches the place. If not, they say, e.g. *Sorry, I'm not going to the library.* If the flashcard and phrase match, the pair sit down together.
- When everyone has found a partner, elicit sentences from each pair, e.g. *We're going to the library to take back a book.*
- Alternatively, play a mime game: one student mimes an action for a place and the class guess, e.g. *Are you going to the bus station to buy a ticket?*

1 SB p52 Look and read the sentences. Write words. Exam skills

Aim: to practise reading for specific information
- Students work individually, then compare answers in pairs.
- Check with the class.

Key: 1 bank, 2 castle, 3 library, 4 market, 5 sports centre, 6 map

Stronger students: Focus on the beginning of the definitions, e.g. *You …, People …* or *This is a place where …*
- In pairs, students choose two more places, e.g. *park, zoo, school, cinema, hospital, bus stop, café, street, playground, swimming pool.*
- Pairs write definitions, using SB Activity 1 as a model.
- Make groups of four. Pairs read their definitions for the other pair to guess the place. Alternatively, collect the definitions and make a class quiz to use in the next lesson.

1 018 WB p52 Listen and draw lines. There is one example. Exam skills

Aim: to practise listening skills

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

For script see TB p123.

Ending the lesson

Aim: to practise speaking skills
- Students look at the picture in WB Activity 1 for a minute, then close their books.
- Elicit what they remember about the picture. Make sure they use complete sentences and prepositions, e.g. *There's a boy behind the tent on the right.*

Extension activity

Aim: to practise defining words
- Make small groups. Give each group a dictionary (a print dictionary or access to a digital dictionary).
- Give each group a list of ten new words. Ask them to find the meaning of the words and tell the class in English, but without reading from the dictionary. Set a time limit of five minutes.
- The group who can explain the most words when the time is up is the winner.

Learning outcomes:
- to listen and read for specific information
- to write and talk about the purpose of a trip

New language: *sports car*

Recycled language: places in town, prepositions, *salad, money, go swimming, (fly a) spaceship*

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

Warm-up

Aim: to review places in town and prepositions
- Review the prepositions *next to, opposite, between* and *near* by asking about where students are sitting in class, e.g. *Who's sitting near the door? Who's sitting next to (name)?*
- In pairs, students ask and answer about the places in the picture in SB Activity 1, e.g. *Where's the school? (It's between the library and the bank.)*

1 056 SB p53 Listen and find out where the robots are going. Write *C* (Caroline), *M* (Mark), *E* (Elly) and *R* (Robert).

Aim: to practise listening for specific information
- Play the recording. Students listen and write the letters.
- Students compare answers in pairs.
- Play the recording again. Check with the class. Elicit the reasons for the robot's visits and write them on the board: Caroline – to get a salad, Mark – to go swimming, Elly – to get some money, Robert – to learn to fly a spaceship

Key: C – café, M – sports centre, E – bank, R – school

For script see TB p123.

2 SB p53 Ask and answer.

Aim: to practise exchanging information
- Demonstrate the activity using the speech bubbles.
- Students work in pairs to ask and answer about the robots in Activity 1. They can use the phrase on the board to help.
- Check using open pairs.

Key: Where's Mark going? He's going to the sports centre.
Why? To go swimming.
Where's Elly going? She's going to the bank.
Why? To get some money.
Where's Robert going? He's going to the (robot) school.
Why? To learn to fly a spaceship.

3 SB p53 Imagine a robot. Write where he/she is going and why.

Aim: to encourage creativity and practise writing
- Read the model text and check comprehension.
- Students write about a robot of their choice. They can use places from the picture in SB Activity 1 or their own ideas.

1 WB p53 Read the text and choose the best answer. Exam skills

Aim: to practise listening for detail

Key: 1 A, 2 C, 3 A, 4 B, 5 A, 6 C

Ending the lesson

Aim: to practise speaking skills
- Students work in pairs. Student A looks at the picture in SB Activity 1 for 30 seconds, then closes his/her book. Student B asks, e.g. *Where's the supermarket? What's next to the bank? What colour is the library?* After four questions, they swap roles.

Extension activity

Aim: to practise writing
- Students work in pairs. They compare what they wrote for SB Activity 3 and make up a story about their two robots meeting. They imagine the robots go to at least one more place in town and add the reason why.
- Pairs share their stories with the class.

1 056 **Listen and find out where the robots are going. Write *C* (Caroline), *M* (Mark), *E* (Elly) and *R* (Robert).**



2 **Ask and answer.**

Where's Caroline going?

She's going to the café.

Why?

To get a salad.

3 **Imagine a robot. Write where he/she is going and why.**

This is Roro. He is going to the car park to get his super sports car.



TALL BUILDINGS

Why are some buildings tall?

Super fact!

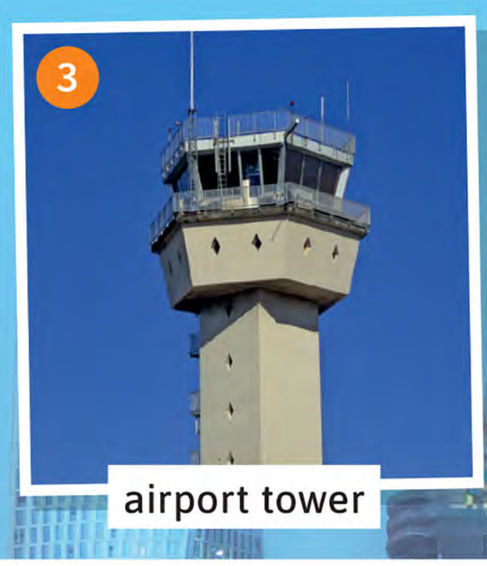
The world's first skyscraper is in Chicago, USA. They finished building it in 1885.



1 057 Listen and point.









2 **Read and write the names of the buildings.**

1 The people in this building can see planes flying, landing and moving around the airport. They talk to the pilots and tell them when they can land their planes. _____

2 This building is by the sea. At night, ships can't see the land, but they can see the light at the top of this building. The light shows the ships where to go. _____

3 This big building is usually in a city. There can be flats, banks and shops in this building. _____

4 This building can be in a city or a town. The building tells people what time it is. _____

3 **Look at the buildings in Activity 1 again. Why do you think they're tall? Choose a, b, or c.**

It's tall …

a so that people can see the building from far away.

b so that people can see lots of things outside the building.

c so that there can be lots of things inside the building.

The lighthouse is tall so that …

Learning outcomes:
- to talk about tall buildings and their functions

BIG QUESTION to explore the Big Question *What do we find in towns?*

New language: *tall, lighthouse, skyscraper, airport tower, clock tower, land* (v), *land* (n), *light, so that*

Recycled language: places in town, *building, pilot, plane, sea, at night, city, flat* (n), *outside, far away*

Materials: pictures of tall buildings in the student's city/country or world famous tall buildings (optional)

Critical thinking: Says whether something is true or not, and gives a reason

Critical thinking (WB): Makes a choice of activity and can give a reason for the choice

Warm-up

Aim: to introduce the topic of tall buildings
- Write the Big Question *What do we find in towns?* on the board. Write *tall buildings* on the board. Ask who has visited a tall building and where it was.
- If possible, show pictures of tall buildings students know or famous tall buildings from around the world. Elicit words to describe the buildings and initial ideas about why we have tall buildings.

SB p54 Why are some buildings tall?

Aim: to raise students' awareness of the function of tall buildings
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember.
- Ask students to watch again and answer *Why are some buildings tall?* Play the video again and elicit answers.
- Read the *Super fact.* Ask students how old the skyscraper is now.

Suggested answers: to show ships where to go, so lots of people can live there, so everyone can see them (e.g. the time), so people can see from inside the building (e.g. planes from the airport tower)

For videoscript see TB p123.

1 057 SB p54 Listen and point.

Aim: to present vocabulary for tall buildings
- Play the recording. Students listen and point to the photos.
- Play the recording again. Students repeat.

For script see SB p54.

2 SB p54 Read and write the names of the buildings.

Aim: to practise reading
- Students read and match individually. Then they check their answers in pairs.

Key: 1 airport tower, 2 lighthouse, 3 skyscraper, 4 clock tower

3 SB p54 Look at the buildings in Activity 1 again. Why do you think they're tall? Choose a, b or c.

Aim: to focus on the function of buildings
- Read the reasons a to c aloud and check comprehension. Teach *so that*.
- Students work in pairs to decide why each building is tall.
- Elicit the answers as sentences, like the one in the speech bubble.

Key: 1 lighthouse – a, 2 skyscraper – c, 3 airport tower – b, 4 clock tower – a

1 WB p54 Read and write the words.

Aim: to practise reading and identifying buildings

Key: 2 lighthouse, 3 airport tower, 4 skyscraper

2 WB p54 Which tall buildings do you want to visit? Why? Write sentences.

Aim: to personalise the topic and practise writing

Ending the lesson

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about why we have tall buildings.* Students copy in their notebooks.

Extension activity

Aim: to personalise the lesson topic
- Students choose a tall building (from SB p54, from their city or somewhere else in the world) and write about it, including when it was built, how tall it is and its function.

4

Learning outcomes:
- to talk about Geography
- to complete a project

New language (WB): *rainforest, scientist, office*

Recycled language: *tall, castle, lighthouse, skyscraper, airport tower, clock tower, so that*

Materials: paper, coloured pens or pencils, pictures of tall buildings in the student's city/country or world famous tall buildings (optional)

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

Cognitive control functions: Cognitive flexibility

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

Warm-up

Aim: to review vocabulary for tall buildings
- Elicit types of tall building and write them on the board (e.g. *castle, lighthouse, skyscraper, airport tower, clock tower*).
- Make groups of four or five. Give each group a building to represent as a tableau: students can mime being inside the building (e.g. working in the airport tower) or outside (e.g. invaders attacking a castle). Encourage them to add short dialogues.
- Groups present their tableau to the class.

4 SB p55 Why do you think these buildings are tall?

Aim: to practise speaking about the function of buildings
- Focus on picture 1, review *so that* and elicit ways of completing the speech bubble.
- Students talk about the other pictures in pairs.
- Elicit ideas in open class.

Suggested answers: Building 1 is tall so that people can see enemies coming. Building 2 is tall so that lots of people can live inside. Building 3 is tall so that the sea can't get in when it's high.

5 SB p55 What tall buildings are there in your town? Why do you think they are tall?

Aim: to enable students to apply their own knowledge and experience
- Elicit examples of tall buildings in the students' town or country. They give reasons using *so that*.

Stronger students: Students write sentences about the buildings.

6 Project SB p55 Design a tall building. Describe it and say why it's tall. Tell your friends.

Aim: to enable students to apply what they have learned about tall buildings
- In pairs, students read and look at the example design.

Extra support: Ask, e.g. *What type of building is it? What's inside? Why is it tall?*
- Students work individually to decide what type of building they want to design, where it is and why it's tall. They look back at SB p54 for ideas.
- Give out A4 paper. Students draw and colour their buildings and write.
- Students present their buildings in small groups or to the class.
- The final pictures and descriptions can be displayed around the classroom.

3 WB p55 Look and match.

Aim: to practise reading

Key: 1 b, 2 c, 3 a

4 WB p55 Read and tick ☑.

Aim: to enable students to apply real-world knowledge

Key: 1 people can see the city.
2 lots of people can work there.
3 scientists can see the rainforest.

5 WB p55 Think of a famous tall building. Why is it tall? Write two sentences. Then draw.

Aim: to personalise the new language and encourage creativity

Ending the lesson

Aim: to review what students have learned in the lesson
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *designed a tall building*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to reinforce and extend students' understanding of tall buildings
- Write *Tall buildings* on the board. Students copy and write two headings in their notebooks: *Good things* and *Bad things*.
- Make pairs. Students make notes about the good and bad things about tall buildings (e.g. bad: they can be dangerous in bad weather, good: people can see lots of things from the windows).
- Have a class discussion and encourage students to explain their opinions, e.g. *Tall buildings are good because lots of people can live in a small space.*

4 **Why do you think these buildings are tall?**

I think building 1 is tall so that …





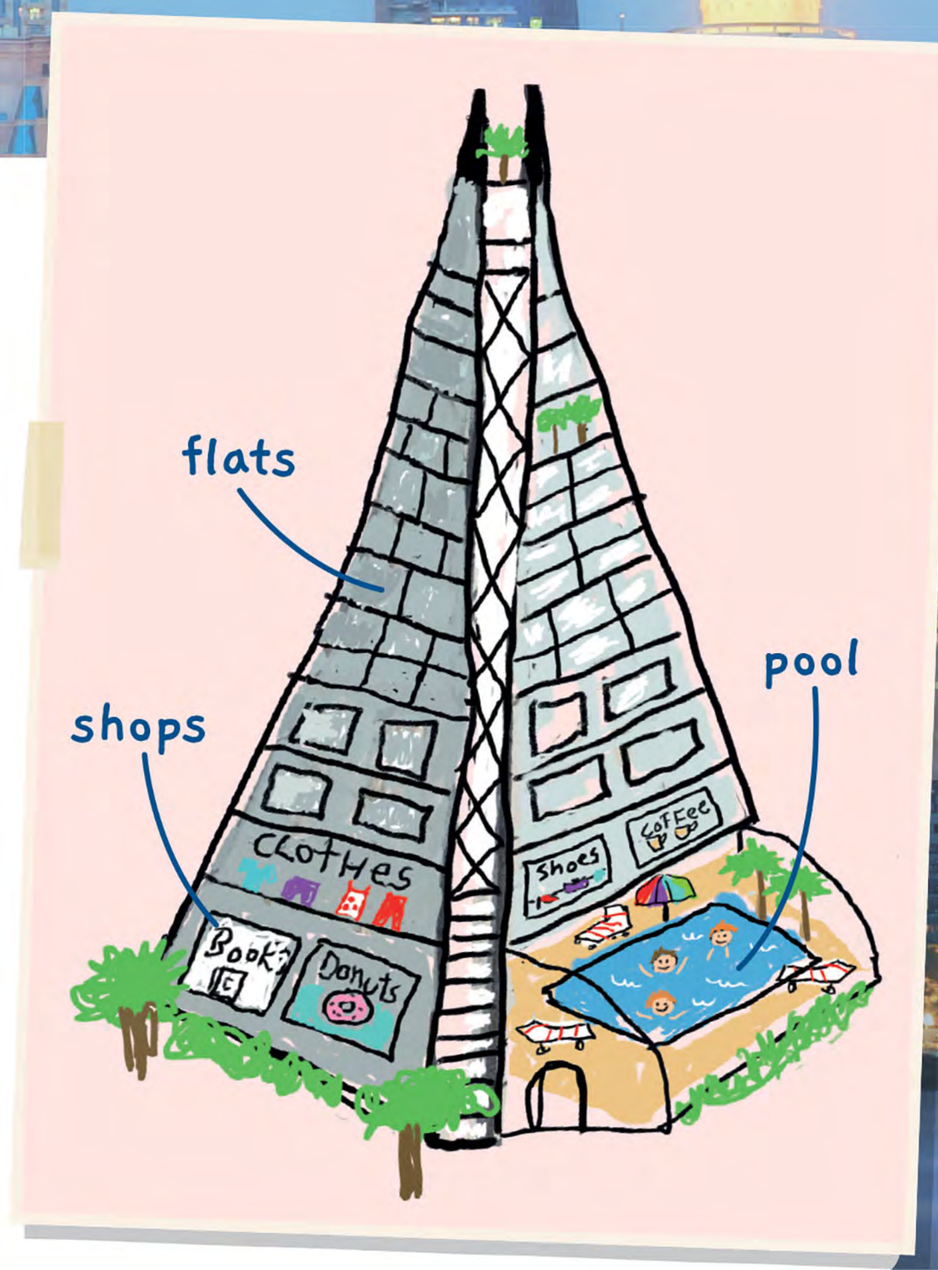


5 **What tall buildings are in your town? Why do you think they are tall?**

There's a … in my town. It's tall so that …

6 **Project** **Design a tall building. Describe it and say why it's tall. Tell your friends.**

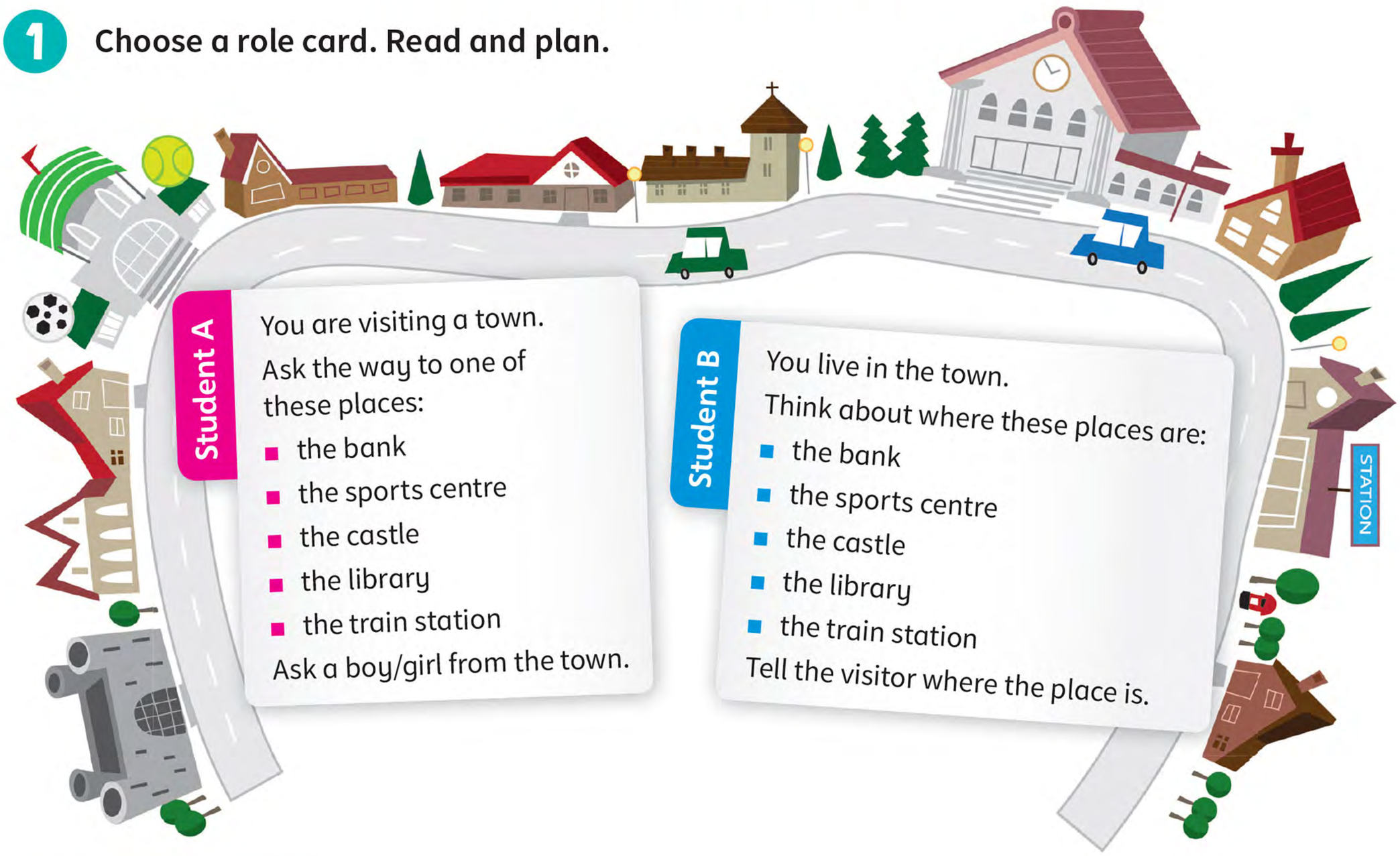
This is a skyscraper. It's very tall so that there can be lots of things inside it. There are flats and shops. There's a swimming pool, too!



Talk and find 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.**



Aim:
- to role play asking for help and explaining where things are
- to ask for help and explain where things are in a town

New language: *visitor, That's very kind., You're welcome.*

Recycled language: places in town, prepositions of place, *Excuse me., Can you help me, please?, Where's the …?, Of course., I'm sorry., I don't know., No problem!*

Materials: flashcards 31–40 (places in town), a real map of the students' hometown for each pair of students (optional)

Creative thinking: Acts parts in role plays or dramas

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Narrates own stories using a model

Warm-up

Aim: to review places in town and prepositions
- Draw two horizontal lines to make a large 'street' on the board. Arrange the flashcards of places in town on the board to make a map (some along one side of the street, some along the other (to show *opposite, next to* and *between*). Position two of the cards 'near' others (e.g. the car park near the supermarket and the funfair near the bus station).
- Ask, e.g. *Where's the bank?* Students reply with prepositions, e.g. *It's near the market square. It's next to the sports centre.*
- Students ask and answer in pairs in the same way.

1 SB p56 Choose a role card. Read and plan.

Aim: to practise reading, speaking and planning skills
- Focus on the role cards, read both sets of instructions aloud and teach *visitor*.
- Make pairs and let students choose who will be A or B. Refer students to the 'Useful language' box, check comprehension and practise pronunciation of all the phrases.
- Monitor and help with the planning stage.

Extra support: Write an example role play on the board, using students' ideas and phrases from the box.

2 SB p56 Act out your play.

Aim: to give students practice in communicating – asking for help and explaining where things are
- Students practise and memorise their role plays in pairs.

Extra support: Students write out their role play and can refer to it while practising.
- Volunteers act out their role plays for the class.

1 019 WB p56 Put the dialogue in order. Then listen and check.

Aim: to practise reading and listening skills

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

For script see TB p123.

2 WB p56 Look and write a dialogue. Use language from Activity 1.

Aim: to personalise the language

Ending the lesson

Aim: to review language from the lesson
- Students study the 'Useful language' box on SB p56 for two minutes, then close their books.
- Say a phrase, but with one word missing, e.g. *Thank you. That's very* …. Students write the whole phrase in their notebooks.
- Students check their answers in pairs, before checking in their Student's Books.

Extension activity

Aim: to practise asking for help and explaining where things are
- Put students into different pairs. They improvise a new role play, like the one they worked on in SB Activity 2. Give them real maps of their hometown so they can ask and answer about actual places.

4

Learning outcomes:
- to write text messages using language from the unit
- to add to the portfolio to show students' progress

BIG QUESTION to think about how the unit has helped them explore the question *What do we find in towns?*

New language: *text message*

Recycled language: vocabulary and grammar from the unit, telling the time, *code*

Materials: Digital or print portfolios

Cognitive control functions: Cognitive flexibility

Creative thinking: Develops ideas through planning, research or review

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Warm-up

Aim: to review places in a town
- Student's Books closed. In pairs, students list all the places in a town they can think of in one minute.
- Elicit the places and write them on the board.
- The pair(s) with the most places spelt correctly win.

1 SB p57 Use the code to find out what the messages mean.

Aim: to review language from the unit
- Remind students that this is the code from the Unit 1 story.
- They work individually to decode the message, then compare answers in pairs. Check with the class.
- Students write new coded messages for a partner to decode.

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 review telling the time and places in a town
- Students write a place for each time in the list in Activity 2 in their notebooks.
- Students copy and stick the lists into their print portfolio or type and upload them to their digital portfolio.

3 SB p57 People are writing you text messages. Write their messages and your answers.

Aim: to practise unit language and writing
- Make sure students realise they are writing the information from Activity 2 (they have to add the times of the messages and write about where they are in the list they wrote). They can write messages from different family members or friends. Read the Writing tip before they start.
- Monitor as students write a first draft.
- Students write or type a final version. They can stick the final draft in their print portfolio/ upload it to their digital portfolio.

1 WB p57 Colour the bricks to make sentences. Write in the missing words.

Aim: to review unit grammar

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.

2 WB p57 Read and think. Then write two more.

BIG QUESTION **Aim:** to revisit the Big Question and consolidate learning
- Check and elicit more examples of places in town.

3 WB p57 Read. Then write about your town and draw.

Aim: to personalise the topic

Ending the lesson

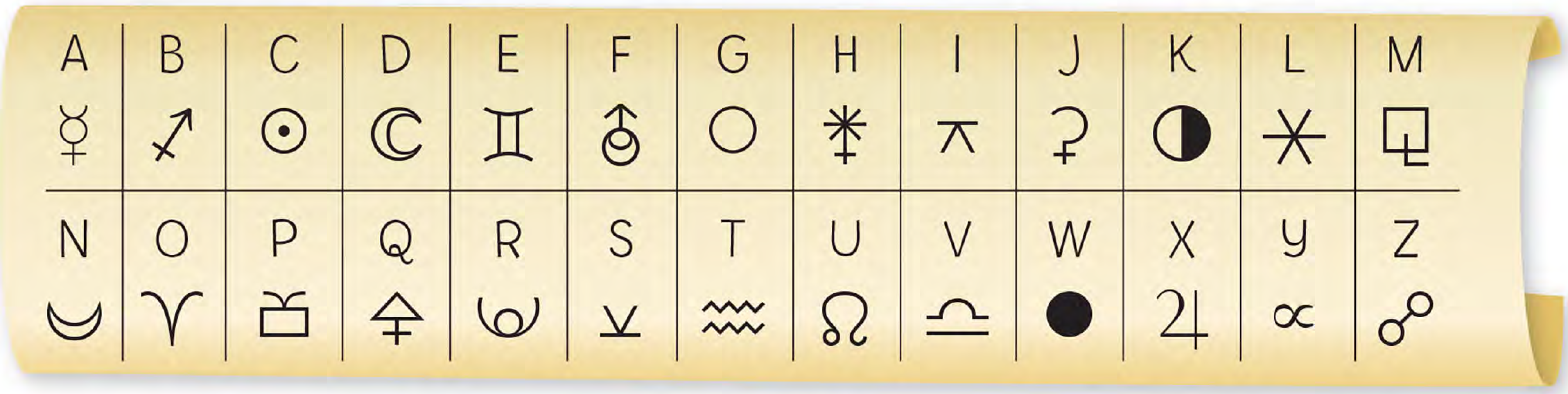
Aim: to review the unit song
- Play the song again (Track 50) for students to join in with actions for the prepositions and for *I'm waiting, I'm getting lost, I don't understand*, etc.
- Students complete the *My Super Mind* self-assessment section on page 119 of the Workbook.

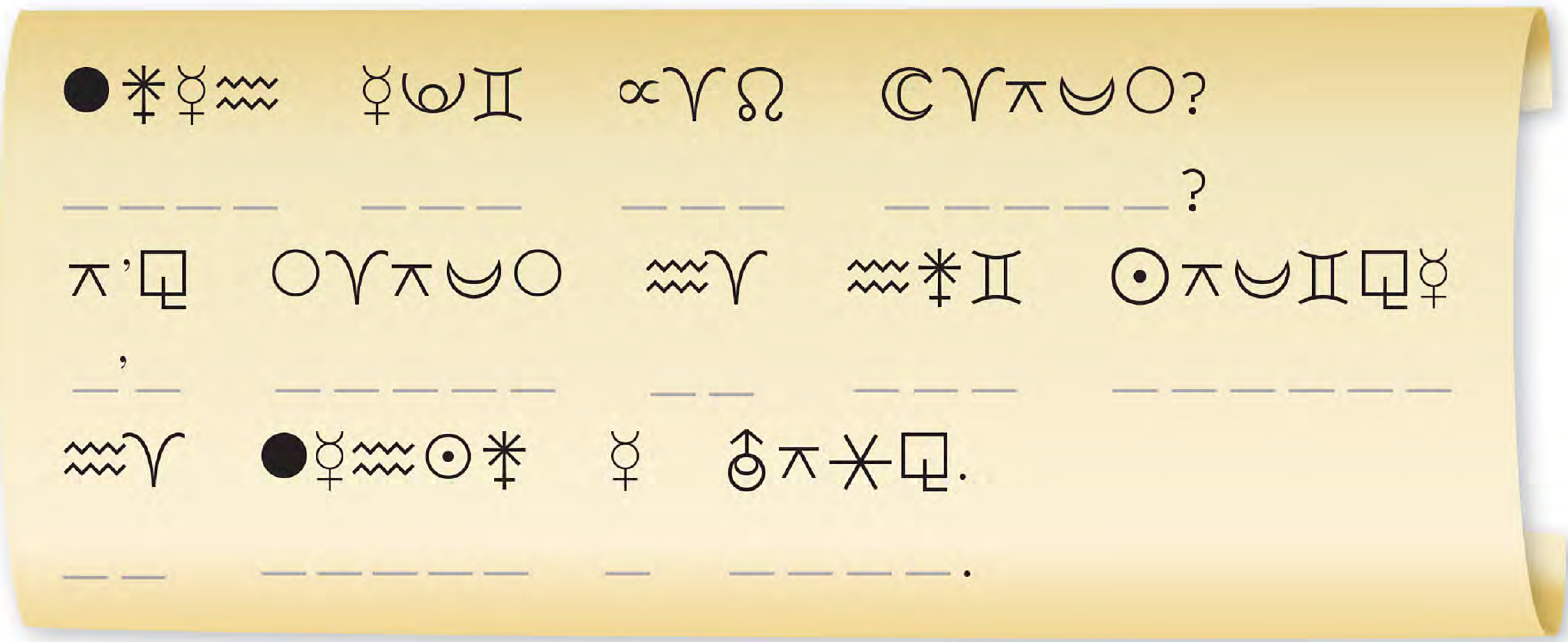
Extension activity

Aim: to review vocabulary for places in a town
- In pairs, students write definitions for at least two places in a town, e.g. *You can get help here (hospital).*
- Pairs take turns to read their definitions for the class to guess the places.

Messages

1 Use the code to find out what the messages mean.

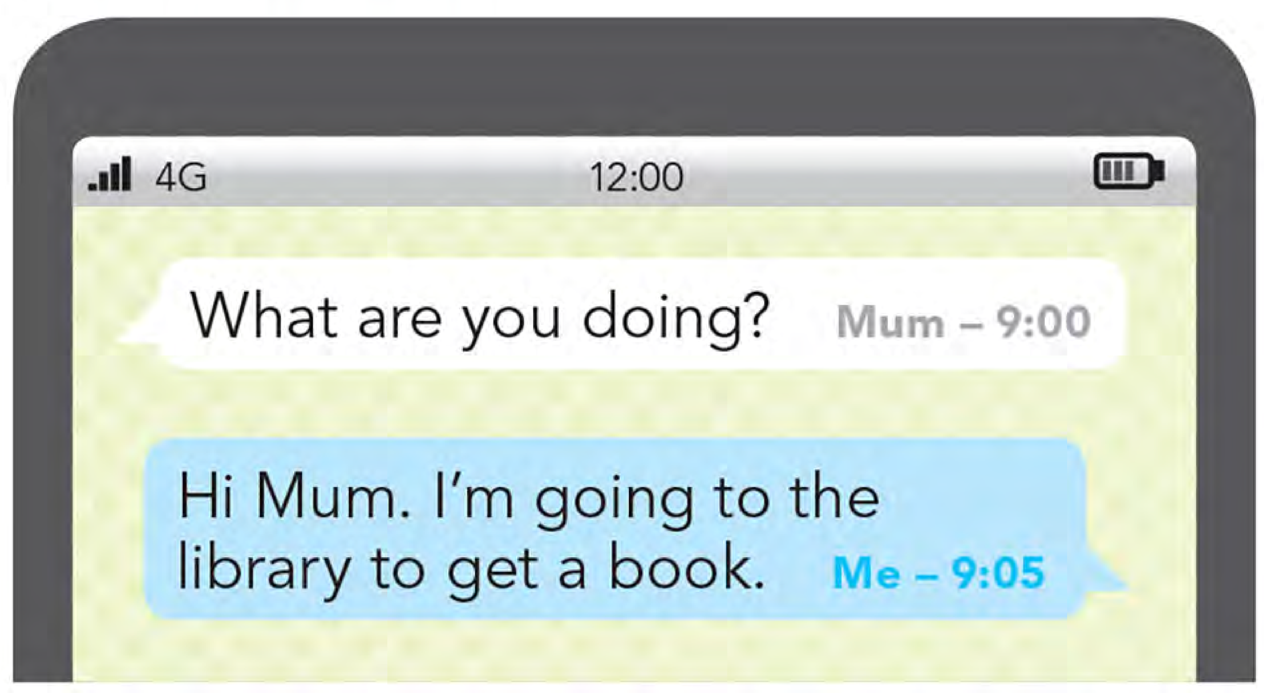




2 Imagine you are in a town. Write where you are at the different times.

9 o'clock: I'm in the library.
10 o'clock: I'm in the café.
11 o'clock: I'm in
the shoe shop.
12 o'clock: I'm in the bank.
2 o'clock: I'm going home.

3 People are writing you text messages. Write their messages and your answers.



Writing tip

Remember that text messages can be very short!

5 Under the sea



1 058 Listen and say the words. Then check with a friend.

1 dolphin
2 seal
3 turtle
4 octopus
5 anchor
6 starfish
7 shell
8 seahorse

BIG QUESTION What's in the sea?

By diving down and getting wet, another letter you will get.

2 059 **Listen and correct the sentences.**

1 Ben doesn't like the sea.
2 Lucy thinks the letter is under the sea.
3 The children think the octopus is ugly.
4 Lucy is worried about Horax and Zelda.

3 **Play the chain game.**

There's a shark in the swimming pool.

There's a shark and a seahorse in the swimming pool.

Learning outcomes:
- to name sea creatures

BIG QUESTION to start to think about the Big Question *What's in the sea?*

New language: *dolphin, turtle, octopus, seahorse, seal, starfish, shell, anchor, dive (down), get wet, clever, shark*

Recycled language: *sea, under, clue, ugly, worried*

Materials: flashcards 41–48 (sea creatures), world map or globe (optional)

Cognitive control functions: Working memory

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

Warm-up

Aim: to introduce the topic of the sea
- Show a world map or globe and point to seas and oceans. Ask *How much of the Earth's surface is water?* Ask in L1 if necessary.
- In pairs, students discuss and write down their guess (a number between 1 and 100). Elicit ideas and find out which pair's estimate was closest (71% of the Earth's surface is water).

Presentation

Aim: to present vocabulary for sea creatures
- Use the flashcards to present the new vocabulary.
- Students add it to their word maps.

1 058 SB p58 Listen and say the words. Then check with a friend.

Aim: to practise vocabulary for sea creatures
- Students look at the picture. Ask *Where are The Explorers? (Under the sea.)* Teach *dive (down)* and get *wet*.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.
- Ask different students *What's your favourite sea creature? Which sea creatures have you seen?*

For script see SB p58.

BIG QUESTION What's in the sea?

Aim: to encourage students to find out about the sea
- Read the Big Question. In pairs, students brainstorm things we can find in the sea.
- Elicit ideas (e.g. fish, plants, coral reefs, underwater volcanoes) and make a mind map on the board. Students can copy it in their notebooks and add pictures.

2 059 SB p58 Listen and correct the sentences.

Aim: to practise listening
- Read the sentences aloud and check understanding of *worried*.
- Play the recording twice. Check with the class. Teach *clever*.

Key: 1 Ben loves the sea. 2 Ben thinks the letter is under the sea. 3 The children think the octopus looks clever. 4 Lucy isn't worried about Horax and Zelda.
Stronger students: Ask more questions, e.g. *What creatures does Ben see? (A dolphin and a turtle.) What do they follow? (The octopus.) What's Buster doing? (Looking after the boat.)*

For script see TB p123.

3 SB p58 Play the chain game.

Aim: to practise speaking
- Demonstrate the activity using the prompts and teach *shark*. Check students realise they only need *and* before the last item, e.g. *There's a shark, a seahorse and a starfish.*
- Students play the chain game in groups of four.

1 WB p58 Complete the words. Then look and match.

Aim: to practise spelling the new vocabulary

Key: 2 dolphin, d, 3 turtle, b, 4 octopus, f, 5 seal, h, 6 starfish, e, 7 shell, c, 8 anchor, g

2 WB p58 Read and write words from Activity 1.

Aim: to give students further practice with the new vocabulary

Key: 2 octopus, 3 anchor, 4 shell

3 WB p58 Read and write the words from the box.

Aim: to review language from the lesson

Key: 2 love, 3 clever, 4 follow, 5 sure, 6 worry

Ending the lesson

Aim: to review key language from the lesson
- Hold a flashcard so that students can't see it and give clues, e.g. *It's very good at swimming. It's got a shell.* Students guess, e.g. *Is it a turtle?*

Extension activity

Aim: to personalise the language
- Students draw their favourite sea creature and write a description. They explain why they like it.

5

Learning outcomes:
- to talk about the past using *was/were*

New language: *was(n't), were(n't), golden toad, megalodon, forest, (three million/ many) years ago, hot, million, get colder, swimmer*

Recycled language: sea creatures, *pool, baby (babies), shark, fast, home, water, big, food, heavy, beach, bee*

Flashcards: 41–48 (sea creatures)

Warm-up

Aim: to review vocabulary for sea creatures
- Hold a flashcard so students can't see, then describe it, e.g. *This is a very small sea creature. It looks like another animal.* Students guess. Stick the flashcard on the board.
- Students work in pairs. Student A describes a sea creature word. Student B guesses, then they swap.

Presentation

Aim: to present *was(n't)/were(n't)*
- Write *Today is (the day of the week).* on the board. Write *Yesterday was (the day of the week yesterday).* Underline *was*.
- Below the first sentence write *Today there are (twenty) children in the class.* Below the sentence about yesterday write *Yesterday there were (nineteen) children in the class.* Underline *were.*
- Elicit why we use *was/were* and the difference between them.
- Add more example sentences.

1 060 SB p59 Listen, read and write the missing words.

Aim: to practise reading a text about the past
- Focus on the pictures, teach *toad* and review *shark*. Students read silently before they listen.
- Play the recording. Students write the missing words.

For script see TB p123.
- Students check in pairs.
- Play the recording again. Check answers with the class. Students find examples of *was/were* in the texts.
- Check comprehension of *ago*. Write dates on the board and ask, e.g. *When was* (date)*?* Students make sentences with *ago*, e.g. *It was* (number) *years ago.*

Key: 1 homes, 2 water, 3 big, 4 food

2 SB p59 Where do the words go? Say the sentences.

Aim: to focus on word order
- Write the first sentence on the board (without *was*) and elicit the complete sentence.
- Students do the rest of the activity in pairs, then practise saying the sentences.

Extra support: Write all the sentences on the board, elicit answers and practise as a class.

Key: 1 The golden toad was from Costa Rica. 2 Before 1987, it wasn't so hot. 3 Megalodons weren't very fast swimmers. 4 They were very big and very heavy.

3 061 SB p59 Watch, listen and say.

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

For script see SB p59.

4 SB p59 Talk about the dinosaurs.

Aim: to practise talking about the past with *was(n't)/were(n't)*
- In pairs, students make sentences using *was(n't)/were(n't).* Give some examples first, e.g. *This dinosaur was small and orange. It wasn't heavy.*
- Elicit as many different sentences as possible.

1 WB p59 Read and complete with *was, wasn't, were* or *weren't.*

Aim: to practise the new language

Key: 2 were, 3 was, 4 wasn't, 5 were, 6 were, 7 were, 8 was, 9 was, 10 wasn't, 11 weren't

2 WB p59 Look and complete the sentences.

Aim: to practise writing the new language

Ending the lesson

Aim: to review new language from the lesson
- Elicit what students remember about the golden toad and the megalodon. Encourage them to use *was(n't)* and *were(n't).*

Extension activity

Aim: to give further practice with *was/were*
- Students write about an extinct animal in pairs. They find the information in reference books, write their text and illustrate it.

1 060 Listen, read and write the missing words.

The golden toad

Many years ago in the forests of Costa Rica there were many golden toads. There were beautiful pools in the forest. These pools were the (1) _____ for the babies of the golden toads. 1987 was very hot. Soon, there was no (2) _____ in the pools. Now there are no more golden toads.



The megalodon

Megalodons were sharks. They were very, very (3) _____. They weren't very fast. Three million years ago the seas got colder. There wasn't any (4) _____ for the megalodons. Two million years ago there were no more megalodons.



2 Where do the words go? Say the sentences.

1 The golden toad from Costa Rica. (was)
2 Before 1987, it so hot. (wasn't)
3 Megalodons very fast swimmers. (weren't)
4 They very big and very heavy. (were)

3 061 Watch, listen and say.

Language focus

Greg **was** on a beach.
There **weren't** any people.
But then there **were** bees.
Then he **wasn't** happy.



4 Talk about the dinosaurs.

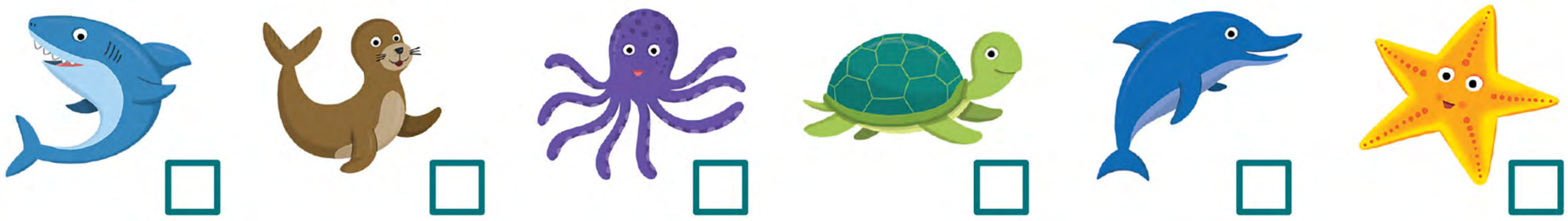
grey big brown blue small orange

It was small …





1 062 **Listen and tick ☑ the sea creatures that are in the song. Then sing the song.**



Deep under the dark, blue sea,
In between the rocks,
There was an awful animal,
Its name was Crocorox.

Swim, swim, swim, swim, swim away.
Swim away from here!
The Crocorox is dangerous.
The Crocorox is near!
Bad old Crocorox.

Its face was square and ugly,
Its eyes were small and red.
Its teeth were long and horrible,
There were scales on its head.

Swim, swim, swim ...

The starfish were all very scared,
The octopus was sad.
The turtle hid inside its shell,
That Crocorox was bad.

Help!
Swim, swim, swim, swim, swim away.
Swim away right now!
The Crocorox is hungry,
The Crocorox is ... Ow!

2 **Play the memory game.**

Its eyes were blue.

No, they weren't. They were red.

Learning outcomes:
- to join in with a song
- to consolidate *was(n't)/were(n't)*

New language: *deep, rocks, awful, swim away, dangerous, scales, hid, Its (face) was (small and ugly)., Its (eyes) were (small and red).*

Recycled language: sea creatures, parts of the body and face, colours, prepositions of place, adjectives (*dark, square, ugly, small, long, horrible, scared, sad, bad, hungry*)

Critical thinking: Compares two sets of information and points of view on the same topic (e.g., animals, transport, places)

Creative thinking (WB): Makes adaptations to a song or poem reflecting personal interests, emotions or identity

Cognitive control functions: Working memory

Warm-up

Aim: to review parts of the body

- Play *Simon says* to review parts of the body, e.g. *Simon says 'Point to your teeth'.* Make sure you revise parts of the body from the song (*face, eyes, teeth, head*).

1 062 SB p60 **Listen and tick ☑ the sea creatures that are in the song. Then sing the song.**

Aim: to practise listening for specific details and sing a song with the class

- Students look at the small pictures at the top of the page. Elicit the names of the sea creatures.
- Play the recording for students to tick the creatures they hear. Check answers.

Key: starfish, octopus, turtle

For song lyrics see SB p60.

- Play the recording again. Students follow along.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (063) to practise it with the whole class and then in groups.

2 SB p60 **Play the memory game.**

Aim: to practise *was/were* and memory skills

- Make pairs. Student A looks at the picture in Activity 1 for one minute and then closes his/her book. Student B keeps his/her book open.
- Student A says a sentence about the song, e.g. *The starfish were all scared*. Student B compares the sentence to the picture, to see if it's correct. If the sentence is right, Student A gets a point. If it's wrong, Student B corrects using a short answer, as in the speech bubble, e.g. *No, they weren't. They were …*
- Student A has three turns at making sentences, then Student B closes his/her book and they swap roles.
- The student with more points at the end is the winner.

Extra support: Before starting the groupwork, reinforce the new language. Students all look at the picture. Make wrong sentences about the Crocorox, e.g. *Its face was round and lovely.* Help students correct you altogether with, *No, it wasn't.* or *No, they weren't.* Choose individuals to give the correct information, e.g. *Its face was square and ugly.*

1 020 WB p60 **Remember the song and complete the sentences. Then listen and check.**

Aim: to practise reading and sea creature vocabulary

Key: 2 Crocorox, 3 turtle, 4 starfish

For song lyrics see SB p60.

2 WB p60 **Read and complete the sentences.**

Aim: to practise *was(n't)/were(n't)*

Key: 2 they were, 3 they weren't, were long, 4 it was, 5 there were

3 WB p60 **Draw your own scary sea animal. Complete the verse about it. Then write about the other sea animals.**

Aim: to practise *was(n't)/were(n't)* + adjective and encourage creativity

Ending the lesson

Aim: to review key language from the lesson

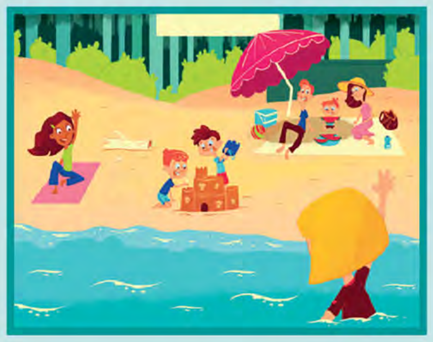
- Students sing the song again, doing actions for the adjectives *dark, dangerous, ugly, small, horrible, scared, sad, bad* and *hungry* and for *Swim away!* in the chorus.

Extension activity

Aim: to review verb phrases

- In small groups, students share their pictures and verses from WB Activity 3. The class vote on their favourite new verse and sing it together.

1 064 Look, listen and draw lines. Who ate the cake?





Sally

Bob

Spike

Alice

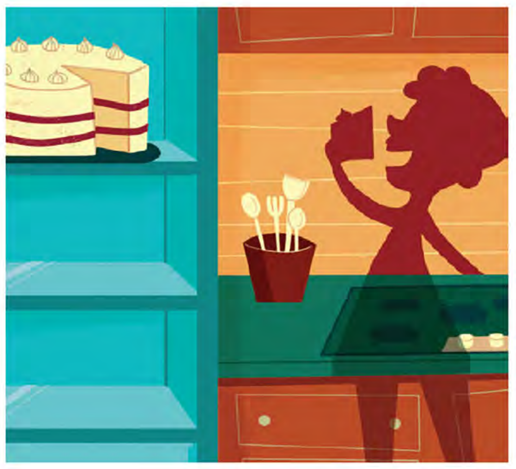
Sue

Judy

Tim







2 Match the questions and answers.

1 Were you in the sea, Julia?
2 Was Paul on the beach?
3 Where were you, Fred?
4 Were there shells on the beach?
5 Was there a shark in the sea?

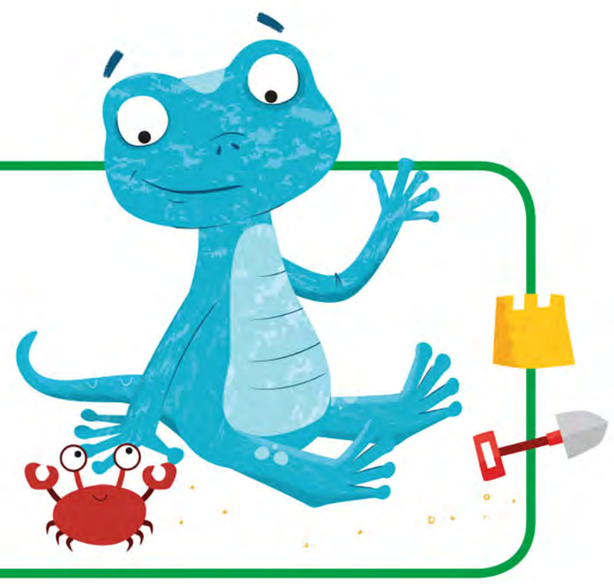
a I was in the sea.
b No, there wasn't.
c Yes, there were.
d No, I wasn't.
e Yes, he was.

3 065 Watch, listen and say.

Language focus

Were you on the beach, Greg?
Yes, I **was**.
Were you in the sea, Greg?
No, I **wasn't**.

Were there turtles?
No, there **weren't**.
Was there a shark?
No, there **wasn't**.



4 Play the guessing game.

Guess where I was yesterday at five?





Were you in the park?

5

Learning outcomes:
- to ask and answer questions using *was* and *were*

New language: *ate, Was there a …?, Yes, there was. / No, there wasn't., Were you…?, Yes, I was. / No, I wasn't., Were there any …?, Yes, there were. / No, there weren't., Guess where I was (yesterday at five).*

Recycled language: sea creatures, places in town, *cake, (in the) sea, (on the) beach, shark*

Materials: flashcards 31–40 (places in town), a timer (optional)

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to practise the song
- Divide the class into three groups.
- Play the song. Each group sings one verse. Everyone sings the chorus and does actions for *Swim away!*

Presentation

Aim: to present questions and short answers with *was/were*
- Ask, e.g. *Was* (Emma) *here yesterday?* Elicit *Yes/No.* and supply the answers *Yes, she was. /No, she wasn't.*
- Write the question and answers on the board. Underline *was* and *wasn't.*
- Repeat with *Were your friends at your house at the weekend?* Write it on the board with the answers (*Yes, they were. / No, they weren't.*)
- Say the questions and short answers for students to repeat.

1 064 SB p61 Look, listen and draw lines. Who ate the cake? Exam skills

Aim: to practise questions and short answers with *was/were*
- Read the instructions and teach *ate.*
- Elicit what's in the pictures (*the beach, a swimming pool, a dog, the cinema*, etc.).
- Play the recording. Students listen and draw lines and decide who ate the cake.
- Play the recording again. Check with the class.

Key: Sally – in the sea, Bob – at the cinema, Spike – the dog in the swimming pool, Alice –at the swimming pool, Judy – at the cinema, Tim – at home on the sofa. Sue ate the cake.

For script see TB p124.

2 SB p61 Match the questions and answers.

Aim: to practise the new language
- Students read and match individually.
- Check answers using open pairs.

Key: 1 d, 2 e, 3 a, 4 c, 5 b

3 065 SB p61 Watch, listen and say.

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

For script see SB p61.

4 SB p61 Play the guessing game.

Aim: to give further practice with questions and short answers with *was/were*
- Play the game in open pairs first.
- Then students play in closed pairs.

1 WB p61 Look and write questions or answers.

Aim: to practise writing questions and short answers

Key: 2 Was Charlotte at the (any place except library) at 3.30? 3 No, they weren't. 4 Were Lily and Ella at the gym at 7.45? 5 No, he wasn't.

2 WB p61 Put the words in order to make questions. Then complete the answers.

Aim: to consolidate understanding of word order in questions

Key: 2 Were you with John? No, I wasn't. 3 Was Emma helping her grandmother in the garden? No, she wasn't. 4 Were there lots of fish in the river? Yes, there were.

3 WB p61 Complete the question. Then answer for you.

Aim: to give further reading and writing practice

Key: were, Students' own answers

Ending the lesson

Aim: to review the new language
- Ask questions (funny if possible), e.g. *Were you at school at five o'clock in the morning today?*
- Students answer *Yes, I was. / No, I wasn't.*

Extension activity

Aim: to practise questions with *was/were* and short answers
- Hand out the flashcards of places in town, except *map*. The nine students stand at the front, hiding their flashcards. Explain that the students were at these places yesterday.
- Choose a volunteer to ask the nine students, e.g. *Were you at the bank?* until he/she guesses the places. The students with flashcards can only answer *Yes, I was* or *No, I wasn't.* Time how long it takes the student to guess all nine places.
- Redistribute the flashcards and repeat with another volunteer.

The trap

1 066 Which animal chases Horax?



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.

Learning outcomes:
- to listen to, read and act out a picture story

New language: *trap* (n), *chase* (v), *giant, have a look, get (my arm) out, (get) stuck, (my) beauty, stupid, cage, helpful, fourth*

Recycled language: sea creatures, *can/can't, Good idea, Let's …, Hurry up, Help, I'm sorry, scared, happy, finally, Thank you, find*

Warm-up

Aim: to review the characters and the story
- Tell the story of the last episode, but with deliberate mistakes. Students use *wasn't/weren't* and correct you, e.g. *Ben and Lucy were in the village. (No, they weren't. They were in the town.) There was a high mountain. (No, there wasn't. There was a high tower.) Ben and Lucy were at the top of the tower. (No, they weren't. They were at the funfair). The ride was called the Big Ship. (No, it wasn't. It was the Pirate Ship.) The third letter was* W. *(No, it wasn't. It was* R.*)*

The trap

1 OGG SB pp62–63 **Which animal chases Horax?**

Aim: to present a picture story
- Read the title of the story and check understanding of the question (explain *chase*).
- Elicit where the friends are in frame 1 (*under the sea*) and what they can see (*an octopus*). Pre-teach *trap, get out* and *stuck.*
- Play the recording. Students listen and read to answer *Which animal chases Horax?* Check answers.

Key: A shark.

For script see SB pp62–63.
- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *Where does Ben want to look for the letter? (In a giant shell.)* After frame 2 ask *Is the letter there? (No.)* After frame 3 ask *What's happened to Ben? (His arm is stuck in the shell.) Can Lucy help him? (No, she can't open the shell.)* After frame 4 ask *Why does Horax say 'My beauty'? (Because it's his shark – he wants it to attack the children.)* After frame 5 ask *Why does Horax call the shark 'stupid'? (Because it isn't attacking the children – it's attacking Horax and Zelda.)* After frame 6 ask *Why does the shark attack Horax and Zelda?' (Because it wasn't happy in the cage.)* After frame 7 ask *Which animal helps Ben? (The octopus.)* At the end of the story ask *What makes the letter? (Some fish.) Which letter is it? (*S*)*
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p62 **Read the story *The trap* again. Write *t* (true) or *f* (false).**

Aim: to check comprehension of the story

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

2 WB p62 **Put the lines in order.**

Aim: to review the story

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

3 WB p62 **Which pictures are these from the story? Look and write the picture number.**

Aim: to practise sequencing

Key: a 3, b 1, c 5, d 7, e 2

Ending the lesson

Aim: to practise the story
- Put students in groups of four. They each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups. Encourage them to use appropriate intonation and to act, e.g. being stuck, trying to open the shell, being scared of the shark.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of teamwork
- 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 to solve problems / get better results.

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

Learning outcomes:
- to identify phrases from the story
- to say the sounds /s/ and /ʃ/

New language: *escape*

Recycled language: language from the story

Phonics focus: to identify and say the sounds /s/ and /ʃ/

Warm-up

Aim: to review the story
- Write *What about that giant _____? I can't get my _____ _____! I'm sorry. I can't _____ the shell. Oh no! It's _____ and _____. Get the _____! That shark doesn't _____ _____. Thank you, _____.* on the board and elicit the complete sentences (missing words: *shell, arm out, open, Horax, Zelda, children, like Horax, octopus* – write them on the board in random order, if necessary).
- Use these sentences to recap the story.

2 SB p63 Read and draw lines to make sentences.

Aim: to check comprehension of the story
- Students read and match individually.
- They compare their answers in pairs.
- Check with the class.

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

3 SB p63 Find who says ...

Aim: to present the sounds /s/ and /ʃ/
- Write *see* and *she* on the board, using red for the letters *s* and *sh*. Practise the sounds with the whole class.
- Students repeat *I'm sorry, Ben. I can't open the shell* after you and find the phrase in the story (picture 3). Point out that in the name Lucy the letter *c* is pronounced /s/. Elicit more examples, e.g. *juice, dance, face, ice, pencil*.

Key: Lucy

4 067 SB p63 Listen and say.

Aim: to practise the sounds /s/ and /ʃ/
- Students look at the cartoon picture. Check comprehension of *super scared.*
- Play the recording. Students look at the picture, read and repeat.

For script see TB p124.
- Practise the sound sentence as usual.

1 021 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.

For script see TB p124.

2 WB p63 Look and write *s*, *sh* or *c*.

Aim: to practise spelling words with the sounds /s/ and /ʃ/

Key: 2 sh, 3 s, 4 sh, 5 s, 6 sh, 7 s, 8 s, s, 9 s, sh, 10 c

3 022 WB p63 Listen and say.

Aim: to practise saying words with the sounds /s/ and /ʃ/

For script see TB p124.

Ending the lesson

Aim: to practise writing words with the sound /s/ and /ʃ/
- Make two teams. Draw a line down the centre of the board and assign one side to each team. Teams line up facing the board; the first student in each team has a board pen.
- Dictate a word beginning with /s/ or /ʃ/. The first student in each team writes it on their side of the board, then goes to the back. Repeat with different words. The team with the most correctly spelt words wins.

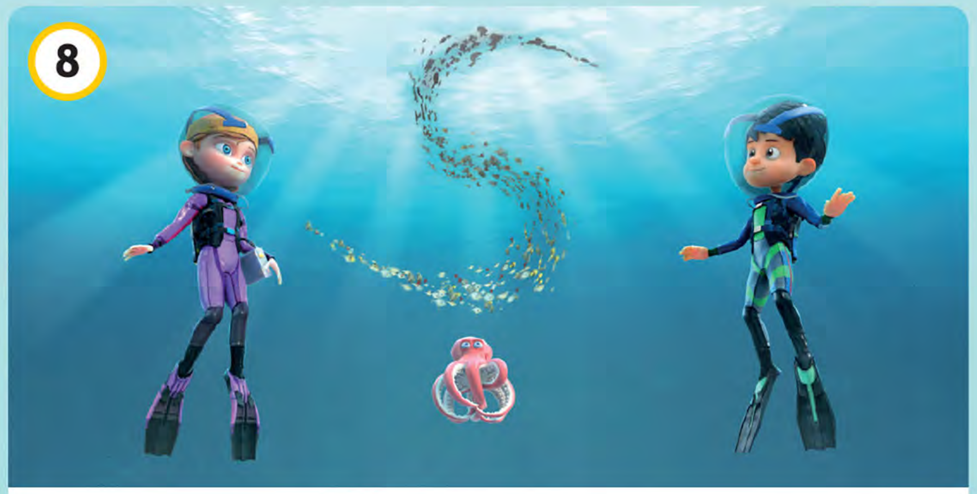
Possible words: *school, she, space, sandwich, soup, snake, shop, sport, circus, square, sea, socks, face, shark, ship, shell, juice, sing, say, see, swim, shoes, sorry, pencil, seahorse, science.*

Extension activity

Aim: to encourage creativity and practise writing skills
- Write the dialogues in WB Activity 1 on the board, underlining key words (names, *dog, barking, dogs, box, easy, strong).*
- In pairs, students write 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.

Phonics

3 Find who says ...

I'm **s**orry, Ben. I can't open the **sh**ell.

4 067 Listen and say.



Shane is **s**uper **s**cared. There's a **sh**ark in the **s**wimming pool.

1 **Look at the pictures and the title. What do you think the story is about? Write three sentences. Share them with the class.**

I think the story is about … There is / are …

2 068 **Read and listen. Check your answers.**

Saved by dolphins

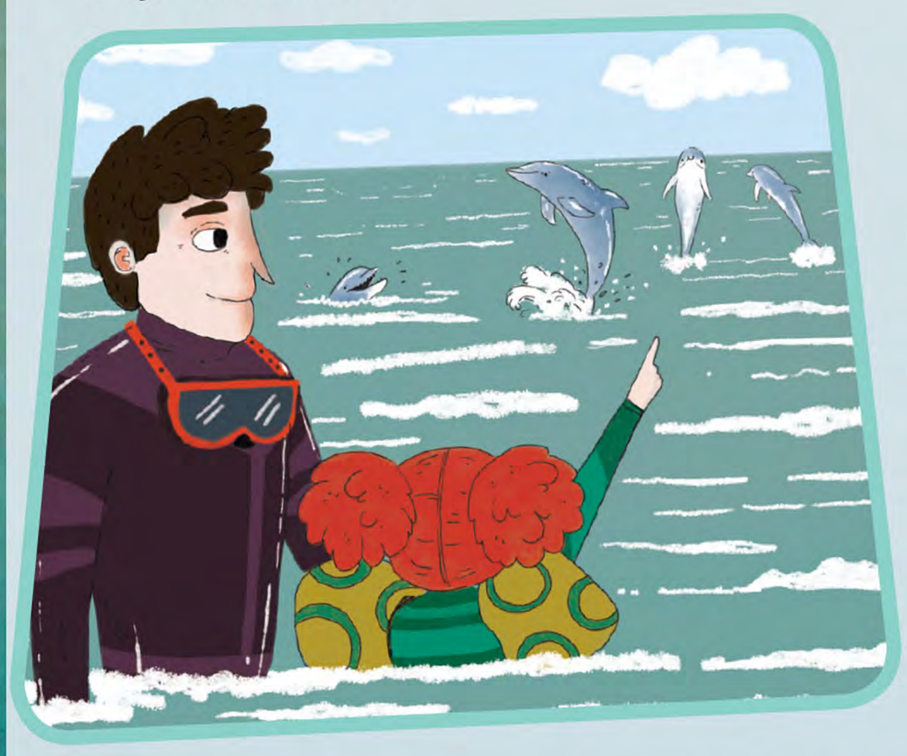


Kylie Morgan is on holiday with her mum and dad on the North Island of New Zealand.

One morning, her dad asks, 'Who wants to go for a swim in the sea?'

'I do!' says Kylie.

'I want to sit on the beach and read my book,' says her mum.



Kylie and her dad are swimming in the sea.

'Look!' shouts Kylie. 'There's a dolphin.'

Soon, there are four big dolphins in the water next to them. They are swimming in circles around Kylie and her dad.

'I think they want to play with us,' says Kylie.

The circle of dolphins gets smaller and smaller. They are now very close to Kylie and her dad. Then, the dolphins start to hit their tails on the top of the water. Up and down, up and down.

'This is fun,' laughs Kylie. But her dad is worried. 'Why are the dolphins doing this?' he thinks. But he doesn't say anything to Kylie.

Then he sees something. Behind the dolphins, there is a big, grey fin swimming through the water. Kylie's dad knows what it is. It's the fin of a great white shark.





Learning outcomes:
- to use the title and pictures to predict the content of a story
- to read for specific information

Skills: making predictions using titles and pictures, reading for specific information

New language: *North Island, New Zealand, shout, get smaller, close (to), hit, tail, fin, great white shark, hundred(s), huge, pull*

Recycled language: sea creatures, free time activities, prepositions, *on holiday, mum, dad, beach, circle, mouth, teeth*

Flashcards: 41–48 (sea creatures)

Value: Being brave

Critical thinking: Makes predictions and estimations from given information

Cognitive control functions: Inhibitory control

Warm-up

Aim: to extend vocabulary for parts of an animal's body

- Display the dolphin flashcard and elicit parts of the dolphin's body: *nose, body, tail, eye, mouth*. Teach *fin*. Show flashcards of different sea creatures and ask, e.g. *Has it got a tail? Has it got fins? Where's its mouth? Has it got teeth?*

1 SB p64 **Look at the pictures and the title. What do you think the story is about? Write three sentences. Share them with the class.**

Aim: to encourage prediction skills

- Read the instructions. Point to the first picture and elicit ideas. Encourage students to use the phrases provided, e.g. *There's a family at the beach. There are people in the sea.* Write students' suggestions on the board.
- Students look at the rest of the pictures and write three sentences.
- Elicit ideas and ask students to give reasons, e.g. *I think the man is scared. (Why?) Because there's a shark in this picture.* Write some of their sentences on the board.
- Check comprehension of the title and ask students how they think it relates to the story.

Extra support: Elicit ideas for each picture and write notes on the board. Students use the notes to write sentences.

2 068 SB p64 **Read and listen. Check your answers.**

Aim: to practise reading for specific information

- Play the recording for students to listen, read and check their predictions. Refer to the sentences on the board and ask students which predictions were correct.
- Play the recording again, pausing to check understanding and teach key new items (e.g. *shout, hit, worried, hundred, huge*). Ask, e.g. *Who was in the sea? Were there any turtles in the sea? Why do the dolphins swim in circles?*

For script see SB p64.

- Students look back at the story and complete the Fact file about Great White Sharks.

Key: very big; hundreds of teeth; very fast; fish, seals, turtles and birds.

1 023 WB p64 **Listen to Kylie's story again and write.**

Aim: to check comprehension of the story

Key: (North Island) New Zealand; (four big) dolphins; a great white shark; hundreds; to protect/help her

2 WB p64 **Write *t* (true) or *f* (false).**

Aim: to check detailed comprehension of the story

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

3 WB p64 **Read the story again and think. Colour the circles green for *yes* or red for *no*.**

Aim: to focus on the value in a story (inference)

Key: Red: You should always be scared in the sea, Green: You should stay calm and think when in danger.

Ending the lesson

Aim: to review the story

- Students work in pairs. They take it in turns to describe a picture from the story in the Student's Book, now that they know the names of the characters and what happens. They tell the part of the story which relates to the picture, without reading from the page.

Extension activity

Aim: to discuss the value of being brave

- Ask how Kylie's dad is brave in the story (he keeps calm, he doesn't alarm Kylie).
- Elicit examples of when students have needed to keep calm and be brave.

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

Learning outcomes:
- to read for specific information
- to listen for specific information

Skills: reading for specific information, listening for specific information, writing

Recycled language: language from the story

Materials: the completed sentences from SB Activity 3, each on a separate slip of paper (one set of sentences per pair of students) (optional)

Critical thinking: Identifies missing key vocabulary and events from short narrative summaries

Cognitive control functions: Working memory, Cognitive flexibility

Creative thinking (WB): Narrates own stories using a model

Warm-up

Aim: to review the story and the value
- Elicit the main events from the story in the previous lesson (write key words / phrases on the board, if necessary, e.g. *beach, swim, dolphin, fin, worried, great white shark, circles, help*). Ask students who was brave in the story.

3 SB p65 Complete the sentences. Exam skills

Aim: to check comprehension of the story
- Students read the sentences and complete them individually.
- They check their answers in pairs before the class check.

Key: 2 swim, 3 dolphins, 4 shark, 5 ten minutes, 6 helped

4 069 SB p65 Listen to a summary of the story. Write the four differences.

Aim: to practise listening for specific information
- Play the recording. Students make notes about the differences, then compare in pairs.
- Play the recording again, if necessary. Students complete the phrases. Check with the class.

For script see TB p124.

Key: 2 heads, tails, 3 shark's tail, shark's fin, 4 twenty minutes, ten minutes

5 SB p65 Talk together: are all sea animals dangerous?

Aim: to practise speaking
- Students talk in pairs or small groups. Monitor and encourage everyone to take part. Ask, e.g. *Are seahorses dangerous? What about octopuses?* List useful vocabulary on the board.

Stronger students: Discuss the ways in which sea animals can be dangerous (e.g. poisonous spikes or stings, big teeth). Point out that most creatures are only dangerous if people disturb/harm them.

1 WB p65 Look at the pictures and write the words.

Aim: to practise planning a story

Key: 2 falls in the sea, 3 can't swim, 4 dolphin comes, takes her to the beach, 5 dad feeds dolphin

2 WB p65 Write the story. Use the words from Activity 1 to help you.

Aim: to practise writing skills

Key: (sample answer) Elena and her dad are fishing. Elena is very happy. Suddenly, she falls in the sea. She shouts, 'I can't swim!' Then a dolphin comes and takes her to the beach. Elena's dad says, 'That dolphin helped you,' and he feeds the dolphin.

Ending the lesson

Aim: to review the story and practise speaking
- Books closed. Retell the story from the Student's Book, line by line, around the class. Alternatively, give a set of the sentences from SB Activity 3, each on a separate strip of paper, to every pair of students. They work together to re-order the sentences.

Extension activity

Aim: to enable students to share their work
- In small groups, students take turns to read aloud the story they wrote for WB Activity 2.
- Students say what they like about the stories.
- Encourage groups to continue the story with what happens when Elena and her dad go home.

Great white sharks can be very big and they have hundreds of teeth in their huge mouths. They can swim very fast, and they eat other sea animals like fish, seals, turtles and birds.

Kylie's dad knows all this. That is why he is scared. He pulls Kylie close to him but he still doesn't say anything.

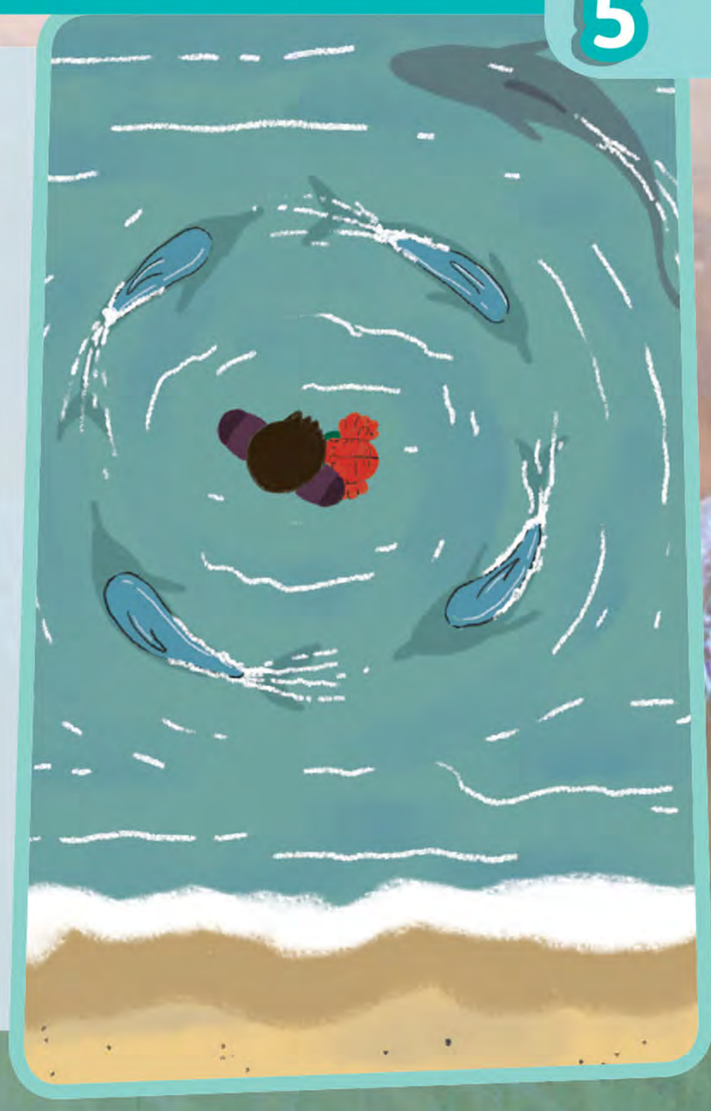
For ten minutes, Kylie's dad watches the fin swimming around them. Then it swims away. The dolphins stop swimming in circles and Kylie and her dad can swim back to the beach.



On the beach, Kylie's dad tells Kylie and her mum about the shark.

'Those dolphins really helped us!' he says.

5



3 **Complete the sentences.**

1 Kylie Morgan is with her parents on holiday.

2 Kylie's mum doesn't want to go for a _____.

3 Kylie sees some _____ in the sea.

4 Kylie's dad doesn't tell her about the _____.

5 The shark stays near them for _____.

6 Kylie's dad thinks the dolphins _____ them.



FACT FILE:
Great white shark

- They can grow _____.
- They have _____.
- They can swim _____.
- They eat _____.

4 069 **Listen to a summary of the story. Write the four differences.**

In the summary we have …

1 sleeps instead of reads her book.

2 _____ instead of _____.

3 _____ instead of _____.

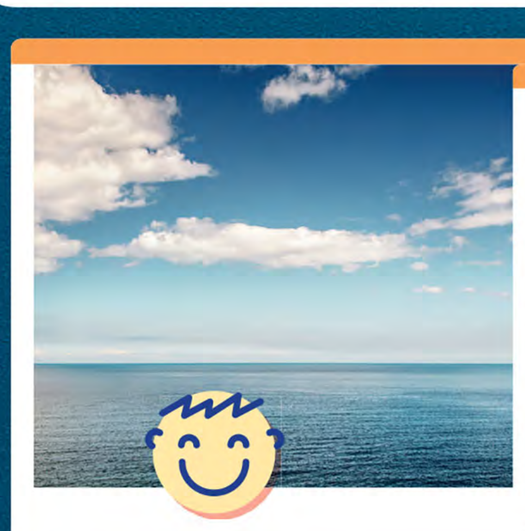
4 _____ instead of _____.

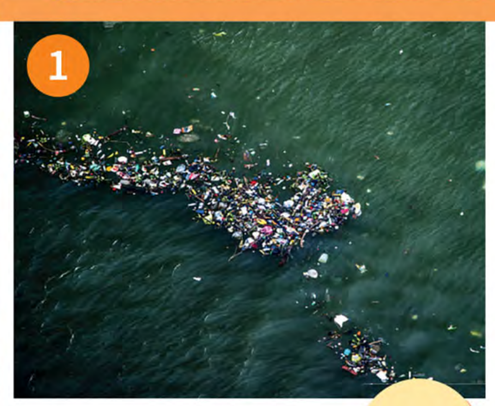
5 **Talk together: are all sea animals dangerous?**

People and the sea

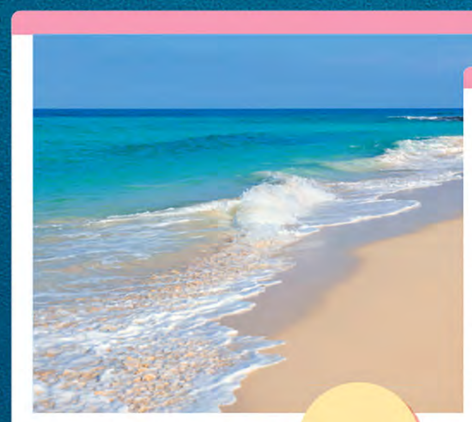
How do people endanger the sea?

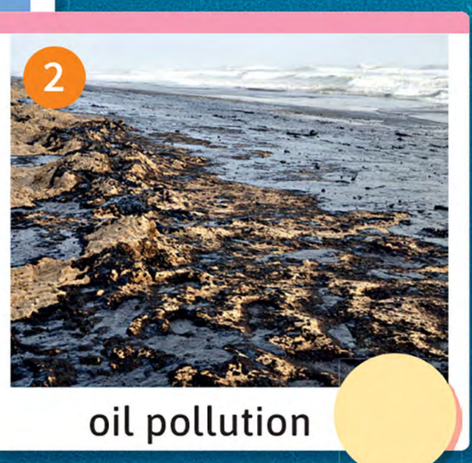
1 070 Listen and point.





plastic pollution



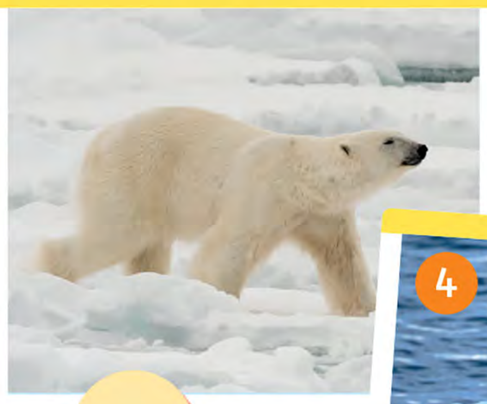


oil pollution





coral reef dying





ice melting

2 Look at the pairs of photos. How do these pictures make you feel? Draw faces: 😊 😐 ☹

3 **Talk about the pictures. Use the words below to help you.**

1 sea / clean / no plastic
2 sea / not clean / plastic
3 beach / clean
4 beach / dirty / lots of oil
5 coral reef / beautiful colours / fish
6 coral reef / white / no fish
7 ice / lots of
8 ice / smaller

In the first picture, the sea is clean and there isn't any plastic.

The sea in the second picture isn't clean. There's ....

Learning outcomes:
- to identify and name environmental problems

BIG QUESTION to explore the Big Question *What's in the sea?*

New language: *endanger, plastic, oil, pollution, coral reef, dying, ice, melting, dirty, climate change*

Recycled language: sea creatures, *clean, beautiful, smaller*

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

Critical thinking (WB): Compares different types of information

Warm-up

Aim: to introduce the topic of endangered creatures
- Write the Big Question *What's in the sea?* on the board.
- Ask *Which sea creatures are in danger?* Explain the meaning of *in dang*er. Students discuss in pairs.
- Elicit ideas. Explain that turtles, some kinds of dolphins and some kinds of seahorses are in danger. Say *Let's find out more.*

SB pGG How do people endanger the sea?

Aim: to raise students' awareness of threats to sea life
- With Student's Books closed, play the *Think and learn* video. Students tell you what they saw (e.g. polar bears, coral reef, huge ships). Write *pollution* and *climate change* on the board and check comprehension.
- Students watch again and answer *How do people endanger the sea?* Play the video again and elicit answers. Ask students if they have seen any of the dangers in the video (e.g. rubbish on the beach).

For videoscript see TB p124.

1 070 SB pGG Listen and point.

Aim: to present vocabulary for threats to sea life
- Play the recording. Students listen and point to the photos.
- Play the recording again. Students repeat.

For script see SB p66.

2 SB pGG Look at the pairs of photos. How do these pictures make you feel? Draw faces: ☺ 😐 ☹

Aim: to practise the new language
- Students draw a face to show their reaction to each picture.
- Write *How does it make you feel? It makes me feel …* on the board. Elicit the feelings from the emojis (*happy, indifferent, sad*) and others, e.g. *calm, peaceful, thankful/upset, frightened/worried.* Students make sentences in pairs, e.g. *This picture makes me feel peaceful.*

Stronger students: Students give reasons, e.g. *It makes me feel sad because the bear can't find food.*

3 SB pGG Talk about the pictures. Use the words below to help you.

- Focus on the first two pictures and the speech bubbles.
- In pairs, students take turns to compare each set of pictures. They use the prompts or their own ideas.

Extra support: Make sentences about the pictures as a class, using the prompts. Write the completed sentences on the board. Then pairs make their own sentences.

1 WB pGG Look and match the pictures to the happy or sad faces. Then complete the sentences.

Aim: to practise writing

Key: Pictures 2, 4 and 6 make me feel happy because the animals are safe, [student's own answer]. Pictures 1, 3 and 5 make me feel angry because [student's own answer].

2 WB pGG Look at the pictures of Paul in 1990 and today. Complete the sentences.

Aim: to reinforce learning and practise *was(n't), were(n't), is(n't)* and *are(n't)*

Key: In 1990: were, were, was; Today: isn't, is, aren't, isn't

Ending the lesson

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about dangers to sea life.* Students copy in their notebooks.

Extension activity

Aim: to discuss environmental issues
- Write *plastic and oil pollution, coral reef dying, ice melting* on the board. In pairs, students think about what we can do to solve each issue.
- Elicit ideas. Students can make notes ready for the writing task in the next lesson.

5

Learning outcomes:
- to read and write about dangers to sea life
- to complete a project

New language: *important, sea creature, oxygen, carbon dioxide, north/south pole, flood, kill, turn (white), any more, lose, ocean, cup, leaflet*

Recycled language: sea creatures, dangers to sea life, *sea, million, plant, city(cities), coral reef, beautiful, boat, ship, clothes, television, food, people, hit*

Materials: globe / world map (optional), real information leaflets (optional), A4 paper, coloured pens or pencils

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

Cognitive control functions: Inhibitory control

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

Creative thinking (WB): Produces more than one solution to a problem (fluency and flexibility), even if some solutions are for fun

Warm-up

Aim: to review dangers to sea life
- Write *dangers to sea life* on the board and elicit what students remember from the previous lesson.
- Use a globe or world map to present *north pole* and *south pole*. Elicit what *climate change* means and what is happening to the sea (it's getting warmer and ice is melting at the poles).

4 071 SB p67 Listen, read and write the words in the correct spaces.

Aim: to practise reading for gist
- Tell students that they don't need to understand everything – they just need to match the headings to the correct parts of the article.
- Play the recording for students to listen, read and follow.
- Students write the headings. Check as a class.
- Write questions on the board, e.g. *What do sea plants make? Why is hotter water bad for coral reefs? What kind of plastic rubbish is there in the sea? How do ships make pollution?* Play the recording again, pausing to explain vocabulary and for students to answer.

Key: A Climate change, B Pollution

For script see SB p67.

5 Project SB p67 What can you do to stop climate change and sea pollution? Make a leaflet.

Aim: to apply what students have learned about pollution
- Teach *leaflet* and show examples of information leaflets, if possible. Give each student a piece of A4 paper.
- Students work in pairs to plan their leaflets. They look back at SB pages 66 and 67 and make notes about three or four ways to stop climate change and pollution.
- Students fold their paper and write their leaflets. Refer them to the example and tell them to write one sentence for each way of stopping pollution. They illustrate their leaflets.
- Students practise in pairs, before presenting their leaflet to a larger group or the whole class. Did they choose the same ways to stop pollution?

3 WB p67 Write the words or phrases in the correct column. Then add one more word or phrase to each column.

Aim: to review and extend vocabulary

Key: Climate change: world getting hotter, floods, poles melting; Pollution: plastic bags, big boats, sea creatures eat plastic

4 WB p67 Circle the correct words.

Aim: to check comprehension of environmental issues

Key: 2 more, 3 Hot, 4 is turning white, 5 they 6 bad

5 WB p67 Think and write.

Aim: to personalise the topic

Lesson review
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *made a leaflet about how to help the environment.*
- Write it on the board. Students copy it into their notebooks

Extension activity

Aim: to extend the topic of protecting the environment
- Elicit other types of pollution (e.g. air, land, rivers) and ask where it's from (e.g. our homes, farming, factories). Students make a poster about how to help stop one of these types of pollution.

4 071 **Listen, read and write the words in the correct spaces.**

Pollution Climate change

OUR SICK SEAS

Our seas are very important. Millions of sea creatures live in them. Sea plants make 50% of our oxygen and take 25% of our carbon dioxide. But our seas are in danger.

A _____

The world is getting hotter and the ice at the north and south poles is melting (becoming water). Because there is more water in the sea, there are more floods and many cities by the sea are in danger.

The sea is also getting hotter. This is bad for coral reefs because the hotter water is killing the coral. The coral is losing its beautiful colours and turning white. Sea creatures can't live in it any more and lots of starfish, seahorses and other fish are losing their homes.



B _____

Plastic pollution is a big problem for our oceans. There is lots of plastic rubbish, like bags and cups, in the water. Sea creatures sometimes eat the plastic. Lots of fish now have plastic inside them.

There are lots of big boats and ships on our oceans. They take things like clothes, televisions, food and people around the world. There is pollution from their oil in the water. Fish and coral reefs are dying from this pollution. Ships can also hit coral reefs.

5 Project **What can you do to stop climate change and sea pollution? Make a leaflet.**



Portfolio

Talk and find out

Where were we … ?

1 **Make a prediction.**

_____ classmates were at home on Saturday afternoon.

2 **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

3 **Write a list of all the places. Tick ☑ the number of children and count them.**





Place	Number of children	Total
at the theatre	✓	1
at home	✓✓✓✓✓	5
at the cinema	✓✓	2
in a shop	✓✓✓	3
at a friend's house	✓✓✓✓	4
at a party	✓	1
in the garden	✓✓✓✓	4
in the swimming pool	✓✓	2





4 **Talk about your results.**

Was your prediction correct?

No, it wasn't. Five classmates were at home on Saturday afternoon.



Aim:
- to ask and answer questions
- to carry out a survey

New language: *classmate, Where were you (on Saturday afternoon)?, theatre*

Recycled language: places in town, *prediction*

Critical thinking: Formulates and tests hypotheses

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Narrates own stories using a model

Warm-up

Aim: to review places in town
- Brainstorm all the places in a town students can think of in two minutes and write them on the board.
- Leave the words on the board for the next activity.

1 SB p68 Make a prediction.

Aim: to practise making predictions
- Remind students how they made predictions before surveys in Units 1 and 3.
- Read the sentence with the class. Check comprehension of *classmate*. Students complete the sentence individually, predicting how many of their classmates were at home. Elicit predictions and say *Let's find out if you are right.*

2 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 practise speaking and data recording skills
- Make groups of four to six. All the students in each group draw the table in their notebooks. They write the name of the students in their group in the first column.
- Read and practise pronunciation of *Where were you on Saturday afternoon?* Check comprehension of *theatre*.
- 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.

3 SB p68 Write a list of all the places. Tick ☑ the number of children and count them.

Aim: to collate information from a survey
- Elicit all the places groups have in their tables and make a list on the board.
- Students copy the places into a table. Ask each group for their results, place by place. Students count the students and tick the second column of the table. Alternatively, only draw the table on the board and call a student from each group to add their ticks to the second column.
- The class help you count all the ticks and say the totals for the third column.

4 SB p68 Talk about your results.

Aim: to practise speaking skills
- Read the speech bubbles and practise pronunciation. Ask individual students *Was your prediction correct?*
- In their groups, students ask and answer about their predictions.

1 WB p68 Match the questions with the answers.

Aim: to practise reading and review language from the unit

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

2 WB p68 Read about Charlotte. Underline the mistakes. Then write the correct sentences.

Aim: to practise reading and writing skills

Key: On Saturday afternoon Charlotte was at the cinema. She was with her dad. The film was very good. It was about a girl and a boy. In the evening, Charlotte wasn't at Ruby's birthday party.

3 WB p68 Write about your Saturday afternoon.

Aim: to personalise the topic and practise writing

Ending the lesson

Aim: to review places in town and *was/were*
- Call out questions one after another, e.g. *Who was in bed at six o'clock this morning? Who was in the park on Sunday?*
- Students raise their hands if the answer is yes.

Extension activity

Aim: to practise transferring information
- Students make a bar chart using the table from SB Activity 3. They can create their bar chart on a computer and upload it to their digital portfolio or draw a paper version for their print portfolio.

Learning outcomes:
- to write a description of a sea creature
- to add to the portfolio to show students' progress

BIG QUESTION to think about how the unit has helped them explore the Big Question *What's in the sea?*

New language: *salt/fresh water, hard, young* (n), *lay eggs, sand, How long (do they live)?, oldest*

Recycled language: vocabulary and grammar from the unit, colours, parts of the body, sea creatures, *portfolio, sea, river, lake, plant, live, look like, swim, have(n't) got*

Materials: Digital or print portfolios

Creative thinking: Develops ideas through planning, research or review

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review portfolios
- Elicit what students did in their portfolios for the previous unit (writing text messages).
- Students look at each other's portfolios and compare their work.

1 SB p69 Find information about a sea creature and make notes.

Aim: to practise making notes and review language from the unit
- Focus on the example notes about the turtle and explain the new language (*fresh water, young* (n), *lay eggs*, etc.). Point out that the girl has used questions to structure her notes (*Where do they live? What do they look like?* etc.)
- Students choose a sea creature and write the questions from the model as headings. They can research their creature in class or for homework.
- Check their notes and help as necessary.

Extra support: Students research and make notes in pairs.

2 SB p69 Find pictures and write about your sea creature.

Aim: to practise writing a description
- Read through the example and ask students to find the answers to each of the questions in the notes in the final version.
- Students write their own description, using the notes from Activity 1.

Extra support: Write key verbs from the model text on the board (*like, are, live, eat, lay eggs, … usually live*). Encourage students to use the same verbs in their descriptions.
- Students can upload their work to their digital portfolio or stick it in the print version.

1 WB p69 Look and draw lines to make sentences.

Aim: to enable students to assess their own learning

Key: 2 The dolphin was in the sea.
3 Where was she at four o'clock?
4 Where was my bag? Under the table.

2 WB p69 Read and think. Then write two more.

BIG QUESTION **Aim:** to revisit the Big Question and consolidate learning

Key: Students add a dangerous sea creature, e.g. *stingray, lionfish.*

3 WB p69 Read. Then write about you and draw.

Aim: to personalise the topic

Ending the lesson

Aim: to review the unit song
- Play the song (Track 62) while the students listen and follow (SB p60).
- Play the song again for students to join in. They do the actions for *swim away*, etc.
- Students complete *the My Super Mind* self-assessment section on page 119 of the Workbook.

Extension activity

Aim: to enable students to share what they have learned
- Make groups of four. Students take turns to read aloud what they have written for Workbook Activity 3 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.

Think and write

Sea creatures

Writing tip

Making notes helps you to write.

1 Find information about a sea creature and make notes.



Animal: turtle

- What do they look like? brown, green, yellow, grey, four legs, hard shell
- Where do they live? in water (salt water and fresh water)
- 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 got very good eyes, and they haven't got ears.

2 Find pictures and write about your sea creature.

TURTLES

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

1 072 Listen and say the words. Then check with a friend.

1 mobile phone
2 tablet
3 electric toothbrush
4 lift
5 torch
6 electric fan
7 walkie-talkie
8 laptop
9 games console

BIG QUESTION How are gadgets useful?

The next letter is underground. Go to the caves and look around.

2 073 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 electric fan?

Learning outcomes:
- to understand and use vocabulary for gadgets

BIG QUESTION to start to think about the Big Question *How are gadgets useful?*

New language: *gadget, mobile phone, tablet, electric toothbrush, lift, torch, electric fan, walkie-talkie, laptop, games console, underground, cave, £ (pounds), useful*

Recycled language: *I'd like ..., Let's ..., How about ...?, buy*

Flashcards: 49–57 (gadgets)

Cognitive control functions: Working memory

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

Warm-up

Aim: to activate vocabulary
- Hold up or point to gadgets in the classroom and elicit names, e.g. *computer, TV.*
- Ask which gadgets students have at home.

Presentation

Aim: to present vocabulary for gadgets
- Use the digital flashcards to present the new vocabulary. Ask, e.g. *Have we got a torch in the classroom?* Students answer *Yes, we have* and find it or *No, we haven't.*

1 072 SB p70 **Listen and say the words. Then check with a friend.**

Aim: to practise vocabulary for gadgets
- Students look at the picture in their Student's Books.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.
- Ask different students *Which gadgets are pink/above the electric fans?* etc.

For script see SB p70.

BIG QUESTION How are gadgets useful?

Aim: to encourage students to find out about the uses of gadgets
- Read the Big Question. Check comprehension of *useful.*
- In pairs, students think about how gadgets help them. Encourage students to think about the gadgets in different rooms of their house.

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

2 073 SB p70 **Listen and answer.**

Aim: to practise listening for specific information
- Make sure students realise The Explorers are in a shop (a department store). Read the questions aloud and check understanding, e.g. of the symbol £.
- Play the recording twice. Check with the class.

Key: 1 In the caves. 2 The torch. 3 Some (red) walkie-talkies and a torch. 4 Mr Williams (the librarian).

Stronger students: Ask more questions, e.g. *Why don't they buy the blue walkie-talkies?* (They cost more/too much.) *How much does it all cost?* (£20)

For script see TB p124.

3 SB p70 **You are going on holiday. Decide what you want to buy.**

Aim: to practise making suggestions
- Pairs decide where they are going on holiday, then they share ideas by making suggestions. They decide on four items and write a list.
- Pairs compare lists with other pairs to see if they chose the same things.

1 WB p70 **Look and complete the words.**

Aim: to practise spelling the new vocabulary

Key: 2 electric fan, 3 walkie-talkie, 4 electric toothbrush, 5 tablet, 6 torch, 7 mobile phone, 8 laptop, 9 lift

2 WB p70 **Look at Activity 1. Read and write the prices.**

Aim: to practise reading and writing prices

Key: 2 £200, 3 £20, 4 £115

3 WB p70 **Write a dialogue. Use items and prices from Activity 1.**

Aim: to personalise the language

Ending the lesson

Aim: to review key language from the lesson
- Hold a flashcard so that students cannot see. Describe it as if you were a sales assistant, e.g. *How about this? It's small and easy to carry. It's blue and white. You need it to brush your teeth.*
- Students guess, e.g. *Is it the electric toothbrush?*
- The first student who guesses correctly chooses a flashcard and becomes the sales assistant.

Extension activity

Aim: to personalise the language
- Students draw a picture of their favourite gadget, write a short description and explain why they like it.

6

Learning outcomes:
- to compare two things using comparative adjectives

New language: *size, cheap, expensive, yours, mine, My (phone)'s (bigger) than yours., Your (phone)'s more (beautiful) than mine.*

Recycled language: gadgets, classroom items, adjectives (big, small, beautiful, new, old), *pound, Is it …? Yes, it is. / No, it isn't.*

Warm-up

Aim: to review vocabulary for gadgets
- Mime using a gadget. Students guess, e.g. *Is it a mobile phone?*
- Students take turns to mime using different gadgets.

Presentation

Aim: to present comparisons with adjectives
- Show two pencils, one shorter than the other. Say *Look at these two pencils. They are different. The red pencil is longer than the green pencil.*
- 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, underline *er/more* and *than* using a colour.

1 074 SB p71 **Listen and complete the table.**

Aim: to practise comparative adjectives
- Give students time to look at the table, check comprehension of *size* and practise pronunciation of the prices.
- Play the recording. Students complete the table.

For script see TB p124.
- Play the recording again. Check with the class.

Key: S2 20: £80, small; S5 30: £99, big

2 SB p71 **Complete with *beautiful*, *cheaper* or *bigger*. Say the sentences.**

Aim: to raise awareness of grammatical form
- Teach *cheap* and *expensive* by drawing items with price tags on the board.
- Students complete the sentences, using the information in Activity 1, then practise saying the sentences.

Extra support: Write all the sentences on the board, elicit answers and practise as a class.

Key: 1 bigger, 2 cheaper, 3 beautiful

3 75 SB p71 **Watch, listen and say.**

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

For videoscript see SB p71.

4 SB p71 **Think of something in the classroom. Play the guessing game.**

Aim: to give students further practice with comparative adjectives
- Practise the activity by choosing an object in the classroom yourself.

Extra support: Write adjectives on the board for students to use in their questions, e.g. *big, small, long, short, light, cheap, expensive, old, new.*
- Students take turns to choose and guess in closed pairs.

1 WB p71 **Read and write the names of the items.**

Aim: to give students further practice with comparative adjectives

Key: 1 MX7, 2, MX8, 3 XT10, 4 RS5

2 WB p71 **Look and write the words.**

Aim: to consolidate understanding of comparative adjectives

Key: 2 bigger, 3 cheaper, 4 expensive

3 WB p71 **Look and write about the dogs.**

Aim: to practise writing comparisons

Key: Possible sentences: Lucky is smaller than Mister. Mister is more expensive than Lucky. Lucky is cheaper than Mister. Lucky is more beautiful than Mister.

Ending the lesson

Aim: to review new language from the lesson
- In pairs, students compare items in their bags or pencil cases, e.g. *Your pencil case is bigger than mine.* See which pair makes the most sentences.

Extension activity

Aim: to give students a personal record of the new language
- Say, e.g. *I'm thinking of a gadget. It's more expensive than a torch and cheaper than a laptop.*
- Students guess the gadget.
- In pairs, students make similar descriptions, comparing things from different sets, e.g. sea creatures. Supply adjectives as necessary.
- Pairs take turns to read their sentences for the class to guess (e.g. *I'm thinking of a sea creature. It's smaller than a seal. It's slower than a turtle.*)

1 074 Listen and complete the table.

£80 £99 big small

	price (£)	size
S2 20		
S5 30		



2 Complete with *beautiful*, *cheaper* or *bigger*. Say the sentences.

1 The S5 30 is _____ than the S2 20.

2 The S2 20 is _____ than the S5 30.

3 The S5 30 is more _____ than the S2 20.

3 075 Watch, listen and say.

Language focus

My phone's **smaller than** yours.
Your phone's **more beautiful than** mine.
My phone's **bigger than** yours.
It's **more expensive than** yours.



4 Think of something in the classroom. Play the guessing game.

Is it more expensive than the scissors?

Is it smaller than this scissors?

Is it the clock?



Yes, it is.

No, it isn't.

Yes, it is.

1 076 Listen and match the buttons to the gadgets. Then sing the song.

Look at my gadget.
It's really cool.
It's bigger than yours
More beautiful too.

Press the red button.
The torch comes on.
Press the blue button
It plays a song.

Look at my gadget.
It's really cool.
It's newer than yours
More expensive too.

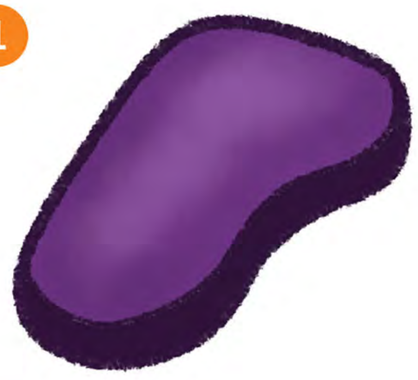
Press the brown button.
The fan comes on.
Press the green button
And phone someone.

Look at my gadget.
It's really cool.
It's bigger than yours
More beautiful too.



2 Decide what happens when you press these buttons.

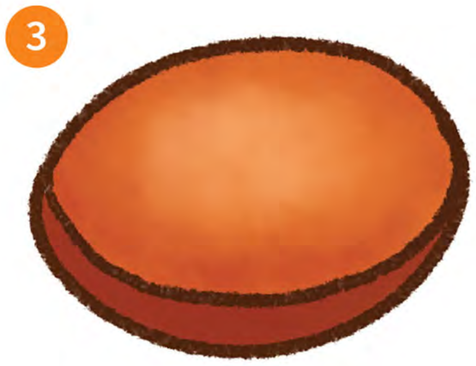
1



2



3



3 Tell your friend about the buttons.

What happens when you press the purple button?

The walkie-talkie comes on. I use it to talk to my brother.

Learning outcomes:
- to join in with a song
- to talk about what gadgets do

New language: *button, press, come on (= start), play (a song), phone (someone)*

Recycled language: gadgets, comparative adjectives, *yours*

Flashcards: 49–57 (gadgets)

Creative thinking: Engages in activities with fantasy or mystery elements

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Uses own ideas for doing creative activities like colouring, drawing and building

Warm-up

Aim: to review vocabulary and comparative adjectives
- Display two gadget flashcards. Elicit as many comparisons as possible, e.g. *The tablet is smaller than the games console. The games console is more expensive than the tablet.*
- Repeat with different pairs of flashcards.

Extra support: Compare the gadgets yourself, but with some true and some false sentences. Students stand up if the sentence is true and sit down if it's false. Ask students to correct the false sentences.

1 076 SB p72 **Listen and match the buttons to the gadgets. Then sing the song.**

Aim: to practise listening for specific details and sing a song with the class
- Students name the gadgets at the top of the page (a is a fan and d is a speaker). Explain that the girl's device controls the four gadgets.
- Play the recording for students to match each button to a gadget. Check answers.

Key: a fan – brown, b phone – green, c torch – red, d speaker – blue

For song lyrics see SB p72.
- Play the recording again. Students follow along.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (077) to practise it with the whole class and then in groups.

2 SB p72 **Decide what happens when you press these buttons.**

Aim: to encourage creativity and practise the new language
- Read the instructions and give examples, e.g. *I think my purple button is for a spaceship.*

3 SB p72 **Tell your friend about the buttons.**

Aim: to practise speaking
- Read the instructions and the speech bubbles. Make some example sentences for the button you talked about in Activity 2, e.g. *When you press the purple button the spaceship door opens.*
- Students ask and answer about their buttons in pairs.

Extra support: Students write their sentences before starting the pairwork.

1 WB p72 **Remember the song. Correct the sentences.**

Aim: to practise reading for specific information

Key: 2 My gadget is more beautiful than yours. 3 My gadget is newer than yours. 4 My gadget is more expensive than yours.

2 WB p72 **Look at the gadget. Colour the buttons. Write what happens when you press each button.**

Aim: to personalise the language

3 WB p72 **Complete the dialogues about the gadget in Activity 2.**

Aim: to practise writing

Ending the lesson

Aim: to review key language from the lesson
- Draw the outline of a large smartphone on the board (without apps on the screen), at a height students can reach.
- Invite volunteers to draw buttons for apps on the phone. Each student who draws a new button explains what it does, e.g. *When you press this button it opens a music app. It plays my favourite songs.* Help with language as necessary.

Extension activity

Aim: to consolidate understanding of the language
- In their notebooks, students write about what different buttons in the classroom do, e.g. *There's a button next to the door. When I press it, the light comes on.*

Learning outcomes:
- to compare more than two things using superlative adjectives

New language: *kilometres an hour (km/h), watch* (n), *cost* (v), *room (there's lots of room), wood (= forest), life, funny, exciting, the (fast)est (boat) in the world, the most (expensive) (watch) in the world*

Recycled language: gadgets, adjectives, family, school subjects, *boat, million, building, cat, car, house, tree, view, careful, person, place*

Warm-up

Aim: to review comparative adjectives
- Brainstorm adjectives and write them on the board.
- In pairs, students write as many sentences as they can comparing animals, using the adjectives on the board, e.g. *Dogs are more beautiful than rats.* Set a time limit of five minutes.
- See which pair had the most correct sentences.

Presentation

Aim: to present superlative adjectives
- Draw three simple pictures of dogs of different sizes on the board.
- Compare the two larger dogs, e.g. *This dog is smaller than that one.* Then point at the smallest dog and say *This one is very small. This is the smallest dog.* Write *This is the smallest dog.* on the board and underline *the smallest.*
- Point to the biggest dog and elicit *This is the biggest dog*. Write it on the board, underline *the biggest* and point out the spelling (double *g*).
- Draw three simple pictures of fish, one ugly, one plain and one beautiful. Point to the most beautiful fish and say *This is the most beautiful fish.* Write the sentence on the board and underline *the most beautiful*. Point to the ugliest fish and write *This is the ugliest fish* on the board. Underline *the ugliest* and explain how to form superlatives with adjectives ending in 'y'.

1 SB p73 Read and number the pictures.

Aim: to practise reading with superlative adjectives
- Students read and number individually.

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

2 SB p73 Put the words in order. Say the sentences.

Aim: to focus on word order
- In pairs, students unjumble the words and write the correct sentences in their notebooks.

Key: 1 This is the fastest car in the world. 2 This is the most expensive house in the world.

3 078 SB p73 Watch, listen and say.

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

For script see SB p73.

4 SB p73 Complete the sentences. Tell your friend.

Aim: to personalise the new language
- Check understanding of each sentence, giving your own examples.
- Students complete the sentences and share what they wrote in small groups.
- Elicit sentences from different students.

Stronger students: Students tell you what they remember about their friends, e.g. *The tallest person in Victor's family is his cousin Oscar.*

1 WB p73 Look, read and write *t* (true) or *f* (false).

Aim: to give students practice reading superlatives

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

2 WB p73 Look at Activity 1. Write sentences.

Aim: to practise writing superlatives

Key: 2 The Turbo 15 is the biggest.
3 The Turbo 18 is the smallest.
4 The Turbo 15 is the heaviest.
5 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 and practise the new language

Ending the lesson

Aim: to review superlatives
- Books closed. Ask about the reading in SB Activity 1, e.g. *How much is the most expensive watch in the world?*

Extension activity

Aim: to consolidate the language
- Students draw a table like the one in WB Activity 1, choosing a different gadget. They write information about four imaginary models of the gadget.
- Students write sentences as in WB Activity 2, then compare in pairs.

1 Read and number the pictures.



1 This is the fastest boat in the world. It can go at 511 km/h.

2 This is the most expensive watch in the world. It costs £45 million!





3 This is the tallest building in the world. It is 830m tall.

4 Is this the ugliest cat in the world? What do you think?



2 Put the words in order. Say the sentences.

1 is the world. This the fastest in car

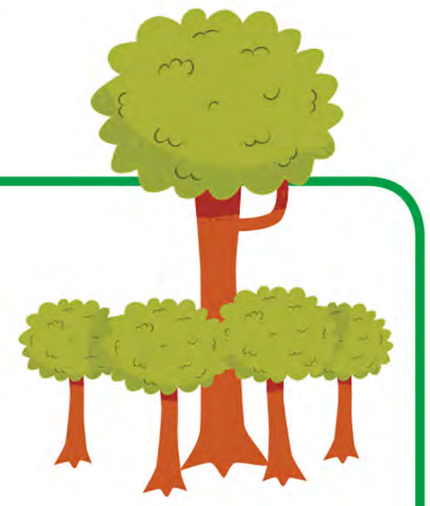
2 the most house expensive the world. in is This

3 078 Watch, listen and say.

Language focus

Our house is **the biggest** in the tree.
There's lots of room for Gina and me.
Our tree is **the tallest** in the wood.
Look at our tree. Life is good!
Our view is **the most beautiful** I know.
Careful Greg. Watch where you go!





4 Complete the sentences. Tell your friend.

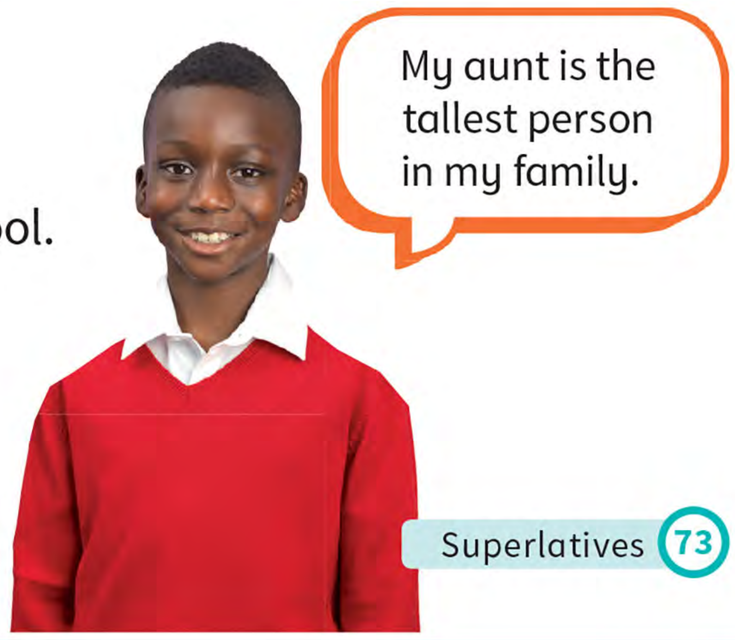
1 _____ is the tallest person in my family.

2 _____ is the most difficult subject at school.

3 _____ is the funniest person I know.

4 _____ is the most exciting show on TV.

5 _____ is the most beautiful place I know



The cave

1 079 What do Horax and Zelda hear in 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.

Learning outcomes:
- to listen to, read and act out a picture story

New language: *somewhere, everything, fifth, hide, clever(est);* **WB:** *front page*

Recycled language: gadgets, *hear, cave, dark, painting, puzzle, kids, scared*

Materials: props for acting out the story: walkie-talkies made of card and a torch made of rolled up paper (for each group of four students) (optional)

Creative thinking (WB): Says whether something is true or not and gives a reason

Cognitive control functions: Inhibitory control

Value: being resourceful

Warm-up

Aim: to review the story
- 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.
- Ask *Where do Ben and Lucy have to go now?* Students find the answer at the beginning of the unit (*A cave.*)

Extra support: Write key words and phrases on the board, e.g. *under the sea, stuck, shell, shark, octopus, help, fourth*. Students retell the story.

The cave

1 079 SB pp74–75 **What do Horax and Zelda hear in the cave?**

Aim: to present a picture story
- Read the title of the story and the question. Use picture 5 to teach *hide.*
- Play the recording. Students listen and read to answer *What do Horax and Zelda hear in the cave?* Check answers.

Key: They hear Buster.

For script see SB pp74–75.
- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *Where's the next letter? (In the cave).* After frame 2 ask *What does Lucy have to do? (Watch for Horax and Zelda.) What has Ben got? (A torch and walkie-talkie).* After frame 3 ask *How are the children talking to each other? (On the walkie-talkies) Why was the torch a good idea? (Because it's very dark in the cave.)* After frame 4 ask *What does Ben see on the wall? (Cave paintings and the next letter.)* After frame 5 ask *Why does Ben have to hide? (Because Horax and Zelda arrive.)* After frame 6 ask *Why does Lucy say 'Don't worry!' (Because she's got an idea.)* After frame 7 ask *What does Buster do? (He growls.) How can Horax and Zelda hear it? (Ben holds up his walkie-talkie.)* At the end of the story check comprehension of *cleverest*.
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p74 **Read the story *The cave* again. Tick ☑ the best answer.**

Aim: to check comprehension of the story

Key: 2 B, 3 C, 4 B

2 WB p74 **Read the story below. What can we learn from it? Tick ☑ or cross ☒.**

Aim: to interpret the value in a story

Key: Students tick: Use your imagination. Students cross: Always ask your parents for help with ideas. Giving is better than taking.

Ending the lesson

Aim: to practise the story
- In groups of four, students each take a role of one of the characters.

Note: If one student doesn't want to speak, they can make a group of five and be Buster.
- Play the recording. Students repeat in role.
- Groups practise the role play, using props for the walkie-talkies and the torch. Encourage them to use appropriate intonation, e.g. for *Wow! What beautiful cave paintings!* and *I'm scared.*
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of being resourceful
- Teach *resourceful* and elicit ways Ben and Lucy are resourceful in the story (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 have been resourceful.

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

6

Learning outcomes:
- to talk about the meaning of a story
- to to identify and say long vowel sounds

New language: *lime*

Recycled language: language from the story, *rock*

Phonics focus: to identify and say long vowel sounds

Value: being resourceful

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review the story
- Ask about the story, e.g. *Where are Ben and Lucy at the beginning? (Outside a cave), Who goes in? (Ben), Who arrives? (Horax and Zelda), Where's the fifth letter? (On the wall), What was it?* (E).

2 SB p75 Write a quiz for the story. Here are the answers.

Aim: to check comprehension of the story
- Go through the answers and check comprehension of *rock.*
- Make an example question, e.g. *What does the book/clue say?*
- In pairs, students write questions for the answers.

Key: Possible questions: 1 What does the book/clue 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 scares Horax and Zelda?

3 SB p75 Find who says ...

Aim: to present long vowel sounds
- Write *pet* and *Pete* on the board, using a red pen for the letter *e*. Explain that the 'e' at the end of Pete 'changes' the vowel to a longer sound. Write more examples of pairs of single syllable words with split digraphs, e.g. *hop – hope, hug – huge, bit – bite*. Point out that the 'e' at the end of *cave* helps with pronunciation in the same way.
- Students repeat *What beautiful cave paintings!* after you.
- Students find the speech bubble in the story (frame 4).

Key: Ben

4 080 SB p75 Listen and say.

Aim: to practise words with long vowel sounds
- Play the recording. Students look at the picture, read and repeat. Present *lime* using the picture.

For script see TB p125.
- Practise the sound sentence as usual.

1 024 WB p75 Listen and write the missing words. Then say with a friend.

Aim: to practise language chunks from the story

Key: 1 Stay here and watch. 2 I've got an idea.

For script see TB p125.

2 WB p75 Write the words in the table.

Aim: to practise reading and saying words with long vowel sounds

Key: say: game, rain, play; see: (Irene), cheese, really; five: nine, light, time; go: phone, code, coat; you: use, computer, music

3 025 WB p75 Listen, say and check your answers.

Aim: to practise reading and saying words with long vowel sounds

For script see TB p125.

Ending the lesson

Aim: to practise reading and saying words with split digraphs
- Write on the board: *cub, not, bit, plan, them*. Students copy and practise saying the words in pairs.
- Students write the list again, adding *e* to the end of each word (*cube, note,* etc.). They say the new words in pairs. Practise as a class.
- Say a word with a short vowel. Students add an 'e' and say the word, e.g. *mad – made, kit – kite, tub – tube, ton – tone.*

Extension activity

Aim: to encourage creativity
- Write the dialogues from WB Activity 1 on the board. Underline key words and phrases (e.g. names, *in, Can I help you? Run!).*
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Pairs role play their dialogues for the class.



Buster: Grrrrrr!
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 **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. _____?

Phonics

3 **Find who says ...**

What beautiful c**a**ve paintings!

4 080 **Listen and say.**



Ir**e**ne **u**ses her ph**o**ne to find the l**i**mes for her c**a**ke.

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 most expensive.

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.

Learning outcomes:
- to read for specific information
- to describe the differences between two pictures

New language: *How much is this (torch)?, kg (kilogram), cm (centimetre)*

Recycled language: gadgets, comparative adjectives, *Can I help you?, I'd like (to), Have you got …?*

Flashcards: 49–57 (gadgets)

Warm-up

Aim: to review gadgets
- Review gadgets using the flashcards. Hand the flashcards out around the class.
- Describe a gadget as if you want to buy it, e.g. *I'd like something to watch things on. I can use it to play games. It's smaller than a laptop. It's bigger than a mobile phone.* The student with the correct flashcard stands up and says the word, e.g. *Tablet!*
- Repeat with different gadgets. When you have described all the ones on the flashcards, talk about other gadgets students know (e.g. watch, TV) anyone can stand up and say the word when they guess.

1 SB p76 Read and circle.

Exam skills

Aim: to practise reading for specific information
- Focus on the picture and teach *(shop) assistant*.
- Students work individually and choose the correct response each time.
- They compare answers in pairs.
- Check with the class. Students can practise reading the complete conversation in pairs.

Stronger students: Students add extra lines to the conversation as they practise it, e.g. *When you push this black button it comes on. Can I pay by card? Would you like a bag?* etc.

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 and comparative adjectives
- Read the speech bubble and elicit another example, e.g. *The walkie-talkies in A are more expensive than the walkie-talkies in B.*
- Students work in pairs, taking turns to say a sentence comparing the two pictures.
- Elicit examples and check as a class.

Extra support: Elicit and write the adjectives students could use on the board as prompts: *cheap, expensive, big, small, new, old.*

1 026 WB p76 Listen and write the names under the pictures. There are three extra pictures.

Aim: to practice listening for specific information

Key: 2 Tim (games console) 3 Olivia (new mobile phone)

For script see TB p125.

2 WB p76 Read the text. Choose the right words and write them on the lines.

Exam skills

Aim: to practise reading, vocabulary and grammar from the unit

Key: 1 oldest, 2 than, 3 watch, 4 most, 5 are

Ending the lesson

Aim: to practise speaking and memory skills
- Pairs practise the dialogue in SB Activity 1 until they can perform it from memory.

Extension activity

Aim: to enable students to share what they have learned
- Make groups of three. Each group chooses four gadgets and writes them in their notebooks (all the students in the group write the list).
- Individually, the students in the group decide the price of each gadget and add 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 about the items, e.g. *My toothbrush is cheaper than Paula's but more expensive than Carl's.*

Learning outcomes:
- to listen for specific information
- to write a description of a gadget

New language: *spy, sunglasses*

Recycled language: gadgets, *skateboard, escape*

Materials: coloured pens or pencils

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

Cognitive control functions: Inhibitory control

Warm-up

Aim: to introduce the topic of gadgets for a spy
- Write *spy* on the board and act as if you were a spy on a mission (e.g. hide and observe the students, take photos with your pen). Say *I'm a spy!*
- Explain/Elicit that spies in stories often have gadgets they use on their missions, and sometimes the gadgets are hidden or made to look like something else. Elicit examples in stories or films students know.
- Ask which gadgets are most useful for a spy and write them on the board, e.g. *a camera, a microphone, a satellite tracker.*

1 SB p77 Look carefully. Close your books and say.

Aim: to practise speaking and memory skills
- Tell students to open their books and to look at the picture for 30 seconds. Teach *sunglasses*.
- Students close their books.
- In pairs they take turns to make sentences about the picture. Encourage them to give as much detail as possible, e.g. *There's a yellow electric toothbrush.*
- Elicit and check as a class before students look at the picture again.

Possible sentences: There are two walkie-talkies. There's a watch. There's an electric toothbrush. There's a laptop. There's an electric fan.

2 081 SB p77 Listen and tick ☑ the gadgets that Ana has got.

Aim: to practise listening for detail
- Play the recording. Students listen and tick.
- Check with the class.

Key: Students tick the sunglasses, fan, watch and toothbrush.

For script see TB p125.

3 082 SB p77 Listen again and complete the sentences.

Aim: to practise listening for specific information
- Play the recording again, pausing for students to complete the sentences. Repeat the recording if necessary.
- Students compare in pairs. Check answers.

Key: 1 torch, 2 mobile phone, 3 camera, 4 clean, teeth

For script see TB p125.

4 SB p77 Choose a spy gadget. Draw a picture and write sentences about it.

Aim: to practise writing and unit language
- Read the model text. Students work individually to invent a gadget with two or more functions. They write about their gadget and draw a picture.

Extra support: Copy the model text on the board and underline words and phrases which students can replace with their own ideas (*tablet, skateboard, escape*).

1 WB p77 Look, read and write. Exam skills

Aim: to practise reading for specific information and writing

Key: 1 five, 2 T-shirt, 3 Behind the tree. 4 Walkie-talkies. 5 and 6 Students' own answers

Ending the lesson

Aim: to practise speaking
- Students work in pairs. Student A makes a sentence about the picture in SB Activity 1. It can be true or false. Student B says *True* or *False* then makes a new sentence.
- Elicit example sentences around the class.

Extension activity

Aim: to share writing and ideas
- Students work in small groups. They imagine they are spies preparing for a mission. They decide where they are going and what they have to do.
- Students in each group compare the gadgets they invented for SB Activity 4 and decide how they can use each one on their mission.
- Groups report back to the class, e.g. *We are going on a mission to the desert. We have to find a microchip. We're going to use a pen which is also an electric fan. We can use it to keep cool.*

1 **Look carefully. Close your books and say.**



2 081 **Listen and tick ☑ the gadgets that Ana has got.**

3 082 **Listen again and complete the sentences.**

1 The sunglasses are also a _____.

2 The fan is also a _____.

3 The watch is also a _____.

4 Ana uses the electric toothbrush to _____ her _____.

4 **Choose a spy gadget. Draw a picture and write sentences about it.**

This is a spy tablet.
It is also a skateboard.
You can use it to escape!



CAVE PAINTINGS

Super fact!

The oldest cave painting in the world is in Indonesia. It's more than 40,000 years old. The painting is of a kind of cow.



What materials did cave artists use in the past?

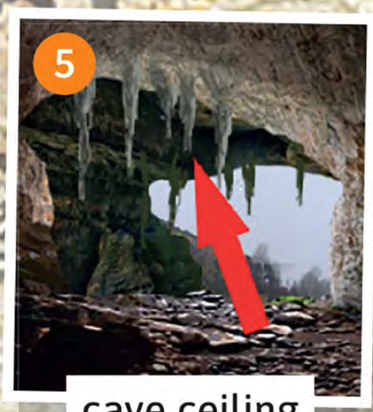
1 083 Listen and point.











2 **Read and answer the questions.**

Long ago, cave artists liked painting pictures on the walls and ceilings of their caves. They used small lamps to see their paintings because it was very dark inside the caves. We can see very old paintings of animals and birds in some caves today and sometimes the paintings tell a story.
The colours in cave paintings are usually black, red, yellow, orange and brown. The colour black comes from charcoal. Artists used this to draw the lines of the animals. The colours red, yellow, orange and brown come from rock powder. Artists mixed the powder with water to make paint and they used their fingers and small twigs from trees to put the paint on the cave walls.



1 Where were the cave paintings?
2 What was it like in the caves?
3 What did they paint?
4 Do the paintings tell a story?
5 What colours are in the cave paintings?
6 What did they use to put the paint on the walls?

3 **What would you paint on a cave wall today?**

Places: My house
People: _____
Animals: _____
Gadgets: _____

Learning outcomes:
- to talk about cave paintings

BIG QUESTION to answer the Big Question *How are gadgets useful?*

New language: *artist, charcoal, rock powder, twig, ceiling, long ago, tell a story, cow;*
WB: *thousand, desert, camel, hunt*

Recycled language: colours, adverbs of frequency, *lamp, cave, painting, wall, dark*

Materials: world map (optional)

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

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

Warm-up

Aim: to review the Big Question and introduce the topic of art history
- Write *How are gadgets useful?* on the board.
- Elicit examples of modern gadgets (e.g. washing machines, dishwashers, cars, computers). Ask how they help us (e.g. they save time, they make work easier).
- Ask how people use modern gadgets to make pictures (e.g. mobile phones to take photos, editing software to add effects to photos, computers to create digital art). Ask how artists made pictures without these gadgets. Pre-teach *artist, paintbrush* and *paints.*

SB p78 What materials did cave artists use in the past?

Aim: to raise students' awareness of artists' materials in the past
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember. They can use L1 to tell you about the way cave artists made their own paint, etc.
- Students watch again to answer *What materials did cave artists use in the past?* Play the video again and elicit answers.

Suggested answers: charcoal, rock powder, water, twigs

For videoscript see TB p125.

1 083 SB p78 Listen and point.

Aim: to present words to describe cave paintings
- Play the recording. Students listen and point to the photos.
- Play the recording again. Students repeat.

For script see SB p78.

2 SB p78 Read and answer the questions.

Aim: to practise reading and extend knowledge about cave paintings
- Read the questions with the class, checking comprehension. Ask students to predict/guess the answers before they read.
- Students complete the task individually, then compare answers in pairs.
- Check with the class.
- Read the 'Super fact' and teach *cow*. Show students where Indonesia is on a world map.

Key: 1 On the walls and ceilings (of the caves). 2 Very dark. 3 Animals and birds. 4 Yes, they sometimes tell a story. 5 Black, red, yellow, orange and brown. 6 Their fingers and small twigs.

3 SB p78 What would you paint on a cave wall today?

Aim: to encourage creativity and personalise the topic
- Students list things they would paint in the different categories individually, then share their lists in small groups.
- Elicit ideas. Ask which of the things students chose are different from the things people painted in the past and which are the same.

1 WB p78 Look and write the words. Then complete the sentences.

Aim: to practise reading and writing the new language

Key: b rock powder, c twig, d lamp, e cave ceiling; 2 twig, 3 rock powder, 4 ceiling, 5 lamp

2 WB p78 Look at these cave paintings. Then read and match.

Aim: to practise reading

Key: a 2, b 3, c 1

Lesson review

- Elicit what students learned today and write it on the board, e.g. *Today I've learned about cave paintings*. Students copy into their notebooks.

Extension activity

Aim: to review language from the lesson
- Define words from the lesson, e.g. *It's a large animal with four legs.* Students guess, e.g. *It's a cow.*

Extra support: Write the words on the board for students to choose from.

6

Learning outcomes:
- to talk about the history of art
- to complete a project

New language: *It's got, It hasn't got, What haven't they got?*

Recycled language: materials used by cave artists, *pencil, brush, paint, paper, light, fingers*

Materials: A3 paper, coloured pens or pencils, artist's chalk, charcoal and powder paints (if available)

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review language to talk about cave paintings
- Students re-read the text about cave paintings on SB p78, then close their books.
- Read the description aloud, pausing for students to complete sentences or supply missing information, e.g. *Long ago, cave artists liked painting pictures on the walls and … (ceilings).*

Stronger students: Students do the same activity in pairs. Student A closes his/her book. Student B reads aloud, pausing for Student A to supply a word or phrase. After the first paragraph, they swap roles.

4 SB p79 Look, read and match.

Aim: to practise vocabulary and speaking
- Elicit the things in the pictures on the left (*paper, paint, paintbrushes, electric lamp/light*).
- Students match the pictures individually. Do not confirm answers at this stage.

5 084 SB p79 Listen and check.

Aim: to practise listening for specific information.
- Play the recording for students to check their answers. Elicit answers as complete sentences, e.g. *For paper, cave artists used walls./Cave artists used walls instead of paper.*

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

For script see TB p125.

6 Project SB p79 Make a cave painting from life today. Write about your picture.

Aim: to enable students to apply their knowledge of cave paintings.
- Students can work on their own or in pairs.
- Provide large sheets of paper and different artist's materials, if possible.
- Ask students to look back and decide what things they want to include in their painting, e.g. animals, birds, people. Tell them that they can also draw modern things like gadgets, cities, their houses and families.
- Students use the materials available to make their paintings, but using the colours and technique of cave painting. Encourage them to be creative and remind them that cave paintings were often very simple.
- When the pictures are complete, students write a short description. Write a model on the board, if necessary, e.g. *My painting shows my pet dog and me. The colours are red, orange and brown.*

3 WB p79 Look at these pictures. Write the things the artists used to make them.

Aim: to review vocabulary

Key: 2 rock powder, 3 fingers and hands, 4 brushes, 5 leaves, 6 charcoal

4 WB p79 Imagine you are an artist. Draw a picture. Write a paragraph about your picture.

Aim: to encourage creativity and practise writing

Lesson review

Aim: to review what students have learned in the lesson
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *made a cave painting.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to give further practice talking about paintings
- In small groups, students take turns to present their pictures from SB Activity 6. They say as much as they can about their picture. Encourage the students who are listening to ask questions, e.g. *Is this a bird?*

4 Look, read and match.

Today, artists use pencils, brushes and paints but there weren't any of these things for cave artists.

Things artists use today

1 

2 

3 

4 

Things cave artists used

a 

b 

c 

d 

5 084 Listen and check.

6 Project Make a cave painting from life today. Write about your picture.

This is a cave painting of my house.
That's me at my bedroom window.

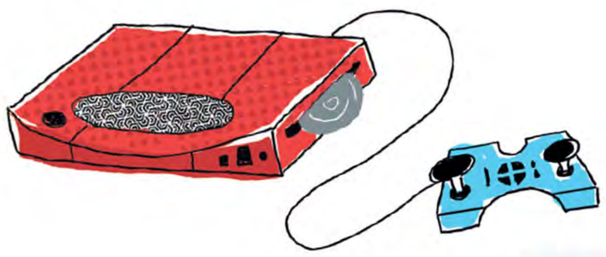


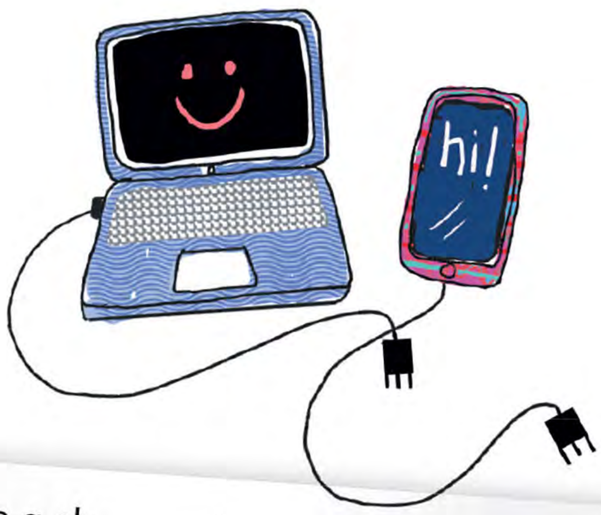
Talk and find out

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 tablet
- 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

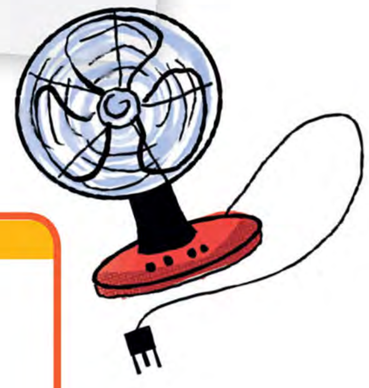
You are a shop assistant. Find out the prices from your teacher and write them:

- a torch £_____
- a walkie-talkie £_____
- a tablet £_____
- a games console £_____
- an electric toothbrush £_____
- a laptop £_____

Talk to the customer and help him/her buy some gadgets.







Useful language

Assistant	Customer
Good morning/afternoon.	Have you got … ?
Can I help you?	How much is … ?
Yes, we have. / No, we haven't.	All right, so can I buy it?
It's … pound(s).	Thank you.
Of course!	

2 **Act out your play.**



Good morning. Can I help you?

Yes, we have.

Yes, have you got any torches?

Learning outcomes:
- to role play shopping (asking about items and prices and giving help and information)

New language: *spend, price, all right*

Recycled language: gadgets, *shop* (n), *choose, shop assistant, customer, How much is (it/the torch)?, Good morning/afternoon, Can I help you?, It's … pound(s)., Of course., Have you got …?, Yes we have. / No, we haven't.*

Materials: flashcards 49–57 (gadgets), wallets with fake money/paper 'notes', real British currency (notes and coins) (optional)

Creative thinking: Acts parts in role plays or dramas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review vocabulary and practise saying prices
- Stick the gadget flashcards on the board and write a price next to each one (in whole pounds), e.g. torch – £5
- Practise reading each price all together (e.g. Five pounds). Then ask different students *How much is the (torch)?* Encourage the student to reply with a sentence, e.g. *It's five pounds.*
- Students ask and answer in pairs in the same way.
- If possible, show students some real pounds (notes and coins) and talk about the pictures and symbols on them and the value of each note and coin.

1 SB p80 Choose a role card. Read and plan.

Aim: to practise reading, speaking and planning skills
- Focus on the role cards, read both sets of instructions aloud and teach *spend* and *price*.
- Make pairs and let students choose who will be A or B. Refer students to the 'Useful language' box to help them plan their role play. Monitor and help with the planning stage. Circulate and tell the 'shop assistants' the prices of the items. Alternatively, write them on the board for students to copy.

Extra support: Write an example role play on the board, using students' ideas and phrases from the box.

2 SB p80 Act out your play.

Aim: to practise communicating – ordering food
- Students practise and memorise their role plays in pairs. They can use wallets as props and act paying with play money or small pieces of paper (if time, ask students to make some notes of different denominations, e.g. £50, £20, £10, £5). Explain that one pound notes don't exist (there are one pound coins).

Extra support: Students write out their role play and can refer to it while practising.
- Volunteers act out their role plays for the class.

1 027 WB p80 Put the dialogue in order. Then listen and check.

Aim: to practise reading and listening skills

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

For script see TB p125.

2 WB p80 Look and write a dialogue. Use language from Activity 1.

Aim: to personalise the language

Ending the lesson

Aim: to practise saying prices
- Students write a list of the gadgets on the flashcards in their notebooks. They add their own price for each one (in whole pounds). They keep the list secret.
- In pairs, students ask and answer, e.g. *How much is your electric toothbrush?* and write their partner's price for each item next to their own. Then they check what they have written by swapping books.

Stronger students: Students write prices with pence, e.g. £10.99 and say, e.g. *Ten pounds ninety nine.*

Extension activity

Aim: to practise shopping
- Put students into different pairs. They improvise a new role play, like the one they worked on in SB Activity 2. Encourage them to imagine they are in a different type of shop (e.g. a clothes shop or a gift shop).

Learning outcomes:
- to write a description of a gadget
- to add to the portfolio to show students' progress

BIG QUESTION to think about how the unit has helped them explore the question *How are gadgets useful?*

New language: *cycle* (v), *spelling*

Recycled language: vocabulary and grammar from the unit, family, colours

Materials: Digital or print portfolios

Critical thinking: Uses tables, charts, mind maps etc. to evaluate ideas or options

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review gadgets
- Describe a gadget, e.g. *This gadget is electrical. It's made of plastic. You find it in the bathroom. You use it to clean something.* Students guess (e.g. *electric toothbrush*). Repeat with different gadgets.

Stronger students: Students lead the game when they guess correctly.

1 SB p81 Think of some toys or gadgets you have. Write words about them in a table.

Aim: to review vocabulary and language from the unit
- Give students time to read the table and check comprehension of the column headings. Ask, e.g. *What does the mobile phone look like? What does he or she use the bike for?*
- Students copy the table into their notebooks and complete it with information about at least three items they own.

2 SB p81 Tell your friend about your favourite gadget.

Aim: to practise speaking
- Students talk about their favourite item in pairs, using the table from Activity 1 and the example speech bubble.
- Volunteers tell the class about their partner's favourite gadget.

3 SB p81 Write about your favourite gadget.

Aim: to practise unit language and writing
- Read the model description and point out that each part relates to the information from a column in the table in Activity 1. Read the Writing tip and remind students to check their work.
- Monitor as students write a first draft.
- Students write or type a final version. They can stick the final draft in their print portfolio/ upload it to their digital portfolio with a picture or photograph.

1 WB p81 Colour the bricks to make sentences. Write in the missing words.

Aim: to review unit grammar

Key: 2 The torch is more expensive than the watch. 3 Mike's bike is faster than mine. 4 Jack is the tallest boy in our class. 5 It's the most beautiful dog in the world.

2 WB p81 Read and think. Then write two more.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning
- Check and elicit more examples of how gadgets help us.

3 WB p81 Read. Then write about you and draw.

Aim: to personalise the topic

Ending the lesson

Aim: to review the unit song
- Play the song again (Track 76) for students to join in and do actions for the different gadgets (they mime turning on a torch, using a phone, etc.).
- Students complete the *My Super Mind* self-assessment section on page 119 of the Workbook.

Extension activity

Aim: to personalise the topic and practise speaking
- Students bring a useful gadget to school (or show a picture) and present it to the class – they say where they got it, what they use it for and why it's useful/how it saves time or effort.



Think and write

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
mobile phone	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.



Writing tip

Read your writing slowly to check your spelling.

7 In the hospital

1 085 Listen and say the words. Then check with a friend.

1 earache
2 headache
3 cold
4 toothache
5 stomach-ache
6 cough
7 doctor
8 nurse

BIG QUESTION What keeps us healthy?

2 086 **Listen and correct the sentences.**

1 The message says Lucy's dad is in the 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 mime game.**

What's the matter with me?

You've got stomach-ache.

That's right.

Learning outcomes:
- to talk about health problems

BIG QUESTION to start to think about the Big Question *What keeps us healthy?*

New language: *earache, headache, cold* (n), *toothache, stomach-ache, cough, doctor, nurse, (keep) healthy, grandpa, I've/You've got a (cold)., I've/ You've got (toothache).*

Recycled language: *hospital, message, ill, downstairs, stairs, lift* (n), *What's the matter?*

Flashcards: 58–65 (health)

Cognitive control functions: Working memory

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

Warm-up

Aim: to introduce the topic
- Ask *How are you today? Are you healthy or ill? Has anyone got a cough or a headache?* (use mime). Write *healthy* and *ill* on the board.
- Ask *Who helps ill people?* Elicit *A doctor/nurse.*

Presentation

Aim: to present vocabulary for health problems
- Use the flashcards to present the new vocabulary.

1 085 SB p82 **Listen and say the words. Then check with a friend.**

Aim: to practise vocabulary for health problems
- Students look at the picture. Ask *Where are The Explorers? (At the hospital.)* Ask *Who's ill?* Students point to the people waiting.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.

For script see SB p82.

BIG QUESTION **What keeps us healthy?**

Aim: to encourage students to think about keeping healthy
- Read the Big Question. Explain the meaning of *keep healthy.*
- In pairs, students think about ways to be healthy. Elicit initial ideas (e.g. doing exercise).
  Note: Some of the discussion will need to be in L1.

2 086 SB p82 **Listen and correct the sentences.**

Aim: to practise listening
- Read the sentences aloud.
- Play the recording twice. Check with the class.

Key: 1 The message says Ben's grandpa is in hospital. 2 Grandpa's room is upstairs. 3 The doctor shows them where the room is. 4 Ben and Lucy go in/take the lift.

For script see TB p125.

3 SB p82 **Play the mime game.**

Aim: to practise speaking
- Demonstrate the activity.
- Students play the game in pairs.

1 WB p82 **Find eight words and write. Look → and ↓.**

Aim: to practise health vocabulary

Key: 2 cough, 3 nurse, 4 earache, 5 doctor, 6 toothache, 7 cold, 8 headache

s	t	o	m	a	c	h	a	c	h	e
x	o	o	a	p	p	e	r	s	e	a
r	o	l	s	d	s	a	i	k	a	r
t	t	b	c	o	l	d	e	r	r	a
p	h	t	o	c	w	a	s	a	c	c
n	a	u	e	t	f	c	o	u	g	h
a	c	l	e	o	r	h	l	o	y	e
m	h	n	u	r	s	e	e	d	m	i
h	e	a	y	t	o	a	l	b	a	k

2 WB p82 **Remember the story. Match the sentences.**

Aim: to review understanding of the story

Key: 2 d, 3 a, 4 b

3 WB p82 **Complete the dialogue.**

Aim: to practise language from the lesson

Key: matter, Student's own answer

Ending the lesson

Aim: to review key language from the lesson
- Students draw a 2 × 2 grid in their notebooks and write a health word in each square.
- Say the words one by one, in random order.
- If students have the word in their grid, they put a cross on the square.
- When a student crosses out all four squares, they say *Bingo!*

Extension activity

Aim: to talk about health problems
- In pairs, students continue the dialogue in WB Activity 3 to make a role play.
- Volunteers show their role play to the class.

Learning outcomes:
- to talk about events in the past using the past simple of regular verbs

New language: *shout* (v), *land* (v), *smile* (v), *That looks fun!*, *rest* (v), *Ouch!*, *What happened yesterday?*, *I (watched a film) and (played tennis).*

Recycled language: regular verbs, *yesterday*, *basketball*, *floor*, *high*, *garden*, *tree*, *hot*, *sun*, *pool*, *water*, *cool (water)*

Warm-up

Aim: to review vocabulary for health
- Mime a health problem. Students guess, e.g. *You've got a headache.*
- Students take turns to mime in pairs.

Presentation

Aim: to present the past simple of regular verbs
- Draw a stick figure watching TV on the board and say *Today Frank is at home. He's watching TV.*
- Draw the stick figure and a football and say *Yesterday afternoon Frank was in the park. He played football with his friends.*
- Write the past sentences on the board and underline *was* and *played.*
- Elicit that *played* is about the past and comes from *play.*
- Say the sentence with *played* for students to repeat.
- Write more sentences in the past simple on the board (e.g. *She phoned her aunt at the weekend. They visited their new friends yesterday.*). Practise the sentences.

1 087 SB p83 Listen and number the pictures.

Aim: to practise listening to a story in the past simple
- Focus on the picture and tell students the boy's name is Harry. They guess the order of the pictures before they listen.
- Play the recording for students to listen and number.

For script see TB p125.
- Play the recording again. Check answers with the class. Teach *land.*

Key: a 4, b 2, c 1, d 5, e 3

2 SB p83 Look at Activity 1 again and write the correct words. Say the sentences.

Aim: to focus students on grammatical form
- Focus on the words in the box and remind students to add *-ed* to make the past.
- Students complete the sentences in pairs, then practise saying them.

Key: 1 Yesterday, Harry played basketball. 2 He jumped up high. 3 He landed on the floor. 4 'Ouch!' he shouted.

3 088 SB p83 Watch, listen and say.

Aim: to practise using the past simple
- Play the *Greg the gecko* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

For script see SB p83.

4 SB p83 Change the words to talk about yesterday. Ask and answer.

Aim: to practise talking about the past with regular (*-ed*) verbs
- Elicit the past of the verbs in the box and check understanding of *What happened?*
- Demonstrate and give students time to think of sentences before they start.
- Students ask and answer in pairs.

Key: listened to, visited, phoned, played, walked

1 WB p83 Write the words.

Aim: to give students practice with the past simple

Key: 2 jumped, 3 looked at, 4 smiled, 5 landed, 6 shouted, 7 learned, 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 past simple

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 practise writing in the past simple

Ending the lesson

Aim: to review new language from the lesson
- Write the verbs from the listening in Activity 1 on the board (*play, jump, land, shout, smile*). Students retell the story in pairs.

Extension activity

Aim: to practise writing in the past simple
- Students write three sentences about what happened yesterday, two true and one false. They swap sentences and guess which one is false.

1 087 Listen and number the pictures.



2 Look at Activity 1 again and write the correct words. Say the sentences.

play → played shout → shouted land → landed jump → jumped

1 Yesterday, Harry _____ basketball.
2 He _____ up high.
3 He _____ on the floor.
4 'Ouch!' he _____.

3 088 Watch, listen and say.

Language focus

Greg was in the garden and **looked** up at the tree.
Greg **shouted**, 'Gina, come and climb with me!'
Gina **smiled** and said, 'OK. That looks fun!'
They **climbed**, then they **rested** in the hot, hot sun.
They **jumped** down from the tree, down into the pool.
They **landed** in the water – it was nice and cool.



4 Change the words to talk about yesterday. Ask and answer.

watch ed listen ____ to visit ____ phone ____ play ____ walk ____



1 089 Listen and match. Then sing the song.

The doctor always tells me,
'An apple's good for you.'
Well listen to my story.
It isn't always true.

I was in the kitchen,
There was apple cake.
I swallowed it but it was big,
I've got stomach-ache.

It's not true! It's not true!
It isn't always true
What the doctor tells me,
isn't always true!

I was at the apple farm,
I looked up at a snake!
I walked into an apple tree
My head now really aches.

It's not true! It's not true! ...

I was at the market
With my family,
I took a box of apples but
They landed on my knee.

It's not true! It's not true! ...













2 Look at the pictures above. Say what happened to the girl.

First she ate a big apple cake. Then she …

3 Work with a partner. Close your eyes. Imagine what happened to the girl the next day.

The next day, she …

There was / were …

She looked and …

…

Learning outcomes:
- to join in with a song
- to understand and use the past simple

New language: *(be) good for (you), swallow* (v), *It's not true., farm, ache* (v), *took*

Recycled language: health problems, past simple, regular verbs, *apple, cake, kitchen, big, snake, market, box, land* (v), *knee*

Flashcards: 58–65 (health)

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

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Makes adaptations to a song or poem reflecting personal interests, emotions or identity

Warm-up

Aim: to review health problems
- Stick the health problem flashcards on the board.
- Volunteers write a word under the appropriate flashcard, in turn.

Extra support: The rest of the class help, by calling out letters.

1 089 SB p84 **Listen and match. Then sing the song.**

Aim: to practise listening for gist and sing a song with the class
- Use the pictures to elicit key words, e.g. *apple, cake, snakes, knee, box* and *stomach-ache*.
- Play the recording for students to listen and match pictures 1 to 3 to the health problems a to c. Check answers.

Key: 1 b, 2 c, 3 a

For song lyrics see SB p84.
- Play the recording again. Students follow along. Explain new language, e.g. *swallow, farm, My head aches* and *took*.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (090) to practise it with the whole class and then in groups.

2 SB p84 **Look at the pictures above. Say what happened to the girl.**

Aim: to practise talking about events in the past
- Students make sentences about each picture, using the past simple.
- They compare sentences in pairs.

Key (possible answers): First she ate a big apple cake, then she got stomach-ache.
First she looked and there were some snakes. Then she banged her head against a tree.
First she was at the market. Then a box of apples landed on her knee.

3 SB p84 **Work with a partner. Imagine what happened to the girl the next day.**

Aim: to encourage creativity and practise writing in the past
- Students work in pairs to continue the story of the girl. Write useful (regular) verbs on the board, e.g. *listen, paint, watch, climb, shout, sail, dream, help, visit, learn, wash up, cook, wait for.*
- Volunteers read their story to the class.

1 WB p84 **Remember the song. Write the words.**

Aim: to practise past simple forms

Key: 2 was, 3 ate, 4 got, 5 was, 6 looked up, 7 walked, 8 landed

2 WB p84 **Imagine you had a bad day. Write where you were and what happened.**

Aim: to personalise the new language

3 WB p84 **Complete this song. Use your ideas from Activity 2. Then draw.**

Aim: to encourage creativity and practise the past simple

Ending the lesson

Aim: to review key language from the lesson
- Students sing the song again, miming all the girl's actions and health problems, i.e., eating the cake, getting stomach-ache, walking into a tree, hurting their heads, picking up and dropping a box and hurting their knees.

Extension activity

Aim: to share ideas and review language
- In small groups, students share their pictures and verses from WB Activity 3. The class vote on their favourite new verse and sing it together.

Learning outcomes:
- to talk about events in the past using some irregular verbs

New language: *woke up, felt, had, went, gave, said, terrible*

Recycled language: health problems, *yesterday, medicine, No problem, Saturday, flies*

Materials: flashcards 58–65 (health), a soft ball (optional)

Warm-up

Aim: to review the past simple
- Write regular verbs on the board: *listen, look for, walk, swallow, play, climb, shout, sail, help, visit, learned, cook, watch, dream, wait for.*
- Start a chain, e.g. Teacher: *Yesterday I climbed a tree.* Student A: *Yesterday I climbed a tree and I watched TV.* Student B: *Yesterday I climbed a tree, I watched TV and I cooked breakfast ...* The chain continues in this way.
- After six sentences, start another chain: *At the weekend we ...*

Presentation

Aim: to present the past simple of irregular verbs
- Draw a happy stick figure at school on the board and say *Today Paula is at school.*
- Draw a sad stick figure holding her ear and say *Yesterday Paula was at home. She had earache.*
- Write the past sentences on the board. Underline *was* and *had.*
- Elicit that *was* comes from *be* and *had* comes from *have.*
- Draw the sad figure next to a larger figure (the doctor). Write *She went to the doctor.*
- Underline *went* and elicit *go.* Students repeat all three sentences.

1 SB p85 Look, read and complete the story.

Aim: to review health vocabulary and practise past simple irregular verbs
- Use picture 3 to review *medicine* and write it on the board.
- Students read and complete the story.
- Check with the class.

Key: 1 headache, 2 doctor, 3 medicine, 4 school

2 SB p85 Look at Activity 1 again. Write the past form of the verbs.

Aim: to focus on past simple irregular verb forms
- Students find the past tense forms in Activity 1 and copy them.
- Check answers using open pairs: one student says the verb and chooses another student. He/She says the past form, and so on.

Key: 1 woke, 2 felt, 3 had, 4 went, 5 gave, 6 said

3 091 SB p85 Watch, listen and say.

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

For script see SB p85.

4 SB p85 Use the pictures to write a story about Millie.

Aim: to practise writing in the past simple
- Students use the story in Activity 1 as a model.
- Students compare their stories in pairs.

1 WB p85 Look at the letters. Write the words.

Aim: to consolidate past simple irregular forms

Key: 2 feel – felt, 3 say – said, 4 go – went, 5 give – gave, 6 have – had

2 WB p85 Complete the story. Use words from Activity 1.

Aim: to give students further practice with the new language

Key: 2 He had, 3 He went, 4 gave him, 5 Can I have some ice cream, 6 his father said 7 felt

3 WB p85 Write three sentences about you. Use the words from Activity 1.

Aim: to personalise the new language

Ending the lesson

Aim: to review past simple forms
- Students stand in a circle, with you at the centre. Say the infinitive of an irregular verb, e.g. *Give!* and throw a soft ball to one of the students. That student says the past form, e.g. *Gave!* then throws the ball back to you.
- Repeat for all the other new irregular verbs. Add in some regular verbs once students have got the idea.

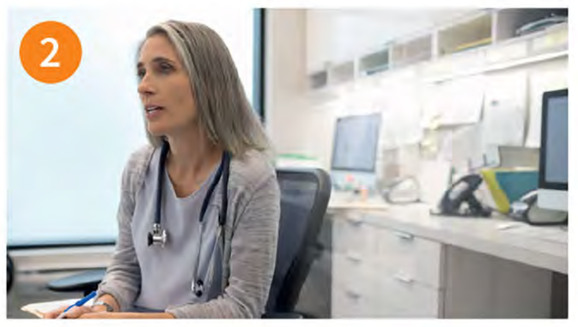
Extension activity

Aim: to practise telling a story in the past
- Students tell a story in the past line by line around the class. Provide the first sentence, e.g. *Saturday was my birthday.*

1 Look, read and complete the story.



Yesterday I woke up early. I felt terrible. I had a bad **(1)**_____. I went to see the **(2)**_____ with my dad.





She gave me some **(3)**_____. 'No **(4)**_____ today,' she said. 'Great,' I said. 'No problem,' said my dad. 'Today is Saturday.'



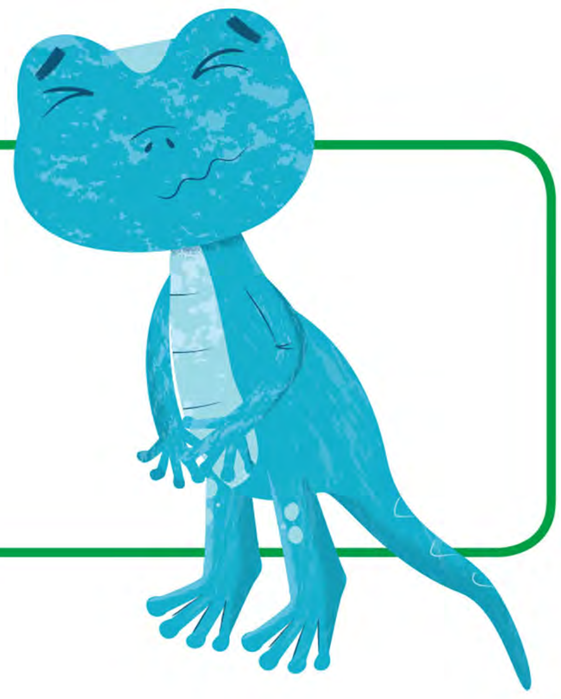
2 Look at Activity 1 again. Write the past form of the verbs.

1 wake up → _____ up
2 feel → _____
3 have → _____
4 go → _____
5 give → _____
6 say → _____

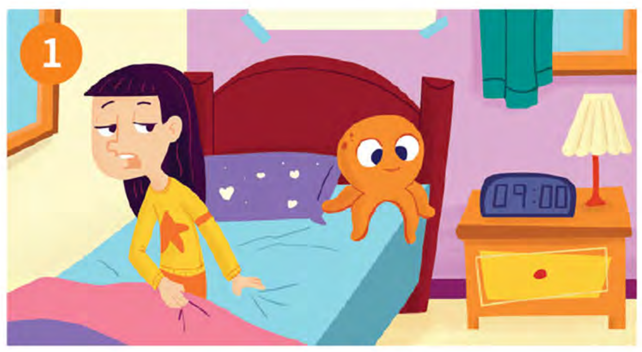
3 091 Watch, listen and say.

Language focus

Greg **woke up** about half past eight.
He **felt** bad. He **had** a stomach-ache.
'You **had** too many flies,' Mum **said**.
She **gave** him a drink and he **went** back to bed.



4 Use the pictures to write a story about Millie.











At the hospital

1 092 Who saves Ben and Lucy?



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!

Learning outcomes:
- to listen to, read and act out a picture story

New language: *go right in, I'll see you … later., Thanks so much., quietly, Are you all right?, play a trick on (someone), Leave us alone!, No way., found, injection, lie down, get better*

Recycled language: regular and irregular past simple forms

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review the characters and the story
- Tell the story of the last episode, but with the verbs in the infinitive. Choose a student to change each sentence to the past, e.g. *Ben and Lucy go to a cave. Ben goes in. It is dark in the cave. Ben has a torch. He looks at some cave paintings. Suddenly Horax and Zelda arrive. Buster barks into the walkie-talkie. Horax and Zelda are scared. They go away.*

At the hospital

1 092 SB pp86–87

Who saves Ben and Lucy?

Aim: to present a picture story
- Read the question and check understanding of *save*.
- Play the recording. Students listen and read to answer *Who saves Ben and Lucy?* Check answers.

Key: The doctor.

For script see SB pp86–87.

- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *Can the children go inside? (Yes, they can.).* After frame 2 ask *Why do the children go in quietly? (Because they think Grandpa is sleeping.)* After frame 3 ask *Why does Lucy say 'Something isn't right'? (Because she can see it isn't a person in the bed.)* After frame 4 ask *What's the trap? (Getting the children to come to the room, when Grandpa isn't there.)* After frame 5 ask *Who's hiding in the room? (Horax.)* After frame 6 ask *What does Horax want? (The book and all the letters.)* Use picture 7 to teach *injection* and ask *What is the doctor going to do? (Give Horax an injection.) Why? (He thinks Horax is Ben's grandpa.)* At the end of the story ask *Why does Ben say 'Bye-bye, Grandpa!'? (So they can escape.)*
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p86 **Read the story *At the hospital* again. Write sentences.**

Aim: to practise past simple 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 wanted the book and the letters. / Horax shouted 'I want the book, and I want the letters'. 6 At that moment, the doctor arrived. 7 Ben and Lucy said goodbye and went out of the room.

2 WB p86 **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 and number the pictures.**

Aim: to practise inferring feelings of characters in a story

Key: a 3, b 1, c 2

Ending the lesson

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

Extension activity

Aim: to practise telling a story in the past simple
- Students look at the pictures for the story in the SB and re-tell it in the past, in pairs. Write useful verb phrases on the board before they start.
- Elicit a sentence from each pair, to tell the story as a class.

7

Learning outcomes:
- to identify phrases from the story
- to practise the pronunciation of regular past simple endings

New language: *hike, skate, hate*

Recycled language: language from the story

Phonics focus: to identify and say the sounds /d/, /t/ and /ɪd/ in *-ed* past simple forms

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 are the first five letters?* (I, F, R, S, E)

2 SB p87 Read and draw lines to make sentences.

Aim: to check comprehension of the story
- Students read and match individually.
- They compare their answers in pairs.
- 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 sound /d/ in *-ed* past simple forms
- Write *played, liked* and *hated* on the board, with the letters *ed* in red. Ask students how the words are pronounced.
- Explain that we pronounce *-ed* endings differently depending on the sound before the letters *ed*. If the sound before *ed* is a /d/ or a /t/, we pronounce *ed* as /ɪd/ (e.g. *waited, landed*). If the sound before *ed* is an unvoiced consonant (other than /d/ or /t/), such as /k/, /s/, /f/, /ʃ/ or /tʃ/ we pronounce *ed* as /t/ (e.g. *walked, danced, laughed, washed, watched*). If the sound before *ed* is a voiced consonant or a vowel, for example /l/, /n/, /v/ or /z/, we pronounce *ed* as /d/ (e.g. *called, cleaned, loved, used*).
- Students repeat *Someone played a trick on us!* after you, with the /d/ ending. Elicit why *ed* is pronounced /d/ here (the sound before *ed* is a vowel sound).
- Students find the speech bubble in the story (frame 4).

Key: Lucy

4 093 SB p87 Listen and say.

Aim: to present the sounds /t/ and /ɪd/ in *-ed* past simple forms
- Students look at the cartoon picture. Check comprehension of *hike, skate* and *hate.*
- Play the recording. Students look at the picture, read and repeat.

For script see TB p126.
- Practise the sound sentence as usual.

1 028 WB p87 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 Are you alright? 2 Leave me alone!

For script see TB p126.

2 029 WB p87 Listen and write the words in the table.

Aim: to practise regular past simple endings

Key: /t/: jumped, looked; /d/: played, smiled, listened; /ɪd/: landed, shouted, wanted

For script see TB p126.

3 030 WB p87 Listen, say and check your answers.

Aim: to practise listening to regular past simple endings

For script see TB p126.

Ending the lesson

Aim: to practise pronouncing *-ed* past simple endings
- Write a tongue twister with the three *-ed* ending sounds on the board: *May played, Mike hiked and Kate skated*. Practise pronunciation with the whole class. Students then practise saying it as fast as possible in pairs.

Stronger students: Students make up their own tongue twisters with *-ed* past simple verbs.

Extension activity

Aim: to encourage creativity and practise writing skills
- Write the dialogues in WB Activity 1 on the board, underlining key words (names, *fell off my bike, bike, play, busy, play with me).*
- In pairs, students write their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



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.



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.

Phonics

3 **Find who says ...**

Someone play**ed** a trick on us!

4 093 **Listen and say.**



Mike hik**ed** – he lik**ed** it.



Kate skat**ed** – she hat**ed** it.

1 **Read the story quickly. Write the answers.**

1 What is the girl's name?

2 What was the girl's problem?

3 What's the dog's name?

2 094 **Read and listen. Check your answers.**

A new best friend



Emma Woodward was 11 years old. She liked swimming and riding her bike. But one day Emma woke up with a headache. It got worse and worse and Emma felt very ill. Her parents took her to a hospital and she saw the doctor straight away. Emma couldn't walk or stand up. The doctor looked at her very carefully. 'There's a problem with Emma's head, she needs an operation straight away.'



After the operation Emma was asleep. When she woke up she had to stay in bed for a long time. She couldn't remember how to do anything. The doctor said 'Emma's legs are not strong. She needs to use a wheelchair. When she's not in the wheelchair, she needs crutches.' Emma was very tired and didn't try to walk. 'I can't do it!' she said. Her parents were worried. 'What can we do? How can we help Emma?' they asked.

One day Emma's mum heard about the Helper Dog Project. The project had dogs to help people with many different kinds of problems.

The next day, they went to see the Helper Dog Project. Emma was on her crutches. She went from the car to the building. She was very tired. She sat in a chair. Then one of the dogs came over. His name was Jasper, and he was the biggest dog in the room. He looked at Emma. Then he put his paw on Emma's leg. Emma knew Jasper was her new best friend.





Learning outcomes:
- to read quickly for specific information (scan and skim)

Skills: scanning and skimming

New language: *over (the weeks), get worse (and worse)/ bigger, straight away, operation, wheelchair, crutch(es), heard, paw, best, hold, magazine, prize, best, newspaper, famous, (first) time, remember*

Recycled language: health problems, free time activities, past simple (regular and irregular verbs), *leg, difficult, strong, tired, worried, dog*

Value: Determination, never giving up

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

Cognitive control functions: Inhibitory control

Warm-up

Aim: to review past simple forms
- Ask the students to listen carefully and remember. Tell a story in the past simple, e.g. *Yesterday I woke up at eight o'clock. I had a big breakfast and got dressed. I went to the library in the town centre. I found a beautiful book about butterflies. I took the book to the park to read it. It was a hot day and I started to fall asleep. Then I dreamed I was a butterfly!* Repeat the story, line by line.
- In pairs, students retell the story. Write key words on the board or draw pictures to help (e.g. a clock showing eight o'clock, breakfast, a library, a book with a butterfly on it, a park).

Extra support: Write lines from the story on slips of paper with the verbs missing. Hand them out. Students write the missing verb and then talk together to work out the correct order.

Stronger students: Students write their own story and tell it to a partner, who remembers and retells it.

1 SB p88 **Read the story quickly. Write the answers.**

Aim: to practise skimming and scanning
- Read the activity instruction and the questions. Tell students not to worry about new language, but just to read to find the answers, as quickly as they can.
- Students read silently and write answers in their notebooks. Set a time limit of two minutes, if necessary.
- They compare their answers in pairs. Don't confirm at this stage.

2 094 SB p88 **Read and listen. Check your answers.**

Aim: to practise reading for specific information
- Play the recording for students to listen, read and check their answers from Activity 1.
- Play the recording again, elicit answers and pause to check understanding and teach new items (e.g. *get worse, wheelchair, crutches, paw, magazine, prize, famous*).

Key: 1 Emma Woodward. 2 She had a problem with her head. 3 Jasper.
- Ask, e.g. *How old was Emma? What was the name of the project? How was Jasper helpful? What does Jasper do when Emma is studying? Who gave Jasper a prize?*

For script see SB p88–89.

1 031 WB p88 **Listen to Emma's story again. Tick ☑ the correct sentences.**

Aim: to check comprehension of the story

Key: sentences 2, 5 and 6

2 WB p88 **Complete the summary. Use the words from the box in the correct tense.**

Aim: to check detailed comprehension of the story

Key: 2 felt, 3 said, 4 visited, 5 helped, 6 learned, 7 remembered

3 WB p88 **Read the story again and think. Colour the circles green for *yes* or red for *no*.**

Aim: to focus on the value in a story (inference)

Key: Red: You should stop trying. Green: Never give up.

Ending the lesson

Aim: to discuss the value of determination / never giving up
- Ask how Emma shows determination in the story (she keeps trying to walk, she learns to walk without crutches)
- Elicit examples of when students have been determined / not given up.

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

Extension activity

Aim: to practise memory skills
- See if students can retell the story from the Warm-up. Write the past tense forms on the board as prompts.

Learning outcomes:
- to read and listen for specific information

Skills: reading for specific information, listening for specific information

Recycled language: language from the story

Materials: the sentences from SB Activity 3, each on a separate slip of paper (one set of sentences per pair of students) (optional)

Critical thinking: Identifies missing key vocabulary and events from short narrative summaries

Cognitive control functions: Working memory

Warm-up

Aim: to review the story and the value
- Elicit the main events from the story in the previous lesson (write key words / phrases on the board, if necessary, e.g. *Emma, problem, legs, wheelchair, crutches, get worse, dog, paw, help, school, prize, famous*). Ask students what value the story shows (determination). Play the recording again (Track 94) for students to listen and read the story.

3 SB p89 **Put the story in order.**

Aim: to check comprehension of the story
- Students read the sentences and number them individually.
- They check their answers in pairs before the class check.

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

4 095 SB p89 **Listen to a summary of the story. Write the four differences.**

Aim: to practise listening for specific information
- Play the recording. Students make notes about the differences, then compare in pairs.
- Play the recording again, if necessary. Students complete the phrases. Check with the class.

For script see TB p126.

Key: 2 smallest dog, biggest dog, 3 George, Jasper, 4 Film, Animal

1 WB p89 **Read and tick ☑ the best answer. Emma is talking to the doctor.** Exam skills

Aim: to practise reading for specific information

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

Ending the lesson

Aim: to review the story and practise speaking
- Give a set of the sentences from SB Activity 3, each on a separate strip of paper, to every pair of students. They work together to re-order the summary.

Extension activity

Aim: to practise reading, writing and speaking
- Students use the dialogue in WB Activity 1 to create a role play. They keep the questions but come up with different answers, e.g. *Hello, Emma. How are you? I feel ill today.*
- Students practise their new role plays. Volunteers perform for the class.



The family took Jasper home and with his help Emma slowly learned to walk again. She put one hand on Jasper and used her other hand to hold a crutch. It was difficult but every day, Emma walked a little more. Soon she started to walk with no crutches using Jasper to help her.

These days Emma and Jasper are always together. Jasper even goes to school with Emma. When she is reading or writing, Jasper sleeps under her desk.

Last week there was a surprise for Jasper and Emma. A magazine gave Jasper a big prize – The Best Animal of the Year! The next day, the story about the little girl and the big dog was in all the newspapers.

'Look!' Emma said to Jasper. 'You are now the most famous dog in the world!'

Jasper looked at Emma. Then he put his paw on her leg. She remembered the first time she saw Jasper and smiled.



3 **Put the story in order.**

- ☐ Emma's mum and dad went to the Helper Dog Project with Emma.
- ☐ Emma liked the biggest dog, Jasper, a lot.
- ☐ Emma Woodward had a bad headache.
- ☐ Her parents took her to hospital.
- ☐ Jasper got a big prize, The Best Animal of the Year!
- ☐ The doctor said, 'You have to sit in a wheelchair or use crutches.'
- ☐ With Jasper's help, Emma learnt to walk again.

4 095 **Listen to a summary of the story. Write the four differences.**

In the summary we have …

1 stomach-ache instead of a headache.

2 _____ instead of _____.

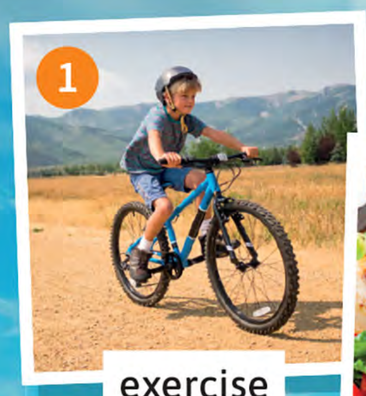
3 _____ instead of _____.

4 _____ instead of _____.

KEEPING HEALTHY

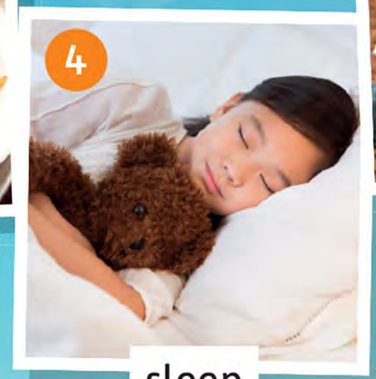
How can we keep healthy?

1 096 Listen and point.













Super fact!

It's OK to eat unhealthy food sometimes. Just don't *always* eat it.



2 Read about healthy food, exercise, fresh air and rest. Then write.

Eating healthy food, doing exercise, and getting fresh air and rest help us to keep healthy.

healthy food

Try to eat some fruit and vegetables and some bread, pasta or rice every day. Don't eat a lot of the same food, like chips, pizza or ice cream.

rest

Rest is also very important. You can rest by doing things like reading a book. The best way to rest is to sleep. That's why it's important to get a good sleep every night.

fresh air

Go outside and get some fresh air! You can cycle to school or to a friend's house.

exercise

Try and exercise often to stay strong. Swimming, cycling and doing sports make us healthy. You can exercise with friends.

1 Write four examples of healthy food.
2 Write four ways of getting exercise.
3 Write two outdoor activities.
4 Write two ways of getting rest.

Learning outcomes:
- to talk about ways to keep healthy
- to read for specific information

BIG QUESTION to explore the Big Question *What keeps us healthy?*

New language: *keep healthy, unhealthy, exercise, fresh air, every day/night, stay (strong), outdoor*

Recycled language: food and drink, sports and free time activities, adverbs of frequency, *food, sleep, rest, outside, cycle*

Materials: A3 paper, coloured pens and pencils, magazines/ leaflets, scissors, glue for each pair/group of students (optional)

Warm-up

Aim: to review food
- Write the Big Question *What keeps us healthy?* on the board. Check comprehension of *healthy* and elicit/teach the opposite, *unhealthy*.
- In pairs, students brainstorm food and drink they think is healthy. Elicit examples and write them on the board. Discuss the foods students have chosen and ask for examples of food we shouldn't eat too often.

SB p90 How can we keep healthy?

Aim: to raise students' awareness of a healthy lifestyle
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember. They can tell you that they saw, e.g. people eating a healthy breakfast, doing sport and resting/sleeping.
- Ask students to watch again and answer *How can we keep healthy?* Play the video again and elicit answers in English or L1. Teach *fresh air* and *exercise* (v).

For videoscript see TB p126.

1 096 SB p90 Listen and point.

Aim: to present words to describe a healthy lifestyle
- Play the recording. Students listen and point. Elicit the healthy food they can see (*chicken, salad, tomatoes*) and the unhealthy food (*burger, chips*).
- Play the recording again. Students repeat the words.

For script see SB p90.

2 SB p90 Read about healthy food, exercise, fresh air and rest. Then write.

Aim: to practise reading for specific information
- Read the questions and check comprehension of *outdoor* and *getting rest*.
- Students read silently and write answers in their notebooks. They find examples in the text and add their own ideas.
- Students compare answers in pairs. Check with the class and call volunteers to write their ideas for each question on the board.

Suggested answers: 1 fruit, vegetables, bread, rice, 2 swimming, cycling, running, playing basketball, 3 cycling to school, hiking, 4 reading a book, sleeping

1 WB p90 Look and match. Then complete the sentence.

Aim: to practise words to describe a healthy lifestyle

Key: a 2, b 4, c 5, d 6, e 1, f 3; exercise, fresh air, healthy

2 WB p90 Read and write the words. Use words from Activity 1.

Aim: to review language from the lesson

Key: 2 unhealthy, 3 exercise, 4 fresh air, 5 rest

Lesson review

- Elicit what students learned today and write it on the board, e.g. *Today I've learned how to keep healthy*. Students copy in their notebooks.

Extension activity

Aim: to encourage creativity and review language from the lesson
- Make pairs or small groups. Students make a poster using one of the headings from the reading text: *Healthy food / Fresh air / Rest / Exercise.*
- Students plan what to write for their poster. Write useful language on the board: *It's a good idea to … We have to … It's very important to … Don't … Try (not) to … You can …*
- Pairs / groups illustrate their poster. They can draw pictures or use photos (e.g. from magazines or advertising leaflets).
- Create a classroom display with the finished posters, with the heading *What keeps us healthy?*

Learning outcomes:
- to speak and write about keeping healthy
- to complete a project

New language: *make (my eyes) ache*

Recycled language: adverbs of frequency, free time activities, food and drink, *healthy, unhealthy, boring, laugh, outdoors*

Materials: computers with access to presentation software or A3 paper and coloured pens or pencils

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

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

Cognitive control functions: Inhibitory control

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review free time activities and sports
- Mime doing a sport or healthy hobby. Students guess, e.g. *You're playing tennis.*
- Volunteers mime for the class.

3 SB p91 Put these activities into the correct column.

Aim: to practise vocabulary and review the topic of healthy lifestyles
- Students categorise the activities in pairs.
- Ask why each thing is healthy or unhealthy.

Key: Healthy: swimming, walking to school, laughing with friends; Unhealthy: playing computer games for four hours, always going to bed very late, always eating ice cream for lunch

4 SB p91 Look at the pictures. Write *healthy* or *unhealthy*.

Aim: to practise categorising activities
- Students label the pictures individually, then compare answers.

Key: a healthy, b healthy, c unhealthy, d unhealthy

5 SB p91 Match the sentences with the pictures in Activity 4.

Aim: to practise reading
- Students read and match.

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

6 SB p91 Tell your partner about two things you do to keep healthy.

Aim: to practise talking about healthy habits
- In pairs, students tell each other at least two things they do to keep healthy.

7 Project SB p91 Make a storyboard or slide presentation to show how you keep healthy. Write some words in each box or on each slide.

Aim: to enable students to apply their knowledge in a creative task
- Slide presentation option: Students make a slide presentation on a computer in pairs or small groups. They title it *How I keep healthy* and then write a subtitle and text for each slide.
- Students write three slides using the unit for ideas. Stronger students finish with a fourth slide about how they can be healthier.

Alternatively: Make one class presentation of eight slides. Plan together on the board and then call different students to enter the text and images.
- Storyboard option: Students draw boxes on a sheet of A3 paper to make a storyboard.
- Pairs or groups present their work to the class.

3 WB p91 Write the words from the box.

Aim: to review vocabulary and practise predicting skills

Key: 2 be tired in the morning, 3 get fresh air, 4 get good exercise, 5 have a healthy diet

4 WB p91 Read and tick the two that are healthy.

Aim: to practise reading

Key: 2 and 3

5 WB p91 Write what you do to keep healthy.

Aim: to personalise the topic

Lesson review
- Elicit what students learned today, e.g. *Today I've written a presentation.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend the topic of reducing screen time
- Do a class survey to find out the average time students spend on a screen each week.
- Discuss how to spend more 'healthy' screen time with friends or family, rather than alone.

3 **Put these activities into the correct column.**

swimming playing computer games for four hours always going to bed very late
always eating ice cream for lunch walking to school laughing with friends

HEALTHY	UNHEALTHY

4 **Look at the pictures. Write *healthy* or *unhealthy*.**

a 

b 

c 

d 

5 **Match the sentences with the pictures in Activity 4.**

1 These are bad for the teeth. ☐
2 It gets me outdoors. ☐
3 Sometimes it makes my eyes ache. ☐
4 I always make healthy food. ☐

6 **Tell your partner about two things you do to keep healthy.**

I play football to keep healthy.

7 Project **Make a storyboard or slide presentation to show how you keep healthy. Write some words in each box or on each slide.**



Talk and find 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 some medicine / drink lots of water / stay in bed …
No problem. / No, you can't. You have to …

Patient

I've got 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.**



Learning outcomes:
- to communicate effectively to describe health problems and give advice

New language: *doctor's, patient, pain, I have a pain in my …, kick* (v), *Is that OK?*

Recycled language: health problems, *What's the matter?, I've got a (headache)., What happened?, Let me see., You have to … drink lots of water / stay in bed., You can't …, No problem., jump, land* (v), *I want to … tomorrow.*

Materials: flashcards 58–65 (health), pieces of card with health problems, e.g. *pain in my knee, pain in my leg, pain in my hand* (optional)

Creative thinking: Acts parts in role plays or dramas

Cognitive control functions: Cognitive flexibility

Creative Thinking (WB): Narrates own stories using a model

Warm-up

Aim: to review and extend vocabulary for health problems

- Mime having toothache and say *I've got toothache. I have a pain in my teeth.* Write the sentences on the board and teach *pain*. Mime different pains and elicit both forms, e.g. *I've got stomach-ache. / I've got a pain in my stomach.*
- Hand out health flashcards (except *doctor* and *nurse*) and pieces of card with phrases (*pain in my leg*, etc.) so that half the class have cards.
- Students stand up. Students without cards are doctors. They need to ask *What's the matter?* Students with cards are patients. They need to say what their problem is.
- Students walk around the class until you say *Stop! Talk to the doctor!* Each 'doctor' asks the nearest student *What's the matter?* The student replies according to their card and then gives the card to the 'doctor'. Students walk again when you say *Walk to the doctor's.* The 'doctors' are now 'patients' and vice versa.

1 SB p92 Choose a role card. Read and plan.

Aim: to practise reading, speaking and planning skills

- Focus on the role cards and read both sets of instructions aloud.
- Make pairs and let students choose who will be A or B. Refer students to the 'Useful language' box to help them plan their role play. Monitor and help with the planning stage. Elicit more advice, e.g. *You have to take some medicine. You have to go to hospital.*

Extra support: Write an example role play on the board, using students' ideas and phrases from the box.

2 SB p92 Act out your play.

Aim: to practise communicating – talking about health problems

- Students practise and memorise their role plays in pairs.

Extra support: Students write out their role play and can refer to it while practising.

- Volunteers act out their role plays for the class.

1 WB p92 Read and write *d* (doctor) or *p* (patient).

Aim: to practise key language for talking about health problems

Key: 2 d, 3 p, 4 d, 5 p, 6 p

2 WB p92 Read the answers and write *d* (doctor) or *p* (patient). Then match them with the questions from Activity 1.

Aim: to practise key language for talking about health problems

Key: a 2 (p), b 3 d, c (1) p, d 6 d, e 4 p, f 5 d

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

- In pairs, students write a list of health problems the 'patients' had in the role plays. Set a time limit of two minutes.
- Pairs swap lists with other pairs.
- Elicit the problems/illnesses and write them on the board.
- Students mark their friends' work.
- The pair with the most health problems, correctly spelt, are the winners.

Extension activity

Aim: to further practise using health vocabulary

- In pairs, students practise their dialogues from WB Activity 3.
- Volunteers perform their dialogues for the class.

Learning outcomes:
- to write a story in the past tense
- to add to the portfolio to show students' progress

BIG QUESTION to think about how the unit has helped explore the Big Question *What keeps us healthy?*

New language: *What was the weather like?, sunny, hurt* (v)

Recycled language: vocabulary and grammar from the unit, *swimmer*

Materials: flashcards 58–65 (health), digital or print portfolios

Creative thinking: Develops ideas through planning, research or review

Cognitive control functions: Inhibitory control

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review health problems and the past simple *had*
- Hand out flashcards of health problems (not *nurse* or *doctor).* The six students stand at the front. Write *Yesterday I had …* on the board.
- The six students show the class their flashcards in turn and say, e.g. *Yesterday I had a cough*, then hide their flashcard. The rest of the class watch and listen carefully and try to remember.
- Choose a volunteer to say all the health problems in the correct order, e.g. *Elena had a cough. Francisco had a cold.* The students with flashcards turn their card around to show if the student is right. If not, another student tries to remember.

1 SB p93 Think of a story. It can be a true story or a story you imagine. Use the questions to help you.

Aim: to practise reading and note-making
- Give students time to read the table. Teach *hurt*. Ask *What was the weather like yesterday?* Teach *cloudy, rainy*, etc.
- Students copy the table, with the questions in the first column. They write notes for each part of their story.

2 SB p93 Plan and write notes about your story. Draw pictures.

Aim: to practise planning and writing
- Read through the example plan and show students how it relates to the questions in Activity 1. Point out that *hurt* is irregular and the past simple form is also *hurt*.
- Students write their plan, using the table from Activity 1. They draw a simple picture for each event.

3 SB p93 Draw and write a story.

Aim: to practise writing a story
- Students write a final draft of their stories and turn two or three of their sketches from Activity 2 into colour illustrations. They can type the story or write it on paper.
- Check their work and remind them to give the story a title.
- Students can upload their work to their digital portfolio or stick it in the print version, with the pictures.

1 WB p93 Look and draw lines to make sentences.

Aim: to review unit grammar

Key: 2 She woke up at six o'clock this morning. 3 She felt ill so she went to the doctor's.

2 WB p93 Read and think. Then write two more sentences.

BIG QUESTION **Aim:** to revisit the Big Question and consolidate learning
- Check and elicit more examples of ways to keep healthy.

3 WB p93 Read. Then write about you and draw.

Aim: to personalise the topic

Ending the lesson

Aim: to review the unit song
- Play the song again (Track 89) for students to join in and mime the actions and health problems (they mime eating the cake, having stomach-ache, etc.).
- Students complete the *My Super Mind* self-assessment section on page 120 of the Workbook.

Extension activity

Aim: to enable students to share what they have learned
- In groups, students take turns to show the picture they drew for WB Activity 3 and read their story.

Think and write

Write a story

Writing tip

Write stories in the past tense.
Remember to check your verbs!

1 Think of a story. It can be a true story or a story you imagine. Use the questions to help you.

Who is the story about?	Tom, 12 years old, good swimmer
When?	3 weeks ago, Sunday
What was the weather like?	very sunny, hot
What happened?	swimming, jumped into pool, problem, not a lot of water, hurt his head, hospital, 3 weeks

2 Plan and write notes about your story. Draw pictures.

 Tom – great swimmer.	Sunday, three 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 a story.



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.

8 Around the world

1 097 Listen and say the words. Then check with a friend.

1 Egypt
2 Argentina
3 India
4 Australia
5 Mexico
6 Brazil
7 Chile
8 Spain
9 China
10 Turkey

Come and see the model village.
Travel the world in a day !

BIG QUESTION What wonders of the world are there?

Stay at home but travel far.
The missing letter is where you are.

2 098 **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.

Learning outcomes:
- to name countries

BIG QUESTION to start to think about the Big Question *What wonders of the world are there?*

New language: *Egypt, Argentina, India, Australia, Mexico, Portugal, Chile, Spain, China, Turkey, wonder (of the world), travel, ticket, change* (n), *flag*

Recycled language: *stay, home, far, missing letter, world, day*

Materials: flashcards 66–75 (countries), world map (optional)

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

Cognitive control functions: Working memory

Warm-up

Aim: to activate vocabulary
- Show a map of the world. Volunteers find countries they know the name of in English, including their own country.

Presentation

Aim: to present countries and flags
- Use the flashcards to teach *flag* and present the country names. Point out each country on the world map.
- Discuss the colours and symbols of flags (e.g. Australia: the Union Jack represents the history of British settlement, the larger star represents the six states and the territories of Australia and there is a constellation of five stars that you can only see from the southern hemisphere).

1 097 SB p94 Listen and say the words. Then check with a friend.

Aim: to practise country names
- Students look at the picture in their Student's Books. Ask them to find The Explorers and elicit/explain The meaning of *model village.*
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.
- Students cover the list of countries and practise identifying the flags in pairs.

For script see SB p94.

BIG QUESTION What wonders of the world are there?

Aim: to encourage students to find out about the wonders of the world
- Read the Big Question. Check comprehension of *wonder of the world.*
- In pairs, students think of examples of wonders. Write their ideas on the board. Elicit wonders which are in some of the countries featured in the Student's Book (e.g. India – Taj Mahal).

2 098 SB p94 Listen and answer.

Aim: to practise listening for specific information
- Read the questions aloud and check understanding of *ticket* and *change.*
- Play the recording twice. Check with the class.

Key: 1 Lucy. 2 Two pounds. 3 One pound. 4 Brazil. Because he loves football.

For script see TB p126.

3 SB p94 Play the flag game.

Aim: to practise recognising flags and country names
- Make pairs. Student A closes his/her book. Student B describes a flag. Student A says the country. He/She gets a point for a correct answer. After five turns they swap.

Stronger students: Give more difficult clues (not colours) e.g. *There's a moon and stars on it.*

1 WB p94 Match the letters and write the countries. Then match the countries with the flags.

Aim: to practise country names

Key: 2 Egypt a, 3 Mexico c, 4 China d, 5 Spain e, 6 Brazil j, 7 Argentina f, 8 Chile b, 9 India g, 10 Turkey i

2 WB p94 Read and write the words from the box.

Aim: to review conversation sequences

Key: 2 are, 3 change, 4 Enjoy, 5 country, 6 visit, 7 choose

3 WB p94 Complete the sentence. Then draw and colour.

Aim: to personalise the topic

Ending the lesson

Aim: to review country names
- Hold a flashcard so students can't see it and say, e.g. *It's red, white and blue. There's one white star in the top left corner.* Students say, e.g. *Chile.*

Extension activity

Aim: to practise spelling countries
- Dictate the country names. Students write them in their notebooks, then check.

Learning outcomes:
- to talk about events and actions that did not happen in the past

New language: *I didn't (have fun)., My dad didn't (go with us)., We didn't (eat ice cream)., ate, bridge, lion, hot dog*

Recycled language: animals, places in town, food, past simple forms (regular and irregular)

Materials: flashcards 66–75 (countries), pieces of card with infinitive forms or past simple tenses (to make pairs), e.g. *go – went, have – had, travel – travelled, play – played, watch – watched, feel – felt, phone – phoned, visit – visited, be – was, see – saw, help – helped* (optional)

Warm-up

Aim: to review the past simple
- Students stand in a circle, with you at the centre. Say the infinitive of a regular or irregular verb, e.g. *visit* and throw a soft ball to one of the students. That student says the past form, e.g. *visited,* makes a sentence in the past, e.g. *I visited my uncle and aunt at the weekend*, then throws the ball back to you.

Presentation

Aim: to present the negative past simple
- Write on the board, e.g. *(Name) played football yesterday.*
- Say *I didn't play football yesterday. I played tennis.* Write the sentences on the board.
- Write on the board, e.g. *(Name) went to the cinema at the weekend. I didn't go to the cinema …*
- Underline *didn't play / didn't go* in the same colour and check comprehension.

1 099 SB p95 Listen and tick ☑ the pictures.

Aim: to practise the negative past simple
- Elicit the things in the pictures.
- Play the recording. Students listen and tick.

For script see TB p126.
- Play the recording again. Check with the class.

Key: 1 a, 2 b, 3 b

2 SB p95 Where do the words go? Say the sentences.

Aim: to focus on word order
- Write the first sentence on the board (without *didn't*) and elicit the complete sentence.
- Students do the second sentence in pairs, then practise saying the sentences.

Key: 1 I went to the zoo with my mum but Dad didn't go with us.
2 We went to a pizza restaurant but I didn't have a pizza.

3 100 SB p95 Watch, listen and say.

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

For script see SB p95.

4 SB p95 Play the chain game.

Aim: to give students further practice with the new language
- Students play the game in groups or around the class.

Extra support: Elicit and write verb phrases on the board, e.g. *see a dolphin, play beach volleyball.*

1 WB p95 Match and colour.

Aim: to practise matching infinitive and past simple forms

Key: go–went blue, feel–felt red, ride–rode orange, say–said green, give–gave yellow, eat–ate purple

2 WB p95 Circle the correct words.

Aim: to consolidate understanding of the new language

Key: 2 didn't, 3 didn't, 4 didn't give, 5 didn't, 6 didn't eat

3 WB p95 Complete the sentences.

Aim: to practise writing the negative past simple

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 swim/go swimming, 6 she didn't go to Australia

Ending the lesson

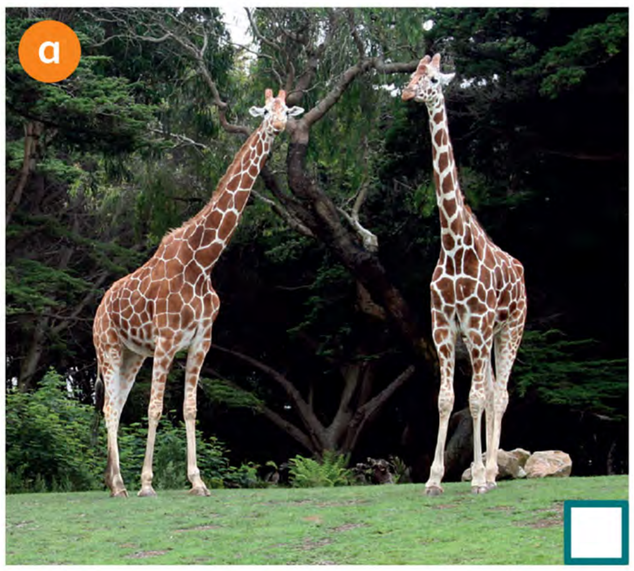
Aim: to review new language from the lesson
- Make a sentence which is clearly false, e.g. *Yesterday I saw Ariana Grande in the supermarket.*
- Students correct you, e.g. *You didn't see Ariana Grande in the supermarket!*

Extension activity

Aim: to give students further practice with the new language
- Students each write a sentence about a place in the past simple, e.g. *Yesterday I went to the forest.*
- Make small groups. One student reads his/her sentence. The others in the group add a meaningful clause with *but I didn't*, e.g. … *but I didn't climb a tree.*

1 099 Listen and tick ☑ the pictures.

1 Sara went …





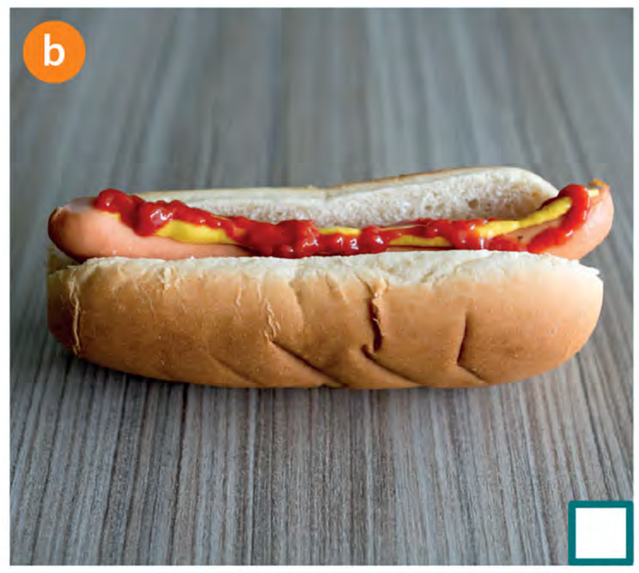
2 She saw …





3 She ate …





2 Where do the words go? Say the sentences.

1 I went to the zoo with my mum but dad go with us. (didn't)

2 We went to a pizza restaurant but I have a pizza. (didn't)

3 100 Watch, listen and say.

Language focus

I went to the sea, but I **didn't have** fun.

The beach was cold, so I **didn't stay** for long.



4 Play the chain game.

We went on holiday but we didn't eat ice cream.

We went on holiday but we didn't eat ice cream and we didn't go in the sea.

1 101 **Listen and match the countries with the pictures. Then sing the song.**

All the wonders in the world
I didn't see a single one.
All the wonders in the world
I was having too much fun.

I went to China
But I didn't see the wall.
In India
I didn't see the Taj Mahal.

All the wonders in the world ...

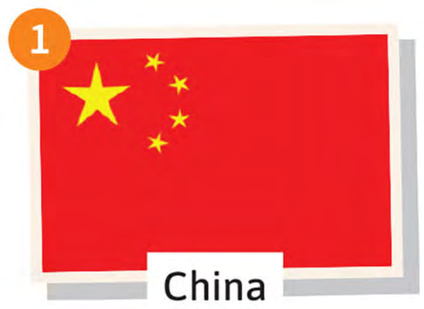
I went to Egypt
But I didn't see the Sphinx.
I went to Spain
But I didn't see a lynx.

All the wonders in the world ...

I went to Australia
But I didn't see the sun.
And in Brazil
I didn't see the Amazon.

All the wonders in the world ...















The Sphinx



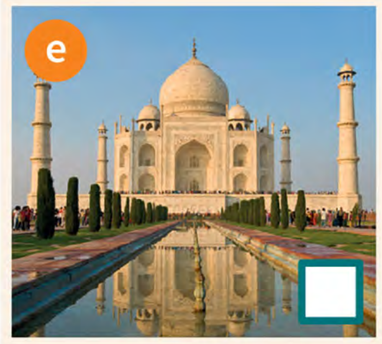
The Amazon



A lynx



The Great Wall



The Taj Mahal

2 **Make a list of wonders in your country.**

3 **Compare with a friend.**

I think the national museum is a wonder.

I think the panda is a wonder.

Learning outcomes:
- to join in with a song
- to use the negative past simple

New language: *single (one), too much, lynx*

Recycled language: country names, past simple forms (positive and negative), *wonders, world, have fun, wall, sun*

Materials: flashcards 66–75 (countries), world map, ten small pieces of paper, ten pieces of wool or string and drawing pins (optional)

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

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Makes adaptations to a song or poem reflecting personal interests, emotions or identity

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review country names
- Review the countries using the flashcards.
- Hand out ten sticky notes to different students. Each student writes a different country name on their note (from the flashcards).
- Put the world map on the board. Students with sticky notes come up and place them on the correct countries on the map. If you don't have sticky notes, use pieces of paper and magnets to attach them to the whiteboard.
- In a larger class, remove the labels from the map during the lesson and repeat the activity with different students.

1 101 SB p96 **Listen and match the countries with the pictures. Then sing the song.**

Aim: to practise listening and sing a song with the class
- Focus on the flags and pictures and check comprehension of the labels for pictures a to e. Point out that wonders of the world don't have to be buildings – they can be natural features.
- Play the recording for students to listen and match. Check answers.

Key: 1 d, 2 e, 3 a, 4 c, 5 b

For song lyrics see SB p96.
- Play the recording again. Students follow along. Explain new language, e.g. *a single one, too much fun*.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (102) to practise it with the whole class and then in groups.

2 SB p96 **Make a list of wonders in your country.**

Aim: to personalise the topic
- Students work individually to list wonders (natural as well as things made by people).

3 SB p96 **Compare with a friend.**

Aim: to practise speaking
- In pairs, students compare their lists and try to choose three wonders.
- Elicit ideas from different pairs and have a class vote on the top three wonders.

1 WB p94 **Remember the song. Circle the correct word.**

Aim: to consolidate language in the song

Key: 2 Taj Mahal, 3 sphinx, 4 Australia, 5 Amazon

2 WB p94 **Think of four different places and their wonders. What did you see? What didn't you see? Complete the song.**

Aim: to personalise the new language

3 WB p94 **Draw two wonders you like the best. Write a sentence about them.**

Aim: to personalise the new language

Ending the lesson

Aim: to practise the song
- Play the song again for students to join in. Hold up the appropriate flag flashcards as prompts as the countries are mentioned, or display them on the board.

Extension activity

Aim: to extend knowledge of wonders of the world
- Ask students to find the precise location of the different wonders in the song on the world map (the Sphinx is south-west of Cairo, the Taj Mahal is in Agra in the north of India and the Great Wall runs from east of Beijing to the sea).

Learning outcomes:
- to ask about events and actions in the past

New language: past simple question forms: *Did you (go to Spain)?, Yes, I did. / No, I didn't., When/Where/Who/How did you …?, how long, postcard, forgot*

Recycled language: past simple forms, free time activities, holidays

Warm-up

Aim: to review holiday vocabulary
- Brainstorm holiday activities to create a word map with the title *Holidays*. Include *stay in a hotel, go to the beach, go to museums, go swimming, go walking*.
- Ask *Do you like (going to museums)? (Yes, I do. / No, I don't.)*
- Continue in open pairs, with one student asking another, using the prompts on the board.
- Leave the map on the board.

Presentation

Aim: to present questions and answers with the past simple
- Write *Last summer* above *Holidays* on the board.
- Point to *go walking*. Say *Imagine I ask you about your holiday. I say 'Did you go walking?'* Elicit answers *Yes, I did. / No, I didn't.* Repeat for another question.
- Write the two questions and 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.

1 103 SB p97 Match the questions with the answers. Then listen and check.

Aim: to practise past simple questions
- Students read and match the questions and answers.
- Play the recording for them to check. Students practise the questions and answers in pairs.

For script see TB p127.

Key: 1 Yes, I did. It was great. 2 Mum and Dad and Bobby. 3 For a week. 4 In a hotel near Central Park. 5 No, I didn't. We didn't have time. 6 Sorry! I forgot.

2 SB p97 Put the words in order. Say the sentences.

Aim: to focus on word order
- In pairs, students unjumble the words and write the correct questions in their notebooks.

Key: 1 Did you have a good holiday? 2 Who did you see there? 3 How did you get there? 4 When did you get back home?

3 104 SB p97 Watch, listen and say.

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

For script see SB p97.

4 SB p97 Ask your friend questions about their last holiday.

Aim: to practise the new language
- Elicit a question for each prompt (*Where did you go? Did you have fun? How long did you stay there? How did you get there? Who did you go with?*)
- Students ask and answer in pairs.

Extra support: Write the complete questions on the board.
Stronger students: Ask more questions, e.g. *Did you like it? What did you eat?*

1 WB p97 Put the words in order.

Aim: to consolidate understanding of word order in past simple questions

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 practise writing 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 practise speaking
- Students ask you as many questions about your last holiday as they can in the past simple.
- When they have finished, they make sentences about your holiday, e.g. *You went skiing. You stayed in the mountains.*

Extension activity

Aim: to practise writing the new language
- Students write the questions from WB Activity 1 in their notebooks. They write an answer for each, using their imagination.

1 103 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.

2 Put the words in order. Say the sentences.

1 have you Did holiday? a good
2 did there? you Who see
3 How get there? you did
4 get you When home? did back

3 104 Watch, listen and say.

Language focus

Did you **go** to Spain, Greg?
Yes, I **did**.
Did you **go** by plane, Greg?
No, I **didn't**.

When **did** you **get** home, Greg?
Yesterday.



4 Ask your friend questions about their last holiday.

Where … ?
… have fun?
How long … ?
How did you … ?
Who … go with?



The final letters

1 105 What are Ben and Lucy doing when Horax takes the book?



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.

Learning outcomes:
- to listen to, read and act out a picture story

New language: *final, stadium, What a great …!, Let's keep looking., opera house, glad, drop, still* (adv)

Recycled language: country names, past simple forms, present continuous, *I'd love to …, choose, amazing, learn, hungry, breakfast, sandwiches, What happened?, have to*

Cognitive control functions: Inhibitory control

Value: showing interest in other cultures

Warm-up

Aim: to review the story
- Write a summary of the last episode on the board, without verbs, e.g. *Ben and Lucy … to the hospital. Ben's grandpa … ill. A doctor … them to the room. But when they got there, they …. … Ben's grandpa. Horax … there instead. He …. the book. Ben and Lucy … … it to him. The doctor … Horax an injection and Ben and Lucy …. They … … another letter.*
- Write the verbs in random order on the board, if necessary. (Answers: *went, was, took, didn't see, was, wanted, didn't give, gave, escaped, didn't find*).
- Students complete the summary in pairs. Check answers.

The final letters

1 105 SB pp98–99

What are Ben and Lucy doing when Horax takes the book?

Aim: to present a picture story
- Elicit where The Explorers are in frame 1 (*the model village*).
- Play the recording. Students listen and read to answer *What are Ben and Lucy doing when Horax takes the book?* Check answers. Make sure students have noticed Horax in frame 6.

Key: They're eating sandwiches.

For script see SB pp98–99.
- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *Where are they? (Brazil.).* After frame 2 ask *Where do they go next and why? (China – to see the Great Wall.)* After frame 3 ask *Where are they now? (Australia.)* After frame 4 ask *Who's got the book? (Lucy.) What does Lucy say they are doing? (Learning about the world.)* After frame 5 ask *Where are they? (Egypt.) Can they see the letters? (No.)* After frame 6 ask *Why is Ben hungry? (He didn't have much breakfast.) Who's hiding behind the plant? (Horax).* Teach *drop* and after frame 7 ask *Did Lucy drop the book? (She doesn't know.)* At the end of the story ask *Who sees the missing letters? (Lucy) What are they? (*N *and* D*).*
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p98 **Read the story *The final letters* again. Put the lines in order.**

Aim: to check understanding of the story

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

2 WB p98 **Read the story below. What can we learn from it? Draw ☺ or ☹.**

Aim: to focus students on the value of showing interest in other cultures

Key: ☺ It's interesting to try food from another culture. ☹ Eat only what you really know.

Ending the lesson

Aim: to practise the story
- Put students in groups of three. They each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play. The student who is Lucy has a book and the student playing Horax hides and takes the book at the right time.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of showing interest in other cultures
- Elicit how Ben and Lucy show their interest in other cultures in the story. (*I'd love to go to Rio de Janeiro. It's amazing! Cool!*)
- Elicit how Oliver learned from Adil in the dialogue in WB Activity 2 (he tried new food he wouldn't try at home).
- Ask students when they have shown interest in other cultures.

Learning outcomes:
- to talk about the meaning of a story
- to identify and say different pronunciations of the letter *y* (/iː/, / ɪ/, /aɪ/ and /j/).

New language: *jelly, gym*

Recycled language: language from the story

Phonics focus: to identify and and say different pronunciations of the letter *y* (/iː/, / ɪ/, /aɪ/ and /j/).

Value: showing interest in other cultures

Warm-up

Aim: to review the story
- Write phrases from the story on the board (e.g. *I'd love to go to Rio de Janeiro. It's amazing! What are you doing here? Where can they be? I'm glad we made these sandwiches. Did you drop it? I can see the missing letters!*) Say them for students to repeat.
- Elicit who says each sentence and recap the story.
- Ask different students *Where would you love to go? Why?*

2 SB p99 Look, read and answer.

Aim: to check comprehension of the story
- Play the recording of the story again. Students follow in their Student's Books.
- Students work individually to match the flags with the pictures. They compare their answers in pairs.
- Check answers and elicit the name of each country.

Key: a (India) – frame 8, b (Australia) – frame 3, c (Brazil) – frame 1, d (China) – frame 2, e (Egypt) – frame 5

3 SB p99 Find who says ...

Aim: to present the letter *y* pronounced as /iː/ and /ɪ/
- Write *sunny* on the board, using a red pen for the letter *y*. Say the **ee** sound at the end of the word.
- Explain that *Sydney* has both of the pronunciations: the **i** as in *pyramid* and the **ee** as in *happy.*
- Write *Egypt* and *pyramid* on the board, using a red pen for the letter *y*. Elicit the pronunciation. Make the short /ɪ/sound and have students repeat.
- Students repeat *It's the opera house in Sydney, Australia* after you.
- Students find the speech bubble in the story (frame 3).

Key: Lucy

4 106 SB p99 Listen and say.

Aim: to practise the sounds /iː/ and /ɪ/ represented by the letter *y*
- Students look at the cartoon picture. Teach *jelly* and *gym*.
- Play the recording. Students look at the picture, read and repeat.

For script see TB p127.
- Practise the sound sentence as usual.

1 032 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

For script see TB p127.

2 WB p99 Look and write the words.

Aim: to practise regular past simple endings

Key: it: Egypt; very: Turkey, happy; five: buy, dry; yellow: yuck, young

3 033 WB p99 Listen, say and check your answers.

Aim: to practise listening to and pronouncing words with the letter *y*

For script see TB p127.

Ending the lesson

Aim: to review different pronunciations of the letter *y*
- Students practise the tongue twister *Red lorry. Yellow lorry.*
- Show flashcards of words with the letter *y*. Students read them aloud, e.g. *easy, fly, yes, sky, yesterday, happy, dry, ugly, bye, gym.*

Extension activity

Aim: to discuss the value of showing interest in other cultures
- Elicit examples of showing interest in other cultures. Ask why it is important and point out that it doesn't always involve travelling – it can be through trying different food, learning about the customs and history of different cultures, listening to their music, etc.

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



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.**

In which picture do they visit … ?



Phonics

3 **Find who says …**

It's the opera house in Sydney, in Australia.

4 106 **Listen and say.**



Silly Milly made a pyramid of jelly at the gym.

Skills

1 107 **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



Learning outcomes:
- to listen and read for specific information

New language: *camel, statue, ancient Egyptians, built*

Recycled language: country names, present continuous

Warm-up

Aim: to review country and place names
- Stand in a circle with the students. Clap twice and say a country from the unit, e.g. *Australia.*
- Clap twice again. The student to your left calls out a place to visit in that country, e.g. *Sydney.*
- The next student claps twice and says a country. The student to his/her left claps and says a place to visit in that country. Continue in this way around the circle (give help as necessary) until you've practised all the countries and places from the unit. Include the students' own country.

1 107 SB p100 Listen and draw lines. Exam skills

Aim: to practise listening for specific information
- Read the activity instruction and check students know what to do.
- Read the names around the picture and practise pronunciation. Ask about the different people in the picture, while students point or answer, e.g. *Who's taking a photo? What's this girl doing? (Looking at a map.)* Pre-teach *camel* and *statue*.
- Play the recording. Students listen and draw lines from the name labels to the people in the picture.

For script see TB pXXX.
- Students compare their answers in pairs. Play the recording again if necessary.
- Check with the class by eliciting sentences, e.g. *Fred is eating an ice-cream.*

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

2 SB p100 Read and write the words. Exam skills

Aim: to practise reading skills
- Pre-teach *ancient Egyptians* and *built.*
- Do the first one as an example and elicit why answer b is correct.
- Students complete the activity individually, then compare answers in pairs.
- Check with the class, discussing why each answer is correct.

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

1 WB p100 Look and read. Write 1, 2 or 3 words to complete the sentences about the story. Exam skills

Aim: to practise reading and writing skills

Key: 2 saw, 3 was, 4 didn't, 5 beach, 6 didn't have, 7 ill, 8 very silly

Ending the lesson

Aim: to practise speaking and memory skills
- Give students 30 seconds to look at and memorise the picture in SB Activity 1. Then ask them to close their books.
- Make sentences about the school trip in the past simple – some true, some false, e.g. *There were three statues in the picture.* (T) *A girl rode the camel.* (F) Students say *That's a fact!* if the sentence is true, or correct your sentence using a negative past simple sentence, e.g. *A girl didn't ride the camel. A boy rode the camel.*

Extension activity

Aim: to extend knowledge and understanding of another culture
- Make groups of four. 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 information about other pyramids.
- Groups make posters with the key facts they found out and then decorate the posters with pictures or photographs. They give their poster an eye-catching title.
- Groups display and talk about their posters to the class.

Learning outcomes:
- to read for specific information
- to write a travel blog from a model

New language: *competition, trip, blog, loud, Paraguay, loads, thought*

Recycled language: animals, country names, feelings, *prize, year, waterfall, water, beautiful, ticket*

Materials: flashcards 66–75 (countries), world map (optional)

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

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Narrates own stories using a model

Warm-up

Aim: to review country names
- Display nine of the flashcards on the board and ask *Which country is missing?* When students guess, show them the missing card. Ask a volunteer to spell the country.
- Mix the flashcards. Display eight and play again. Repeat with seven, six and five cards.

1 SB p101 Read and talk about the questions.

Aim: to practise speaking
- Read the introduction (not the questions) and check comprehension of *competition*. Ask if students have ever won a competition. *What was the prize?*
- Choose four students to read the questions and elicit example ideas.
- Students discuss the questions in pairs. Encourage students to give reasons for their answers.

Extra support: Write some examples for each question on the board, i.e., country names, modes of transport, names of landmarks, family members.

Stronger students: Students report back one thing they learned, e.g. *Angela wants to visit the British Museum in London because she loves history.*

2 SB p101 Read Megan's travel blog. Match each day with a photo.

Aim: to practise reading for gist
- Read the title of the blog and elicit/explain what a blog is. Make sure that students realise each entry is for a day of Megan's trip.
- Give students time to look at the pictures. Tell them to read quickly to match the photos with the paragraphs, without worrying about understanding everything.
- Check answers. Ask students where Paris is and which of the three places they would like to visit. Call volunteers to find the different countries featured on a world map, if possible.

Key: a 78, b 34, c 187

3 SB p101 Read again and correct the sentences.

Aim: to read for specific information
- Read the sentences and check students know that *thought* is the past of *think*.
- Students read the blog entries more carefully and correct the sentences individually. Check answers.
- Explain any new vocabulary, e.g. *loud, loads*.

Key: 1 The Iguazu falls are in Argentina and Brazil. 2 Megan has tickets to visit the Eiffel Tower in Paris. 3 Megan thought the lions were beautiful but scary.

4 SB p101 Write about one day on your around-the-world trip.

Aim: to encourage creativity and practise writing
- Ask students to look at the model. Encourage them to think about what Megan writes about – what she saw, interesting facts about it and also what she felt.
- Students write a rough draft in their notebooks, then a final version. They can add the blog to their portfolio.

1 034 WB p101 Listen and write. There is one example. Exam skills

Aim: to practise listening for specific information

Key: 1 hungry, 2 fish, 3 clean, 4 (one or two) hours

For script see TB p127.

2 WB p101 Look and write about David's trip in the time machine.

Aim: to practise writing

Ending the lesson

Aim: to practise memory skills
- Students read Megan's blog again, then close their books.
- Ask questions, e.g. *Where is the Eiffel Tower? What kind of animals did Megan see? What was the name of the waterfall?*

Extension activity

Aim: to encourage students to share their work
- Put students into groups of four or five. They compare their blog entries from SB Activity 4. Encourage students to ask each other questions about their imaginary trip.

1 Read and talk about the questions.

You win a competition. The prize is a trip around the world.

You have one year and you can visit six countries.

You can take one person with you.

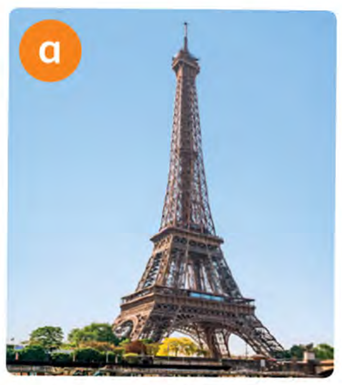


- Which countries do you want to visit?
- How do you want to travel?
- What do you want to see?
- Who do you want to take with you?

2 Read Megan's travel blog. Match each day with a photo.

Megan's travel blog

a



Day _____

b



Day _____

c



Day _____

Day 34

Today we saw an amazing waterfall. It's called the Iguazu falls. There was so much water! And it was really loud. We also visited three countries in one day. The Iguazu falls are in Brazil and Argentina (and close to Paraguay too!)

Day 78

Paris is the most beautiful city in the world, and today I saw the Eiffel tower. I took loads of photos. We didn't go up because we were very tired but we're going to tomorrow. We already have our tickets.

Day 187

This is our second day on Safari. The animals are amazing. Yesterday we saw elephants, giraffes and lots of monkeys. Today we saw lions! They were beautiful. I was a little bit scared and I was happy when we got back to camp.

3 Read again and correct the sentences.

1 The Iguazu falls are in Paraguay and Brazil.

2 Megan has tickets to visit the Louvre museum in Paris.

3 Megan thought the elephants were beautiful but scary.

4 Write about one day on your around-the-world trip.

Today we landed in Sydney, Australia. We were very tired but we were also very excited.

Think and learn

Wonders of the world

What are some of the natural wonders of the world?

Super fact!

You can see the Great Barrier Reef from space.



1 108 Listen and point.



2 **Read, look at the map and write the continents.**

1 Lots of interesting animals, like pink snakes, live in the Grand Canyon. It's in _____.

2 The Harbour of Rio de Janeiro is in _____. There are more than 80 kilometres of beaches next to it.

3 The Northern Lights are usually green, red or pink. You can see them in _____.

4 Paricutin Volcano is in _____. It's 3,170 metres high.

5 Mount Everest is more than 60 million years old. It's in _____.

6 The Great Barrier Reef is in _____. More than 1,500 kinds of fish live there.

7 Victoria Falls is in _____. The water comes from the Zambezi river.

3 **What's the nearest natural wonder of the world to you?**

The nearest wonder of the world to me is … It's in …

Learning outcomes:
- to talk about natural wonders of the world

BIG QUESTION to explore the Big Question *What wonders of the world are there?*

New language: *natural, continent, North America, Europe, Asia, South America, Africa, canyon, harbour, volcano*

Recycled language: country names, natural features, animals, *space, reef, lights*

Materials: world map (optional)

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

Warm-up

Aim: to review natural features
- Say *Let's draw a beautiful view, with only natural things.* Draw trees on one side of the board and say *Let's start with a forest. What else?* Students suggest, e.g. *a river, a waterfall, some mountains, a lake, the ocean, a beach*). Add them to your picture, asking, e.g. *Where? Between the forest and the mountains?*
- When the picture is finished, elicit sentences from different students, e.g. *There's a waterfall in the forest.* or invite students to label the different features in the picture.

Stronger students: Students make negative sentences, e.g. *There isn't a forest.* For each correct sentence, you erase that element from the picture.

SB p102 What are some of the natural wonders of the world?

Aim: to raise students' awareness of natural wonders of the world
- Write *continent* on the board and elicit what it means.
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember. They can tell you names of continents and countries.
- Ask students to watch again and answer *What are the natural wonders of the world?* Play the video again and elicit answers in English or L1. Teach *volcano, canyon* and *harbour.*

For videoscript see TB p127.

1 108 SB p102 Listen and point.

Aim: to present names of natural wonders of the world
- Play the recording. Students listen and point. Make sure they realise all the wonders are *natural* (i.e. not made by humans).
- Play the recording again. Point out that we don't use 'the' before names of mountains (e.g. Mount Fuji, Kilimanjaro), lakes (Lake Ontario, Lake Como) and volcanos (Chimborazo, Krakatoa), but we do use 'the' for other features such as mountain ranges (the Alps, the Himalayas), rivers (the Amazon, the Thames) and island groups (the Canary Islands, the Galápagos Islands).
- Practise pronunciation of the continent names and show them on a larger world map, if possible.

For script see SB p102.

2 SB p102 Read, look at the map and write the continents.

Aim: to practise reading and writing
- Students read and write the continents individually, then check their answers in pairs.
- Check with the class.

Key: 1 North America, 2 South America, 3 Europe, 4 North America (Mexico), 5 Asia, 6 Australasia, 7 Africa

3 SB p102 What's the nearest natural wonder of the world to you?

Aim: to personalise the topic
- Discuss the question. Help with spelling. Students complete the sentences (they write the continent name in the second space).

1 WB p102 Read about the wonders of the world again. Tick ☑ the correct sentences.

Aim: to practise reading for specific information

Key: sentences 3, 5 and 6

2 WB p102 Match the natural wonders with the texts.

Aim: to practise reading for gist

Key: 2 Victoria Falls, 3 The Harbour of Rio de Janeiro

3 WB p102 Write about one more natural wonder.

Aim: to practise writing

Lesson review
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about the natural wonders of the world.* Students copy into their notebooks.

Extension activity

Aim: to practise speaking
- Students present their writing for WB Activity 3 to the class / a smaller group.

8

Learning outcomes:
- to read, talk and write about Geography

New language: *man-made, made by, stone, emperor*; **WB:** *structure, wife, crown, palace*

Recycled language: country names, continents, natural features, adjectives, past simple, *moon, wall*

Materials: A3 paper, colouring pens or pencils, paints, access to internet/encyclopaedias (if available), seven signs (A4) each with the name of a continent (optional)

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

Creative thinking (WB): Uses own ideas for doing creative activities like colouring, drawing and building

Warm-up

Aim: to review natural wonders, countries and continents
- Put seven signs, each with the name of a continent, in different parts of the classroom.
- Say a natural wonder or country name. Students move (or point) to what they think is the correct continent. Confirm the answer and elicit a sentence from a student who got the answer right, e.g. *The Grand Canyon is in North America.*

4 109 SB p103 **Match the facts with the man-made wonders. Listen and check.**

Aim: to practise reading
- Read the introduction or play the first part of the recording. Check comprehension of *man-made.*
- Students read the sentences and match them to the pictures.

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

For script see TB p128.

5 SB p103 **Talk about a natural or man-made wonder of the world. Use the words to help you.**
- Choose two volunteers to read the speech bubbles. Elicit more adjectives (e.g. *amazing, modern*).
- Students ask and answer in pairs.

Stronger students: Encourage pairs to use a superlative (e.g. *I think it's the most beautiful building in the world.*)

6 Project SB p103 **Make a poster with your two favourite wonders of the world. Write a few sentences and a question about each wonder.**

Aim: to enable students to creatively engage with what they have learned about the wonders of the world
- Students work in pairs. Give each pair a piece of A3 paper and have them divide it into two sections.
- Each pair choose two wonders to draw and write about (they can work on one each).
- Tell students to plan their writing first. They look back at the unit or use encyclopaedias or the internet to do research. They should write about where the wonder is and add at least two interesting facts. They also write one question about each place.
- They write a final version and then illustrate the poster with drawings or photos.

Extra support: Focus on the facts in SB Activity 4 and encourage students to use the same language in their writing, e.g. *It's … metres tall/long/wide. (name) built it to … They built in … years. There are more than … It's the (long)est … in the world. It's the most (beautiful) … in the world.*
- Pairs present their posters to other pairs, who try to answer the questions.

4 WB p103 **What do you know about these man-made wonders? Do the quiz. Circle the answers.**

Aim: to practise reading

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

5 WB p103 **Imagine you are going to make a wonder for this world. Write about it. Then draw.**

Aim: to encourage creativity and personalise the topic

Lesson review
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *made a poster about wonders of the world.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to practise reading and speaking
- Display the posters from SB Activity 6 around the classroom. Students walk around and read all the information. They decide which of the wonders they would like to visit. Elicit opinions.

4 109 Match the facts with the man-made wonders. Listen and check.

There are also wonders of the world made by people. We can call them 'man-made' wonders. Here are some of them.


a

The Great Pyramid of Giza, Egypt


b

The Great Wall, China


c

The Taj Mahal, India

1 There are more than 2.3 million stones in it. ☐
2 The Emperor Shah Jahan built it to remember his wife. ☐
3 Many people think you can see it from the moon but that's not true. ☐
4 It's 170 metres tall. ☐
5 They built it in 20 years. ☐
6 It's the longest wall in the world. ☐

5 Talk about a natural or man-made wonder of the world. Use the words to help you.

beautiful old big interesting

Which wonder of the world do you want to see?

I want to see the Great Barrier Reef. It's very beautiful and very big.

6 Project Make a poster with your two favourite wonders of the world. Write a few sentences and a question about each wonder.

My favourite wonders of the world



This is the Great Pyramid of Giza. It is in Egypt. How tall is it?



This is the Paricutin Volcano. It is the youngest volcano in America. How old is it?

Portfolio

Talk and find out

What did we do on our holidays?

1 **Make a prediction.**

I predict that _____ classmates visited the beach on holiday.

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

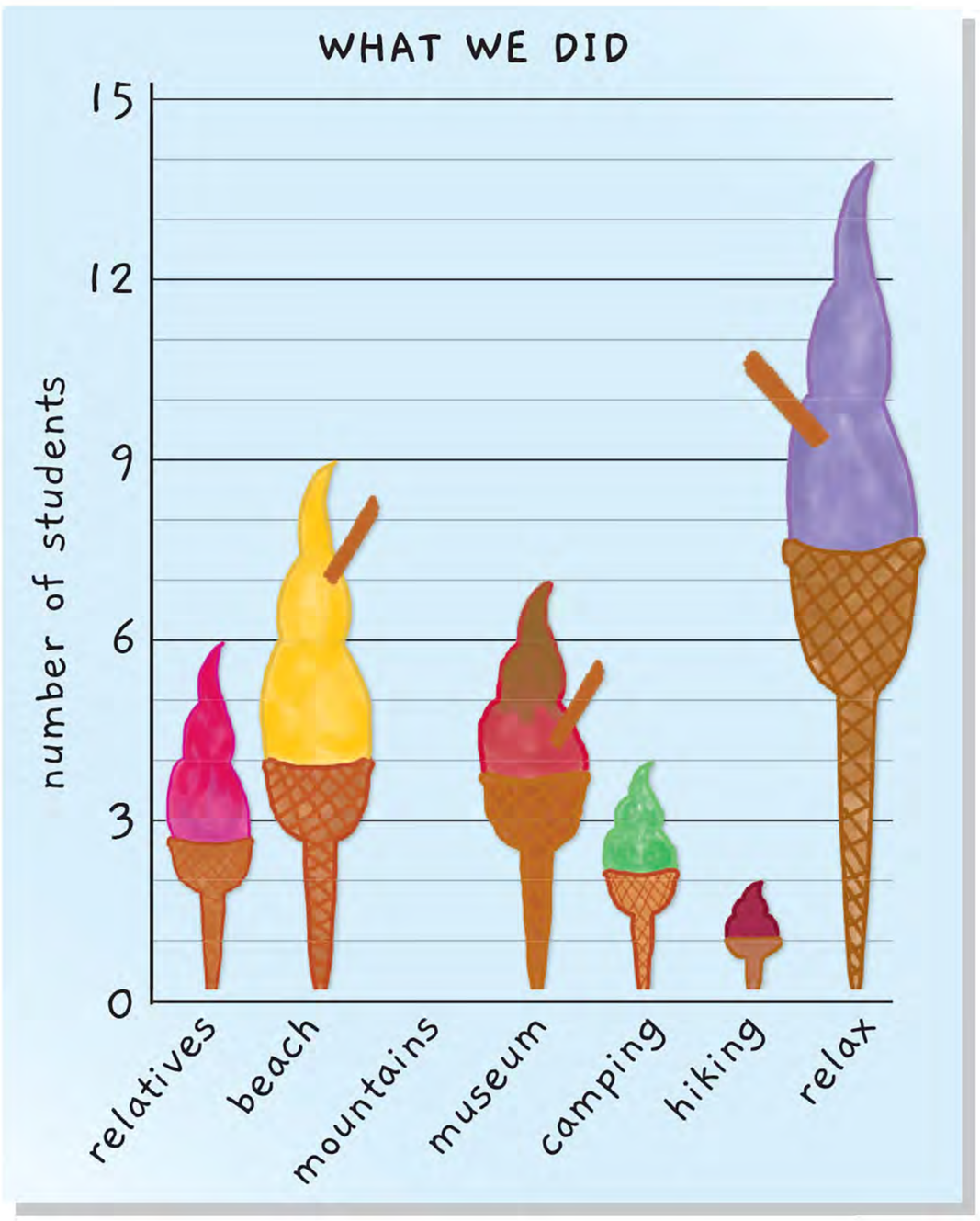
go to the beach - 9

go to the mountains - 0

4 **Make a chart and talk about the results.**

Was your prediction correct?

Yes, it was. 9 classmates visited the beach on holiday.



Learning outcomes:
- to carry out a survey and make a bar chart

New language: *relative, relax*

Recycled language: holiday activities, past simple questions, *prediction, predict*

Materials: coloured pens or pencils

Critical thinking: Formulates and tests hypotheses

Cognitive control functions: Cognitive flexibility

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

Warm-up

Aim: to review holiday activities
- Write *Holidays* on the board. Brainstorm things students like doing on holiday and make a mind map, e.g. *go to the beach, visit museums*.

1 SB p104 Make a prediction.

Aim: to practise making predictions
- Read the sentence with the class. Students complete it individually with a number. Elicit ideas and say *Let's find out if you are right.*

2 SB p104 Ask questions.

Aim: to practise speaking
- Read through the list of holiday activities and check comprehension. Students write the list of activities in their notebooks. Add any other activities suggested by more than one student in the Warm-up.
- Students work in groups of six or seven. One student begins by asking the person to their left *What did you do on holiday?* The student answers, e.g. *I visited relatives.* The group records the answer as a tally mark next to the activity in their notebook. The student who answered asks the student to his/her left, and so on.
- Monitor and check that students are answering using the past simple.

3 SB p104 Write the information on the board.

Aim: to practise cooperation and speaking
- Write the list of activities from Activity 2 on the board.
- Elicit numbers for the activities from each group in turn or call students to the board to add their numbers (as tally marks).
- When all the groups have reported back, write the totals on the board as figures.

4 SB p104 Make a chart and talk about the results.

Aim: to practise transferring information and speaking
- Ask about the model bar chart, e.g. *How many students went camping on holiday?* (Four.)
- Students each draw a bar chart using the list on the board. They can use simple coloured blocks to show each result, or draw an appropriate shape, like the ice cream cones.
- In their groups, students talk about whether their predictions were correct. Discuss the results as a class.

1 WB p104 Match the questions with the answers.

Aim: to practise reading

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

2 WB p104 Read about Lucas. Read and underline the mistakes. Then write the correct sentences.

Aim: to practise reading for detail and writing

Key: didn't have fun – Lucas had fun in Egypt. 15 hours – He stayed for about five hours. bought some food – He didn't buy any food/didn't buy anything.

3 WB p104 Write about your travels in your time machine.

Aim: to practise writing and personalise the topic

Ending the lesson

Aim: to review language and practise speaking
- Say incorrect sentences about the survey. Students correct you, e.g. (Name), *you went camping for your last holiday.* (*No, I didn't. I went to the beach.*) (Name), *I remember you visited relatives.* (*No, I didn't. I went to visit museums in London.*)

Extension activity

Aim: to consolidate writing skills
- Students look at the bar charts they made for SB Activity 4.
- Elicit a sentence, e.g. *Five students visited relatives on holiday.* Write it on the board.
- Students write more sentences about the bar chart in their notebooks.

Stronger students: Students add details to their writing, e.g. *I'm surprised that only two students went to the beach on holiday.*

Learning outcomes:
- to write a description of a country
- to add to the portfolio to show students' progress

BIG QUESTION to think about how the unit has helped them explore the question *What wonders of the world are there?*

New language: *north, south, capital city, painter*

Recycled language: vocabulary and grammar from the unit

Materials: flashcards 66–75 (countries), world map (optional), digital or print portfolios

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

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review country names and teach *capital city*
- Review country names using the flashcards.
- Write *capital cities* on the board and write a list of the ten capitals on the board in random order: *Cairo, Buenos Aires, New Delhi, Canberra, Mexico City, Brasilia, Santiago, Madrid, Beijing, Ankara*.
- In pairs, students match the countries and capitals as quickly as they can. The first pair to finish give their answers for you to check. Alternatively, have students check the answers on a world map.

1 SB p105 Choose a country. Find information about the country. Make notes.

Aim: to practise reading and note-making
- Read through the example notes with the class and check understanding.
- Students work individually. They choose a country and write headings in their notebook.
- They use reference books / the internet to find the information they need.
- Remind students to keep their notes short.

2 SB p105 Make an information tree about your country.

Aim: to practise making a graphic organiser
- Students transfer the information from their notes onto a sketch of a tree.
- When you have checked their work, students draw the information tree neatly in their portfolio or on a piece of paper to scan and upload to their digital portfolio.

3 SB p105 Find pictures and write about your country.

Aim: to practise writing
- Read the model text with the class and check comprehension.
- Focus on how the description is organised and how it has been transferred from the information tree.
- Students write a first draft, then, when you have checked their work, a final version for their portfolio.
- Students include pictures (e.g. of natural features, buildings, famous people) with their description.

1 WB p105 Colour the bricks to make sentences. Write in the missing words.

Aim: to review unit grammar

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?

2 WB p105 Read and think. Then write two more.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning
- Check and elicit more examples of wonders of the world.

3 WB p105 Read. Then write about you and draw.

Aim: to personalise the topic

Ending the lesson

Aim: to review the unit song
- Play the song again (Track 101) for students to join in.
- Students complete the *My Super Mind* self-assessment section on page 120 of the Workbook.

Extension activity

Aim: to enable students to share what they have learned
- In groups, students take turns to read aloud what they have written for WB p105 Activity 3 and say something about their pictures.

Think and write

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

Writing tip

Remember that names of cities and countries always start with a capital letter.

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

1 110 Listen and say the words. Then check with a friend.

1 thunderstorm
2 cloud(y)
3 lightning
4 rain(y)
5 wind(y)
6 umbrella
7 raincoat
8 fog(gy)
9 boots

BIG QUESTION How are holidays different?

2 111 **Listen and correct the sentences.**

1 Ben is scared of thunderstorms.
2 They are a long way from the castle.
3 Ben and Lucy have got the book.
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!

Learning outcomes:
- to talk about the weather

BIG QUESTION to start to think about the Big Question *How are holidays different?*

New language: *What's the weather like (today)?, thunderstorm, cloud(y), lightning, rain(y), wind(y), umbrella, raincoat, fog(gy), boots, hold*

Recycled language: *sun(ny), hot, cold, holiday, scared, castle*

Flashcards: 76–84 (weather)

Cognitive control functions: Working memory

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

Warm-up

Aim: to activate vocabulary
- 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 weather words students know and write them on the board (e.g. *sunny, hot, cold*).

Presentation

Aim: to present vocabulary for weather conditions
- Use the flashcards to present the new vocabulary.
- Make the difference between the nouns and adjectives clear. Give examples, e.g. *There's fog outside. / It's foggy.*

1 110 SB p106 **Listen and say the words. Then check with a friend.**

Aim: to practise the new vocabulary
- Students look at the picture in their Student's Books. Elicit the characters they can see and where they are (review *castle*). Ask *What's the weather like? (It's rainy and windy. There's a thunderstorm.)*
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.

For script see SB p106.

BIG QUESTION **How are holidays different?**

Aim: to encourage students to think about different types of holiday
- Read the Big Question.
- In pairs, students think about holiday activities they could do in sunny weather and rainy weather. They write notes in two columns.
  Note: Some of the discussion will need to be in L1.

2 111 SB p106 **Listen and correct the sentences.**

Aim: to practise listening
- Read the sentences aloud and check understanding of *a long way.*
- Play the recording twice. Check with the class.

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.

Stronger students: Ask more questions, e.g. *Why is the umbrella a bad idea? (It's too windy.) Why are they at the castle? (Because that's where the adventure started.)*

For script see TB p128.

3 SB p106 **Play the mime game.**

Aim: to practise speaking
- Mime trying to see in fog. Students guess, e.g. *I think it's foggy.*
- Students play the game in pairs, taking turns to mime.

1 WB p106 **Read the clues and do the crossword. Find the secret word.**

Aim: to practise weather vocabulary

Key: 2 umbrella, 3 windy, 4 lightning, 5 cloudy, 6 foggy, 7 rainy, 8 boots; secret word: raincoat

2 WB p106 **Read and write words from the crossword from Activity 1.**

Aim: to check comprehension of weather vocabulary

Key: 2 cloudy, 3 rainy, 4 thunderstorm, 5 lightning, 6 umbrella, 7 raincoat, 8 boots

3 WB p106 **Write about the weather last week.**

Aim: to practise writing

Ending the lesson

Aim: to review key language from the lesson
- Students stand up and walk around (if practical). Describe a weather condition. Students act walking along in that weather. Change your description as they walk, e.g. *It's a rainy day. The rain is very bad. Put up your umbrella. Oh no! It's windy!*

Extension activity

Aim: to personalise the language
- Make a weather chart – some students make a weather symbol, some a label, some help you create a poster-sized table with the days of the week along the top.
- At the beginning of each class ask *What's the weather like today?* Choose a student to answer and put the correct symbol and label on the chart.

Learning outcomes:
- to talk about future plans using *going to* + infinitive

New language: *What's the weather going to be like?, It's going to be (sunny)., I'm going to (play football)., I'm not going to (stay at home).*

Recycled language: weather, days of the week, *tomorrow*

Materials: flashcards 76–84 (weather), 16 pieces of card, eight of one colour and eight of another (per pair of students), weather forecast (optional)

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 unscramble them in pairs. Call students to write the words on the board.
- Ask *What day is it? What's the weather like?*

Presentation

Aim: to present *going to* + infinitive
- Show the weather forecast for the next day or draw symbols on the board. Say, e.g. *Tomorrow it's going to be (sunny). I'm going to play tennis. I'm not going to come to school.*
- Write the examples on the board, underlining *going to/not going to* and the infinitive.
- Ask a student *What are you going to do?* Help him/her make a sentence. Write it on the board and underline *going to* and the infinitive.
- Elicit a negative sentence in the same way.
- Ask students *Are we talking about the past, today or the future?* (The future).

1 112 SB p107 Listen and draw lines.

Aim: to present and practise *Let's* for suggestions
- Elicit the weather in each picture.
- Play the recording. Students listen and match.

For script see TB p128.

Key: Monday – rainy, Tuesday – windy, Wednesday – foggy, Thursday – cloudy, Friday – sunny

2 SB p107 Where do the words go? Say the sentences.

Aim: to focus on word order
- Elicit the first sentence.
- Students do the second sentence in pairs, then practise saying the sentences.

Key: 1 I'm going to be in the garden all day. 2 It's not going to be rainy on Tuesday.

3 113 SB p107 Watch, listen and say.

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

For script see SB p107.

4 SB p107 Play the weather game.

Aim: to give students further practice with the new language
- Make pairs. Give each pair 16 pieces of card (e.g. eight red, eight yellow).
- Students make eight weather cards of one colour: sunny, foggy, rainy, cloudy, windy, plus three 'negative' cards, e.g. sun crossed out (for *It's not going to be sunny.*).
- On the other cards, students write eight sports or hobbies, e.g. *fly a kite, go hiking.*
- Student A turns over one card of each colour and makes a sentence, e.g. for *sunny* and *play tennis*: *It's going to be sunny tomorrow. I'm going to play tennis.* He/She turns the cards back over and it's Student B's turn.

1 WB p107 Look, read and tick ☑ or correct the sentences.

Aim: to give students further practice

Key: 2 ☑, 3 foggy, 4 rainy, 5 ☑, 6 windy

2 WB p107 Match to make a diary. Then write sentences.

Aim: to consolidate understanding

Key: (order depending on students' answers) I'm going to cook. I'm going to fly a kite. I'm going to sleep/stay in bed. I'm going to ride a horse. I'm going to watch TV. I'm going to play tennis.

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 new language from the lesson
- Elicit a sentence from each student about what they are going to do that evening.

Extension activity

Aim: to give students further practice with the new language
- Students play the weather game with a different partner.

1 112 Listen and draw lines.

Monday **Tuesday** **Wednesday** **Thursday** **Friday**



sunny



foggy



rainy



cloudy



windy

2 Where do the words go? Say the sentences.

1 I'm be in the garden all day. (going to)

2 It's not going rainy on Tuesday. (to be)



3 113 Watch, listen and say.

Language focus

It**'s not going to be** sunny on Monday,
It**'s not going to be** sunny on Wednesday,
And it**'s going to be** rainy on Saturday.

Well, I**'m going to play** outside every day!
Do you want to come out, too?
Yes, I do! I**'m going to play** with you.

4 Play the weather game.



1 114 Listen and number the pictures. Then sing the song.

Holiday!
Enjoy your time away!
Holiday!
Let's shout Hooray! Hooray!

I'm going to stay in bed
And read my favourite book.
I'm going to see my aunt.
She's going to teach me how to cook.

Holiday! ...

I'm going to travel far away.
I'm going to have some fun.
Then I'm going to rest at home.
And lie down in the sun.

Holiday! ...

After our holiday, we're going to be at school.
We're going to see our friends again,
Being with friends is cool!

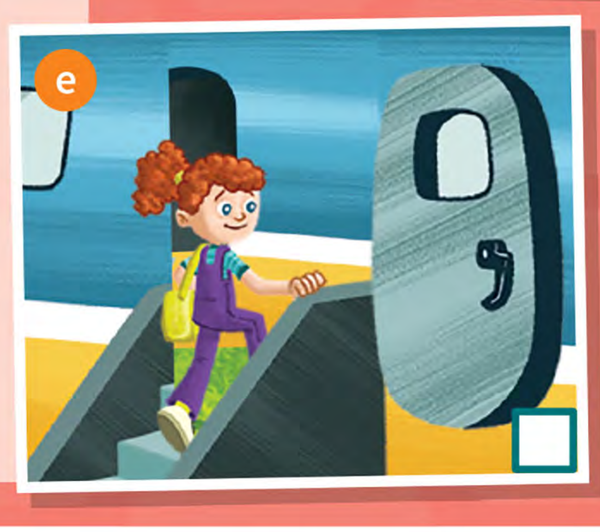
Holiday! ...











2 Talk about your holidays.

3 Draw a Venn diagram.

I'm going to read my favourite book.

I'm not going to visit my aunt.

On holiday, I ...

get up late

phone my grandma

On normal days, I ...

get up early

Learning outcomes:
- to join in with a song
- to use *going to* + infinitive for future plans

New language: *time away, lie down*

Recycled language: free time activities, verbs, family, *holiday, have fun*

Flashcards: 76–84 (weather)

Critical thinking: Uses tables, charts, mind maps, etc. to evaluate ideas or options

Creative thinking (WB): Makes adaptations to a song or poem reflecting personal interests, emotions or identity

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review weather vocabulary
- Stick the flashcards on the board, numbered 1 to 9.
- Students write the words in their notebooks, then swap with a partner.
- Volunteers write the words on the board below the flashcards. Students check their partner's spelling.

1 114 SB p108 Listen and number the pictures. Then sing the song.

Aim: to practise listening for gist and sing a song with the class
- Elicit what the children are doing in the pictures, e.g. *cooking, reading a book, going to school.* Teach *lie down.*
- Play the recording for students to listen and number.

Key: a 4, b 2, c 5, d 1, e 3

For song lyrics see SB p108.
- Play the recording again. Students follow along.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- When students have learned the song, use the karaoke version of the video or audio (115) to practise it with the whole class and then in groups.

2 SB p108 Talk about your holidays.

Aim: to personalise the new language
- In pairs, students talk about holiday plans, using the speech bubbles as models. They can be real or imaginary plans.

Extra support: Write some verb phrases for different holiday activities on the board for students to refer to.

3 SB p108 Draw a Venn diagram.

Aim: to practise using graphic organisers and speaking
- Copy the Venn diagram and make sure students understand how it works. Elicit more examples for each section of the diagram.
- Students draw their own diagram and then compare in pairs.

1 WB p108 Read the song again and correct the sentences.

Aim: to check comprehension of the song

Key: 2 read my favourite book, 3 travel far away, 4 lie in the sun, 5 go back to school, 6 see our friends after our holiday

2 WB p108 Think about your holidays. Write and draw three things you're going to do.

Aim: to personalise the topic

3 WB p108 Write a verse for the song about you. Use your ideas from Activity 2.

Aim: to encourage creativity and personalisation

Ending the lesson

Aim: to practise *going to* + infinitive
- Make a sentence about a holiday plan with *going to*, e.g. *When I'm on holiday, I'm going to visit my grandparents.* Choose a student to repeat your sentence and add another clause, e.g. *When I'm on holiday, I'm going to visit my grandparents and go to a museum.* That student chooses the next person to add to the chain of sentences.
- Continue in this way until students can't remember the sentence. Then start again.
- You can add a place to make the game more challenging, e.g. *When I'm on holiday at the beach, I'm going to swim in the sea.*

Extension activity

Aim: to review key language from the lesson
- Sing the song again, adding the new verses from WB Activity 3.

9

Learning outcomes:
- to ask and answer questions about future plans

New language: *nothing much, What are you going to do?, I'm going to (play football)., Are you going to (climb some trees)?, Yes, I am. / No, I'm not.*

Recycled language: free time activities, country names, family

Warm-up

Aim: to review *going to* + infinitive
- Mime getting ready to do an activity, e.g. putting on an apron and washing your hands. Students guess by saying, e.g. *You're going to (cook)!*
- The student who guesses first comes to the front to mime. Provide prompts on pieces of paper, e.g. *You're going to ski. You're going to play football. You're going to walk in the rain.*

Presentation

Aim: to present questions and answers with *going to* + infinitive
- Ask a student *Are you going to have a Music lesson after school today?*
- Write the question on the board, with the student's answer, e.g. *No, I'm not.*
- Ask another student *Are you going to go to the park?*
- When the student responds, ask the class *Is she going to go to the park?*
- Write this question on the board with the short answer, e.g. *Yes, she is.*

1 116 SB p109 Listen, read and write the names under the pictures.

Aim: to practise questions and answers with *going to*
- Play the recording. Students listen, read and write the names.

For script see TB p128.
- Check answers.

Key: 1 Ruby, 2 Oliver and James, 3 Dylan, 4 Lily
Stronger students: Pairs ask and answer *What's (Lily) going to do on holiday? (She's going to read lots of books.)*

2 SB p109 Use the words to make *be going to* questions. Say the sentences.

Aim: to focus on *going to* question forms
- Students use the prompts to make questions.
- Check answers.

Key: 1 Tim, what are you going to do in your holidays? 2 Mum, what are we going to do in our holidays?

3 117 SB p109 Watch, listen and say.

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

For script see SB p109.

4 SB p109 Look and play the holiday game.

Aim: to give students further practice of questions and answers with *going to*
- Make pairs. Student A secretly chooses a picture.
- Student B points to the pictures in any order and asks, e.g. *Are you going to listen to music?* Student A gives short answers.
- When Student B has guessed, they swap roles.
- Once they've got the idea, students think of their own activities (not the ones in the pictures).

1 WB p109 Put the words in order. Then look and answer.

Aim: to consolidate understanding of word order in questions

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.

2 WB p109 Answer the questions about you.

Aim: to give further practice with short answers

Ending the lesson

Aim: to practise questions with *going to*
- Students ask you questions to try and find out what you are going to do after school, e.g. *Are you going to cook dinner?*

Extension activity

Aim: to give further practice with the language
- In pairs, students ask and answer the questions from WB Activity 2. Encourage stronger students to continue the conversation.

1 116 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.

2 Use the words to make *be going to* questions. Say the sentences.

1 Tim / what / you / do in your holidays?

2 Mum / what / we / do in our holidays?



3 117 Watch, listen and say.

Language focus

Are you **going to climb** some trees?
Yes, I am.
Are you **going to eat** some sweets?
No, I'm not.

Are you **going to go** away?
No, I'm not. I'm going to stay.

4 Look and play the holiday game.





Are you going to listen to music?

Yes, I am.



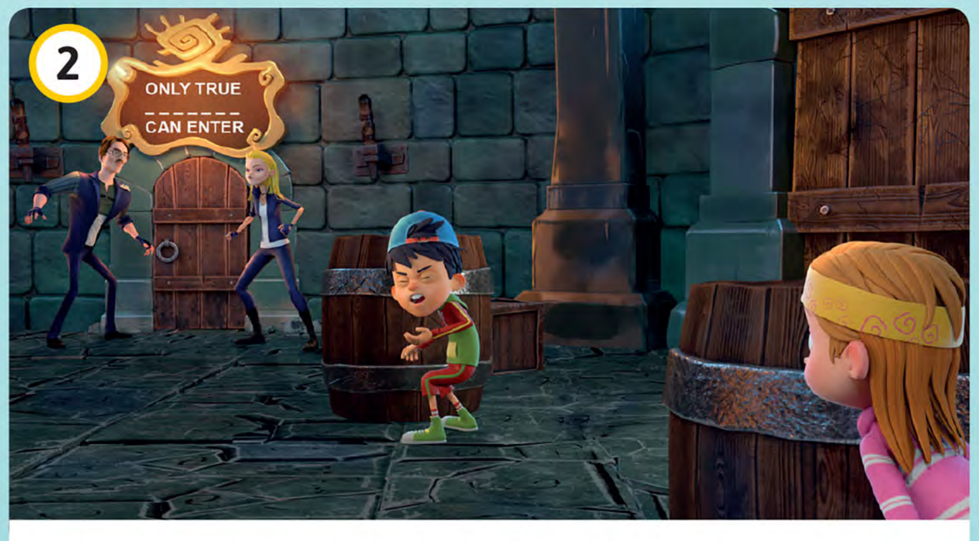


The treasure

1 118 Where are Ben and Lucy going to take the golden statue?



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?

Learning outcomes:
- to listen to, read and act out a picture story

New language: *statue, find out, How kind of you!, finders, wrong, amazing, perfect, friendship*

Recycled language: *treasure, hide, message, visit, give, puzzle, stupid, fool, true, beautiful, amazing, museum, end, adventure*

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

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

Cognitive control functions: Working memory, Cognitive flexibility

Warm-up

Aim: to review the story
- Tell the story of the last episode, but pausing before key words. Choose a student to complete the sentences, e.g. *Ben and Lucy were in the model … (village). First they see a football … (stadium).*
- Write all the missing letters on the board *N F D I S E R*. Ask students if they can make a word.

The treasure

1 118 SB p110–111 **Where are Ben and Lucy going to take the golden statue?**

Aim: to present a picture story
- Write *treasure* on the board and ask students to guess what kind of treasure will be in the next episode of the story.
- Give students time to look at the pictures and guess what's going to happen.
- Play the recording. Students listen and read to answer *Where are Ben and Lucy going to take the golden statue?* Check answers.

Key: They're going to take it to the museum.

For script see SB pp110–111.
- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *Why are Ben and Lucy hiding? (Because Horax and Zelda are there.).* After frame 2 ask *Where is the message? (Above the door.) Why do Horax and Zelda need the letters? (Because there's a missing word.)* After frame 4 ask *Who is Horax? (Mr Williams.) Who pulls off his glasses? (Buster.)* Check comprehension of *It doesn't matter.* After frame 5 ask *What's the word Horax and Zelda make? (Finders.)* After frame 6 ask *Is it the right word? (No.)* and after frame 7 ask *What's the right word? (Friends.)* At the end of the story ask *Why can Ben and Lucy go through the door? (Because they are true friends.)* Explain the meaning of *belong*.
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers*.

1 WB p110 **Remember the story *The treasure*. Write the words.**

Aim: to review the story

Key: 2 message, 3 hear, 4 glasses, 5 finders, 6 friends, 7 treasure

2 WB p110 **Make words with the letters of *friendship*.**

Aim: to practise problem solving and spelling

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: This is the 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 in groups of four. They each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play. They can use a prop (e.g. a pencil case) for the statue.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of working together as a team
- 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.

Learning outcomes:
- to talk about the meaning of a story
- to identify and say the long vowel sound /ɜː/ as in *perfect*
- to identify the different spellings of the long vowel sound /ɜː/

New language: *friendship, honest, open, full*

Recycled language: language from the story, *circle, purple, bird, holiday, shirt*

Phonics focus: to read and say the sound /ɜː/ and identify its different alternative spellings *ur, ir, or, er, ear*

Cognitive control functions: Cognitive flexibility

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 golden statue).*

2 SB p111 **Use the code to find out what the statue says.**

Aim: to focus 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 and explain the meaning of *honest, open, full.*

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 long vowel sound /ɜː/
- 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 phoneme doesn't exist in many languages, so practise the sound.
- Students repeat *What a perfect end to our adventure!* after you. Note that the final syllable in *adventure* is unstressed, pronounced /ə/.
- Students find the speech bubble in the story (picture 8).

Key: Ben

4 119 SB p111 **Listen and say.**

Aim: to practise and identify the sound /ɜː/ spelled *ir* or *ur*
- Play the recording. Students look at the picture, read and repeat. Point out that the letters *ur* and *ir* represent the same sound.

For script see TB p128.
- Practise the sound sentence as usual.

1 035 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

For script see TB pXXX.

2 WB p111 **Look and write *er, ar, ur* or *ir*.**

Aim: to practise identifying some alternative spellings of the sound /ɜː/

Key: 2 birthday, 3 nurse, 4 Thursday, 5 perfect, 6 girl, 7 turtle, 8 Earth

3 036 WB p111 **Listen and say.**

Aim: to practise listening to and pronouncing words with the sound /ɜː/

For script see TB p128.

Ending the lesson

Aim: to review and write words with the sound /ɜː/
- Dictate the following words for students to write: *person, birthday, Thursday, bird, circle, learn, early*. They compare their spelling in pairs before checking as a class.

Extension activity

Aim: to encourage students to respond to the whole story
- Review what happened in the whole the story.
- Students work in pairs and try to summarise what happened in each episode in two sentences.
- Elicit ideas and discuss as a class. Elicit which episode of the story students liked best and which character was their favourite.

7



Lucy: The word is *friends* not *finders*. Only true friends can go in here. Come on, Ben!

8



Ben: Wow! It's beautiful!

Lucy: It's amazing! Let's take it to the museum. That's where it belongs.

Ben: What a perfect end to our adventure!

2 Use the code to find out what the statue says.

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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Phonics

3 Find who says …

What a p**er**fect end to our adventure!

4 119 Listen and say.



There are c**ir**cles of p**ur**ple b**ir**ds wearing their holiday sh**ir**ts.

1 **Read the story quickly. Write the answers.**

1 Where did Liam and his family go on holiday?

2 What was the weather like?

3 Why was it a very different holiday?

2 120 **Read and listen. Check your answers.**



A very different holiday



Liam was very excited. 'We're going to Florida for two weeks. We're going to swim a lot and we're going to see lots of beautiful fish. It's going to be fantastic!' he said. His mum and dad were excited about the holiday too. 'We can go for boat rides!' said Dad. 'We can relax and have a lot of fun!' said Mum.



They arrived in Florida in the afternoon. The hotel was beautiful, and close to the sea. Their rooms had big windows. Liam loved looking at the sea and the boats. 'Tomorrow I'm going to swim in the sea!' he said.

That evening, they sat on the balcony for more than an hour. It was dark and there were lots of stars. They listened to the sea. 'This is going to be a great holiday,' said Liam.

In the middle of the night Liam woke up. 'What's that noise?' he thought. He looked outside and saw a big thunderstorm. Liam felt a little scared. 'We're OK here, Liam,' said Dad. 'But the weather isn't looking good. Let's switch on the TV.'

'There's going to be a lot of rain in Florida for the next fourteen days,' said the man on TV. 'There are going to be thunderstorms with strong winds and lots of lightning. It's going to be much colder than normal too.'



Learning outcomes:
- to read quickly for specific information (scan and skim)

New language: *(go on a/for a) boat ride, balcony, switch on, both, agree, pack* (v)

Recycled language: weather, free time activities, adjectives, past simple (regular and irregular verbs), *going to* + infinitive, *room, window, star, evening, night, noise*

Materials: flashcards 76–84 (weather), world map (optional)

Cognitive control functions: Inhibitory control

Value: Changing perceptions

Warm-up

Aim: to review weather vocabulary
- Ask *What's the weather like today? What was the weather like yesterday?*
- Hold a weather adjective flashcard so students can't see. Say *Imagine this is the weather for tomorrow.*
- Describe the weather without saying the adjective, e.g. *I'm not going to need my umbrella. I'm going to put my washing outside. Then I'm going to fly a kite in the park.* Students say *Windy!* or *It's going to be windy.*
- Repeat with different adjectives, finishing with the storm card. Elicit *There's going to be a thunderstorm.* Have a class vote on who likes storms.

1 SB p112 Read the story quickly. Write the answers.

Aim: to practise skimming and scanning
- Read the activity instruction and the questions. Tell students not to worry about new language, but just to read to find the answers as quickly as they can.
- Students read silently and write answers in their notebooks. Set a time limit of two minutes, if necessary.
- They compare their answers in pairs. Don't confirm at this stage.

2 120 SB p112 Read and listen. Check your answers.

Aim: to practise reading for specific information
- Play the recording for students to listen, read and check their answers from Activity 1.
- Play the recording again, elicit answers and pause to check understanding and teach new items. Show the location of Florida on a map and elicit which country it's in (the United States).

Key: 1 Florida. 2 It was very rainy, cold and windy. There were thunderstorms. 3 Possible answer: Because they didn't go in the sea or on a boat ride – they had fun as a family.
- Ask, e.g. *How long was the holiday? Where was the hotel? Why did Liam wake up in the middle of the night? What did they do instead of going out?*

For script see SB p112.

1 WB p112 Read Liam's story again. Complete the summary.

Aim: to check comprehension of the story

Key: 2 fantastic, 3 going, 4 thunderstorm, 5 rain, 6 boring, 7 don't, 8 game

2 WB p112 Write *t* (true) or *f* (false).

Aim: to check detailed comprehension of the story

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

3 WB p112 Read the story again and think. Colour the circles green for *yes* or red for *no*.

Aim: to focus on the value in a story (inference)

Key: Red: It's upsetting when plans change., Green: Try new things. You might really enjoy them.

Ending the lesson

Aim: to discuss the value of changing perceptions
- Ask how Liam changed his mind in the story (he thought the holiday would be boring because of the weather, but he had fun with his parents anyway).
- Elicit examples of when students have changed their perceptions.

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

Extension activity

Aim: to practise speaking
- Write the story from the Student's Book as a play on the board, e.g.

Liam: *I'm very excited. We're going to Florida for two weeks!*
Dad: *We can go for boat rides.*
Mum: *We can relax and have a lot of fun.*
Dad: *The hotel is beautiful.*
Liam: *I'm going to look at the boats from the balcony.*
Mum: *Tomorrow we can swim in the sea. …*

- Students practise the play in groups of three. Encourage them to use appropriate feeling and intonation.

Stronger students: Students write the play, based on the direct speech in the story.

Learning outcomes:
- to read and listen for specific information

Skills: reading for specific information, listening for specific information

New language: *have a good time, because of, so much*

Recycled language: language from the story

Materials: the sentences from SB Activity 3, each on a separate slip of paper (one set of sentences per pair of students) (optional)

Critical thinking: Identifies missing key vocabulary and events from short narrative summaries

Critical thinking (WB): Compares different types of information

Cognitive control functions: Working memory

Warm-up

Aim: to review the story and the value
- Elicit the main events from the story in the previous lesson (write key words / phrases on the board, if necessary, e.g. *Liam, holiday, boat ride and swimming, hotel, wake up, switch on TV, boring, two weeks later, go home, have fun, beautiful holiday*). Ask students what value the story shows (changing perceptions). Play the recording again (Track 120) for students to listen and read the story.

3 SB p113 **Put the story in order.**

Aim: to check comprehension of the story
- Students read the sentences and number them individually.
- They check their answers in pairs before the class check.

Extra support: Read the sentences with the class and explain the meaning of *have a good time, because of*, etc.

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

4 121 SB p113 **Listen to a summary of the story. Write the four differences.**

Aim: to practise listening for specific information
- Play the recording. Students make notes about the differences, then compare in pairs.
- Play the recording again, if necessary. Students complete the phrases. Check with the class.

For script see TB p128.

Key: 2 a river, the sea,
3 a thunderstorm, a lot of rain,
4 fantastic, boring

1 WB p113 **Find differences. Circle them in picture 2.** Exam skills

Aim: to practise observation skills

Key: no umbrella, no raincoats, white clouds, sun, ice cream, people and boats in the sea

2 WB p113 **Now write sentences about the differences.**

Aim: to practise writing

Key: Possible sentences: In picture 1 it's raining, but in picture 2 it's sunny. In picture 1 there's no one in the sea, but in picture 2 people are swimming. In picture 1 the girls are unhappy, but in picture 2 they're happy. In picture 1 they're wearing raincoats, but in picture 2 they're not. In picture 1 there are no boats, but in picture 2 there is a boat. In picture 1 the girls have got an umbrella but in picture 2 they've got an ice cream.

Ending the lesson

Aim: to review the story and practise speaking
- Give a set of the sentences from SB Activity 3, each on a separate strip of paper, to every pair of students. They work together to re-order the summary.

Extension activity

Aim: to encourage personalisation
- Students write their own story with the title *A very different holiday*.
- They write ideas on a word map, then write a first draft.
- Check their work at each stage and help with ideas as well as giving feedback on their language.
- Students write a final version and swap it with a partner. Encourage students to ask questions about their partner's story and say what they liked about it.
- Students can add their finished story to their portfolio.

Liam looked at his dad. Then he looked at his mum. They were both quiet. 'That can't be true! It's our holiday. We can't swim or see fish in the rain! It's going to be boring,' Liam said.

'The most important thing is that we're on holiday,' answered Mum. 'We can have fun in our room. We can read, play games and listen to music. We don't need sun to have a good time!'

Two weeks later, their holiday was finished. 'I don't want to go home, Mum,' Liam said. 'We didn't go swimming or see any beautiful fish, and we didn't go on a boat ride. But it was a beautiful holiday!'

'I agree,' Mum said. 'Let's finish packing later. Let's play another game first!' Dad went to get their games box. 'Hooray!' shouted Liam.



3 **Put the story in order.**

- ☐ Liam had a good time inside with his mum and dad.
- ☐ Liam woke up because of a noisy thunderstorm.
- ☐ Liam and his mum and dad went to Florida for a holiday.
- ☐ Liam loved his holiday so much he didn't want to go home.
- ☐ Liam's dad switched on the TV.
- ☐ The man on TV said, 'There's going to be rain for fourteen days!'
- ☐ Liam didn't like that. 'It's going to be boring!' he thought.

4 121 **Listen to a summary of the story. Write the four differences.**

In the summary we have …

1 Italy instead of Florida.

2 _____ instead of _____.

3 _____ instead of _____.

4 _____ instead of _____.

Think and learn

HOLIDAYS IN THE PAST

Super fact!

100 years ago, people didn't go on holiday by plane. They went by train or boat.



How were seaside holidays different 100 years ago?

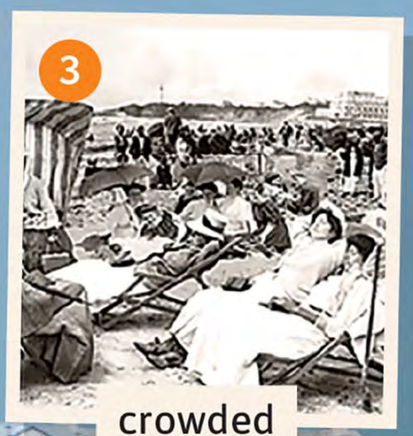
1 122 Listen and point.



puppet show



steam train



crowded beach



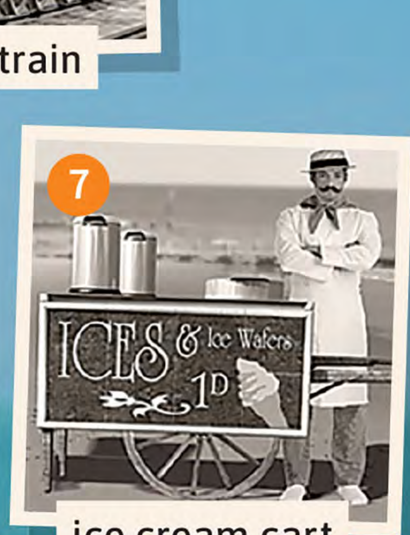
swimming boots



donkey ride



picnic basket



ice cream cart

2 Read about beach holidays 100 years ago.

100 years ago, many families went on holiday to the seaside by steam train. The beaches were very crowded with people. People wore special swimming boots in the water but they didn't wear sunglasses. Children played in the sand and in the water. They liked watching puppet shows and going on donkey rides. Many families had picnic baskets with sandwiches, fruit and lemonade in them for lunch. Sometimes a cart came to the beach with ice cream for people to buy.

3 Match the sentences with the words.

1 This was crowded.	a an ice cream cart
2 Many families went to the seaside on this.	b a picnic basket
3 People went swimming in these.	c a donkey
4 Children liked watching this.	d a steam train
5 This had sandwiches in it.	e the beach
6 Children liked riding this.	f a puppet show
7 This sometimes came to the beach.	g swimming boots

Learning outcomes:
- to talk about History
- to identify and name different features of holidays in the past

BIG QUESTION to explore the Big Question *How are holidays different?*

New language: *seaside, steam train, crowded, puppet show, basket, cart, wore*

Recycled language: holiday activities, transport, food and drink, past simple forms, *ago, travel by (plane), sand, sunglasses, donkey, ride*

Materials: images of travel advertising posters from the 1920s, A3 paper, coloured pens or pencils (optional)

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

Warm-up

Aim: to introduce the topic
- Write the Big Question *How are holidays different?* on the board.
- Ask students about things they usually do on a beach holiday. Ask *What about in the past? 100 years ago? What did people do on a beach holiday? What did they eat? What did they wear?* Students discuss the questions in pairs, then share ideas.
- Teach the past simple form *wore* during the discussion.

SB p114 How were seaside holidays different 100 years ago?

Aim: to extend students' awareness of beach holidays in the past
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember. They can tell you about how people travelled, what they wore, what they did and what they ate.
- Teach *seaside.* Students watch the video again. Elicit more details about what holidays were like. Ask if any of the things they talked about in the Warm-up are in the video.

For videoscript see TB p128.

1 122 SB p114 Listen and point.

Aim: to present words for holiday activities in the past
- Play the recording. Students listen and point.
- Play the recording again. Students repeat the words.

For script see SB p114.

2 SB p114 Read about beach holidays 100 years ago.

Aim: to practise reading
- Students read about beach holidays individually.

3 SB p114 Match the sentences with the words. Exam skills
- Students read and match silently, then compare answers in pairs.
- Check with the class using open pairs (one student reads a definition; then chooses a student to say the answer; that student reads the next definition, and so on).

Key: 1 e, 2 d, 3 g, 4 f, 5 b, 6 c, 7 a

1 WB p114 Look and tick ☑ what people had 100 years ago.

Aim: to reinforce learning from the lesson

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

2 WB p114 Complete the letter with the words from the box.

Aim: to practise reading and writing skills

Key: 2 crowded, 3 swimming boots, 4 picnic basket, 5 cart, 6 puppet show, 7 donkey rides

Lesson review

- Elicit what students learned today and write it on the board, e.g. *Today I've learned about seaside holidays 100 years ago.* Students copy it into their notebooks.

Extension activity

Aim: to encourage creativity and review language from the lesson
- Make pairs or small groups. Students make a poster advertising a seaside holiday 100 years ago. If possible, show example images (e.g. advertising travelling by train to the seaside in Britain in the 1920s).
- Students plan what to write and how to make their poster eye-catching with images, fonts, etc. Write useful language on the board: *Why not come to …? Why not try …? Come to …! … is waiting for you!*
- Create a classroom display with the finished posters. Students look at their classmates' work and decide which poster is the most attractive/successful.

Alternatively: Students write a letter from an imaginary holidaymaker, like the one in WB Activity 2.

Learning outcomes:
- to speak and write about holidays in the present and past
- to complete a project

New language: *differences, storyboard*

Recycled language: holiday activities, past simple and present simple

Materials: A3 paper, coloured pens and pencils, reference materials / internet access

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

Creative thinking: Writes or tells an original story, given prompts or without prompts

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Warm-up

Aim: to review vocabulary
- Write the noun phrases from the previous lesson on the board, e.g.

steam	*cart*
crowded	*show*
swimming	*basket*
picnic	*train*
ice cream	*beach*
donkey	*boots*
puppet	*ride*

- Students match the words. Check and elicit definitions.

4 SB p115 What's different about a beach holiday now and a beach holiday 100 years ago? Find two differences. Find two things that are the same.

Aim: to practise speaking and apply knowledge
- Students make observations in pairs, using the speech bubble prompt.
- Check and discuss. Encourage students to use *still* and *too* to talk about similarities.

Extra support: Write useful verbs on the board. Elicit the past simple (e.g. *wear – wore, have – had, go – went*).

Key: Possible answers: 100 years ago, people wore special swimming boots. Now, they don't wear swimming boots. 100 years ago, people went on donkey rides. Now, they play sports like volleyball on the beach. 100 years ago, people had picnics on the beach. Now, people have picnics, too. 100 years ago, the beaches were very crowded. Now, they are still crowded.

5 SB p115 Holidays now or holidays 50 years ago? Look at the pictures and write the numbers in the table.

Aim: to enable students to apply their knowledge
- Students work in pairs. If they think a picture could be for both they don't write the number.

Key: 50 years ago: 2, 3, 6; Now: 1, 4, 5

6 SB p115 Circle the pictures that you think could be in both groups.

- Discuss and accept any reasonable answers.

Key: Possible answer: Students circle pictures 3, 4 and 6.

7 Project SB p115 Make a storyboard about a holiday when you were younger.

Aim: to enable students to express their creativity
- Students work individually. Give each student a piece of A3 paper and read the instructions.
- Students choose a holiday they remember.
- Students divide their paper into five numbered sections, for five days of the holiday.
- They write one or two sentences for each day and draw pictures.
- When the storyboards are finished, students act them out.
- Have a class vote on which holiday sounds the most fun.

3 WB p115 Look and read. Underline the things that are the same today.

Aim: to practise reading and applying knowledge

Key: Students underline: puppet shows, Children made sandcastles on the beach and played different games. People sat on the beach and had picnics too. They walked along the beach. The beaches were very crowded.

4 WB p115 Imagine you are on holiday in the past. Write three things about it.

Aim: to practise writing

Lesson review
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *made a storyboard.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to review the language and topic
- Write *Beach holidays 100 years ago on* the board. Students copy and write headings in their notebooks: *Good things* and *Bad things*.
- Make pairs. Students make notes about the good and bad things.
- Have a class discussion about whether beach holidays were better in the past. Encourage students to make comparisons.

4 **What's different about a beach holiday now and a beach holiday 100 years ago? Find two differences. Find two things that are the same.**

100 years ago, people went to the seaside by steam train. Now, they go by car.

5 **Holidays now or holidays 50 years ago? Look at the pictures and write the numbers in the table.**

Sleeping





Cooking





Playing

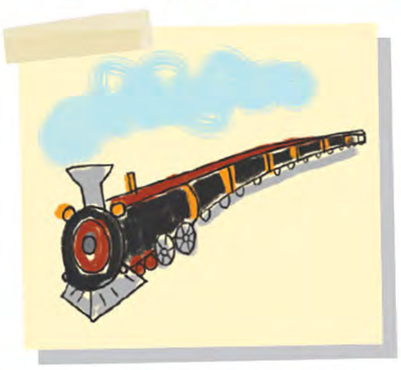




Camping 50 years ago	Camping now

6 **Circle the pictures that you think could be in both groups.**

7 Project **Make a storyboard about a holiday when you were younger.**



We went to the lake. We went by steam train.



We played with our ball and went swimming.



For lunch we had a picnic and some ice cream.



We went for a long walk after lunch.

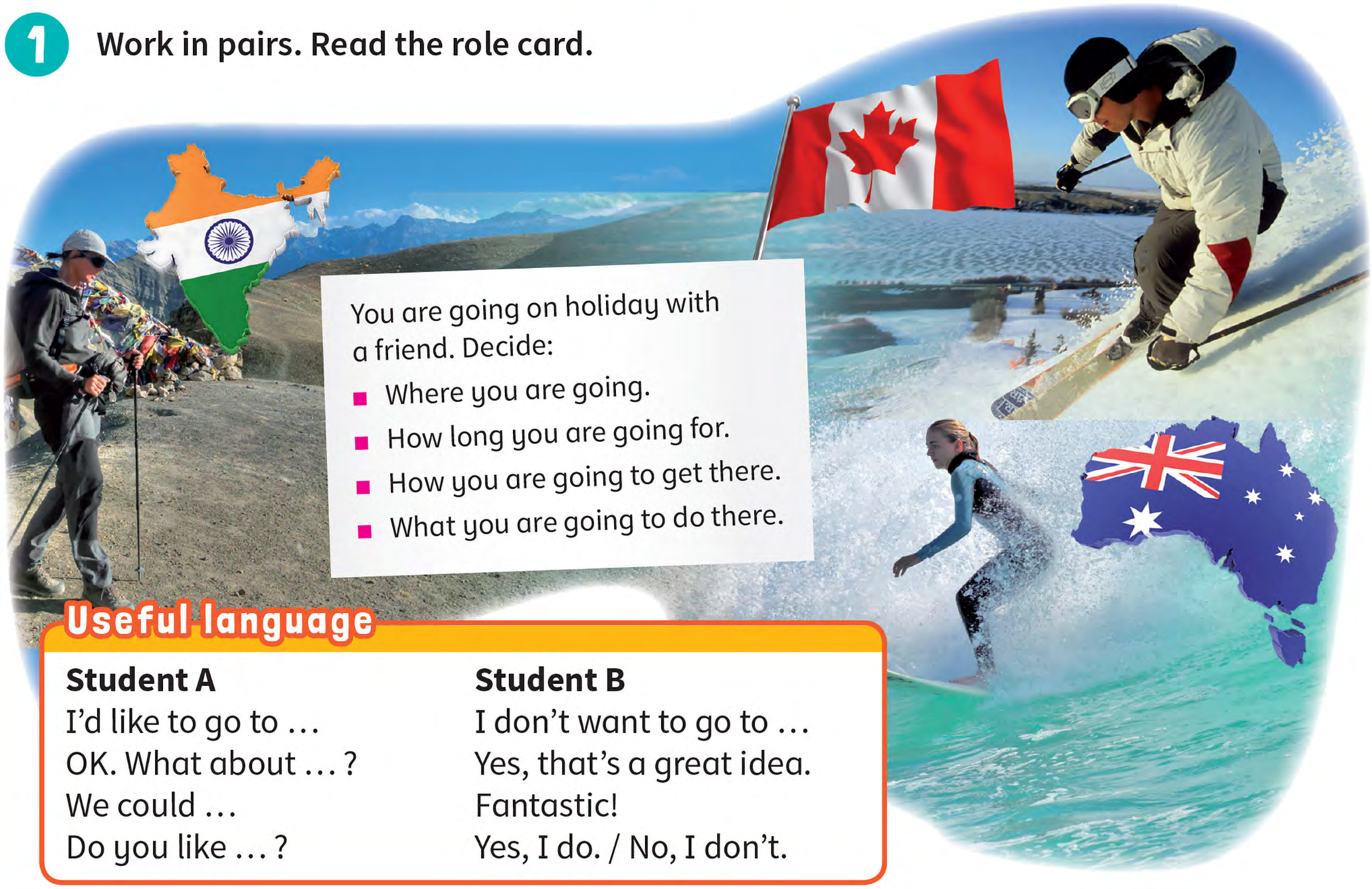


We felt happy.

Talk and find 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	Student B
I'd like to go to …	I don't want to go to …
OK. What about … ?	Yes, that's a great idea.
We could …	Fantastic!
Do you like … ?	Yes, I do. / No, I don't.

2 **Plan your holiday.**

3 **Work in groups.**

Learning outcomes:
- to make and talk about plans

New language: *Canada, the USA, We could …*

Recycled language: countries, *going to* + infinitive, *I'd like to go to …, What/How about …?, Do you like …?, Yes, I do. / No, I don't., I don't want to go to …, That's a great idea., Fantastic!*

Materials: flashcards 66–84 (countries, weather), world map (optional)

Creative thinking: Acts parts in role plays or dramas

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Narrates own stories using a model

Warm-up

Aim: to review country names and weather
- Use the country flashcards to review names of countries.
- Choose six country flashcards and put them on the board. Put a weather flashcard next to each flag (*cloudy, rainy, windy, foggy, thunderstorm* – draw a sun for *sunny*).
- Say *This is the weather forecast for next week*. Elicit sentences, e.g. *In Mexico it's going to be sunny. In India it's going to be rainy.*
- Change the cards around (swap in different countries). Students practise making the weather forecast in pairs, in the same way.

1 SB p116 **Work in pairs. Read the role card.**

Aim: to practise reading, speaking and planning skills
- Focus on the role cards and read both sets of instructions aloud.
- Make pairs and let students choose who will be A or B. Refer students to the 'Useful language' box. Elicit some example exchanges (suggestions and replies).

2 SB p116 **Plan your holiday.**

Aim: to practise communicating – making plans
- Read the speech bubble examples. Students talk in pairs to agree on their holiday plans.
- Remind them to answer the four questions on the role card.

3 SB p116 **Work in groups.**

Aim: to practise communicating – talking about plans
- Read the speech bubbles and show students where Canada and the USA are on a world map. Pairs make groups of four and ask and answer about their plans.
- Remind them to talk about all four points on the role card.
- Groups report back to the class (each pair says where the other pair is going and what they are going to do).

Extra support: Elicit all four questions students need to ask and write them on the board: *Where are you going? How long are you going to stay there? How are you going to get there? What are you going to do?*

1 037 WB p116 **Put the dialogue in order. Then listen and check.**

Aim: to practise reading and listening for specific information

Key: 8, 3, (1), 9, 4, 2, 6, 7, 5

For script see TB p128.

2 WB p116 **Look and write a dialogue. Use language from Activity 1.**

Aim: to practise writing

Ending the lesson

Aim: to review language from the lesson
- Review all the different places students planned to visit and all the things they planned to do in SB Activity 2.
- Have a discussion and have a class vote on the best holiday idea. Encourage students to give reasons for their choices.

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 and check they are using *going to*.

Stronger students: Pairs video other pairs as they role play the planning activity from SB Activity 2. They can upload the videos to their digital portfolios.

Learning outcomes:
- to write an email
- to add to the portfolio to show students' progress

BIG QUESTION to think about how the unit has helped them explore the Big Question *How are holidays different?*

New language: *the last/next few days*

Recycled language: vocabulary and grammar from the unit, transport, places, holiday activities

Materials: flashcards 1–84, digital or print portfolios

Creative thinking: Develops ideas through planning, research or review

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Cognitive control functions: Inhibitory control

Cognitive control functions (WB): Cognitive flexibility

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. *Going to the beach.*
- 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 and check they understand how it works. Talk through the different strands.
- Students use this as a model for their own mind maps, but personalise it. Tell them to include things they like to do.
- Students create their mind maps in their notebooks.

Extra support: Create the mind map on the board, asking as many students as possible to contribute ideas. Students copy it into their notebooks.

2 SB p117 Close your eyes for a minute. Imagine you are on holiday now. Write your ideas.

Aim: to give students practice drafting their writing
- Students make notes about their holiday in answer to the questions.
- Students compare their ideas in pairs. Elicit examples.

3 SB p117 Write an email about your holiday.

Aim: to give students writing practice
- Read through the email with students. Focus on the organisation of the information and the Writing tip.
- Remind students that this is a model for their emails and they can use some of the phrases in their own writing.
- Students write drafts of their emails in their notebooks, using their notes from SB Activity 2.
- Students can upload their work to their digital portfolio or add it to the print version.

1 WB p117 Look and draw lines to make sentences.

Aim: to review unit grammar

Key: 2 I am going to phone you tonight. 3 Is it going to rain tomorrow?

2 WB p117 Read and think. Then write two more sentences.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning
- Check and elicit as many different sentences as possible.

3 WB p117 Read. Then write about you and draw.

Aim: to personalise the topic

Ending the lesson

Aim: to sing a favourite song
- Students vote for their favourite song in the book. Play it again for them to join in and do actions, if appropriate.
- Students complete the *My Super Mind* self-assessment section on page 120 of the Workbook.

Extension activity

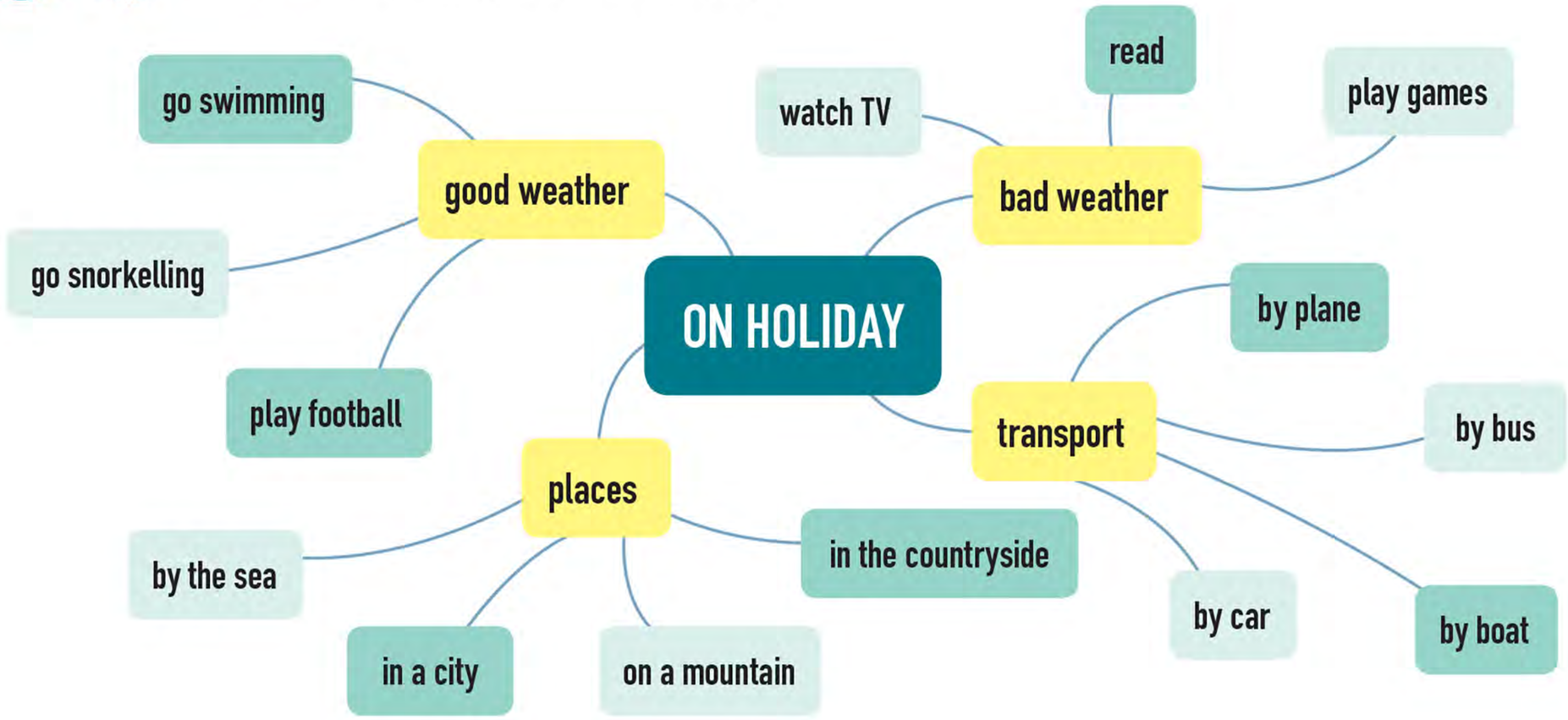
Aim: to review vocabulary from the course
- Hand out a selection of flashcards from all units so that students have one each.
- Students memorise their word and then hand you their card.
- They walk around saying their word until they find all the other students who have words in the same category (e.g. all the school subjects, all the weather words, all the food and drink words). The first group to write a list of all the words they have in their category, correctly spelled, wins. Mix up the flashcards and repeat.

9

Think and write

Imagine a holiday

1 Make a mind map about holidays.



2 **Close your eyes for a minute. Imagine you are on holiday now. Write your ideas.**

- 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 an email about your holiday.**

To Anna@superminds.com Subject Hello from Wales!

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

Writing tip

Use 'Hi', Hello' or 'Dear' to start emails. Finish with 'See you soon', 'Love' or 'Best wishes'.

Student's Book Language focus key

Meet The Explorers

P118, Act. 1

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

P118, Act. 2

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

1 Our school

P119, Act. 1

1 playing, 2 walking, 3 playing, 4 cooking

P119, Act. 2

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

2 The picnic

P120, Act. 1

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

P120, Act. 2

1 Shall we have soup for dinner? 2 How about some lemonade? 3 How about a cheese sandwich for lunch?

3 Daily tasks

P121, Act. 1

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

P121, Act. 2

1 I always help my mum in the kitchen. 2 Kevin usually walks to school with me. 3 My dad sometimes cooks dinner. / Dad sometimes cooks my dinner.

4 Around town

P122, Act. 1

1 below, 2 opposite, 3 above, 4 near

P122, Act. 2

1 sports centre / park / tennis courts, 2 library / bookshop, 3 bus station, 4 bank, 5 cinema

5 Under the sea

P123, Act. 1

1 was, 2 was, 3 was, 4 were, 5 were

P123, Act. 2

1 Was, 2 were, 3 Were, 4 were, 5 Was

6 Gadgets

P124, Act. 1

1 more expensive, 2 bigger, 3 more beautiful, 4 cheaper, 5 happier

P124, Act. 2

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.

7 In the hospital

P125, Act. 1

1 jumped, 2 smiled, 3 cooked, 4 helped, 5 played

P125, Act. 2

1 feel, 2 give, 3 have, 4 wake up, 5 go, 6 say

8 Around the world

P126, Act. 1

1 didn't go, 2 didn't give, 3 didn't have, 4 didn't feel, 5 didn't have

P126, Act. 2

1 Did, did, 2 Did, didn't, 3 Did, didn't, 4 Did, didn't, 5 Did, did

9 Holiday plans

P127, Act. 1

1 going to phone, 2 isn't going to rain/'s not going to rain, 3 going to cook, 4 aren't going to have, 5 going to build

P127, Act. 2

1 going to visit, 2 going to sleep, 3 going to help, 4 going to give, 5 going to have

Student's Book and Workbook audioscripts and videoscripts

Meet The Explorers

002 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 to 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.

001 Workbook p4, Act. 1

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

002 Workbook p7, Act. 1

1 Matthew is Simon's grandfather.
2 Oliver is Simon's son.
3 June and Dave are Simon's parents.
4 Gina is Simon's aunt.
5 Linda is Maria's grandmother.
6 Dawn is Maria's daughter.
7 Claudia and John are Maria's grandparents.
8 Thomas is Maria's uncle.

003 Workbook p9, Act 3

1 a pets b pats
2 a bin b Ben
3 a cat b cut
4 a bed b bad

1 Our school

010 Student's Book p10, Act. 2

Lucy: Right. What have we got today?
Ben: Mm. 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.

011 Student's Book p11, Act. 1

Adam: Hi Zoe. What's your favourite subject?
Zoe: Maths. I love it. I love doing number puzzles.
Adam: Really? My sister likes doing number puzzles, too. But I really don't like doing them.
Zoe: OK. So what do you like?
Adam: I like listening to stories. And I like writing stories, too. It's fun. My sister doesn't like writing stories.
Zoe: You know what? I love singing.
Adam: OK. Well, I don't like singing. And I don't like listening to music.

017 Student's Book p15, Act. 4

DJ
K
UK
USA
DJ Cool K is on his way from the UK to the USA.
DJ Cool K is on his way from the UK to the USA.

004 Workbook p15, Act. 1

1 **Boy:** What time is it, Fiona?
Girl: It's half past three.
Boy: Really? I've got to go. Bye!
Girl: Oh. Bye!
2 **Boy:** The car's too heavy.
Girl: Let's ask this man.
Boy: Good idea.
Boy: Excuse me. Can you help us, please?

005 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

006 Workbook p15, Act. 3

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

019 Student's Book p17, Act. 5

Male: Oliver doesn't like playing football, and he doesn't like playing computer games. The other children like playing football, and they like playing computer games. Mike, one of the boys in the class, doesn't like Oliver. He thinks he's silly.
One day they have a Maths lesson. Their teacher, Ms Sanders is telling a story. She can see that Oliver is not listening. Ms Sanders writes a date on the board. 'What's this?' she says. 'It's an elephant!,' Oliver answers. The children write dates on pieces of paper. For each one, Oliver can tell what day of the week it is. 'Can you teach us how to do this?' Mike says. 'I've got an idea!' Oliver says. 'Let's start a computer club.'

007 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.

1 **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.

2 **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.

3 **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.

4 **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!

Now listen to it again.

Student's Book p18

What shapes can we see in buildings?
There are buildings in all kinds of shapes and sizes.
From the very small … to the very tall.
From the very old … to the very new.
We make buildings from lots of different materials,
Like brick, wood, metal and glass.
Some buildings are one big shape.
20,000 people work in this building in the United States.
It's got five sides and five angles. It's a pentagon.
This is a very busy airport in Germany.
This building has got six sides and six angles. It's a hexagon.
Some buildings have got lots of small shapes.
Shapes that fit together make interesting patterns.
A triangle has got three sides and three angles.
And when we put lots of triangles together, we can make beautiful patterns and new shapes.
Can you see the pentagon?
We can see lots of different shapes in buildings.
Let's find out more!

2 The picnic

022 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!

023 Student's Book p23, Act. 1

Boy: Guess what's in my roll!
Girl: Are there any tomatoes?
Boy: Yes, there are some tomatoes.
Girl: Is there any cheese?
Boy: No, there isn't any cheese.
Girl: Is there any chicken?
Boy: Yes, there's some chicken.

027 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!

030 Student's Book p27, Act. 4

/ɪ/ - /ɪ/ - /ɪ/
/aɪ/ - /aɪ/ - /aɪ/
I like my little fish and ice cream pie!
I like my little fish and ice cream pie!

008 Workbook p27, Act. 1

1 **Kim:** What's the matter, Daniel?
Daniel: It's my head. It hurts.
Kim: Shall I get you some medicine?
Daniel: No, it's OK. It's not too bad.

2 **Tom:** What are you doing, Mary?
Mary: I want this book. It's really good.
Tom: Shall I help you?
Mary: No, thanks. I think I've got it.

009 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.

031 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.

010 Workbook p29, Act. 1

Teresa: 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.
Chuck: 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.
Carlos: 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.

Student's Book p30

What plant parts are good to eat?
We can eat lots of different parts of plants and they all taste good!
Sometimes we eat the root of a plant.
The roots grow under the ground.
Vegetables like potatoes
… and onions are roots.
Carrots are roots, too.
They taste great as a snack.
Sometimes we eat the stem of a plant.
Asparagus is a stem.
We have to cook asparagus before we eat it.
Sometimes we eat the leaves of a plant.
We eat lots of different lettuce leaves.
How about adding some lettuce to your chicken burger? You can add some onions and tomatoes too.
Sometimes we eat the seeds of a plant. Peas are seeds. Wouldn't you love some delicious pea soup?
And we eat the fruit of lots of plants.
Fruit drinks taste great.
We can make lemonade from lemons, and we can make delicious fruit smoothies.
And it's not just us… animals eat all the different parts of plants too!
Lots of plant parts are good to eat.
Let's find out more!

033 Student's Book p31, Act. 4

Animals also like eating plant parts. Elephants eat a lot of food! They like eating the roots, leaves, stems, seeds and fruit of some trees. Parrots like eating fruit, flowers and seeds. They love watermelons and watermelon seeds! Rats like eating fruit and roots. Tomatoes and carrots are some of their favourite foods. Hippos don't eat water plants. They like eating the leaves and stems of grass.

011 Workbook p32, Act. 1

A: Hello. Can I help you?
B: I'd like a pizza with cheese, mushrooms and onions, please.
A: Sorry, we haven't got any mushrooms.
B: No mushrooms? Have you got any peppers?
A: Let me see. Yes, we've got peppers.
B: That's great. Can I have some tomatoes, too?
A: OK, so that's pizza with cheese, onions, peppers and tomatoes.

3 Daily tasks

035 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.

036 Student's Book p35, Act. 1

1 **Boy:** I do my homework at quarter past five.
2 **Boy:** I have dinner at six o'clock.
3 **Boy:** I wash up at half past six.
4 **Boy:** I take the dog for a walk at quarter to seven.

5 **Boy:** I brush my teeth at quarter past eight.
6 **Boy:** I go to bed at half past eight.

037 Student's Book p35, Act. 3

Greg: I get out of bed at half past seven.
I get dressed at eight o'clock.
I have my breakfast at quarter past eight.
I get my bag at quarter to nine.

012 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.

042 Student's Book p39, Act. 4

v – v – v
f – f – f
Vic sells fabulous fans from the back of his van.
Vic sells fabulous fans from the back of his van.

013 Workbook p39, Act. 1

1 **Dad:** Close your eyes, Molly.
Molly: Why?
Dad: I've got something to show you.
Molly: What is it?
Dad: OK. Open them.
Molly: Dad! You're the best!

2 **Mum:** What a mess!
Dan: What's the problem, Mum?
Mum: Your room! Look at it! I want it tidy.
Dan: But I tidied it last week, Mum.

014 Workbook p39, Act. 3

1 four 2 vegetables 3 fruit 4 heavy 5 fifteen 6 waterfall
7 village 8 difficult

044 Student's Book p41, Act. 4

The shoemaker makes shoes from leather. He hasn't got a lot of money. One day he goes to bed and leaves leather for five pairs of shoes on the kitchen table. The next morning he finds the shoes on the table. Every night he leaves leather for more pairs of shoes and every morning he finds more shoes. The shoemaker wants to know who is making the shoes. One night he hides under a chair. At 12 o'clock he sees five elves. They jump onto the table and make the shoes. He wants to say thank you so he makes a pair of trousers and a cap for each one. He leaves them on the table. In the morning the clothes are gone. The elves never come back.

Student's Book p42

What jobs can people do at night?
We usually work during the day. We go to work in the morning, and we come home in the evening. We sleep at night. But there are some jobs that people do when we are sleeping.

Working at night can be difficult. You always need to sleep during the day, and it isn't easy to sleep when the sun is shining! But these jobs are very important.

At night cleaners work in our towns and cities. So, in the morning the streets look good. Sometimes there's an emergency at night and we need help. When there's a fire, we call the fire fighters. Police officers work at night too. They help people in trouble.

When we are ill at night there are people who can look after us. The ambulance drivers can take us to hospital. At the hospital there are always lots of people working through the night.

Some vets work at night, too. They can look after all the animals who need help.

There are lots of jobs people can do at night. Let's find out more!

046 Student's Book p42, Act. 3

Number 1. The correct answer is 'cleaners'. These people clean the town.
Number 2. The correct answer is 'ambulance drivers'. These people take ill people to hospital.
Number 3. The correct answer is 'fire fighters'. These people stop fires.
Number 4. The correct answer is 'vets'. These people look after animals.
Number 5. The correct answer is 'police officers'. These people help people.

4 Around town

048 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.

052 Student's Book p49, Act. 1

1 **Jessica:** Hi, Ryan. Let's go to the music shop!
Ryan: Sorry Jessica. I am going to the library to get a book.
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.
3 **Joseph:** Oh! Olivia. Where are you going?
Olivia: To the shop to buy some bread.
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.

055 Student's Book p51, Act. 4

/ɑː/ /ɑː/ /ɑː/
/r/ /r/ /r/
Rory, Reery and Rury – robots in a faraway supermarket.
Rory, Reery and Rury – robots in a faraway supermarket.

015 Workbook p51, Act. 1

1 **Ben:** I want to stay.
Mum: Sorry. No time to play.
Ben: It's not fair.
Mum: We have to go home now.

2 **Sue:** An owl!
Aaron: Where? I can't see anything.

Sue: Look, it's over there. Above your head.
Aaron: Oh, yeah. Wow! It's beautiful.

016 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

017 Workbook p51, Act. 3

1 rain	3 market	5 write	7 hurry
2 frog	4 park	6 art	

018 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.

056 Student's Book p53, Act. 1

Interviewer: Hi, Caroline. How are you?
Caroline: I'm OK, thanks. But I'm so hungry.
Interviewer: Are you going to the supermarket?
Caroline: No, I'm not. I'm going to the café to get a salad. Yummy!
Interviewer: OK. That sounds very good.

Interviewer: Hi, Mark. Where are you going?
Mark: I'm going to the sports centre.
Interviewer: The sports centre? What are you going to do there?
Mark: I'm going to go swimming.
Interviewer: Wow! Have fun!
Mark: Thank you!

Interviewer: Hello Elly!
Elly: Hello! Sorry but I can't talk now. I'm going to the bank.
Interviewer: The bank?
Elly: Yes, I'm going there to get some money. But it closes soon!
Interviewer: OK. Goodbye.
Elly: Bye!

Interviewer: Where are you going, Robert?
Robert: Well, I'm going to the robot school.
Interviewer: The robot school?
Robert: Yes, I'm going to learn to fly a spaceship.
Interviewer: That's fantastic.

Student's Book p54

Why are some buildings tall?
Buildings are tall for different reasons.
This is a lighthouse by the sea.
At night, ships can't see the land, but they can see the light at the top of the building from far far away.
The light shows the ships where to go.
These skyscrapers are very tall. They're in the middle of a big city.
The city is very crowded, and there isn't much space to build. So, we build up high!
Thousands of people live and work inside these skyscrapers. There are lots of shops inside too!
We often find clock towers in towns and cities.
They are tall so that everyone can see what time it is!
Clock towers have often got big bells inside.
This clock tower is in London. The bell inside is called Big Ben.
Every large airport has got a tower.
The people working inside this tower talk to the pilots and tell them when they can land and take off.
It's very important that they can see all the planes moving around the airport. They get a great view from the tower!
Buildings are tall for different reasons.
Let's find out more!

019 Workbook p56, Act. 1

A: Excuse me. Can you help me, please?
B: Yes, of course.
A: Where's the bus station?
B: The bus station is opposite the library.
A: OK. And where's the library?
B: It's next to the bank.
A: Thank you. That's very kind.
B: You're welcome!

5 Under the sea

059 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. So nothing can happen to us.

060 Student's Book p59, Act. 1

The golden toad
Many years ago in the forests of Costa Rica there were many golden toads. There were beautiful pools in the forest. These pools were the

homes for the babies of the golden toads. 1987 was very hot. Soon, there was no water in the pools. Now there are no more golden toads.

The megalodon
Megalodons were sharks. They were very, very big. They weren't very fast. Three million years ago the seas got colder. There wasn't any food for the megalodons. Two million years ago there were no more megalodons.

064 Student's Book p61, Act. 1

Man: Who ate the cake, Sue?
Girl: Well, it was here at three o'clock.
Man: Was Bob here at three?
Girl: No, he wasn't. Bob was at the cinema.
Man: Was his mum there, too?
Girl: Judy? Yes, she was.
Man: Were Tim and his grandma at the cinema?
Girl: No, they weren't. They were at home in the living room.
Man: So did Spike eat the cake?
Girl: Haha! The dog? No. He was with Alice.
Man: Were Spike and Alice at the swimming pool?
Girl: Yes, they were. Spike loves swimming.
Man: How about Sally?
Girl: No, she was at the beach. She was swimming in the sea.
Man: Hmm. So, Bob didn't eat the cake.
Girl: And nor did Judy, Tim, Spike, Alice or Sally...
Man: Well then, Sue ... Were you at the beach at three o'clock?
Girl: No, I wasn't.
Man: Were you here?
Girl: Umm... Yes, I was.

067 Student's Book p63, Act. 4

/s/ /s/ /s/
/ ʃ / / ʃ / / ʃ /
Shane is super scared. There's a shark in the swimming pool.
Shane is super scared. There's a shark in the swimming pool.

021 Workbook p63, Act. 1

1 **John:** Why is that dog barking?
Sue: It doesn't like you.
John: Me? Don't be silly! All dogs like me.
Sue: Well, I'm not sure about this one.
2 **Ingrid:** What's the matter, Oliver?
Oliver: It's this box. I can't open it.
Ingrid: Here, let me try. There you are. It was easy.
Oliver: Wow! You're strong.

022 Workbook p63, Act. 3

1 shell
2 shark
3 sea
4 ship
5 swim
6 fish
7 octopus
8 seahorse
9 starfish
10 Lucy

069 Student's Book p65, Act. 4

Kylie is on holiday in New Zealand with her parents. She goes for a swim in the sea with her dad while her mum stays on the beach and sleeps. They see four dolphins in the sea. The dolphins make a circle around Kylie and her dad and start hitting the water with their heads. Kylie thinks it is fun but her dad is worried. Then he sees a shark's tail. He doesn't say anything to Kylie. After twenty minutes the shark goes away and Kylie and her dad get out of the sea. Kylie's dad says the dolphins helped keep the dangerous shark away.

Student's Book p66

How do people endanger the sea?
The seas cover 70 per cent of planet Earth and they are very important to us.
Our seas are full of incredible creatures and plants.
We need clean seas for a healthy planet.
But people are endangering the seas in lots of ways.
Our climate is changing.
Because the world is getting hotter the ice at the North and South Poles is melting.
This is very bad for animals like polar bears.
And it's bad for people too. When we have more water in the seas, there are more floods.
Because of climate change the seas are also getting hotter. This is very bad for the coral reefs.
Millions of creatures live in healthy coral reefs. But the hotter seas are killing the coral. Not many creatures can live in dead coral reefs.
Our seas are also in danger from pollution.
There are lots of huge ships that carry things around the world.
There's pollution from their oil in the water.
One of the biggest problems for the seas is plastic pollution.
We use lots of plastic every day, and now there's lots of plastic rubbish in our seas.
This is very bad for sea creatures. Some animals think the plastic is food.
We are endangering the seas in lots of ways.
Let's find out more!

6 Gadgets

073 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!

074 Student's Book p71, Act. 1

Assistant: Can I help you?
Jeff: Yes, how much is this tablet?
Assistant: The S2 20? It's £80.
Jeff: And this one?
Assistant: The S5 30 is more expensive. It's £99.
Jeff: So the S2 20 is cheaper than the S5 30.
Assistant: Yes, but it's small. The S5 30 is bigger than the S2 20.
Jeff: I really like the S5 30. It's more beautiful than the S2 20.

Assistant: Would you like to buy it?
Jeff: Sorry, I can't. I've only got £50!

080 Student's Book p75, Act. 4

/ eɪ/, / iː/, /aɪ/, /əʊ/, /uː/
Irene uses her phone to find the limes for her cake.
Irene uses her phone to find the limes for her cake.

024 Workbook p75, Act. 1

1 **Burglar 1:** I'm going in.
Burglar 2: Hurry up. Don't be too long.
Burglar 1: I won't. Stay here and watch.
Burglar 2: OK. Don't worry.
Policeman: Hello, gentlemen. Can I help you?
2 **Explorer 1:** Oh dear. We've got a problem.
Explorer 2: Don't worry. I've got an idea.
Explorer 1: What is it?
Explorer 2: Run!

025 Workbook p75, Act. 3

say: game, rain, play
see: Irene, cheese, really
five: nine, light, time
go: phone, code, coat
you: use, computer, music

026 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.

081 and 082 Student's Book p77, Acts. 2 and 3

Boy: Ana.
Ana: Yes.
Boy: Are you really a spy?
Ana: Shh! Yes, I am. But don't tell anyone!
Boy: And what are all these things?
Ana: These are all my gadgets. They're really cool!
Boy: Are these sunglasses special?
Ana: Yes, they are. These sunglasses have got a torch in them. I use them to see in the dark!
Boy: Cool! And what's the fan for?
Ana: This fan also has a mobile phone in it. Look! … I use it to make phone calls.
Boy: Cool! What about this watch?
Ana: The watch? It's got a camera in it. I can use it to take photos. Smile! …
Boy: Wow! And what's this? This looks really special.
Ana: It's an electric toothbrush.
Boy: An electric toothbrush? Cool. What's that for?
Ana: To clean my teeth, of course!

Student's Book p78

What materials did cave artists use in the past?
Long ago painting was different to now.
Cave artists didn't have all the materials we have today.
They made their own tools from the things around them.
Their paintbrush was a twig from a tree.
The red, yellow, orange and brown paint colours came from rocks.
They mixed the rock powder with water to make paint.
For the colour black they used charcoal. Charcoal is made from wood.
The wood is burnt in a fire until it is black.
It was dark inside the caves, but they didn't have a torch!
So, they used fire. Sometimes they made a small lamp from a stone.
Today we can still see many paintings on cave walls and ceilings around the world.
Lots of these paintings tell a story.
We can learn about how the artists lived from their art.
Cave artists used lots of different materials.
Let's find out more!

084 Student's Book p79, Act. 5

Number 1. For paper, there was the cave wall.
Number 2. For paint, there was rock powder and water.
Number 3. For paintbrushes, cave artists sometimes used their fingers.
Number 4. For light, cave artists used small fires or lamps.

027 Workbook p80, Act. 1

A: Good morning. Can I help you?
B: Yes. Have you got any torches?
A: Yes, we have. We've got this blue torch and this green one.
B: How much is the green one?
A: It's £14. The blue one is cheaper. It's only £8.
B: That's great. Can I buy the blue one, please?
A: Of course!
B: Thank you.

7 In the hospital

086 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 alright. I hope your grandpa gets better soon.
Doctor: Come with me. The room is upstairs.
Ben: Thanks, doctor. Let's take the lift!

087 Student's Book p83, Act. 1

1 Yesterday, Harry and his friends played basketball.
2 Harry jumped up high.
3 He landed on the floor.
4 'Ouch!' shouted Harry.
5 'Your arm is OK,' the doctor smiled.

093 Student's Book p87, Act. 4

/t/, /t/, /t/
/ɪd/, /ɪd/, /ɪd/

Mike hiked – he liked it! Kate skated – she hated it!
Mike hiked – he liked it! Kate skated – she hated it!

028 Workbook p87, Act. 1

1 **Man:** Oh dear! What happened to you?
Boy: I fell off my bike.
Man: Are you alright?
Boy: I'm fine, but my bike isn't!

2 **Fred:** I want to play.
Katie: I'm busy. Can't you see?
Fred: But I'm bored. Please play with me.
Katie: Leave me alone!

029 Workbook p87, Act. 2

liked, played, jumped, landed, shouted, smiled, wanted, listened, looked

030 Workbook p87, Act. 3

t: liked, jumped, looked
d: played, smiled, listened
id: landed, shouted, wanted

094 Student's Book p88, Act. 2

Emma Woodward was eleven years old. She liked swimming and riding her bike. But one day Emma woke up with a headache. It got worse and worse and Emma felt very ill. Her parents took her to a hospital and she saw the doctor straight away. Emma couldn't walk or stand up. The doctor looked at her very carefully. 'There's a problem with Emma's head, she needs an operation straight away'.

After the operation Emma was asleep. When she woke up she had to stay in bed for a long time. She couldn't remember how to do anything. The doctor said 'Emma's legs are not strong. She needs to use a wheelchair. When she's not in the wheelchair, she needs crutches'. Emma was very tired and didn't try to walk. 'I can't do it!' she said. Her parents were worried. 'What can we do? How can we help Emma?' they asked.

One day Emma's mum heard about the Helper Dog Project. The project had dogs to help people with many different kinds of problems.

The next day, they went to see the Helper Dog Project. Emma was on her crutches. She went from the car to the building. She was very tired. She sat in a chair. Then one of the dogs came over. His name was Jasper, and he was the biggest dog in the room. He looked at Emma. Then he put his paw on Emma's leg. Emma knew Jasper was her new best friend.

The family took Jasper home and with his help Emma slowly learned to walk again. She put one hand on Jasper and used her other hand to hold a crutch. It was difficult but every day, Emma walked a little more. Soon she started to walk with no crutches using Jasper to help her.
These days Emma and Jasper are always together. Jasper even goes to school with Emma. When she is reading or writing, Jasper sleeps under her desk.

Last week there was a big surprise for Jasper and Emma. A magazine gave Jasper a big prize – The Best Animal of the Year!

The next day, the story about the little girl and the big dog was in all the newspapers.

'Look!' Emma said to Jasper. 'You are now the most famous dog in the world!'
Jasper looked at Emma. Then he put his paw on her leg. She remembered the first time she saw Jasper and smiled.

095 Student's Book p89, Act. 4

Emma Woodward was 11 years old. She had a bad stomach-ache. Her parents took her to hospital. The doctor said she needed an operation. After the operation, the doctor said, 'You need to use a wheelchair or use crutches.'
Emma's mum and dad took her to see the helper Dog Project. Emma liked the smallest dog a lot. His name was George. With the dog's help, Emma learnt to walk again. The dog even goes to school with Emma. The dog got a big prize, The Film of the Year!

Student's Book p90

How can we keep healthy?
There are lots of things we can do to help us keep healthy.
We can try to eat healthy food.
It's important we eat different fruit and vegetables.
Always try to eat a good breakfast – it's a great start to the day!
Don't eat a lot of unhealthy food like cake and crisps.
Fresh air is great … so go outside! Go for a walk with your family or go for a bike ride. It's fun!
Exercise can help us stay strong and healthy. We can do all kinds of different sports.
And we can exercise at home too! Try playing an active computer game, or dancing!
After all that exercise it's important that we rest.
How about reading a book or doing a puzzle to relax?
And at the end of the day it's very important we don't stay up too late. Sleep is very good for us – Goodnight!
There are lots of things we can do to keep healthy.
Let's find out more!

8 Around the world

098 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 four pounds.
Lucy: Here you are. Five pounds.
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.

099 Student's Book p95, Act. 1

Sara: In the holidays, I went to San Francisco. What a great city! There are so many things to see and do. My favourite place was the zoo. I went to the zoo with my mum but Dad didn't go with us. He

went to the famous bridge. My favourite animals in the zoo were the penguins. They were so funny. We didn't see the lions. They didn't want to come out of their house. At the zoo I had a fantastic lunch. We went to a pizza restaurant but I didn't have a pizza. I had a hot dog.

103 Student's Book p97, Act. 1

Janice: Did you have fun in New York?
Molly: Yes, I did. It was great.
Janice: Who did you go with?
Molly: Mum and Dad and Bobby.
Janice: How long did you stay there?
Molly: For a week.
Janice: Where did you stay?
Molly: In a hotel near Central Park.
Janice: Did you go to the Guggenheim Museum?
Molly: No, I didn't. We didn't have time.
Janice: Did you send me a postcard?
Molly: Sorry. I forgot.
Janice: But you sent Dana one. Thanks a lot!

106 Student's Book p99, Act. 4

/iː/ /iː/ /iː/
/ɪ/ /ɪ/ /ɪ/
Silly Milly made a pyramid of jelly at the gym.
Silly Milly made a pyramid of jelly at the gym!

032 Workbook p99, Act. 1

1 **Jenny:** Be careful. That's Mum's favourite vase.
Ben: I know. I am being careful.
Jenny: OK, but don't drop it.
Ben: OK. Now can you just get out of my …
Jenny: Oh dear!
2 **Connor:** What are you looking for, Izzie?
Izzie: My pen. I had it a minute ago. Now it's gone.
Connor: That's strange.
Izzie: I know. Where can it be?
Connor: Why don't you look behind your ear, Izzie?

033 Workbook p99, Act. 3

it: pyramid, Egypt
very: Turkey, happy
five: buy, dry
yellow: yuck, young

107 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.

034 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.
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.

Student's Book p102

What are some of the natural wonders of the world?
There are seven continents on Earth: North America, South America, Africa, Europe, Asia, Australasia and Antarctica
And there are natural wonders on every continent.
In Asia, there's the world's tallest mountain – Mount Everest. Mount Everest is in the Himalayan mountain range.
In Africa, there's one of the most beautiful waterfalls – Victoria Falls. Victoria Falls is 100 metres high.
In Australasia, you can see the Great Barrier Reef. This amazing reef is 2,600 kilometres long.
In North America, there's the incredible Grand Canyon. The Colorado River is at the bottom of the canyon.
In South America, there are lots of natural wonders.
In Brazil, there's the beautiful harbour of Rio de Janeiro. Six million people live in the city of Rio.
And in Mexico there's the Paricutin Volcano. This volcano is quite new. It appeared in 1943.
In some parts of Europe, you can see strange and amazing lights in the sky at night.
These are called the Northern Lights. You can also see strange lights on other continents, including Antarctica. In Antarctica, these lights are called the Southern Lights.
There are natural wonders all over the world. Let's find out more!

108 Student's Book p 102, Act. 1

1 Northern lights
2 Grand Canyon
3 Paricutin Volcano
4 Harbour of Rio de Janeiro
5 Victoria Falls
6 Great Barrier Reef
7 Mount Everest

109 Student's Book p103, Act. 4

There are also wonders of the world made by people. We can call them 'man-made' wonders. Here are some of them.

The Great Pyramid of Giza in Egypt. Did you know ...
It has more than 2.3 million stones.
It was built in 20 years.

The Great Wall of China. Did you know ...
It's the longest wall in the world.
Many people think you can see it from the moon, but that's not true.

The Taj Mahal in India. Did you know ...
It's 170m tall.
The Emperor Shah Jahan built it to remember his wife.

9 Holiday plans

111 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.

112 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.

116 Student's Book p109, Act. 1

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.

119 Student's Book p111, Act. 4

/ɜː/ – /ɜː/ – /ɜː/
There are circles of purple birds wearing their holiday shirts.
There are circles of purple birds wearing their holiday shirts.

035 Workbook p111, Act. 1

1 **Ana:** Are you sure you know what you're doing?
Jim: Of course I am. I do this all the time.
Ana: Look. It's wrong, you fool!
Jim: That's strange. Maybe the computer is broken.
Ana: It wasn't, but it is now!
2 **Dad:** Don't look at me like that ...
It's my dinner. Now go away!
Don't do that. I really don't like it when you do that.
... Oh, OK. You win. Here you are.

036 Workbook p111, Act. 3

1	thirsty	3	nurse	5	perfect	7	turtle
2	birthday	4	Thursday	6	girl	8	Earth

121 Student's Book p113, Act. 4

Liam and his mum and dad went to Italy for a holiday. They stayed in a beautiful hotel by a river.

During the first night there was a terrible thunderstorm. They switched on the TV. The man said, 'There's going to be a thunderstorm for fourteen days!' Liam didn't like that. 'It's going to be fantastic!' he thought.

But Liam had lots of fun inside playing games, listening to music and reading. Liam liked the holiday so much that he didn't want to go home.

Student's Book p114

How were seaside holidays different 100 years ago?
100 years ago, life was very different in many ways. But families still loved going to the seaside on holiday, just like we do now. There are so many fun things to do at the seaside.

Today it's very easy to get to the beach in your own country, or far, far away. But 100 years ago, most people didn't have a car, and there weren't many planes. So most people travelled to the seaside in their own country, by steam train.

In the summer, when it was sunny, the beaches were very crowded. People wore different clothes at the beach to now. Lots of people wore hats! Some people wore 'swimming boots' when they went in the sea.

Children went on donkey rides at the beach. And sometimes they watched funny puppet shows.

Families usually brought their lunch to the beach in a picnic basket. And everyone loved the ice-cream cart!

Seaside holidays were different 100 years ago. Let's find out more!

037 Workbook p116, Act. 1

A: Let's go on holiday.
B: Yes, that's a good idea. Where would you like to go?
A: I would like to go to the beach.
B: Staying in the sun all day? No, that's boring.
A: OK, no beach. What about the mountains?
B: Walking up and down all the time? No, thanks.
A: OK, so no mountains. We could go to a big city.
B: I don't want to go to a city. There are too many people and cars.
A: No beach, no mountains, no cities. Let's just stay here!