CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

4

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

Well done, Ben and Lucy! (pages 4–9)

Vocabulary
At town events: *big wheel, rollercoaster, roundabout, mayor, dodgem cars, microphone, band, photographer, journalist*

Grammar
Do you like / Does Lucy like (reading books)? When do you start (school)?
Are you brave?
What was in (the book)?
How did you find the book?

Story
The map

Phonics
Rhyming words

▶ Song: The Explorers

1 In the museum (pages 10–21)

How can we learn about the past?

Vocabulary
Knights and queens: *queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword*

Grammar
I must (wear a helmet).
I mustn't (swim here).
Give me / him / her / us / them (the book), please.

Story
The knight

Phonics
The letter sound *ow*

Skills
- Reading
- Listening and speaking

Value
Learning about your family

Think and learn
History: Timelines
Project: Make a timeline about things in their house.

▶ Song: The museum trip ▶ Communication: Living in a museum ▶ Writing: A museum advert

2 The world around us (pages 22–33)

What do we know about the outside world?

Vocabulary
The countryside: *mountain, forest, village, lake, island, field, river, path*

Grammar
but, and, because, so
I could / couldn't (run 20 kilometres).
Could you (swim for 10 hours)?

Story
At the restaurant

Value
Making time for the family

Phonics
Silent consonants

Skills
- Reading
- Listening and writing

Think and learn
Geography: Maps and satellites
Project: Label a map with five favourite places.

▶ Song: The world outside ▶ Communication: What we do in our free time ▶ Writing: My favourite outdoor place

3 Danger! (pages 34–45)

How can water be dangerous?

Vocabulary
Emergencies: *fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic*

Grammar
I was (climbing a tree).
We were (playing tennis).
What was she / were they doing?
Was he (playing)?
Yes, he was. / No, he wasn't.
Were we playing?
Yes, we were. / No, we weren't.

Story
The man in the car

Phonics
The sound /aɪ/

Skills
- Reading
- Reading and listening

Value
Learning from nature

Think and learn
Environmental studies: Floods
Project: Write a poem about floods.

▶ Song: In the water ▶ Communication: Emergency! ▶ Writing: Story telling

4 Two return tickets (pages 46–57)

What's the best way to travel?

Vocabulary
At the train station: *station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee / tea*

Grammar
in (September),
at (eight o'clock),
on (Sunday),
in the (morning)
I was (having dinner) when you phoned me.

Story
The tunnel

Value
Look after your things carefully

Phonics
The sound /eə/

Skills
- Reading
- Listening and speaking

Think and learn
Geography: Ways to travel
Project: Make an advertisement for one type of transport.

▶ Song: The fantasy train
▶ Communication: At the train station
▶ Writing: A notice for a school trip

5 Police! (pages 58–69)

How can we describe people?

Vocabulary
Hair and face: *dark, blonde, fair, moustache, curly, beard, scar, straight*

Grammar
He used to (be a police officer).
We had to (be really careful).

Story
The Mysterious H

Phonics
The sounds /ɑː/ and /ɔː/

Skills
- Reading
- Writing and listening

Value
Mending your ways

Think and learn
Art: Sketches
Project: Make a sketch of a friend and write a description.

▶ Song: Who are you?
▶ Communication: Reading habits
▶ Writing: A book review

6 Mythical beasts (pages 70–81)

What were animals like long ago?

Vocabulary
Animal bodies: *tail, horn, back, scales, wing, neck, feathers, tongue*

Grammar
longer / more dangerous than
better / worse than the biggest / heaviest / most dangerous the best / worst
What does (a unicorn) look like?
It looks like (a horse), but it's got (a big horn).

Story
The secret door

Value
Always think about safety

Phonics
The letter sound *ea*

Skills
- Listening
- Speaking and writing

Think and learn
Science: Dinosaurs
Project: Make a dinosaur information card.

▶ Song: My dinosaur book
▶ Communication: Finding an unusual animal
▶ Writing: My beast

7 Orchestra practice (pages 82–93)

How are musical instruments different?

Vocabulary
Instruments: *tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin*

Grammar
mine / yours / his / hers / ours / theirs
Connor's the boy who plays the recorder.
The instrument which Vicky plays is the (trumpet).
The house where Mark lives is (green).

Story
At the concert hall

Phonics
The sounds /ɜː/ and /ɔː/

Skills
- Reading
- Writing and listening

Value
Teamwork

Think and learn
Music: Instrument families
Project: Make a Carroll diagram with types of musical instruments.

▶ Song: The best band in the land
▶ Communication: Music in our class
▶ Writing: My music review

8 In the planetarium (pages 94–105)

Why is space exciting?

Vocabulary	Grammar	Story	Skills	Think and learn
Space: *planet, rocket, UFO, star, comet, telescope, astronaut, moon, space station*	*What will you be when you grow up?* *I'll be a (police officer).* *angrily, badly, beautifully, carefully, dangerously, happily, loudly, quickly, quietly, slowly*	*The trap* **Value** Respecting your elders **Phonics** Word stress and the sound /ə/	• Listening and reading • Speaking and writing	**Science:** Space **Project:** Write questions to ask an astronaut.

▶ Song: Outer space ▶ Communication: Interview an alien ▶ Writing: A diary entry

9 At the campsite (pages 106–117)

What do we know about camping?

Vocabulary	Grammar	Story	Skills	Think and learn
Holiday activities: *sail a boat, swing on a rope, dive into the water, row a boat, dry your clothes, make a raft, put up a tent, make a fire, collect wood*	*some cheese, some tomatoes, a loaf / two loaves of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade, How much cheese do we need? How many bottles of water do we need?*	*The last line* **Phonics** Unstressed words	• Reading • Reading, listening and speaking **Value** Preparing carefully	**Maths:** Measurements **Project:** Make an advertisement for something to take on a camping holiday.

▶ Song: I'll make lunch for you ▶ Communication: Holiday plans ▶ Writing: A holiday leaflet

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

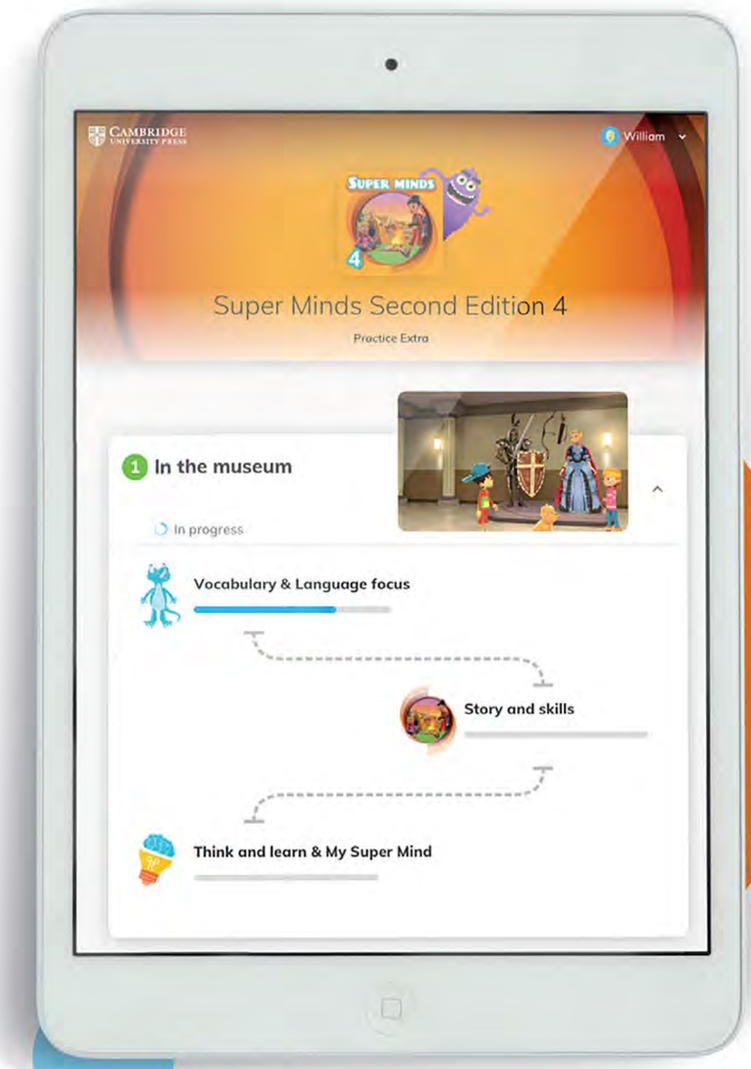
- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be charmed by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A full-colour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

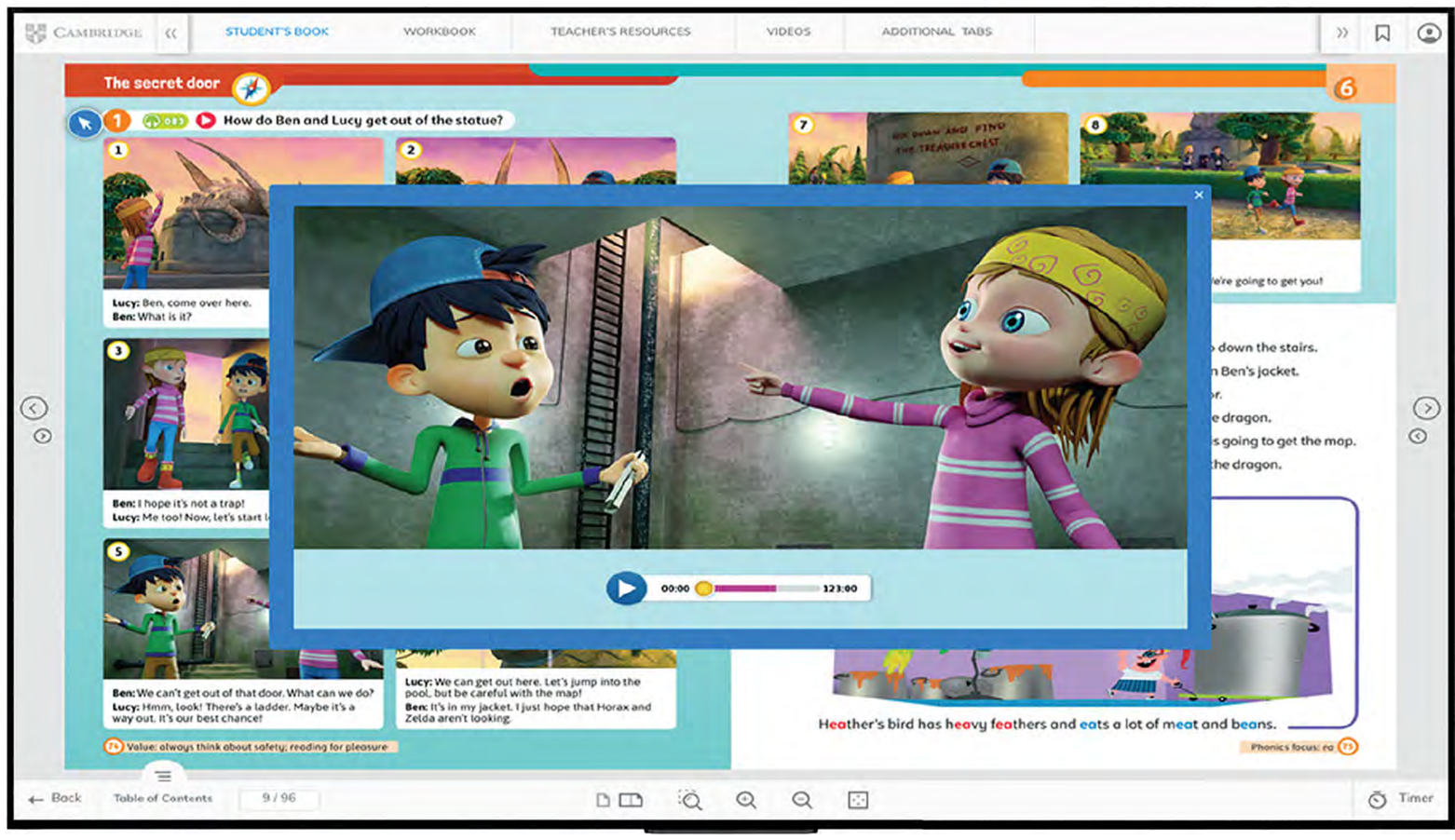
3 Enhanced digital support

- 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

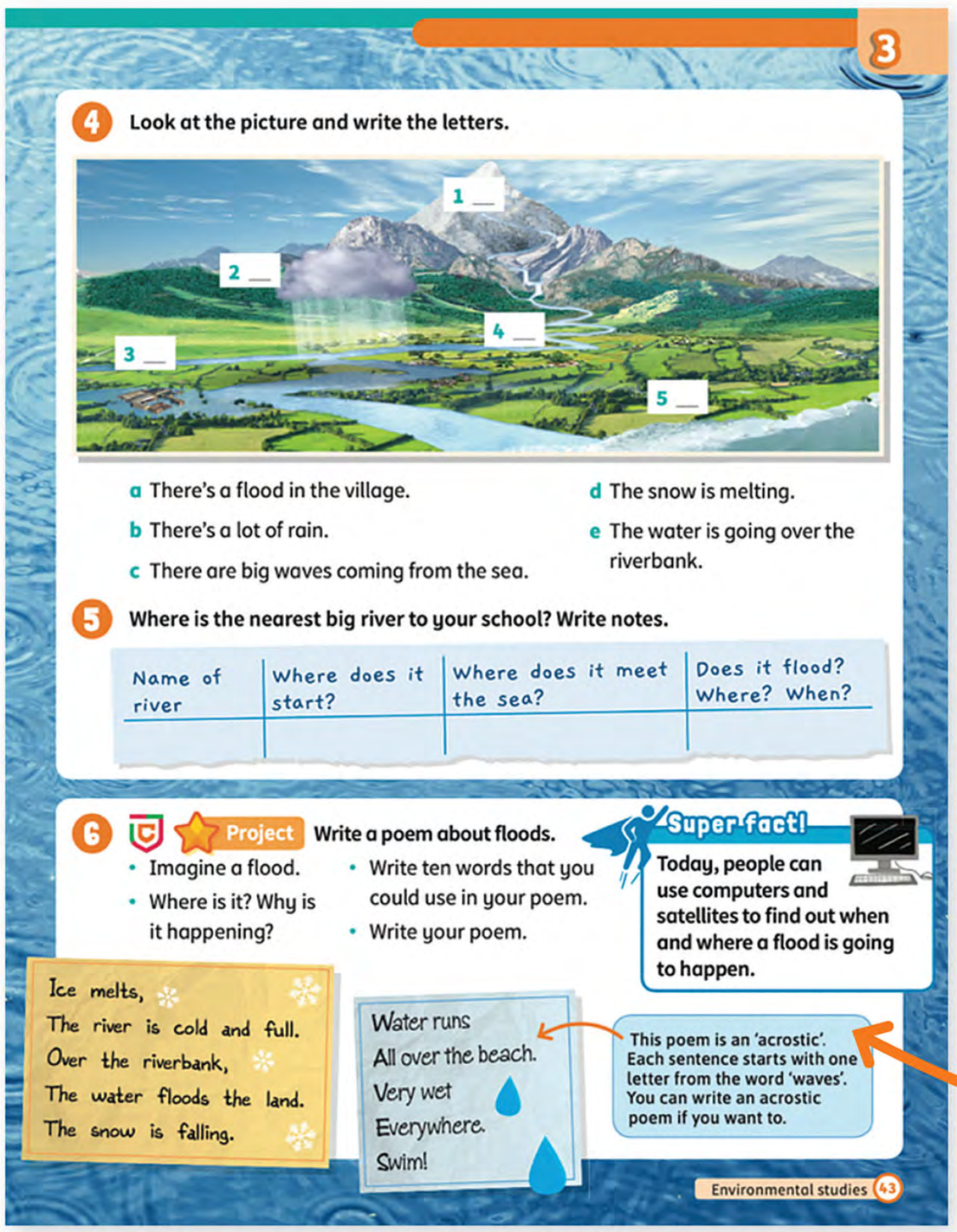
Finds new uses for objects and explains these ideas in detail

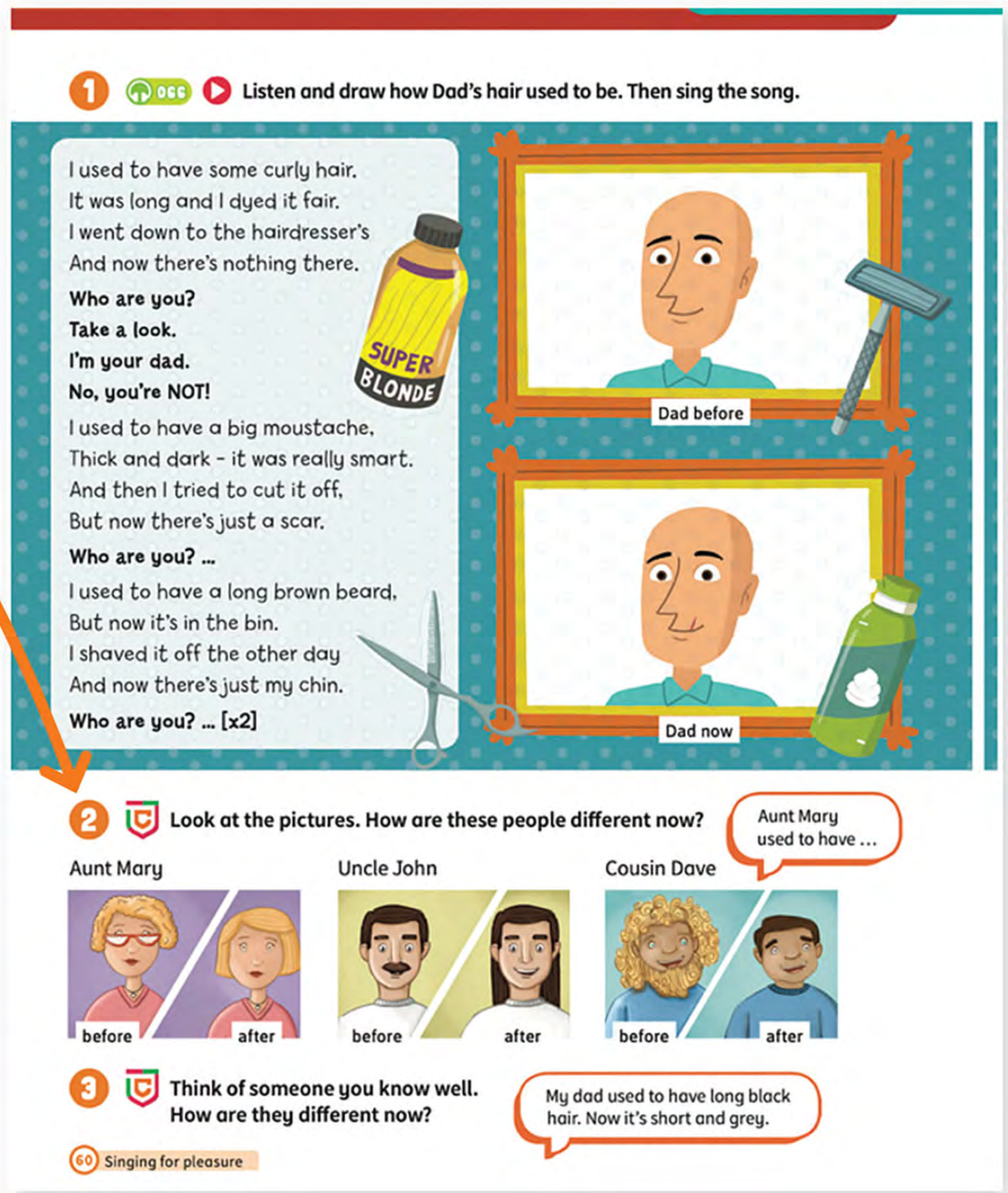
Super Minds 2nd Edition and the Cambridge Life Competencies Framework

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 5 of the Student's Book helps learners evaluate ideas, arguments and options by critically comparing ideas, objects, etc. to find differences or similarities.





Creative Thinking

This project in Unit 3 of the Student's Book helps learners develop Creative Thinking skills by creating new content from their own ideas and writing a poem.

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.

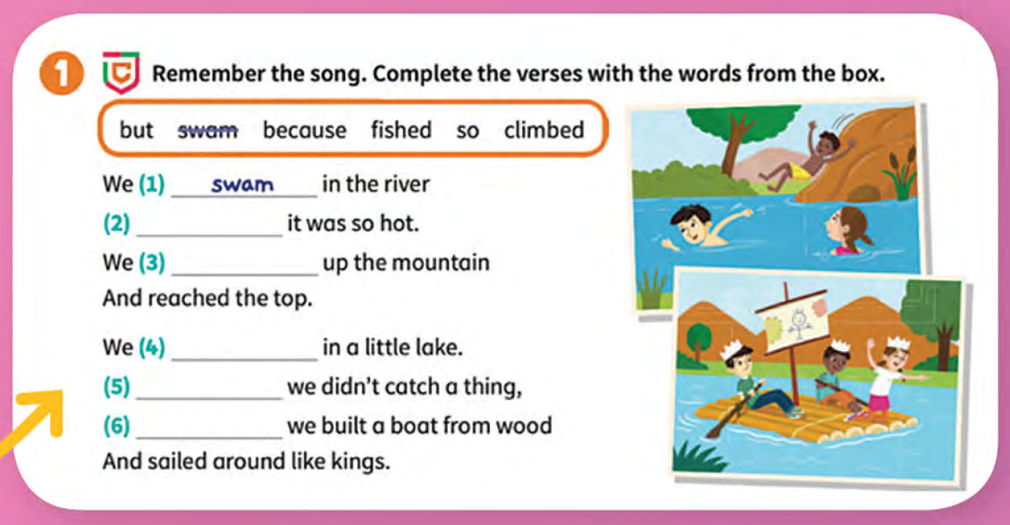
To manage these behaviours successfully, the brain uses **cognitive control functions** which determine students' success in learning and have a significant influence on their future success and wellbeing.

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 2 of the Workbook helps to improve learners' working memory.


1 Remember the song. Complete the verses with the words from the box.

but ~~swam~~ because fished so climbed

We (1) swam in the river
(2) _____ it was so hot.
We (3) _____ up the mountain
And reached the top.

We (4) _____ in a little lake.
(5) _____ we didn't catch a thing,
(6) _____ we built a boat from wood
And sailed around like kings.

Inhibitory control

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

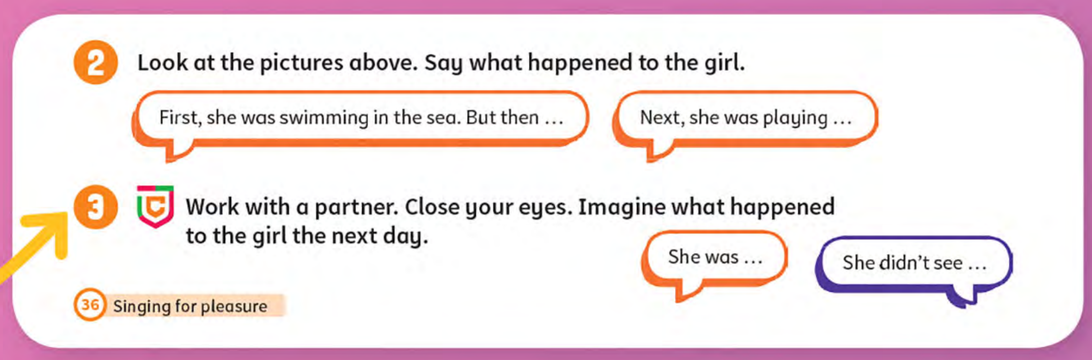
This activity in Unit 3 of the Student's Book helps to improve learners' inhibitory control.



Cognitive flexibility

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

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


2 Look at the pictures above. Say what happened to the girl.

First, she was swimming in the sea. But then …

Next, she was playing …

3 Work with a partner. Close your eyes. Imagine what happened to the girl the next day.

She was …

She didn't see …

36 Singing for pleasure

Unit walkthrough

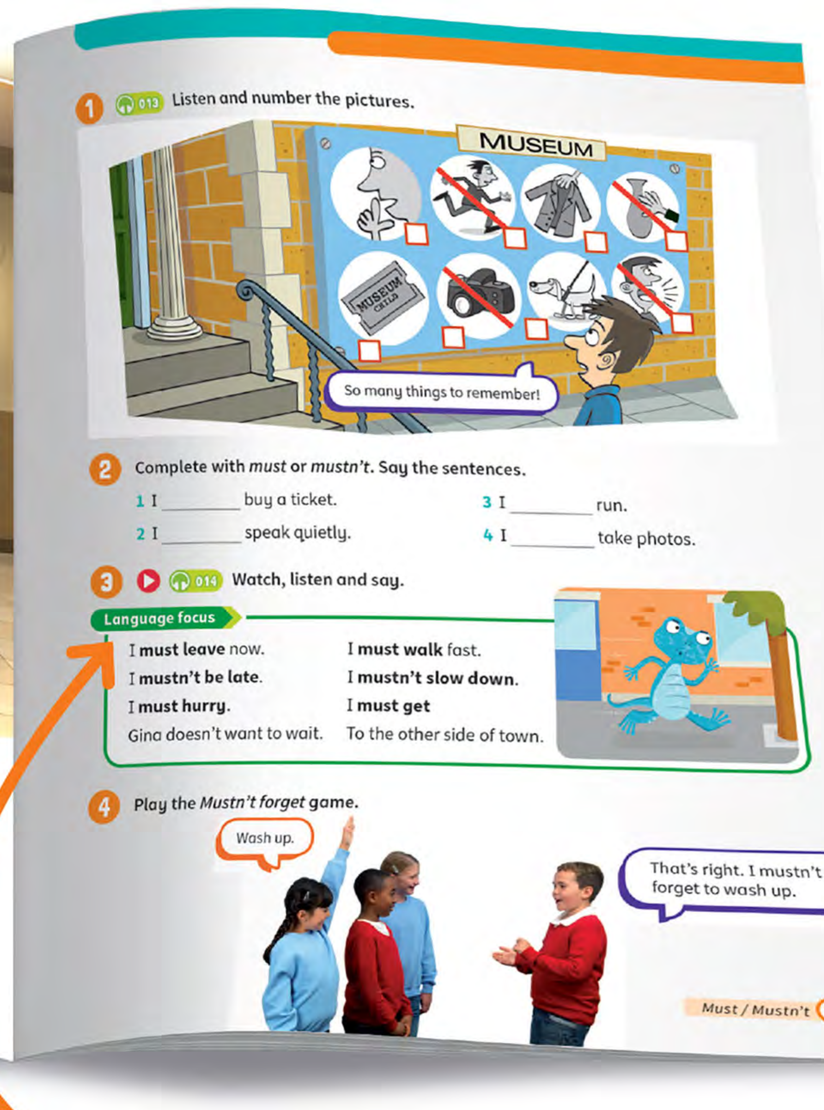
Key vocabulary

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 and learner resource areas in *Cambridge One*.



Episodic adventure stories

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

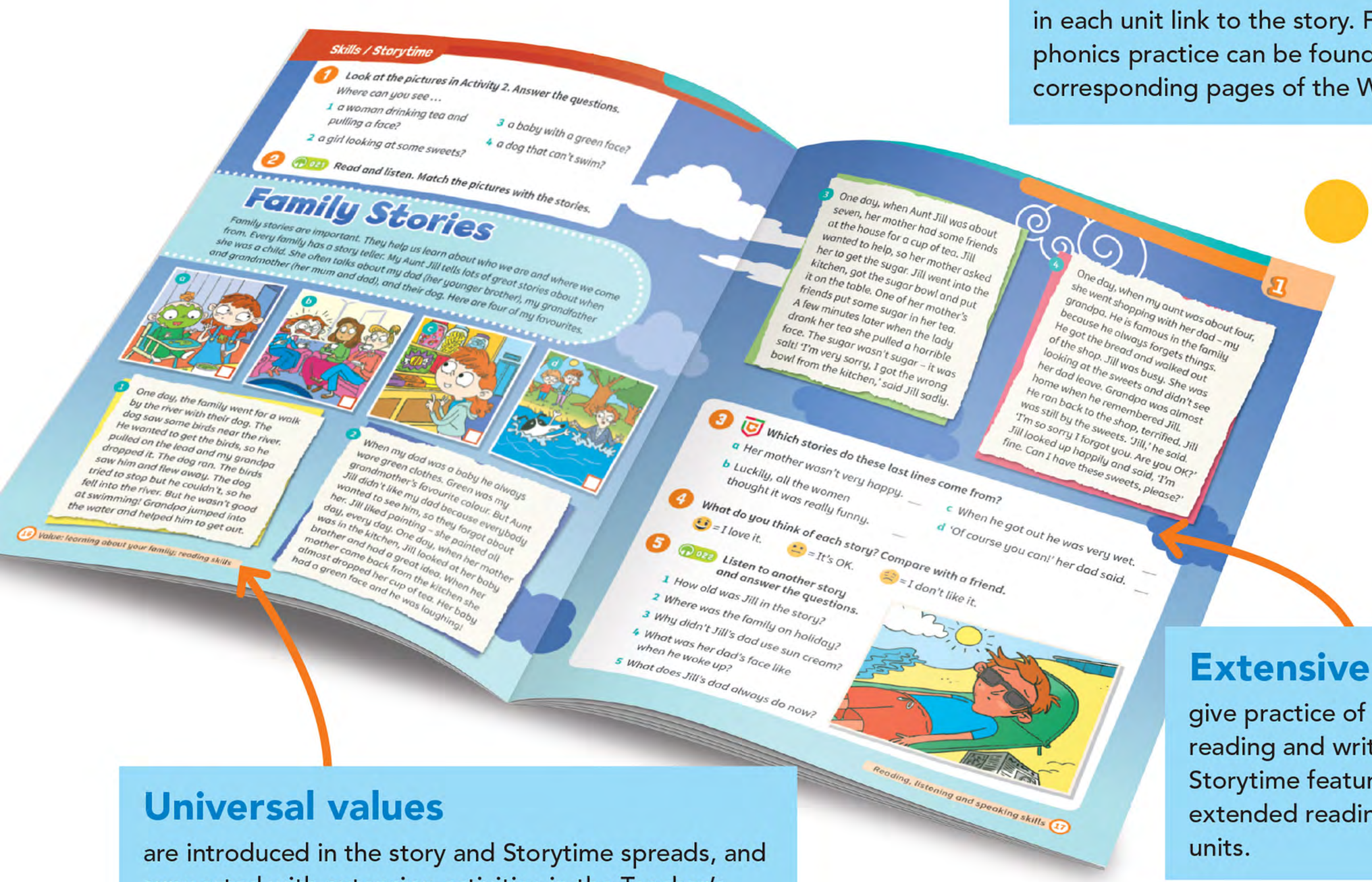
Brand new big-screen quality animated story videos

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



Phonics

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



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.

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.

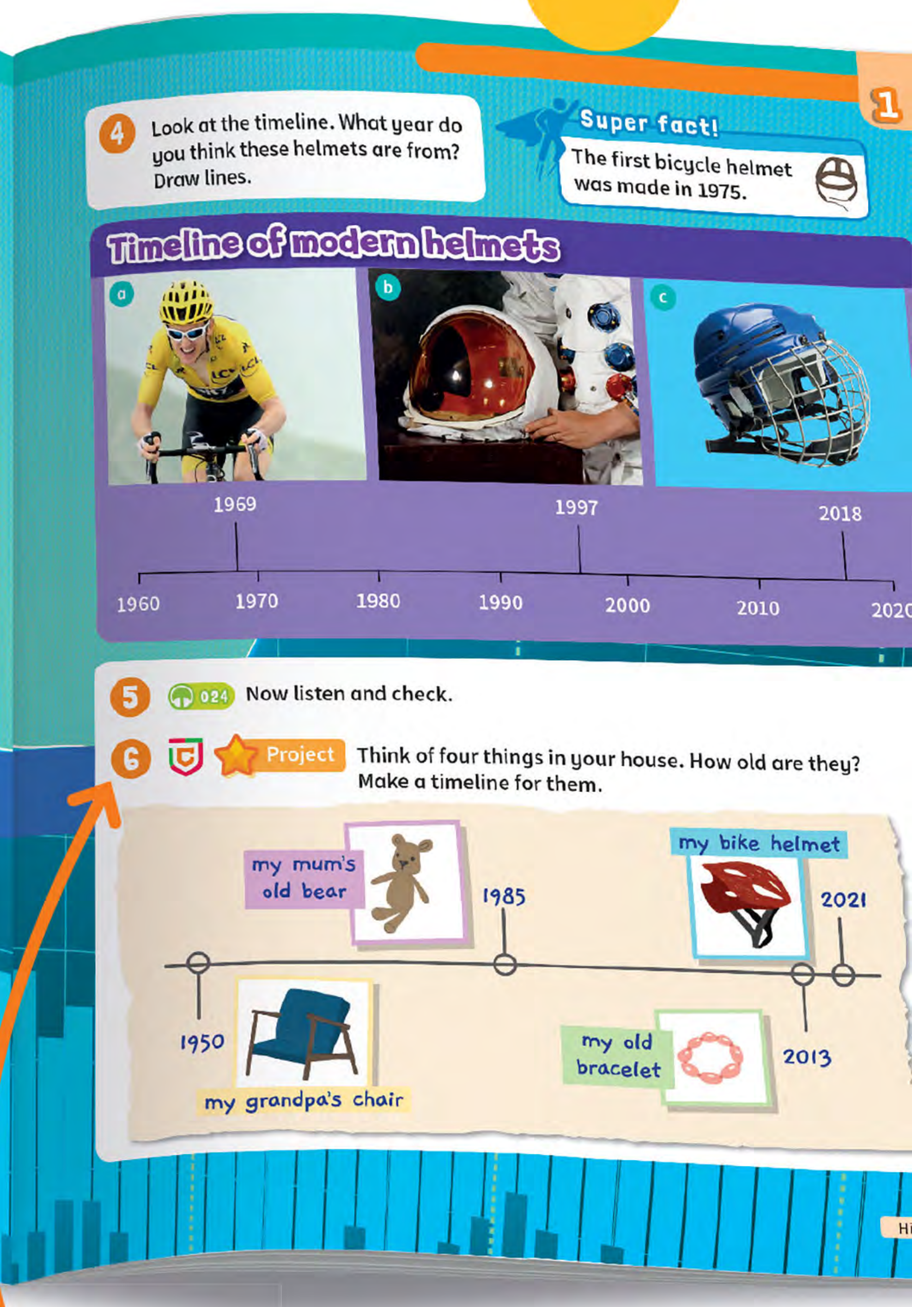
Think and learn CLIL projects

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

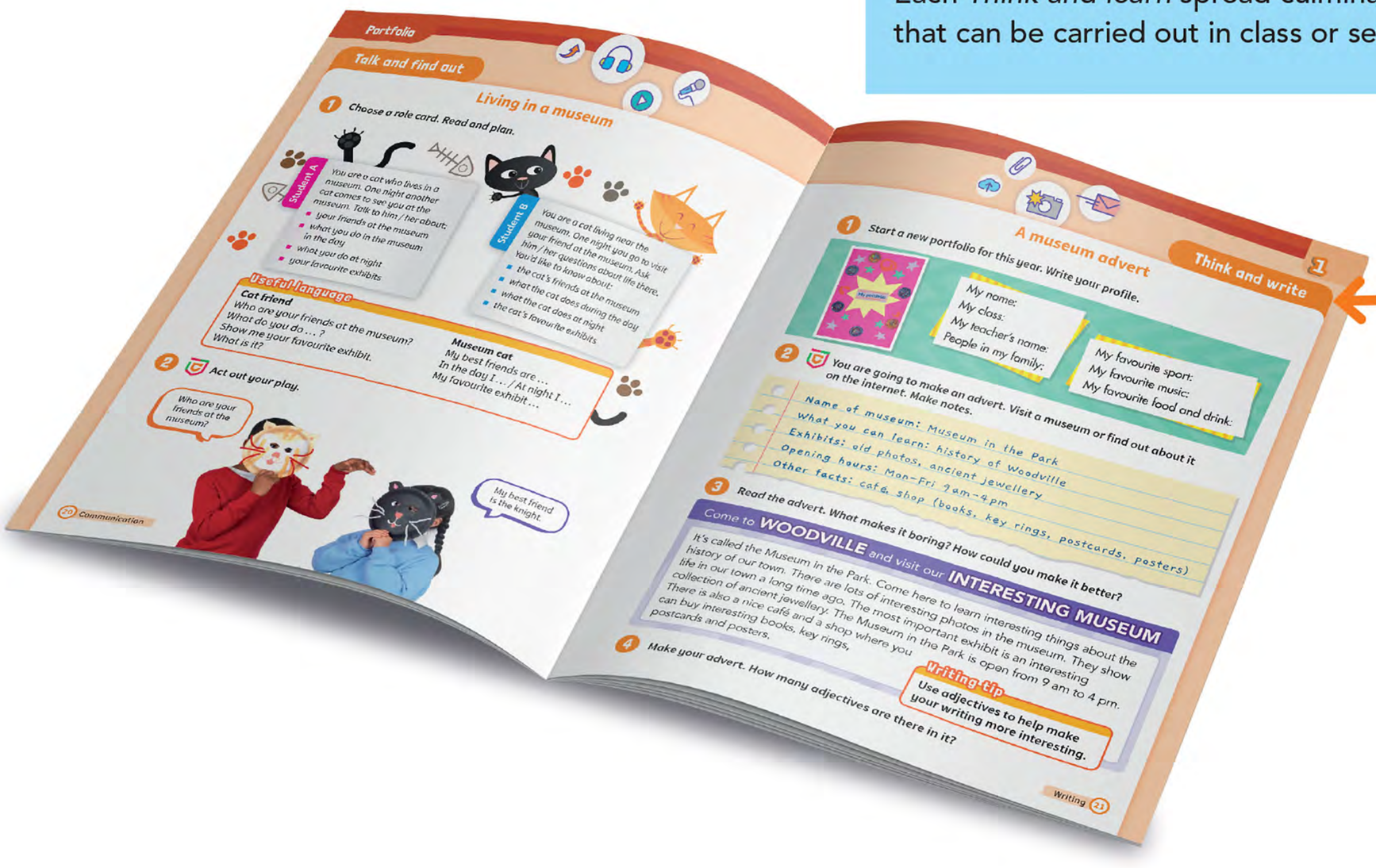
present the topic and the vocabulary of the CLIL pages.





Project

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



Portfolio pages

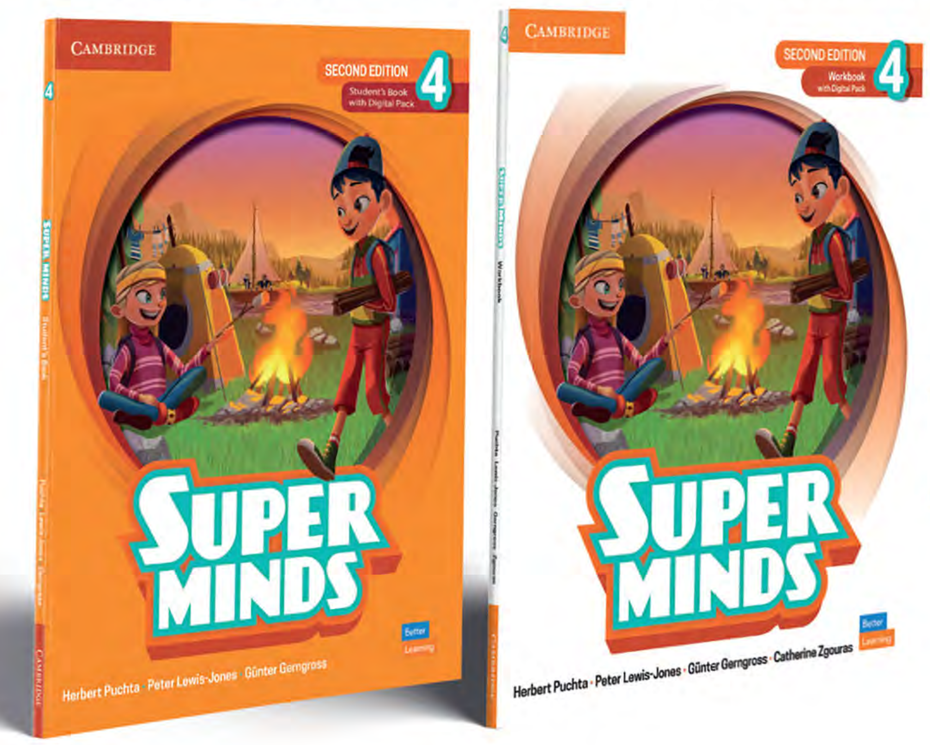
promote independent and collaborative learning and offer opportunities for students to develop their Creative and Critical Thinking skills while they create and expand their own portfolio.

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.

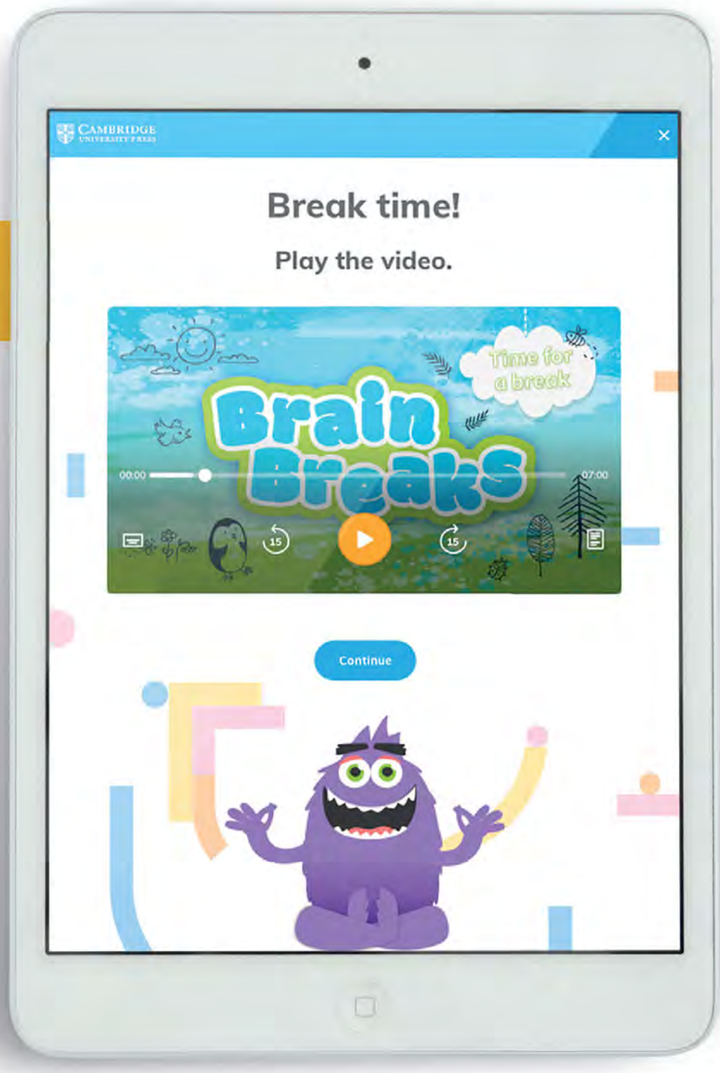
For students:

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.

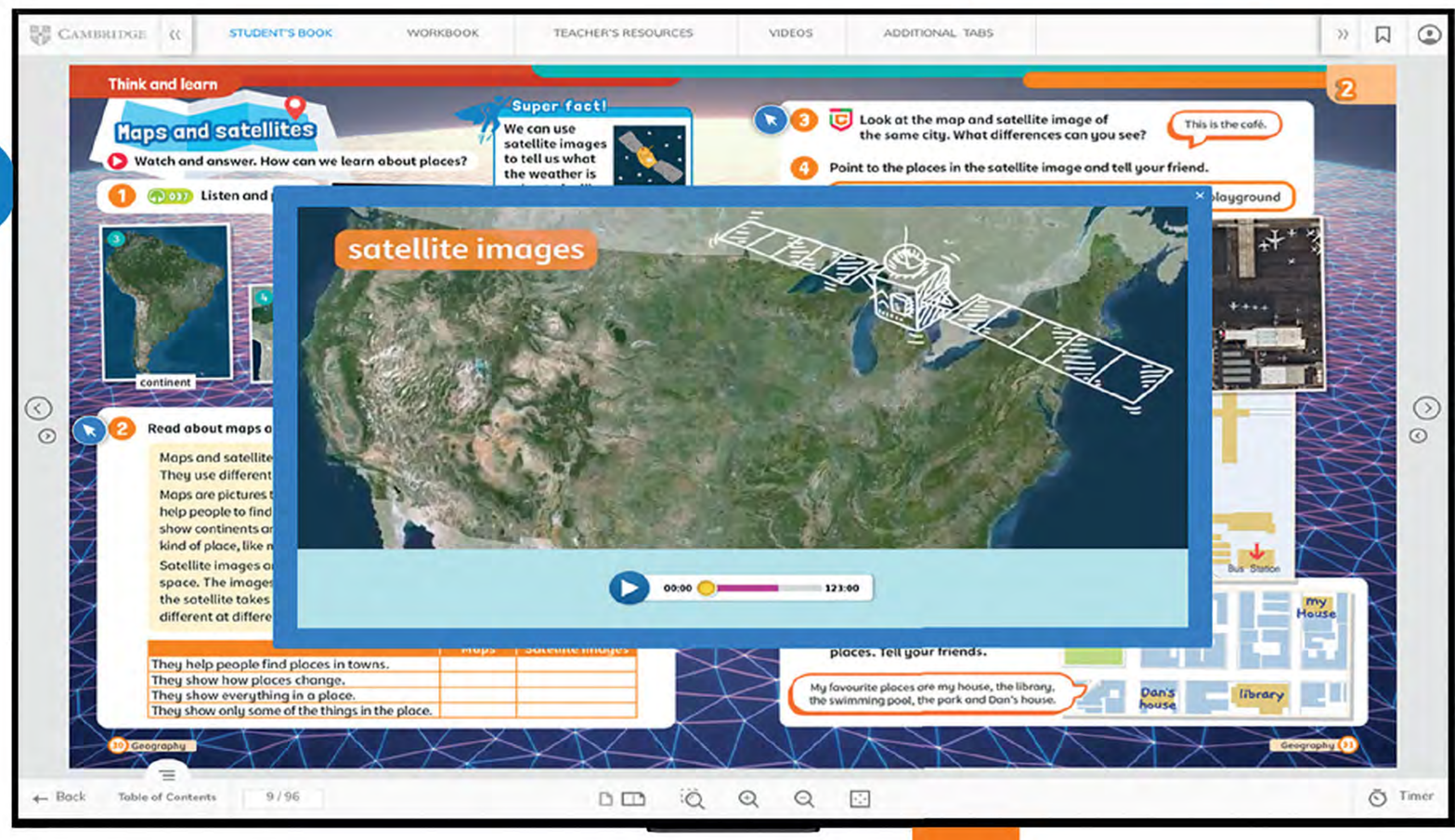
Learner Resources provides students with access to the wealth of audio-visual content that *Super Minds 2nd Edition* has to offer.

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



Practice Extra

Presentation Plus



Well done, Ben and Lucy!

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

1 big wheel
2 roller coaster
3 roundabout
4 dodgem cars
5 band
6 mayor
7 microphone
8 journalist
9 photographer

2 002 **Listen and answer.**

1 Where are Ben and Lucy?
2 Why are they there?
3 Who wants to talk to Ben and Lucy?
4 What does Lucy want to do first?

3 **Play the secret word game.**

My secret word is a fairground ride.

Roundabout!

You speak into my secret word.

Microphone!

Learning outcomes:
- to talk about town events
- to introduce/reintroduce the characters and the context of the story

New language: *big wheel, rollercoaster, roundabout, mayor, dodgem cars, microphone, band, photographer, journalist, well done, try out*

Recycled language: language from previous levels of *Super Minds*

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

Cognitive control functions: Working memory

Warm-up

Aim: to review the story
- Write the names *Ben* and *Lucy* on the board.
- If some or all of the class studied *Super Minds Level 3*, elicit what they remember about the characters and the story.
- If the class didn't study *Super Minds Level 3*, create a word map on the board about the characters using key words, e.g. *explorers, lost treasure, give it back to museums, Buster, found a golden statue.*

Presentation

Aim: to present town event vocabulary
- Use the picture in the Student's Book to present the town event vocabulary.
- Say each word for students to repeat.
- Check students understand the meanings of all the words, e.g. *mayor, journalist*.
- Elicit what students think is happening in the picture. Check understanding of *Well done.*

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

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

For script see SB p4.

2 002 SB p4 Listen and answer.

Aim: to practise listening
- Read the questions aloud with the class.
- Students predict answers to the questions.
- Play the recording. Students listen to find the answers.
- They check all their answers in pairs.
- Play the recording again. Check with the class.

For script see TB p119.

Key: 1 They are at the town museum. 2 Ben and Lucy are giving the statue to the museum. 3 The journalist wants to talk to them. 4 She wants to try out the rollercoaster, the big wheel and the roundabout.

3 SB p4 Play the secret word game.

Aim: to give students practice with the new vocabulary
- Demonstrate the game, using the examples.
- They give definitions and say *My secret word* instead of the word.
- Students play the game in groups of four.
- Students close the book and try to remember the words.
- Check using open pairs.

1 WB p4 Look at the pictures and letters. Write the words.

Aim: to practise writing the new vocabulary

Key: 2 journalist, 3 microphone, 4 band, 5 dodgem cars, 6 roller coaster, 7 big wheel, 8 roundabout, 9 mayor

2 WB p4 Read and write the words.

Aim: to give further practice with understanding definitions

Key: 2 mayor, 3 photographer, 4 big wheel, dodgem cars, rollercoaster, roundabout

3 WB p4 What is your favourite fairground ride?

Aim: to personalise the topic

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the secret word game from SB Activity 3 again to review the new vocabulary.
- When students give the word, ask them to spell it.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the nine new vocabulary items in their vocabulary books. They write short definitions.

Learning outcomes:
- to present and practise present simple questions
- to ask about personal information

Recycled language: adjectives, time, free time activities, town events

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

Cognitive control functions: Cognitive flexibility

Flashcards: 1–9 (at town events)

Warm-up

Aim: to review town event vocabulary
- Write the nine new items with the letters in scrambled order on the board, e.g. *raymo*.
- Ask a pair of students to come to the board and write one of the items correctly.
- Have them find the matching flashcard and attach it next to the word.
- Repeat with other pairs.

Presentation

Aim: to present present simple questions
- Elicit the question *Do you like going on adventures?*
- Students ask and answer around the class.
- Ask *Does (student name) like going on adventures?* and have students practise this question and the short answers in the same way.
- Write both questions and all four short answers on the board. Underline *Do / Does / like*.
- Elicit from students what they notice about the questions and the answers (*do/does*).

1 003 SB p5 Listen and circle.

Aim: to practise present simple questions and short answers
- Students look at the picture in their Student's Book.
- Elicit what they can see (a journalist is asking Ben some questions).
- Students individually predict Ben's answers and then compare ideas in pairs.
- Play the recording. Students check their predictions.

For script see TB p119.

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

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

Aim: to focus students on grammatical form
- Elicit the first sentence from the class and write it on the board.
- Students order the other sentences in pairs. Check with the class.

Key: 1 Do you like reading books?
2 What do you want to read next?
3 Does Ben want to be famous?
4 Is Ben your best friend?

3 004 SB p5 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and say *This is Gina. Who is she talking to?* (A journalist/reporter)
- Play the *Greg the gecko* video. Students follow the rap. Pause and repeat each question and answer with the class.
- Focus attention on the examples in the Language focus box. Read out the questions and stress the words in bold.
- Play the recording. Students join in with the rap.

For script see SB p5.

4 SB p5 Interview a friend. Find out four new things.

Aim: to consolidate grammatical form
- Brainstorm questions students could ask each other.
- Write the new question heads on the board, e.g. *Do you like … ?*
- In pairs, students take turns to ask questions.

1 WB p5 Match the questions and answers.

Aim: to review question forms

Key: 2 d, 3 f, 4 h, 5 b, 6 c, 7 e, 8 a

2 WB p5 Complete the questions.

Aim: to give further practice with the new language

Key: 2 Where, 3 Have, 4 Is, 5 Has, 6 What, 7 How, 8 Do

3 WB p5 Answer the questions in Activity 2 about you.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson
- Say sentences about characters from the lesson.
- If it is true, students clap their hands. If it is false, students shake their heads.

Extension activity

Aim: to consolidate information
- In pairs, students draw a chart for Ben and Lucy and note down all the information they found out about them in the lesson.

1 003 Listen and circle.

1 Do you like going on adventures?	a Yes, I love it.	b No, I hate it.
2 Do you want to be famous?	a Yes, I do.	b No, I don't.
3 What do you want to be when you're older?	a An explorer.	b A librarian.
4 What do you like doing in your free time?	a Playing computer games.	b Reading books.
5 Is Lucy your best friend?	a Yes, she is.	b No, she isn't.
6 Does Lucy like Buster?	a Yes, she does.	b No, she doesn't.



2 Put the words in order. Say the sentences.

1 you reading like books? Do

2 next? you want read What do to

3 Ben want to famous? be Does

4 friend? your Is best Ben



3 004 Watch, listen and say.

Language focus

Do you **like** going to the gecko school? Where **do** you **live**? **Is** your life exciting?

Does your brother Greg **like** climbing things? What **do** you **like**? **Are** you famous?

4 Interview a friend. Find out four new things.

Do you want to be famous?

What colour are the walls in your room?

What time do you … ?

What's your favourite … ?

1 005 Listen and tick ☑. 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.

Does Ben like adventure?
Yes, he does.
He loves exploring things,
Just like us.

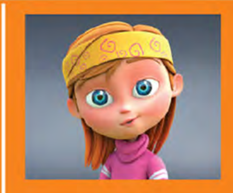
The Explorers ...

Is Lucy scared of anything?
No, she's not.
Does she find much treasure?
Yes, a lot.

The Explorers ...

Do they like excitement?
Yes, they do.
Here's their next adventure.
You can join in too!

The Explorers ...

 Ben	 Lucy	
		likes adventure.
		likes exploring.
		isn't scared of anything.
		finds lots of treasure.
		like excitement.



2 What do you like or love doing? Tell a friend.

I like having fun with my friends.

I love walking in the mountains.

Learning outcomes:
- to consolidate present simple question forms
- to sing a song with the class

New language: *excitement, explore, just like (us), anything*

Recycled language: language about the characters

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review information about Ben and Lucy
- Call out ten pieces of information about Ben and Lucy from the previous lesson, e.g. *likes blue*.
- Students write *L* or *B* in their notebooks.
- Students compare all their answers in pairs.
- Call out the information again for students to check/discuss their answers.
- Elicit the correct answers from the class.

1 005 006 SB p6 Listen and tick ☑. Then sing the song.

Aim: to give students practice with prediction and to sing a song for pleasure
- Elicit what and who students can see in the picture in their Student's Book (Lucy, Ben and Buster).
- Students cover the lyrics of the song and try to predict answers about Lucy and Ben. They make ticks in pencil.
- Students uncover the song.
- Play the audio (005). Students listen and check.
- Check with the class. Focus students on the two short ways of saying the negative (*she's not / she isn't*) and tell them that they mean the same.

For song lyrics see SB p6.

Key: ✓ Ben likes adventure. Ben likes exploring. Lucy isn't scared of anything. Lucy finds lots of treasure. Ben and Lucy like excitement.

Practice

- Play the audio again. Students follow the song in their Student's Books.
- Play the audio again, pausing after each verse for students to repeat.
- When students have learned the song, practise it with the whole class. Use the karaoke version of the video or audio (006).
- Play the song video for students to sing in four groups.

2 SB p6 What do you like or love doing? Tell a friend.

Aim: to enable students to personalise the language
- Check students know what to do.
- Brainstorm some ideas with the class if necessary.
- Students work in pairs and take turns to tell each other something they like or love doing.
- Pairs report to the class about one thing their partner likes or loves doing.

1 WB p6 Remember the song. Write the words in order.

Aim: to activate memory skills and raise awareness of rhyme

Key: Here they come.
Lucy and Ben. Adventure and fun.
The Explorers.
Here they are.
Ben and Lucy. Action stars.

2 WB p6 Is it Ben or Lucy in the song? Write the sentences in the correct box.

Aim: to give practice with writing the present simple first person singular

Key: Ben: I like adventure. I love exploring things. Lucy: I find the treasure. I'm not scared of anything.

3 WB p6 Answer the questions and check your answers.

Aim: to personalise the language

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to personalise the language
- Students write the information about themselves and their friend from SB Activity 2 in their notebooks.

Learning outcomes:
- to ask about events and actions in the past
- to review information about the story

New language: *brave, castle, code, clue, 'baddies', shocked, guess*

Recycled language: language from the story, verbs

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

Warm-up

Aim: to review past simple forms
- Write 12 known verbs on the board, e.g. *start*, *want*, *find*, *help*, *see*, *go*, *have*.
- Make circles with seven students. Everyone claps twice. Say a simple verb form, e.g. *start*. Everyone claps twice and the student to the left says the past simple form, e.g. *started*. Continue like this.

Presentation

Aim: to present past simple questions and short answers
- Say *Ben and Lucy found a statue.*
- Elicit the question *Did Lucy and Ben find a statue?*
- Prompt another question, e.g. *Ben / spoke / mayor.* (*Did Ben speak to the mayor?*)
- Prompt/supply the short answers.
- Write the question and short answers on the board. Underline *Did/speak* using a colour.

1 007 SB p7 Complete the interview. Listen and check.

Aim: to practise past simple questions
- Students look at the picture in their Student's Book.
- Elicit what they can see (a journalist is talking to Lucy).
- Students work individually. They quickly read the interview and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording. Students check their predictions.
- Students work in pairs and role play the interview.

For script see TB p119.

Key: 1 statue, 2 clues, 3 door, 4 castle, 5 librarian, 6 school

2 SB p7 Where do the words go? Say the sentences.

- Demonstrate the activity. Read the first example and ask *Which word is missing?*
- Elicit the question from the class. Write it on the board. (*Was it dangerous?*)
- Students say the sentences in pairs. Check with the class.

Key: 1 Was it dangerous? 2 What was in the book? 3 Were you scared? 4 How did you find the statue? 5 Did they want the book?

3 008 SB p7 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Greg the gecko* video. Ask *What are Greg and Gina talking about?* (Greg's holiday)
- Play the video again and pause after each question and answer. Students repeat. Ask questions. *How did Greg get there?* etc.
- Draw attention to the words in bold in the questions in the Language focus box.
- Play the audio. Students join in. One half of the class says the questions, the other half answers.

For script see SB p7.

4 SB p7 Play the guessing game.

Aim: to give students further practice with past simple questions
- In pairs, students play the game. Student A thinks of something he/she did in the holidays and writes it secretly in their notebook. Student B guesses.

1 001 WB p7 What did Emma do at the party? Listen and tick ☑.

Aim: to practise listening skills

Key: Tick ☑ 1, 4 and 8

For script see TB p119.

2 WB p7 Complete the questions.

Aim: to give further practice with the form of past simple questions

Key: 2 Was, 3 Did, 4 Was, 5 Did, 6 Were

3 WB p7 Write questions for the answers.

Aim: to consolidate question forms

Key: 2 What did you watch? 3 Was it a good film? 4 Did you watch the football match?

4 WB p7 Answer the questions for you.

Aim: to personalise the language

Ending the lesson

Aim: to review the story from the lesson
- Say a statement about the story, e.g. *Horax was a journalist.*
- Students call out *True* or *False* and correct the false statements.

Extension activity

Aim: to consolidate understanding
- In pairs, students ask and answer the questions from WB Activity 4.

1 007 Complete the interview. Listen and check.

school clues castle door statue librarian



Journalist: So, Lucy, tell me about your adventure. How did you find the **(1)** _____?

Lucy: It all started when we found an old book in the castle.

Journalist: What was in the book?

Lucy: It had a secret code. We needed to break the code and then we used it to read the clues.

Journalist: What did the **(2)** _____ do?

Lucy: They helped us to find letters.

Journalist: And what did the letters do?

Lucy: We used the letters to make a word. With this word we opened a **(3)** _____ in the **(4)** _____ and found the treasure.

Journalist: Was it dangerous?

Lucy: Yes, it was. There were two 'baddies': a man called Horax and a woman called Zelda.

Journalist: Did they want the book?

Lucy: Yes, they wanted the book to find the treasure. They wanted to keep it and we found out later that Horax was our school **(5)** _____, Mr Williams. We were shocked.

Journalist: Oh, no! Does he still work at your **(6)** _____?

Lucy: No, he doesn't. We don't know where he is now.

2 Where do the words go? Say the sentences.

what did was did were

1 it dangerous?

2 was in the book?

3 you scared?

4 How you find the statue?

5 they want the book?

3 008 Watch, listen and say.



Language focus

Did you **have** a lot of fun?

How **did** you **get** there?

Was that dangerous?

Were you happy, my dear brother?

What **was** there?

4 Play the guessing game.

Guess what I did in the holidays.

Did you do a lot of sports?

No, I didn't.

Did you go to the beach a lot?

The map

1 009 Where can you see the diamond symbol?



Mr Davidson: Mmm, it really is a beautiful statue. It's very, very old.
Lucy: We had an amazing adventure to find it.
Ben: It was exciting and quite dangerous too.



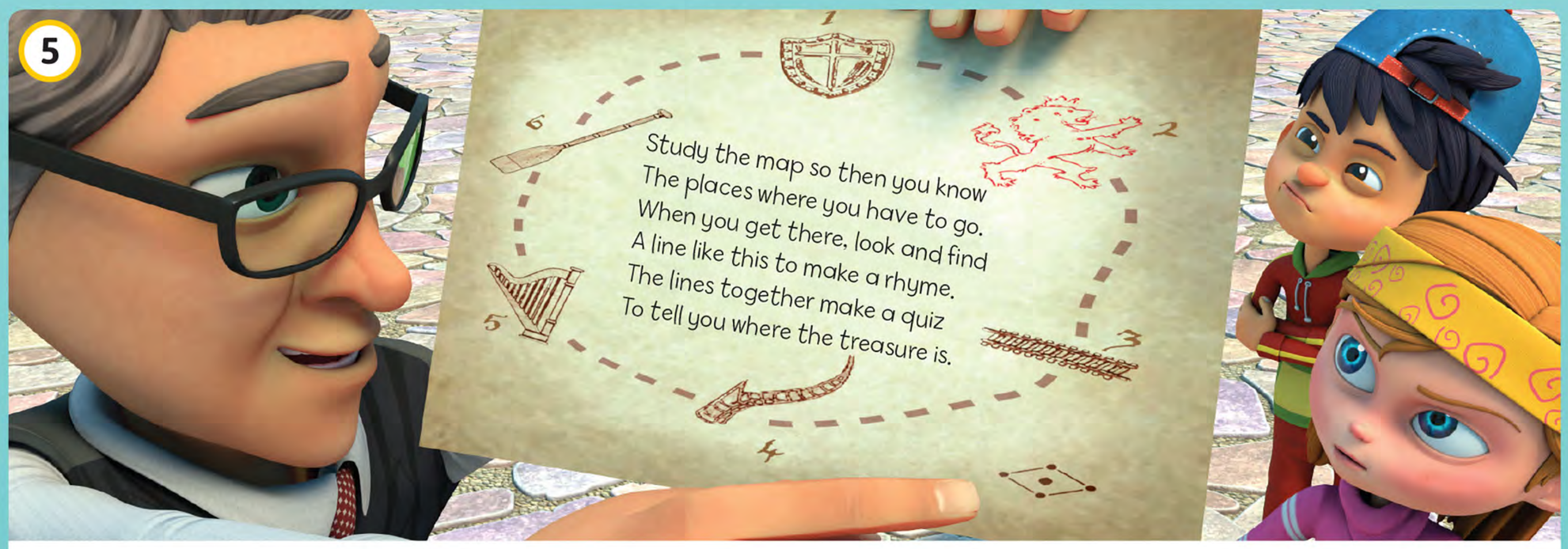
Mr Davidson: This symbol here ... I know this ...
Lucy: What is it?
Mr Davidson: That's it! Now I remember. Wait here a moment.



Ben: Very strange. What does he remember?
Lucy: And where did he go? Into the museum?
Ben: I think so. But what's that symbol?



Mr Davidson: Here you are. Look at this.
Lucy: What is it?
Mr Davidson: A map from the museum.



Mr Davidson: Look closely. What can you see?

8 Reading for pleasure

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *map, amazing, symbol, closely*

Recycled language: characters and language from the story, town events

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben*, *Lucy* and *Buster* (the dog) on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *met the mayor and Mr Davidson from the museum, gave the golden statue to Mr Davidson for the museum, did an interview with a journalist.*

The map

1 009 SB pp8–9 **Where can you see the diamond symbol?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit who the friends are talking to in Frame 1 (Mr Davidson).
- Pre-teach *symbol, diamond, map*.
- Play the recording. Students listen for what Mr Davidson brings to show them (a map) and what they can find with it (an old English king's treasure).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit who was watching the children and saw the treasure map (Horax).

For script see SB pp8–9.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Check understanding of the last words (*before they do*) and supply the full sentence if necessary (*before they find the treasure*).
- Play the video again from start to finish. Ask *Where can you see the diamond symbol?*

Key: Frame 2

1 WB p8 **Read the story *The map* again. Then put the sentences in order.**

Aim: to check comprehension

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

2 WB p8 **Read and write the words.**

Aim: to check understanding of the story and to practise rhyme

Key: 2 go, 3 find, 4 rhyme, 5 quiz, 6 is

3 WB p8 **The pictures on the map tell Ben and Lucy where to look. Look, guess and write sentences. Use words from the box.**

Aim: to review vocabulary

Key (possible answers): 2 They have to find a restaurant. 3 They have to find a station. 4 They have to find a statue. 5 They have to find a concert hall. 6 They have to find a lake.

Note: There are no 'right' answers for this exercise. Encourage your students to think creatively.

Ending the lesson

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

Extension activity

Aim: to review ideas and concepts from the story
- Students draw a map of the area around their school or around their homes.
- They label at least six places on the map, e.g. *shop, bus stop.*
- Students copy their maps onto paper, colour them and display them around the classroom.

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

Recycled language: language from the story

Phonics focus: to identify rhyming words with the following sounds: **ai** /eɪ/, **oi** /ɔɪ/, **oo** /uː/, **ie** /aɪ/.

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

Cognitive control functions (WB): Cognitive flexibility

Materials: paper

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (Outside the museum.) *What did Mr Davidson show them?* (A symbol on the statue.) *What did he go and get?* (A map with the symbol on it.) *Who was watching?* (Horax.)

2 SB p9 **Answer the questions.**

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They look at the story and answer the questions.
- They compare their answers in pairs.
- Check with the class.

Key: 1 A symbol. 2 Into the museum. 3 A map. 4 A quiz. 5 Horax. 6 They are going to follow them and find the treasure first.

3 SB p9 **Find the train and the plane in the story.**

Aim: to present rhyming words with the /eɪ/ phoneme
- Read out the instruction for students, making sure they hear the **ai** sound correctly.
- Students find the things in the story.
- Elicit the different spellings for this sound (**ai** and **a_e**).

4 010 SB p9 **Listen and say.**

Aim: to practise rhyming words with /ɔɪ/ and /uː/ phonemes
- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.
- Play the recording again. Students listen and repeat.
- Elicit what the rhyming words are (boys/noise, Sue/too).
- Focus students on the different spellings of the sounds.
- Repeat the caption together as a class two or three times. Students practise in pairs.

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

Aim: to review grammatical form

Key: 2 Do your parents speak Spanish? 3 Where did you go on holiday last summer? 4 Did you watch TV yesterday? 5 What did you do at the weekend?

2 WB p9 **Match the rhyming words.**

Aim: to review rhyming words

Key: rhyme–time, shoe–glue, toe–snow, cheese–trees

3 002 WB p9 **Listen, say and check your answers.**

Aim: to give focused listening practice

4 WB p9 **Imagine you went to a theme park. What did you see and do? Read. Then write about you and draw.**

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to review rhyming words
- Write one word from the pairs of rhyming words in the lesson on the board.
- Students work in pairs. They write the other word from the lesson and try to think of at least one more with the same sound.
- Elicit and check as a class.

Extension activity

Aim: to review key vocabulary from the unit
- Students turn to SB page 4 and use the book to review the new words from the unit.
- Students close their books.
- In pairs, students take turns sketching each of the town events vocabulary items for their partner to name. They do this in random number order. They then write the words in their notebooks.
- Students open the book to check.



Ben: The symbol! It's the same as on the statue.

Mr Davidson: This diamond is the symbol of an old English king. With this map you can find more of the king's treasure.



Horax: Zelda, it's me. The kids have got a treasure map.

Zelda: We have to follow them and find the treasure before they do.

2 **Answer the questions.**

1 What does Mr Davidson find on the statue? _____

2 Where does he go? _____

3 What does he get? _____

4 What do Ben and Lucy have to make to find the treasure? _____

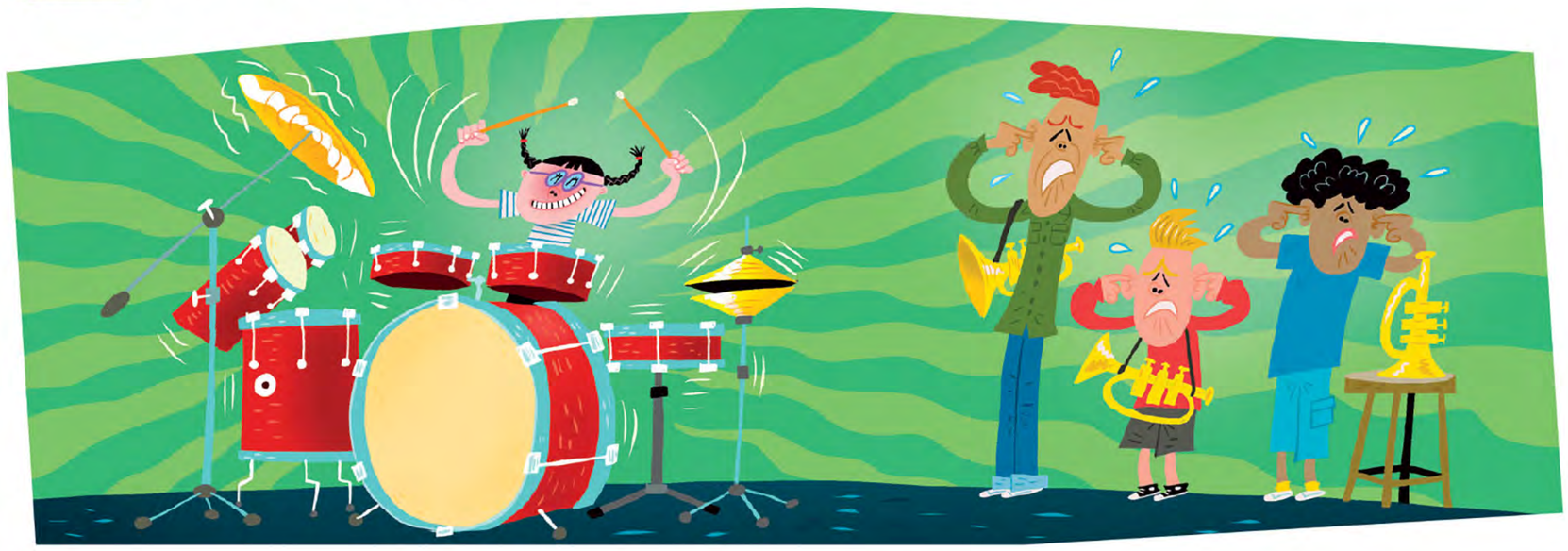
5 Who is watching them? _____

6 What are Horax and Zelda going to do? _____

Phonics

3 **Find the train and the plane in the story.**

4 010 **Listen and say.**



The boys can make noise, but Sue can too!

1 In the museum

1 011 Listen and say the words. Then check with a friend.

1 sword
2 bow and arrow
3 helmet
4 crown
5 necklace
6 belt
7 bracelet
8 shield
9 knight
10 queen



BIG QUESTION How can we learn about the past?

2 012 **Listen and correct the sentences.**

1 There is a helmet on the map.
2 Ben is talking about the helmet.
3 Lucy would like the queen's crown.
4 They go to the dinosaur room.

3 **Ask and answer.**

Where's the sword?
The knight's carrying it.
Where's the bracelet?
The queen's wearing it.

Learning outcomes:
- to talk about knights and queens
- to give students listening practice
- to review the present continuous

BIG QUESTION to think about the Big Question *How can we learn about the past?*

New language: *queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword, map, dinosaur, room*

Recycled language: language from the Welcome Unit, *Egypt, Egyptian, skeleton*

Creative thinking (WB): Engages in activities with fantasy or mystery elements

Cognitive control functions: Working memory

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review clothes
- Write *Clothes* on the board. Brainstorm clothes words with the students.
- Start with clothes they are wearing and then elicit others they remember.

Presentation

Aim: to present knights and queens vocabulary
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students don't try to say the silent letters in *knight* and *sword*.
- Elicit what students think is happening in the picture.

1 011 SB p10 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary
- Draw students' attention to the symbol from the map and the unit title. Discuss where Ben and Lucy are in this unit.
- Play the recording.
- Students listen to each word and repeat in chorus.

For script see SB p10.
- Play the recording again. Students repeat in groups.
- Students cover the list of new words and practise them in pairs.

BIG QUESTION **How can we learn about the past?**

Aim: to encourage students to find out about how we learn about the past
- Read the Big Question. Ask *Where are Ben and Lucy? Why do people go to museums?* (To learn about the past.) Discuss what things Ben and Lucy can learn about in this museum.
- In pairs, students think about other ways they can learn about the past.
- Elicit and discuss ideas as a class.

2 012 SB p10 Listen and correct the sentences.

Aim: to practise listening
- Read the statements aloud with the class.
- Play the recording. Students listen and correct.
- Play the recording again. Check with the class. Students call out the incorrect information and substitute it with the correct words.

For script see TB p119.

Key: 1 There is a shield on the map. 2 Ben is talking about the sword and the bow and arrow. 3 Lucy would like the queen's bracelet. 4 They go to the Egyptian room.

3 SB p10 Ask and answer.

Aim: to give students practice with the new vocabulary
- Check students understand the difference between *wear* and *carry*.
- Students practise asking and answering in pairs.
- Students close their books and continue the activity.

1 WB p10 Complete the words. Then look and match.

Aim: to practise writing the new vocabulary

Key: 2 h helmet, 3 a shield, 4 i bow and arrow, 5 b knight, 6 d necklace, 7 g crown, 8 c belt, 9 f queen, 10 j bracelet

2 WB p10 Look, read and number the sentences.

Aim: to give further practice with the new vocabulary

Key: b 2, c 1, d 4

3 WB p10 Imagine you are a queen or a knight. What are you wearing? Write sentences.

Key: to personalise the language

Ending the lesson

Aim: to review vocabulary from the lesson
- Mime one of the new words for students to guess.
- The student who guesses correctly mimes another word.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they write a short definition.

1

Learning outcomes:
- to express *must* and *mustn't* for obligation and prohibition

New language: *sign, lead* (n), *cloakroom, touch*

Recycled language: knights and queens, verbs, chores and routines

Flashcards: 10–19 (knights and queens)

Warm-up

Aim: to review knights and queens vocabulary
- Write the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly. Repeat.
- Elicit which are the silent letters.

Presentation

Aim: to present *must* and *mustn't*
- Give/elicit a school rule, e.g. *Is it OK to use your phone in the classroom?* (No.) *So we say: You mustn't use your phone in the classroom.*
- Say the sentence again for students to repeat and then write it on the board. Write *mustn't* in a different colour.
- Give/elicit another school rule, e.g. *Can you choose to do homework?* (No.) *So we say: You must do your homework.*
- Say the sentence again for students to repeat and then write it on the board. Write *must* in a different colour.
- Elicit other rules with *must/mustn't*.

1 013 SB p11 Listen and number the pictures.

Aim: to listen and identify examples of *must* and *mustn't*
- Elicit what students can see in the picture in their Student's Book. Pre-teach *sign* and *cloakroom*.
- Play the recording. Students sequence the pictures in the order they hear the rules.
- They compare answers in pairs. Then play the recording again.
- Check with the class.

For script see TB p119.

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

2 SB p11 Complete with *must* or *mustn't*. Say the sentences.

Aim: to practise *must* and *mustn't*
- Give students time to read the sentences and match them to the rules in the picture.
- Students complete the sentences. Check with the class.
- Students read the sentences in chorus, then practise in pairs.

Key: 1 must, 2 must, 3 mustn't, 4 mustn't

3 014 SB p11 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and ask *What is Greg doing? Why is he running?*
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *Who is waiting for Greg? What is the problem?*
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p11.

4 SB p11 Play the *Mustn't forget* game.

Aim: to consolidate grammatical form
- Revise chores and daily routines, e.g. *What do you do at home to help your mum and dad?*
- Pre-teach *forget*.
- Mime an action, e.g. *washing up*. The students guess the action and you say, e.g. *That's right. I mustn't forget to wash up.*
- In pairs, students take turns to mime and guess.

1 WB p11 Look and write the sentences under the pictures.

Aim: to review *must* and *mustn't*

Key: 2 I must do my homework. 3 I must drink more water. 4 I mustn't eat too much ice cream. 5 I must spend time with my grandparents. 6 I mustn't touch my sister's things.

2 WB p11 Complete with *must* or *mustn't* and a word from the box.

Aim: to give further practice with the new language

Key: 2 mustn't shout, 3 mustn't drink, 4 must keep, 5 mustn't buy, 6 mustn't use

3 WB p11 What must or mustn't you do at home or at school? Write four sentences: two with *must* and two with *mustn't*.

Aim: to enable students to personalise the language

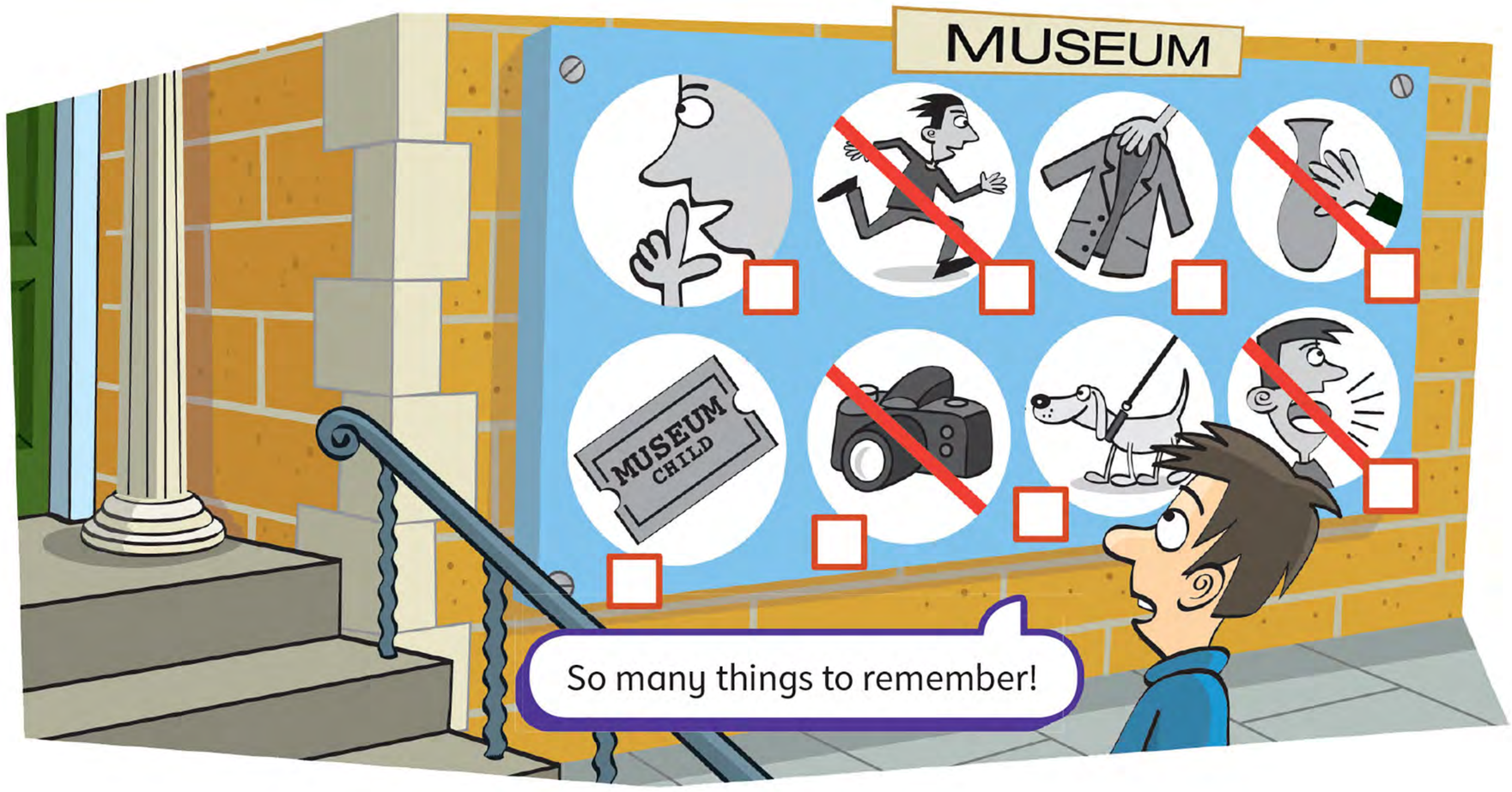
Ending the lesson

Aim: to practise key language from the lesson
- Elicit the things the boy must and mustn't do in the museum from SB Activity 1.

Extension activity

Aim: to consolidate information
- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same/different.

1 013 Listen and number the pictures.



2 Complete with *must* or *mustn't*. Say the sentences.

1 I _____ buy a ticket.

2 I _____ speak quietly.

3 I _____ run.

4 I _____ take photos.

3 014 Watch, listen and say.

Language focus

I **must leave** now.
I **mustn't be late**.
I **must hurry**.
Gina doesn't want to wait.

I **must walk** fast.
I **mustn't slow down**.
I **must get**
To the other side of town.



4 Play the *Mustn't forget* game.



1 015 **Listen and tick ☑ the things the girl mustn't touch or use. Then sing the song.**



There's a museum trip tomorrow
To learn our history,
But now I'm thinking about the things
My teacher said to me.

I mustn't touch the arrows.
I mustn't touch the bows.
I mustn't touch the swords.
There are so many things
to know!

I must listen quietly
To what my teachers say.
I must write 500 words
About the school trip day.

I mustn't take photos.
I mustn't shout or run.
I mustn't use my mobile phone.
I hope it will be fun!

There's a museum trip tomorrow.
It's going to be fun.
I'm going to be a good girl.
We're going to have fun! [x2]



2 **Complete the rules for your History lesson.**

1 You must ... 2 You must ... 3 You mustn't ... 4 You mustn't ...

3 **Compare your rules with a partner.**

In my History lesson you must do your homework.

In my History lesson you mustn't be late.

Learning outcomes:
- to express obligation and prohibition in personalised sentences
- to sing a song with the class

New language: *water bottle, mobile phone, glasses*

Recycled language: knights and queens, verbs

Creative thinking: Substitutes words and phrases to create new texts

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

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review *must* and *mustn't*
- Say *must or mustn't*?
- Say six actions one by one, e.g. *1 shout in the classroom.*
- Students write a sentence in their notebooks using *must* or *mustn't*, e.g. *I mustn't shout in the classroom.*
- Students compare answers. Elicit and check.

1 015 SB p12 **Listen and tick ☑ the things the girl mustn't touch or use. Then sing the song.**

Aim: to give students practice with listening and to sing a song for pleasure
- Elicit what students can see in the picture in their Student's Book. Pre-teach *water bottle, mobile phone* and *glasses*. Ask *What is the girl thinking about?*
- Play the audio (015). Students cover the lyrics of the song and try to identify the things the girl mustn't touch or use just by listening.
- Students uncover the song lyrics and check.

For song lyrics see SB p12.

Key: a, c, d, f, g

Practice

- Play the video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (016). Practise it with the whole class.
- Students sing in groups with the karaoke version.

2 SB p12 **Complete the rules for your History lesson.**

Aim: to practise *must* and *mustn't* in personalised sentences
- Point to the prompts and say *must* and *mustn't*.
- Elicit a rule for English class and write it on the board, e.g. *You must speak English.*
- Students work individually. They complete rules for their History class.
- Ensure students write two rules with *must* and two rules with *mustn't*.

3 SB p12 **Compare your rules with a partner.**

Aim: to consolidate use of *must* and *mustn't* in personalised sentences
- Students take turns reading their sentences in pairs.
- Check ideas with the class. Ask students to read their sentences aloud and check the correct pronunciation of *must* and *mustn't*.

1 WB p12 **Remember the song. Match.**

Aim: to activate memory skills

Key: must – listen quietly, write about the trip; mustn't – take photos, use my mobile phone, shout, run

2 WB p12 **Complete the song about you. Then draw a picture.**

Aim: to create new content from own ideas

3 WB p12 **Write the phrases from the box in the correct column. Then add one more to each column.**

Aim: to give further practice with *must* and *mustn't*

Key: In class I must be polite, help my classmates, be on time, help my teacher; In class I mustn't make noise, eat sweets, listen to music on my phone, make a mess

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students practice with spelling
- Demonstrate a spelling game. Write a word from the song on the board. Then start a word chain by writing another word that starts with the last letter of the word before it, e.g. *arrows, shout, trip.*
- Students play the spelling game in two or three teams.
- Teams line up and students take turns to come to the board and write a word.
- The team with the most correctly spelled words is the winner.

Learning outcomes:
- to use verbs with direct and indirect objects
- to review imperatives

Recycled language: verbs, nouns, object pronouns

Materials: Classroom objects

Warm-up

Aim: to review imperatives
- Play a game. Give a command, e.g. *Stand up*. Students stand up. Follow this with other positive or negative commands.
- Students do or don't do the action, e.g. *Don't sit down*. Students don't sit down.

Presentation

Aim: to present direct and indirect objects
- Say, e.g. *(Name), give me your pencil, please.*
- Write the command on the board, without the student's name. Say the command for students to repeat.
- Elicit another way we can say this. Write the sentence underneath: *Give your pencil to me.*
- Give other examples, e.g. *(Name), show (name) your book. Show her your book. Show your book to her.*
- Elicit what students notice about the two versions of each command (the difference in position of the direct and indirect objects).

1 017 SB p13 Complete the sentences. Listen and check.

Aim: to practise direct and indirect objects
- Students look at the pictures in their Student's Book.
- Check they know what to do. Remind them to use the words in the box.
- Students read the sentences and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again. Check with the class.

For script see TB p119.

Key: 1 coats, 2 shield, 3 crown, 4 necklace, 5 swords

2 SB p13 Where do the words go? Say the sentences.

- Demonstrate the activity. Read the first example and ask *Which word is missing?*
- Elicit the sentence from the class with the missing word in the correct place.
- Students say the sentences in pairs. Check with the class.

Key: 1 Give us the cameras, please. 2 Give me the pencils, please. 3 Give her the apple, please. 4 Give them the sandwiches, please.

3 018 SB p13 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and ask questions. *Where is Greg? What is on his plate? What do geckos eat?*
- Play the *Greg the gecko* video. Check answers.
- Play the video again and pause after each verse. Students repeat the verse.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p13.

4 SB p13 Play the *Show me* game.

Aim: to give students further practice with direct and indirect objects
- Students look at the pictures and memorise the positions in the grid.
- Then they take it in turns to close their eyes.
- Student A says, e.g. *Show me the sword*. Student B tries to remember where it is and puts his/her finger on it.

1 WB p13 Circle the correct word.

Aim: to give further practice with the new language

Key: 2 her, 3 us, 4 them, 5 her, 6 him

2 WB p13 Change the sentences.

Aim: to give further writing practice with the new language

Key: 2 Don't take them. 3 Please don't shout at us. 4 Please don't give it/her any bananas or Please don't give any bananas to it/her.

3 WB p13 Write two more sentences using direct or indirect objects.

Aim: to give further writing practice with the new language

Ending the lesson

Aim: to review the new language
- Play the *Show me* game in open pairs. Use objects in the classroom. Students don't close their eyes.
- A student says a sentence, e.g. *Show me the board, (name).* Student B then touches the board.
- Student B then gives a command for another student to carry out.

Extension activity

Aim: to consolidate understanding
- Students write some of the commands from Ending the lesson in their notebooks. For each one they write an alternative, e.g. *Show the board to me.*

1 017 Complete the sentences. Listen and check.

necklace coats
crown swords shield



Give us the _____, please.



Give him the _____, please.



Give me the _____, please.



Give her the _____, please.



Give them the _____, please.

2 Where do the words go? Say the sentences.

1 Give the cameras, please. (us)
2 Give the pencils, please. (me)
3 Give the apple, please. (her)
4 Give the sandwiches, please. (them)

3 018 Watch, listen and say.



Language focus

Give **him a fly**. Give **them a fly**. Give **me a fly**.
Give **her a fly**. Give **us a fly**.

4 Play the *Show me* game.

Show me the necklace.



The knight

1 019 What do Ben and Lucy see on the shield?



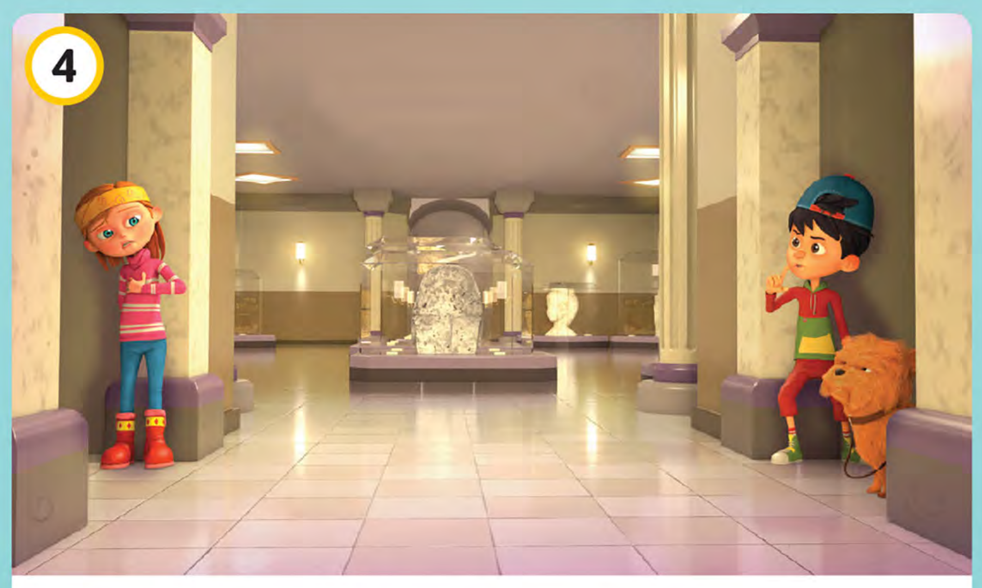
Lucy: Now, let's look for the first line of the rhyme.
Ben: I really hope we can find it here.



Ben: Help! That was close!
Lucy: Where did it come from?
Ben: I don't know, but someone is trying to hurt us.



Ben: I can't see anyone.
Lucy: Look, there's a knight with a sword. He's coming after us. Let's run.



Ben: Look, this is a good place to hide.
Lucy: I hope the knight doesn't find us.
Ben: Shhh. We mustn't make a noise.



Lucy: I've got an idea. Hold the lead. Buster, come here!
Ben: That's it, Buster! Good dog!



Ben: That was a brilliant idea.
Lucy: I'm glad it worked. I was very scared.

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *hide, brilliant, I'm glad it worked*

Recycled language: characters and language from the story, knights and queens

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy* and *Buster* on the board.
- Elicit what students remember about them from the Welcome Unit, and Level 3 if appropriate.
- Give prompts if necessary, e.g. *Mr Davidson found a symbol on the statue. It was the same symbol as on the map. It was a diamond shape. They wanted to find the old English king's treasure. They went to the museum first.*

The knight

1 019 SB pp14–15 **What do Ben and Lucy see on the shield?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (in the Egyptian room of the museum).
- Pre-teach *hide*.
- Play the audio. Students listen for who comes after them (a knight) and what they find on the knight's shield (the first line of the rhyme).
- Students compare their ideas in pairs. Elicit from the class.
- Play the audio again. Students listen and repeat.
- Elicit who the knight really was (Horax).

For script see SB pp14–15.

Key: They see the line of rhyme.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Check understanding of *brilliant idea* and *I'm glad it worked*.
- Play the video again from start to finish.

1 WB p14 **Read the story *The knight* again. Write *t* (true) or *f* (false).**

Aim: to check comprehension

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

2 WB p14 **Read and write the words.**

Aim: to check understanding of the story

Key: 2 knight, 3 children, 4 going, 5 chase, 6 queen

3 WB p14 **Look and match. Then complete the sentences.**

Aim: to activate students' knowledge of the world

Key: 2 The owl is from the Nature Museum. 3 The motorbike is from the Science Museum. 4 The shield is from the History Museum. 5 The plane is from the Science Museum. 6 The knight is from the History Museum.

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 audio. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story
- Students draw a picture of a knight in their notebooks and label it.
- Supply any other words they need, e.g. *armour, helmet*.

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

Recycled language: language from the story

Phonics focus: to recognise the two pronunciations of the **ow** phoneme /aʊ/ and /əʊ/

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (In the Egyptian room at the museum.) *Who chased them?* (A knight.) *What did they find on the shield?* (The first line of the rhyme.) *Where were Horax and Zelda?* (In the museum too.)

2 SB p15 Answer the questions.

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They look at the story and answer the questions.
- They compare their answers in pairs.
- Check with the class.

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

3 SB p15 Find the crown and arrow in the story.

Aim: to present the two pronunciations of the **ow** sound
- Read out the two pronunciations of the **ow** sound: *crown* (rhymes with *down*) and *arrow* (rhymes with *show*).
- Students find the objects in the story.

Key: Crown: Picture 8, Arrow: Pictures 2 and 3

4 020 SB p15 Listen and say.

Aim: to practise pronunciations of **ow**
- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence. **Note:** Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit what the rhyming words are (*now/crown, bow/arrow/window*).
- Focus students on the spelling of the sounds (it is the same).
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 003 WB p15 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 That was close, 2 I've got an idea

For script see TB p120.

2 WB p15 Match the sounds and colour the squares yellow or brown.

Aim: to give further practice of the two *ow* sounds

Key: Yellow: bow and arrow, know, window, show, snow; Brown: crown, how, town, now, flower

For script see TB p120.

3 004 WB p15 Listen, say and check your answers.

Aim: to give focused listening practice

Ending the lesson

Aim: to review rhyming words
- Write one of the words from the lesson, e.g. *crown*, on the board. Elicit a word with the same *ow* sound.
- Elicit another word with the *ow* spelling but where the sound is different, e.g. *show*. Elicit a word with the same sound.
- Students work in pairs. They try to think of more words for each sound.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*tree, fell, birthday*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Ben: Look! The knight's shield! It's the first symbol! And there's the line of the rhyme.
Lucy: Let me see. 'Behind the picture in the frame.' We must write it down.



Zelda: Poor Horax. How do you feel?
Horax: Terrible! I'm going to get those children.
Zelda: And their map.

2 **Answer the questions.**

Who …

1 sees the knight first? _____
2 finds a place to hide? _____
3 is on a lead? _____
4 has a brilliant idea? _____
5 sees the shield? _____
6 doesn't feel very well? _____

Phonics

3 **Find the crown and the arrow in the story.**

4 020 **Listen and say.**



Now give me the bow, crown and arrow from the window, please.

1 **Look at the pictures in Activity 2. Answer the questions.**

Where can you see …

1 a woman drinking tea and pulling a face?

2 a girl looking at some sweets?

3 a baby with a green face?

4 a dog that can't swim?

2 021 **Read and listen. Match the pictures with the stories.**

Family Stories

Family stories are important. They help us learn about who we are and where we come from. Every family has a story teller. My Aunt Jill tells lots of great stories about when she was a child. She often talks about my dad (her younger brother), my grandfather and grandmother (her mum and dad), and their dog. Here are four of my favourites.









1 One day, the family went for a walk by the river with their dog. The dog saw some birds near the river. He wanted to get the birds, so he pulled on the lead and my grandpa dropped it. The dog ran. The birds saw him and flew away. The dog tried to stop but he couldn't, so he fell into the river. But he wasn't good at swimming! Grandpa jumped into the water and helped him to get out.

2 When my dad was a baby he always wore green clothes. Green was my grandmother's favourite colour. But Aunt Jill didn't like my dad because everybody wanted to see him, so they forgot about her. Jill liked painting – she painted all day, every day. One day, when her mother was in the kitchen, Jill looked at her baby brother and had a great idea. When her mother came back from the kitchen she almost dropped her cup of tea. Her baby had a green face and he was laughing!

 Value: learning about your family; reading skills

Learning outcomes:
- to practise reading and listening skills

Skills:
- reading and listening for specific information

New language: *pull a face, storyteller, fly away, drop, sugar, salt, terrified*

Recycled language: language from the unit

Value: learning about your family

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

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to encourage prediction skills
- Tell the students they are going to read some stories about a family. Say they are stories about what a person from the family remembers as a child.
- Elicit students' predictions on what the stories are about.
- Write key words from their guesses on the board.
- Ask *What stories can you remember about your family?*

1 SB p16 Look at the pictures in Activity 2. Answer the questions.

Aim: to use pictures to identify events from stories
- Focus the students on the questions.
- Tell students to look quickly to find the pictures.
- Students compare answers in pairs.
- Check answers with the class. Students show you the different elements in each picture. *Where is the baby with the green head?* etc.

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

2 21 SB p16 Read and listen. Match the pictures with the stories.

Aim: to practise listening and reading for specific information
- Play the recording for students to listen and read.
- Tell students to listen for key words from the questions in Activity 1 (dog/swim, baby/green, pull a face/tea, sweets).
- Student match the pictures to the stories. Check answers with the class.
- Check understanding of new language.

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

For script see SB pp16–17.

1 WB p16 Read Aunt Jill's stories again. Complete the sentences.

Aim: to identify missing key vocabulary from the story

Key: 2 swimming, 3 face green, 4 bowl, 5 forgets things, 6 shop

2 WB p16 Write t (true) or f (false).

Aim: to check comprehension

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

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 of learning about your family

Key: Green: We can learn a lot about our family history when we listen to family stories. Red: Family stories are boring.

Ending the lesson

Aim: to review the stories
- Focus students on the words from the Warm-up.
- Elicit which words were in the stories and if their predictions were correct.
- Elicit other key words from the stories. Discuss the meanings.

Extension activity

Aim: to discuss the value of learning about your family
- Focus on how the stories show the value of learning about your family.
- Elicit why this value is important and examples of how students do this.

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

Learning outcomes:
- to practise reading and listening skills

Skills:
- reading and listening for detail

Recycled language: language from the stories

Critical thinking: Draws conclusions from given information

Warm-up

Aim: to review the stories and the value
- Elicit the main points of each story and what the value was.
- Ask students if they remember stories like this from their family history.

3 SB p17 **Which stories do these last lines come from?**

Aim: to give students practice in reading for detail
- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do.
- Tell students to look for key words in the final sentences and scan each story for the same words or other words that are related to them (mother/not happy – mother/pull a face, funny – laugh, wet – water, can I – you can).
- Students work individually and then compare answers in pairs.
- Check with the class.

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

4 SB p17 **What do you think of each story? Compare with a friend.**

Aim: to draw conclusions about the stories
- Check students know what to do. Allow them time to think about each story individually.
- Students work in pairs to share their opinions.
- Elicit their ideas and, as a class, draw conclusions about each story. Find out which story was most popular.

5 022 SB p17 **Listen to another story and answer the questions.**

Aim: to give students practice of listening for detail
- Read the questions with the class and ask what kind of information they are listening for.
- Check students know what to do.
- Play the recording of the final story. Tell students to listen for key words associated with information they need.
- Have students check in pairs.
- Play the recording again. Pause after the answer to each question and check with the class.

For script see TB p120.

Key: 1 Ten. 2 At the beach.
3 Because the sun never gets too hot in England. 4 It was pink.
5 He uses sun cream.

1 005 WB p17 **Peter is telling Sophie about his week. What did he do with these people? Listen and write a letter in each box. There is one example.**

Aim: to practise listening for detail

Key: his teacher a, his cousins f, his mother h, his sister d, his friends c

For script see TB p120.

Ending the lesson

Aim: to encourage students to give personal responses to the story
- Elicit more information from different students about each story.
- Ask *What did you like or not like?* Students share ideas.
- Ask students to give reasons for their opinions.

Extension activity

Aim: to encourage personalisation
- Tell students to think about a story they remembered from their family history in the Warm-up.
- Tell them to think about details from the story. Ask *How old were you? Where did the story take place? Who was there? What happened?*
- Students share their stories in groups.

3 One day, when Aunt Jill was about seven, her mother had some friends at the house for a cup of tea. Jill wanted to help, so her mother asked her to get the sugar. Jill went into the kitchen, got the sugar bowl and put it on the table. One of her mother's friends put some sugar in her tea. A few minutes later when the lady drank her tea she pulled a horrible face. The sugar wasn't sugar – it was salt! 'I'm very sorry, I got the wrong bowl from the kitchen,' said Jill sadly.

4 One day, when my aunt was about four, she went shopping with her dad – my grandpa. He is famous in the family because he always forgets things. He got the bread and walked out of the shop. Jill was busy. She was looking at the sweets and didn't see her dad leave. Grandpa was almost home when he remembered Jill. He ran back to the shop, terrified. Jill was still by the sweets. 'Jill,' he said. 'I'm so sorry I forgot you. Are you OK?' Jill looked up happily and said, 'I'm fine. Can I have these sweets, please?'

3 **Which stories do these last lines come from?**

a Her mother wasn't very happy. __

b Luckily, all the women thought it was really funny. __

c When he got out he was very wet. __

d 'Of course you can!' her dad said. __

4 **What do you think of each story? Compare with a friend.**

😀 = I love it. 😐 = It's OK. 😞 = I don't like it.

5 022 **Listen to another story and answer the questions.**

1 How old was Jill in the story?

2 Where was the family on holiday?

3 Why didn't Jill's dad use sun cream?

4 What was her dad's face like when he woke up?

5 What does Jill's dad always do now?



TIMELINES

Watch and answer. How do timelines help us learn about the past?

1 023 Listen and point.

1 900 nine hundred
2 1200 twelve hundred
3 1550 fifteen fifty
4 1825 eighteen twenty-five
5 1960 nineteen sixty
6 2007 two thousand and seven
7 2014 twenty fourteen

2 Look, read and write the years in the timeline.

1350 1520 2010 600

1 around _____
This very old helmet was made for a king. People found it in 1939 on a boat under the ground.



3 around _____
A king wore this necklace to show that he had a lot of money.



1000 2000
500 1500



2 around _____
This beautiful crown was made for a German queen.

4 _____
This is the ring of the famous princess, Kate Middleton.



3 **Look at the timeline again. Answer the questions.**

1 What was made around 1520? _____
2 What is the oldest thing on the timeline? _____
3 What is the newest thing on the timeline? _____
4 Which things are newer than the helmet? _____
5 Which things are older than the necklace? _____

Learning outcomes:
- to use known language to answer questions and talk about history in English (objects and events from the past)

BIG QUESTION to answer the Big Question *How can we learn about the past?* using ideas and vocabulary from the unit

New language: dates (years); *timeline, boat, under the ground, ring*

Recycled language: language from the unit

Critical thinking: Demonstrates understanding of links between ideas

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to introduce the topic of history
- Elicit where Ben and Lucy were in the story *The knight* (a museum).
- Ask students what people can learn about in museums (history) and what objects they can find there.
- Tell students they are going to learn about one way for presenting dates of objects and events from the past (a timeline).

SB p18 Watch and answer. How do timelines help us learn about the past?

Aim: to raise students' awareness of timelines
- Play the *Think and learn* video. Ask students what they remember. Elicit vocabulary (helmets, jewellery, necklaces, etc.).
- Ask students to watch again and answer the question. Elicit ideas (presenting dates and events in order, etc.).
- Play the video again and check.

For videoscript see TB p120.

1 023 SB p18 Listen and point.

Aim: to raise awareness of how to say dates
- Point to the dates. Ask *Which dates are from the ancient past? Which dates are from this century?*
- Play the recording for students to point to the dates.
- Play the recording again. Pause after each date. Students repeat the date chorally. Then they practise in pairs.

For script see SB p18.

2 SB p18 Look, read and write the years in the timeline.

Aim: to complete a timeline in sequence
- Point to the dates in the box. Students say them aloud.
- Ask students the chronological order of the dates. *Which date comes first? Which date comes next?* etc.
- Ask students what objects the timeline gives information about.
- Students read the timeline and complete the dates. Check answers with the class.

Key: 600, 1350, 1520, 2010

3 SB p18 Look at the timeline again. Answer the questions.

Aim: to extend students' understanding of the timeline
- Tell students to read the texts in the timeline again.
- In pairs, students answer the questions.
- Check answers with the class.
- Ask *How does the timeline help you find the answers?* Elicit that the way the timeline presents information visually makes it easy to link and understand ideas.

Key: 1 The necklace, 2 The helmet, 3 The ring, 4 The crown, necklace and ring, 5 The crown and the helmet

1 WB p18 Read the text and answer the questions.

Aim: to learn more about timelines

Key: 2 No, 3 No, 4 Events and dates, 5 Pictures, 6 Life cycles of plants and animals, events in stories

2 WB p18 Read the text and complete the timeline with the dates and important events.

Aim: to analyse information on timelines

Key: Roman alphabet invented, 100 CE, Printing invented, 1088 CE, 1440 CE

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *timelines and how they present information.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learned
- Students work individually.
- They write a timeline in their notebooks about their lives. Give suggestions for three or four dates, e.g. when they were born, when they started school, when they started year 4.
- Students check each other's timelines in pairs.

1

Learning outcomes:
- to talk about history in English
- to enable students to complete a project

Recycled language: history, dates, language from the unit

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

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

Creative thinking (WB): Participates in 'what if' and 'if only' challenges

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review timelines
- Elicit what the timeline was about in the last class. Have students call out the dates on the line.
- Elicit other things students remember about the facts about the timeline.

4 SB p19 Look at the timeline. What year do you think these helmets are from? Draw lines.

Aim: to make predictions about information on a timeline
- Ask *Why do people wear helmets?* Students make suggestions about what the helmets in the pictures are used for.
- Draw attention to the *Super fact!* Ask students what year they think the helmets in the pictures are from.
- Point to the three dates next to the pictures. Tells students to match each of the helmets to one of the dates.
- Students check their predictions in pairs. Encourage them to give reasons for their ideas.

5 024 SB p19 Listen and check.

Aim: to practise listening for detail
- Before playing the recording, remind students to listen for the specific dates on the timeline.
- Play the recording for students to check their predictions.
- Check answers with the class.
- Discuss who used each helmet and why.

Key: a 2018, b 1969, c 1997

For script see TB p120.

6 Project SB p19 Think of four things in your house. How old are they? Make a timeline for them.

Aim: to create a timeline
- Students use poster paper and coloured pens to create a timeline.
- Tell students to choose four objects from their home. Students can decide which items to choose. Encourage them to choose a variety of older and newer objects.
- Students draw a line with four points on it for different dates.
- Tell students to draw a picture of each object on the line next to each point, with the oldest on the left and the newest on the right.
- Students label each object with its name and the date they first used it.
- Display the timelines in the classroom.

3 WB p19 Look at the timeline. Then complete the text.

Aim: to analyse information in a timeline

Key: 2 Knights Hospitaller, 3 Order of the Garter, 4 1400s, 5 something important

4 WB p19 Imagine you are a king or queen. Make a timeline of people you have made a knight or dame. Write why they have the title.

Aim: to use imagination to create a new timeline

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. *practised listening for dates, made a timeline.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop speaking skills
- In groups or as a class, students take turns to talk about their timelines.
- Each student explains why they chose their four things.
- Students discuss what other things they can put on their timelines.

4 Look at the timeline. What year do you think these helmets are from? Draw lines.

Super fact!

The first bicycle helmet was made in 1975.

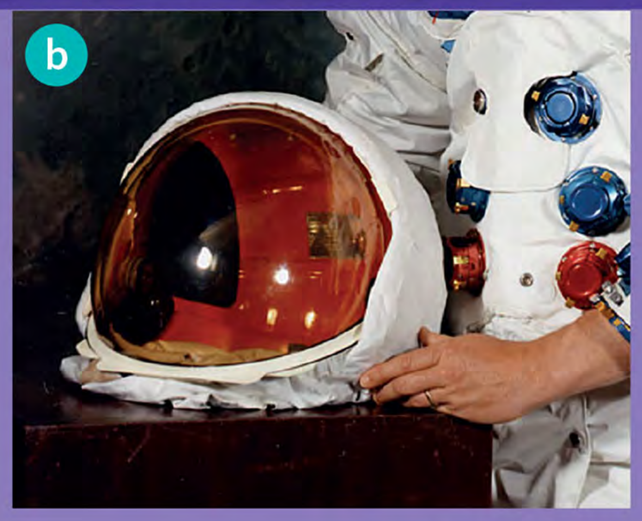


Timeline of modern helmets

a



b



c



1960 1970 1980 1990 2000 2010 2020

1969 1997 2018

5 024 Now listen and check.

6 Project Think of four things in your house. How old are they? Make a timeline for them.

my mum's old bear

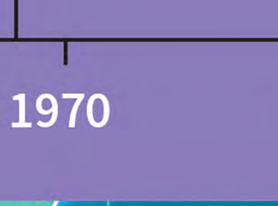


1985

my bike helmet

2021

1950



my grandpa's chair

my old bracelet

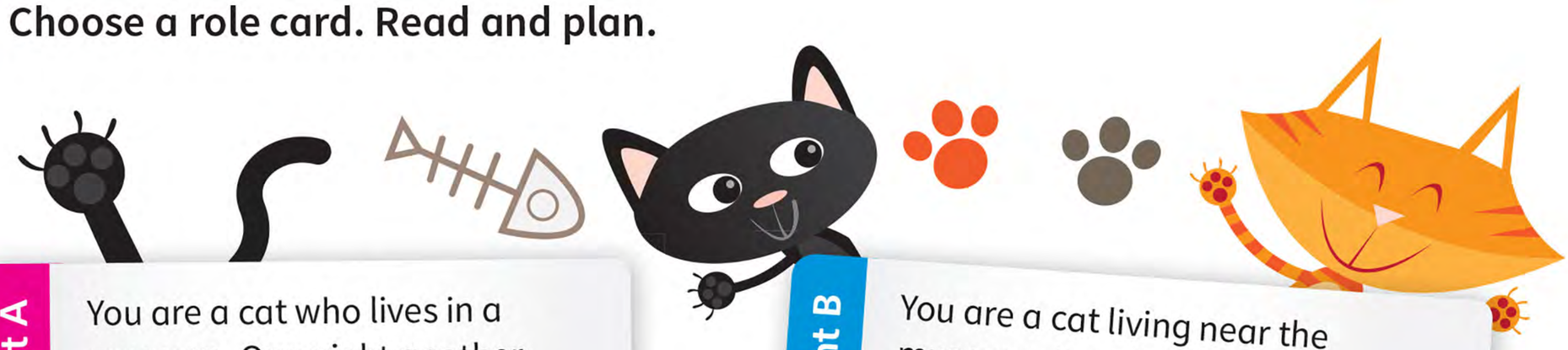


2013

Talk and find out

Living in a museum

1 Choose a role card. Read and plan.



Student A

You are a cat who lives in a museum. One night another cat comes to see you at the museum. Talk to him / her about:

- your friends at the museum
- what you do in the museum in the day
- what you do at night
- your favourite exhibits

Student B

You are a cat living near the museum. One night you go to visit your friend at the museum. Ask him / her questions about life there. You'd like to know about:

- the cat's friends at the museum
- what the cat does during the day
- what the cat does at night
- the cat's favourite exhibits

Useful language

Cat friend

Who are your friends at the museum?
What do you do … ?
Show me your favourite exhibit.
What is it?

Museum cat

My best friends are …
In the day I … / At night I …
My favourite exhibit …

2 Act out your play.



Learning outcomes:
- to act out a play

New language: *favourite exhibits*

Recycled language: language from the unit

Creative thinking: Acts parts in role play or dramas

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

Cognitive control functions: Cognitive flexibility

Materials: Digital or print portfolios; optional: cat masks

Warm-up

Aim: to review knights and queens vocabulary
- Students work in pairs. They use the book to review the words on SB page 10.
- They cover the words on page 10, but not the picture.
- They take turns to point to the numbered items in the picture and say what each one is in random number order.
- Students uncover the words to check.

1 SB p20 **Choose a role card. Read and plan.**

Aim: to prepare and plan for a short play
- Tell students they are going to do a short play between two cats.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language.
- Make sure pairs know what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text. They can wear cat masks if you have them.
- Make sure all students are participating in the preparation of their plays.

2 SB p20 **Act out your play.**

Aim: to practise interactive speaking skills
- Pairs take turns to perform their short plays for the class.
- If possible, record one or two examples for students to upload to their digital portfolios.
- Alternatively, have students upload their scripts to their digital portfolios or keep them for their print portfolios.

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

Aim: to practise interactional language

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

2 WB p20 **Look at Activity 1. Underline the mistakes. Then write the correct sentences.**

Aim: to practise reading and writing skills

Key: a dog – a(nother) cat, door was locked – window was closed, two nights later – the next night

3 WB p20 **Imagine that a different exhibit escaped. Write what happened.**

Aim: to stimulate creativity and writing skills

Ending the lesson

Aim: to review spelling of knights and queens vocabulary
- Write the knights and queens words with the letters in scrambled order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills
- In pairs, students practise the dialogue from WB Activity 1.
- The more confident students perform it for the class.

Learning outcomes:
- to use language from the unit to make a new portfolio or write a profile page for their digital portfolios

BIG QUESTION to think about how the unit has helped them talk about the Big Question *How can we learn about the past?*

New language: *portfolio, advert*

Recycled language: language from the unit

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

Materials: museum leaflets, the internet; optional: cardboard folders, coloured paper, stickers, cloth, etc. to make print portfolios

Warm-up

Aim: to introduce the topic of portfolios
- Write *portfolio* on the board and elicit if any students keep one, or kept one last year.
- Find out what kinds of things students put in their portfolios.
- Tell students they are going to start a digital or print portfolio for *Super Minds Level 4*.
  Note: Allow students time to make a print portfolio.

1 SB p21 Start a new portfolio for this year. Write your profile.

Aim: to enable students to make a personal account of their learning
- Read the instructions for Activity 1 with the class.
- Monitor as students write their profile for their portfolio.

2 SB p21 You are going to make an advert. Visit a museum or find out about it on the internet. Make notes.

Aim: to review language for museums
- Discuss with students what they are going to do.
- Hand out museum leaflets or information about relevant internet sites.
- In pairs or small groups, students make notes about the museum.
- Go around the class and check the students' information and that they are making appropriate notes.

3 SB p21 Read the advert. What makes it boring? How could you make it better?

Aim: to develop students' writing skills
- Read the questions with the class.
- They read the text silently to answer the first question.
- In pairs, they discuss answers for the second question.
- Elicit and discuss as a class. Read the Writing tip for further guidance.

Key: *Interesting* appears five times. Possible alternatives are *old, fascinating, very attractive, lovely, wonderful.*

4 SB p21 Make your advert. How many adjectives are there in it?

Aim: to practise writing an advert from a model
- Check students know what to do and that they can use the text in Activity 3 as a model.
- They organise their information, plan their text and then write a first draft.
- Go around the class, commenting on students' work.
- Students write a final version of their adverts for their portfolios.

1 WB p21 Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 You mustn't take photos in the museum. 3 You must brush your teeth before bed.

2 WB p21 Read and write two more.

BIG QUESTION

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

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

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 118 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students turn to SB page 10 and review the new words from the unit.
- They close the book and then write the words in their notebooks from memory.
- Students open the book to check.

Think and write

A museum advert

1 Start a new portfolio for this year. Write your profile.



My name:
My class:
My teacher's name:
People in my family:

My favourite sport:
My favourite music:
My favourite food and drink:

2 You are going to make an advert. Visit a museum or find out about it on the internet. Make notes.

Name of museum: Museum in the Park
What you can learn: history of Woodville
Exhibits: old photos, ancient jewellery
Opening hours: Mon–Fri 9 am–4 pm
Other facts: café, shop (books, key rings, postcards, posters)

3 Read the advert. What makes it boring? How could you make it better?

Come to **WOODVILLE** and visit our **INTERESTING MUSEUM**

It's called the Museum in the Park. Come here to learn interesting things about the history of our town. There are lots of interesting photos in the museum. They show life in our town a long time ago. The most important exhibit is an interesting collection of ancient jewellery. The Museum in the Park is open from 9 am to 4 pm. There is also a nice café and a shop where you can buy interesting books, key rings, postcards and posters.

Writing tip

Use adjectives to help make your writing more interesting.

4 Make your advert. How many adjectives are there in it?

2 The world around us

1 025 Listen and say the words. Then check with a friend.

1 mountain
2 forest
3 village
4 field
5 lake
6 island
7 river
8 path

BIG QUESTION What do we know about the outside world?

2 026 **Listen and answer.**

1 Why isn't Ben ready to walk?
2 Why is Buster barking?
3 Where are they going next?
4 How long will it take?

3 **Play *I spy*.**

I spy, with my little eye, something with a 't' in it.

Is it 'path'?

Learning outcomes:
- to talk about the countryside
- to give students listening practice

BIG QUESTION to think about the Big Question *What do we know about the outside world?*

New language: *mountain, forest, village, lake, island, field, river, path, still a bit, spy* (v), *your turn*

Recycled language: language from the story, adjectives, *village, restaurant*

Cognitive control functions: Working memory

Warm-up

Aim: to review countryside vocabulary
- Write *Countryside* on the board. Brainstorm words associated with the topic, e.g. *cows, trees.*
- Elicit if any students or members of their family live in the country-side. Ask them to describe it.

Presentation

Aim: to present countryside vocabulary
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students don't try to say the silent letter *s* in *island*.
- Elicit what students think is happening in the picture, where the friends are and who they are with (Ben's grandpa).

1 025 SB p22 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary
- Students look at the numbered words and items in the picture.
- Play the recording. Students listen and repeat in chorus.
- Students cover the list of new words and practise them in pairs.

For script see SB p22.

BIG QUESTION **What do we know about the outside world?**

Aim: to encourage students to discuss what they know about the outside world
- Read the Big Question. Ask *Where are Ben and Lucy? What things can they see?* Ask students if they can see the same things near where they live.
- In pairs, students think about other things they can see outside.

Stronger students: Compare how the world outside their classroom is similar or different to the picture.
- Elicit and discuss ideas as a class.

2 026 SB p22 **Listen and answer.**

Aim: to practise listening
- Read the questions aloud with the class. Encourage students to try to predict what the corrections might be.
- Play the recording. Students listen and answer. Have them check in pairs.
- Play the recording again. Check with the class.

For script see TB p120.

Key: 1 He's still a bit tired. 2 He's hungry. 3 They are going to a small village. 4 It will take about an hour.

3 SB p22 **Play *I spy*.**

Aim: to give students practice with the new vocabulary
- Elicit the word Grandpa was thinking of in the recording (island).
- Check students know what to do and understand that *spy* means see. They play using things they can see in the picture. Demonstrate the game with the class.
- Students then play the game in pairs. They take turns.

1 WB p22 **Complete the words. Then look and match.**

Aim: to practise writing the new vocabulary

Key: 1 c island, 2 d lake, 3 a field, 4 h village, 5 f path, 6 g river, 7 e mountain, 8 b forest

2 WB p22 **Complete the dialogues with words from Activity 1.**

Aim: to give further practice with the new vocabulary

Key: 2 village, 3 path, 4 river

3 WB p22 **Think about your perfect countryside place. What does it have? Write.**

Aim: to enable students to personalise the language

Ending the lesson

Aim: to review vocabulary from the lesson
- Give a definition of one of the new words for students to guess, e.g. *a place with lots of trees* (forest).
- Repeat for the other new words.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the eight new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *A path is a small road in the countryside. People usually walk on it.*

Learning outcomes:
- to connect ideas in a story using *because, and, so, but*

New language: *picnic, scare, top*

Recycled language: the countryside, action verbs, adjectives

Flashcards: 10–17 (countryside)

Warm-up

Aim: to review countryside vocabulary
- Write the eight new words with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Ask them to attach the corresponding flashcard next to the word.
- Repeat with other words.

Presentation

Aim: to present connectors
- Write the following gapped sentences on the board: *I'm hungry _____ I didn't have any breakfast. I was tired, _____ I went to bed early. I sat down _____ watched the film. I wanted to buy a new T-shirt, _____ I didn't have any money.*
- Write *and, but, because, so* in a box.
- In pairs, students choose the right word for each sentence.
- Elicit their answers.
- Ask students to give simple reasons for their answers.
- Tell students that these words are called *connectors*.

1 027 SB p23 Listen, read and answer the questions.

Aim: to listen, read and understand a short story
- Tell students they are going to listen to and read a girl's story.
- Students listen and read. Then they answer the questions. Check answers with the class.

For script see SB p23.

Key: 1 a forest, 2 an island, 3 they walked, 4 a basket

2 SB p23 Put the words in order. Say the sentences.

Aim: to practise connectors
- Read the first sentence beginning aloud. Ask *Which word goes next? Why did Alice go for a walk?* (Because...)
- Students complete the other sentences. Check with the class.

Key: 1 because the weather was sunny. 2 and we arrived at the island. 3 so we liked the island. 4 but our basket fell into the water.

3 028 SB p23 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and say *Where are Gina and Greg?* (In a forest.) *What are they doing?* (Walking.)
- Play the whole *Greg the gecko* video. Students watch and listen, then watch and read. Ask questions related to the connectors. *What happened at the top of the tree? Why did they climb down again?* etc.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p23.

4 SB p23 Make sentences with *because, so, and* or *but*.

Aim: to consolidate grammatical form
- Elicit sentence endings with the connectors, e.g. *... and I read a book, ... because I was tired, ... so I could sleep, ... but I didn't sleep.*
- In pairs, students make sentences with the other sentence beginnings.

1 WB p23 Find and write the four sentences.

Aim: to review connectors

Key: 2 All their family loved swimming in the lake because the water was warm. 3 They walked through the fields but then it started to rain. 4 They ran to the car and their dad took them home.

2 WB p23 Join the sentences with *and, but, so* and *because*.

Aim: to give further practice with the new language

Key: 2 It started to rain, so we went home. 3 John went to the USA and he stayed in Chicago. 4 Kate liked visiting her uncle, but it took two hours by car. 5 The film was boring, so we left the cinema. 6 Don't go across that old bridge because it's dangerous.

3 WB p23 Write four sentences about you. Use *and, but, so* and *because*.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson
- Elicit some of the things Alice did and didn't do on her picnic from SB Activity 1.
- Students join some of the ideas with *and, but, so* or *because*.

Extension activity

Aim: to consolidate information
- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same and how many are different.

1 027 Listen, read and answer the questions.

Last Sunday, the weather was sunny, so we went for a walk. We took a picnic in a basket. We walked through the forest and arrived at a lake. In the middle of the lake there was a small island. There was a long, thin bridge, so we walked over it to the island. We liked the island because there were beautiful flowers there. We wanted to have a picnic, but our basket fell into the lake!

1 What did Alice walk through?

_____

2 What was in the middle of the lake?

_____

3 How did they get to the island?

_____

4 What fell into the water?

_____

2 Put the words in order. Say the sentences.

1 We went for a walk last Sunday … weather sunny. the was because

2 We walked over the bridge … and we island. arrived the at

3 There were lots of beautiful flowers … the liked so island. we

4 We wanted to eat, … our the but fell water. basket into

3 028 Watch, listen and say.

Language focus

We climbed a tree, **but** it was too high.
We wanted to have fun, **so** we climbed a tower.
We got to the top **and** we saw a bee.
Then we climbed down again **because** bees scare me!



4 Make sentences with *because*, *so*, and or *but*.

I watched a film …
I didn't meet my friends …
We didn't play volleyball …
I went to bed early …

I went to bed early and I read a book.

I went to bed early because …

1 029 Listen and number the pictures. Then sing the song.

Take a look at the world outside
And all the things there are to do,
To see, to smell, to taste, to touch!
Let's go out there, me and you.

We swam in the river
Because it was so hot.
We climbed up the mountain
And reached the top.

Take a look at the world outside ...

We walked through the forest,
The forest near our town.
We played in the fields
And watched the sun go down.

Take a look at the world outside ...

We fished in a little lake.
But we didn't catch a thing,
So we built a boat from wood
And sailed around like kings.

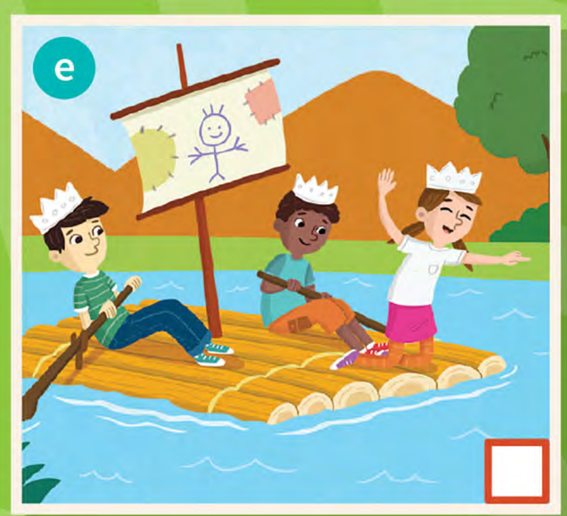
Take a look at the world outside ...













2 List activities you can do in these places. Which place would you like to visit more?





3 Share your ideas with a friend.

I'd like to visit the island because we can camp, swim and have a picnic.

Learning outcomes:
- to consolidate and use connectors
- to join in with a song

New language: *reach*

Recycled language: the countryside, action verbs in the past simple

Critical thinking: Makes a choice of activity and can give a reason for the choice

Creative thinking: (WB): Writes own songs or poems to reflect personal interests, emotions, or identity

Cognitive control functions: Cognitive flexibility

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review connectors
- Write the four connectors on the board (*and, but, so, because*).
- Ask students to think of a sentence about yesterday using one of these words.
- They tell their partner.
- Elicit some sentences from students.

1 029 SB p24 **Listen and number the pictures. Then sing the song.**

Aim: to give students practice with listening and to sing a song for pleasure
- Elicit what students can see in the pictures in their Student's Book. Ask *What are the children doing?* Pre-teach *reach* (reach the top).
- Play the recording. Students listen and number the pictures in order.
- They compare answers in pairs.
- Play the song again and check as a class.

For song lyrics see SB p24.

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

Practice

- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (030). Practise it with the whole class.
- Students sing in groups with the karaoke version.

2 SB p24 **List activities you can do in these places. Which place would you like to visit more?**

Aim: to elicit a personalised response to the topic
- Point to the pictures and ask what they show (a village and an island). Ask *Which place would you like to visit more? Why? What can you do in each place?*
- Students work individually. They list activities they can do in each place.

3 SB p24 **Share your ideas with a friend.**

Aim: to consolidate use of connectors in personalised sentences
- Students take turns reading their sentences in pairs.
- Encourage students to use connectors. If necessary, model sentences. *I'd like to visit ... because ..., You can ... and ...,* etc.
- Ensure students give reasons for their ideas.
- Check ideas with the class. Ask students to read their sentences aloud and check the correct use of connectors.

1 WB p24 **Remember the song. Complete the verses with the words from the box.**

Aim: to activate memory skills

Key: 2 because, 3 climbed, 4 fished, 5 but, 6 so

2 WB p24 **Complete the song with your own ideas and then draw a picture.**

Aim: to create new content from own ideas

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with comprehension
- Students work in pairs.
- Each pair writes two more sentences about the song for their classmates to correct.
- Monitor pairs as they are working and help if necessary.
- Pairs swap sentences with other pairs for correction.

Learning outcomes:
- to use *could* and *couldn't* to talk about past ability

New language: *without (stopping), no problem, awake, kilometres*

Recycled language: action verbs, comparative and superlative adjectives, *dream*

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review *can* for ability
- Mime an action, e.g. *swim*.
- Elicit the word. Ask, e.g. *Can you swim?*
- Mime other actions, e.g. *climb, run, dance,* and ask *Can you …?* of the class each time.
- Say the actions as positive or negative imperatives, e.g. *Don't sit down.* Students do or don't do the action, e.g. students don't sit down.

Presentation

Aim: to present *could/couldn't* for ability
- Say, e.g. *(Name), you can swim now. How about when you were two years old? Could you swim then?*
- Prompt/elicit the answer *Yes, I could swim when I was two. / No, I couldn't swim when I was two.*
- Write the question and both answers on the board.
- Underline *could* and *couldn't* in a colour.
- Repeat for some of the other action verbs.

1 031 SB p25 **Listen and number the pictures.**

Aim: to practise *could* and *couldn't*
- Students look at the pictures in their Student's Book.
- Elicit what the actions in the pictures are.
- Play the recording. Students compare their answers.
- Play the recording again. Check with the class.
- Check understanding of *dreaming* and *awake*.

For script see TB p120.

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

2 SB p25 **Complete with *could*. Say the sentences.**
- Demonstrate the activity. Read the first example and ask *Which word is missing?*
- Elicit the sentence from the class with *could* in the correct place.
- Students say the sentences in pairs. Check with the class.

Key: 1 I could swim for ten hours! 2 I could jump higher than a tree!

3 032 SB p25 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Point to the picture and ask questions. *Who is that?* (Gina) *What is she wearing?* (A nappy)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Point to Greg in the animation and ask what he is holding (a picture of Gina as a baby).
- Play Gina's verse. Check with students what Gina could and couldn't do.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p25.

4 SB p25 **Tell stories about yourself, the Super Baby.**

Aim: to give students further practice with *could/couldn't*
- Demonstrate the activity for the class, using the speech bubbles as examples.
- In pairs, students take turns to say a sentence about what they could and couldn't do as a super baby. Encourage them to be imaginative.
- Elicit sentences from different pairs to check.

1 WB p25 **Look at the photo album. What could Beth and Sam do 40 years ago? What couldn't they do? Write sentences with words from the box.**

Aim: to give further practice with the new language

Key: 2 could run, 3 could climb, 4 couldn't jump, 5 couldn't drive, 6 could ride

2 WB p25 **What can you do now that you couldn't do when you were younger? Write sentences.**

Aim: to give further writing practice with the new language

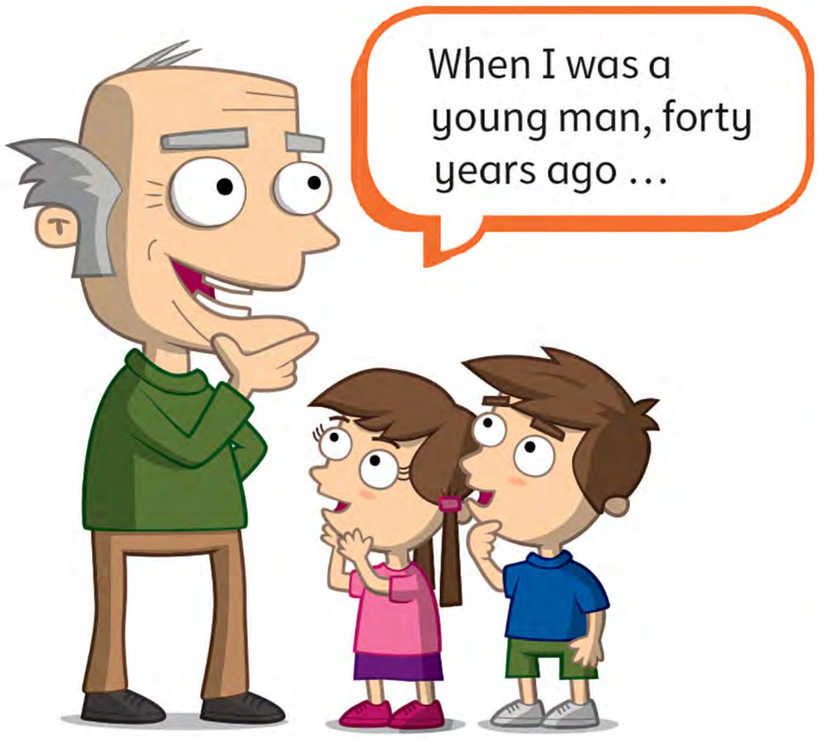
Ending the lesson

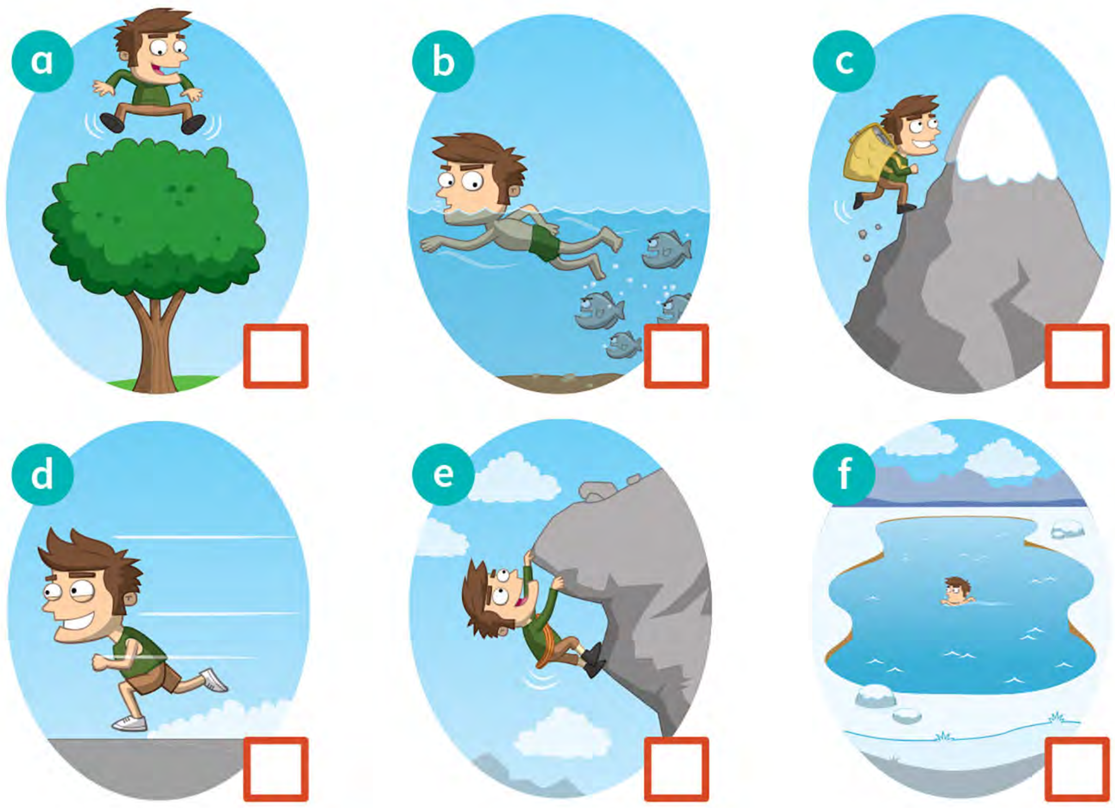
Aim: to review the new language
- Students close their Student's Books.
- Elicit what they can remember about the grandpa's story in SB Activity 1. Ask *What could he do in his dreams?*

Extension activity

Aim: to consolidate understanding
- In groups, students compare the sentences they wrote for WB Activity 2.
- Students report back to the class about other students in their group, e.g. *(Name) could swim when he was three years old, but I couldn't.*

1 031 Listen and number the pictures.





2 Complete with *could*. Say the sentences.

1 I swim for ten hours!

2 I jump higher than a tree!



3 032 Watch, listen and say.

Language focus

Tell me, Gina, all about you.
When you were young, what **could** you **do**?
Could you **read**? **Could** you **write**?
Could you **jump** down from a big height?

When I was young, ten years ago,
I **couldn't read** and I **couldn't write**.
But I **could catch** the fastest flies
And I **could** always **see** at night.

4 Tell stories about yourself, the Super Baby.



At the restaurant

1 033 What does Grandpa put in Ben's pocket?



Lucy: What a nice restaurant!

Ben: Look at our treasure map, Grandpa.

Grandpa: Oh, yes! Ah, but here's our soup. Let's look at the map after lunch.



Grandpa: So, it's a treasure map. What are you looking for?

Lucy: There are pictures on the map. We have to find these pictures and the lines of a rhyme.



Waiter: Here's your bread.

Lucy: The next picture on the map is a lion. Maybe the next line is at the zoo.

Ben: But you don't find red lions at the zoo!



Ben: Oh, no! The map!

Lucy: What is it?

Ben: It isn't in my pocket and it isn't on the floor.



Grandpa: Ben, Lucy ... did you want this?

Ben: But where ... how did you get that?

Grandpa: You must be more careful!



Grandpa: There was something strange about that waiter. I put a menu in your pocket and kept the map. The waiter took the menu.

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *soup, waiter careful, stairs*

Recycled language: characters and language from the story

Value: Making time for the family

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

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

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy* and *Buster* on the board.
- Elicit what students remember about the story in Unit 1 and the beginning of Unit 2.
- Give prompts if necessary, e.g. *They went to the Egyptian room in the museum. The knight chased them. They found the first line of the rhyme on the knight's shield. They went for a walk in the country with Ben's grandpa. Ben was hungry.*

At the restaurant

1 033 SB pp26–27 **What does Grandpa put in Ben's pocket?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in picture 1 (at a restaurant) and who is in the picture (Ben, Lucy, Ben's grandpa, the waiter and a woman). Check understanding of *waiter.*
- Play the recording. Students listen for what the next picture on the map is (a red lion), who has the map (Ben's grandpa), what the name of the restaurant is (The Red Lion) and what they see on the menu (the symbol and a line of the rhyme).
- Students compare their ideas in pairs. Elicit from the class.

For script see SB pp26–27.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Play the video again from start to finish and ask the class what Grandpa put in Ben's pocket.

Key: a menu

1 WB p26 **Remember the story *At the restaurant*. Write *t* (true) or *f* (false).**

Aim: to check comprehension

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

2 WB p26 **Complete the waiter's diary entry.**

Aim: to stimulate students' creativity

Key: 2 children, 3 had soup, 4 a map, 5 some bread, 6 a lion, 7 red lions at the zoo, 8 was a menu, 9 in the boy's pocket, 10 angry

3 WB p26 **Read the story again and draw ☺ or ☹.**

Aim: to focus on the value of making time for your family

Key: Happy face, sad face

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 audio. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story
- Students design a menu for The Red Lion restaurant. They work in pairs and copy their menus on to poster paper to display to the class.

2

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

New language: *consonant, rhino, rescue, sign*

Recycled language: language from the story

Phonics focus: to identify silent consonants in words

Value: Making time for the family

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (In a restaurant.) *What did they order?* (Soup.) *What did Grandpa have in his pocket?* (The map.) *Where did they find the next line of the rhyme?* (On the menu.)

2 SB p27 Put the story in order.

Aim: to focus students on the order of events in the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They read the sentences and put them in the order of events in the story.
- They compare their answers in pairs.
- Check with the class.

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

3 SB p27 Find the swords in the story.

Aim: to present and practise words with silent consonants
- Read out the instruction for students, making sure they realise which letter is silent (*w* in *sword*).
- Students find the swords in the story.

Key: Pictures 1, 2, 3, 5, 6 and 7

4 034 SB p27 Listen and say.

Aim: to practise words with silent consonants
- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.
- Play the recording again. Students listen and repeat.
- Elicit what the silent letters are (*h* in *rhino*, *w* in *writing*, *g* in *sign*, *s* in *island*).
- Check understanding of vocabulary.
- Repeat the caption together as a class a few times.
- Students practise in pairs.

For script see SB p27.

1 006 WB p27 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 What a nice, 2 There was something strange about

For script see TB p121.

2 WB p27 Match to make sentences. Then circle the silent consonants.

Aim: to give further practice with silent consonants

Key: 2 e, w in write, h in rhyme; 3 a, c in scientist, k and w in knows; 4 f, h in rhinos, s in island; 5 b, w in wrong, w in answer; 6 d, h in school, t in listen

3 007 WB p27 Listen, say and check your answers.

Aim: to give focused listening practice

Note: Letters that help make vowel and diphthong sounds, such as *gh* in *knight* or *w* in *know*, are still called silent consonants because they don't make a consonant sound.

For script see TB p121.

Ending the lesson

Aim: to review words with silent consonants
- Students work in pairs with Student's Books and Workbooks closed.
- Give them two minutes to write all the words with silent consonants from the lesson.
- They then put them in alphabetical order.
- Elicit the words from the class.

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (names, *house, plant, men, car, them, T-shirt, shorts, big winter coat, boots*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Grandpa: Hmm, that waiter looked like a man that I knew a long time ago. I can tell you later, but first I want to talk about this picture of the red lion.



Lucy: The Red Lion! It's this restaurant!

Grandpa: Yes, and now look at the menu.

Ben: It's the symbol and the line! It says: 'Lots of stairs. Climb thirty-three!'

2 **Put the story in order.**

- ☐ Ben and Lucy show the map to Grandpa.
- ☐ Grandpa asks the children about the map.
- ☐ Grandpa shows Ben and Lucy the menu.
- ☐ The waiter brings the bread.
- ☐ Grandpa helps them to find the line.
- ☐ Ben can't find the map.

Phonics

3 **Find the swords in the story.**

4 034 **Listen and say.**



A rhino writing a rescue sign on an island.

Skills

1 **Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There are four extra pictures.**



apple



banana



bus



car



hour



house



river



forest



restaurant



minute

Last month my parents and I went for a walk. First we drove for an hour and then we parked the **(1)** _____.
Next we walked through a **(2)** _____ and saw nothing but trees for two hours. Then we walked another hour to the top of a mountain. We sat down and looked around. Then Mum said to Dad, 'Can you give me a sandwich and an **(3)** _____?' Dad put his hand in the rucksack and looked sad. Mum and I looked at Dad. He couldn't find any sandwiches. 'I'm sorry,' he said, 'I think they're on the table in the kitchen.'
Mum and I weren't happy.

We were very hungry. 'I've got an idea,' Dad said. 'We'll go down a different way, to the lake. Near the lake there's a village and there's a good restaurant there.'
We stood up and started to go down. When we came to a small **(4)** _____, we had to take off our shoes and socks to get to the other side. After two hours, we got to the lake and then we saw the village. We walked over, but there wasn't a **(5)** _____ in the village.
'Where is our car, Dad?' I asked. 'Well, I think it's only an **(6)** _____ away,' he answered.

2 **Now choose the best name for the story.**

☐ A mountain walk ☐ A day without food ☐ The village without a restaurant

Learning outcomes:
- to practise reading and listening skills

Skills:
- reading for detail and for interpretation
- listening for specific information

New language: *saw nothing but trees*

Recycled language: language from the unit

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

Cognitive control functions (WB): Cognitive flexibility

Flashcards: (20–27) countryside

Warm-up

Aim: to review countryside vocabulary
- Hold up the flashcards one by one. Students call out the words. Attach the cards to the board.
- Write the eight countryside words on the board next to each flashcard with the letters in scrambled order.
- Students come to the board in turn and write the words correctly.
- Elicit a simple definition of each one, e.g. *A path is a small road you can walk on in the country.*

1 SB p28 **Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There are four extra pictures.**

Aim: to practise reading for detail
- Focus the students on the pictures and on the Activity 1 instructions. Check students know what to do.
- Make sure they realise they don't use all the words.
- Tell students to read the text silently and write the words in the gaps.
- Students compare answers in pairs.
- Check with the class. Elicit what students had to do to find the right answers (read around the gaps).
- Elicit what happens in the story.

Key: 1 car, 2 forest, 3 apple, 4 river, 5 restaurant, 6 hour

2 SB p28 **Now choose the best name for the story.**

Aim: to practise reading and interpretation skills
- Students work in pairs. They discuss each title in turn and decide if it is good or not.
- In pairs, they choose the best one.
- Elicit the titles from different pairs. Students have to justify their choice.

Key: A day without food

1 008 WB p28 **Listen and write. There is one example.**

Aim: to practise listening for detail

Key: butterflies, night walk, half past nine, forest, Uncle Bob

For script see TB p121.

2 WB p28 **Now write the story. Use the pictures and the sentences in Activity 1 to help you.**

Aim: to check comprehension, practise writing skills, and stimulate students' creativity

Key (sample answer): It was Kate's birthday. She had a small party with her sister and her friend. Kate had a lovely big cake and she got great presents. She got some roller skates, a book about butterflies and a pencil case. The night walk was her favourite present. At half past nine in the evening, Kate and her two friends got into her dad's car. He drove to the forest and then they all got out. 'We're going on a night walk,' he said. It was dark but they could see because they all had their torches. They walked through the forest, looking for night animals. Suddenly, Kate's uncle jumped out from behind a tree. The children jumped. They were scared. 'You frightened us,' said Kate. 'That was a horrible trick.' 'Sorry,' said Kate's dad. 'Let's look for some real animals in the forest now.'

3 WB p28 **Imagine you went on a night walk. What did you see?**

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to review the story
- In groups of four, students read each other's stories from WB Activity 2.
- Elicit and discuss how similar and different the stories were.

Extension activity

Aim: to discuss story interpretations
- Focus on WB Activity 2 again. Discuss why it is important to spend time with the family.

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

Learning outcomes:
- to practise listening, writing and reading skills

Skills:
- listening for detail
- writing a description
- reading for detail

New language: *shine, table tennis*

Recycled language: countryside vocabulary

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

Warm-up

Aim: to review nouns and adjectives
- Play a clapping game.
- Demonstrate the game. Stand in a circle of six students.
- Clap twice. Say a countryside word, e.g. *path*. Clap twice.
- The student on your left says an adjective which they associate with the word, e.g. *small/dark*.
- Clap twice. The next student to the left around the circle says another countryside word.
- Clap twice. The next student to the left says an adjective which they associate with that word.
- Continue like this, going around the circle several times. Students cannot repeat adjectives.
- Students play the game in their own circles.

1 035 SB p29 What did James do last week? Look at the pictures. Then listen and draw lines.

Aim: to give students practice in listening for specific information
- Point to the pictures and ask what students can see. *Who is the boy with? What is he doing? What other things can you see?*
- Check students know what to do. Tell them they are going to hear James talking about what he did on each day of his holiday last week.
- Play the recording. Students listen and draw lines from the days to the pictures.
- Students compare answers in pairs.
- Play the recording again and check with the class.

For script see TB p121.

Key: Monday a, Tuesday e, Wednesday d, Thursday b, Friday c

2 036 SB p29 Listen again and write *yes* or *no*.

Aim: to give students further listening practice
- Students read the five statements silently.
- Play the recording again. They write *yes* or *no*.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.

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

3 SB p29 Write about the outdoor activities you did last week.

Aim: to practise writing skills
- Write *Last week* on the board in a circle.
- Elicit the things students did on each day of last week. Create a word map.
- Read out the model answer in the Student's Book.
- Elicit what type of information there is. (What happened? When? Who with?)
- Students write a first draft in their notebooks. Encourage them to write about personal interests and describe their emotions.
- Go around the class to support and check. Students write their final versions.

1 WB p29 Read the text and choose the best answer.

Aim: to practise reading for detail

Key: 1 B, 2 C, 3 B, 4 A, 5 B, 6 B

Ending the lesson

Aim: to review question forms
- Play a version of *Hide and seek* with the class.
- One student goes out of the room.
- Hide an object, e.g. a pencil.
- The student comes back into the room.
- The student walks around the room. As he/she gets close to the object, the students say *You're getting warmer*. As the student gets further from the object, the students say *You're getting cooler*.
- The student can ask five questions to find the object, e.g. *Is it under the bookcase?*
- When the student finds the object or has asked all the questions, it is the turn of another student.

Extension activity

Aim: to encourage personalisation
- Make groups of six.
- Students read aloud their texts about what they did last week.
- Students ask each other one more question about the activities they did each day.
- Encourage students describing their weeks to give more details.

1 035 What did James do last week? Look at the pictures. Then listen and draw lines.





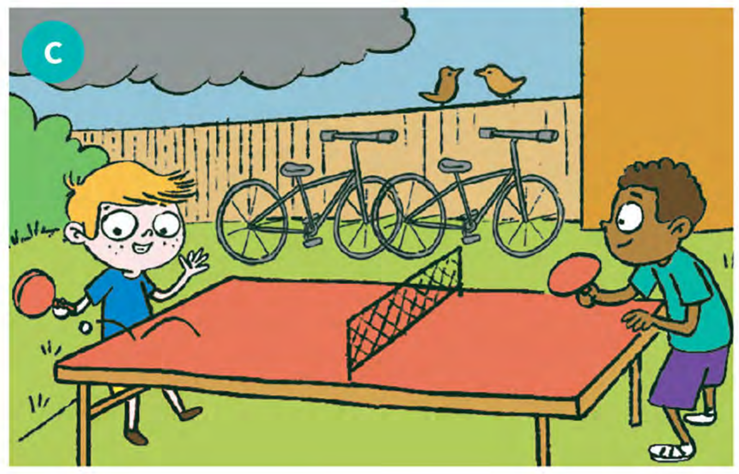
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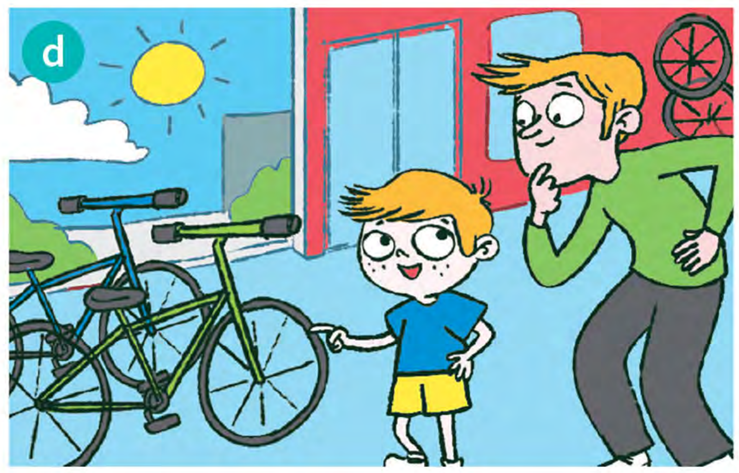
Tuesday

Wednesday

Thursday

Friday







2 036 Listen again and write *yes* or *no*.

1 Monday was a rainy day. _____

2 James and his grandpa had a picnic in the countryside. _____

3 James's sister is getting a bike for her birthday. _____

4 On Thursday, James bought some butter. _____

5 James's best friend is Rick. _____

3 Write about the outdoor activities you did last week.

On Monday I rode my bike with my best friend, Tom. We went to a little village. On Tuesday I visited my grandpa and we played football in his garden. He lives in the city. I went there by bus.

Maps and satellites

Watch and answer. How can we learn about places?

Super fact!

We can use satellite images to tell us what the weather is going to be like.



1 037 Listen and point.



satellite



satellite image



continent



country



city



city centre

2 Read about maps and satellite images. Then tick ☑.

Maps and satellite images help us to learn about places around the world. They use different technology.

Maps are pictures that show places and some of the things in them. They can help people to find places in cities, like streets and hospitals. Some maps show continents and some show city centres. Some maps only show one kind of place, like mountains or rivers.

Satellite images are photos of places. Satellites take these photos from space. The images show everything that is in these places at the time the satellite takes the photo. Satellite images can show how places are different at different times of year.

	Maps	Satellite images
They help people find places in towns.		
They show how places change.		
They show everything in a place.		
They show only some of the things in the place.		

Learning outcomes:
- to use known language to answer questions and talk about geography in English (maps and satellites)

BIG QUESTION to explore the Big Question *What do we know about the outside world?* using ideas and vocabulary from the unit

New language: *continent, country, city centre, satellite, satellite image, map*

Recycled language: language from the unit

Materials: maps

Warm-up

Aim: to introduce the topic of geography
- Hold up different maps. Elicit what information we can find on them. Ask students if they have ever used a map. *Where did you use it? Why?*
- Ask students what things they can see in the pictures.
- Tell students they are going to use maps and images to show what they know about places in the outside world.

SB p30 Watch and answer. How can we learn about places?

Aim: to raise students' awareness of maps and satellite images
- With Student's Books closed, play the *Think and learn* video. Afterwards, ask students what they remember. Elicit vocabulary (mountains, rivers, fields, villages, cities, etc.).
- Ask students to watch again and answer *How do maps and satellite images help us learn about places?*
- Elicit ideas (they show us what things are in a place, their location, the geography of a place, how to get to places, etc.).
- Draw attention to the *Super fact!* Ask students what we can see on satellite images of the weather (clouds, storms, etc.).
- Ask *How do people make maps? Who makes them?* Teach *cartographer.*
- Play the video again and check.

For videoscript see TB p121.

1 037 SB p30 Listen and point.

Aim: to present maps and satellite images vocabulary
- Play the recording for students to point to each picture.
- Play the recording again. Pause after each word. Students repeat the word chorally. Then they practise in pairs.

For script see SB p30.

2 SB p30 Read about maps and satellite images. Then tick ☑.

Aim: to extend students' knowledge of maps and satellite images
- Tell students to read the text. Ask questions to check understanding. *What places do maps show?* (streets, hospitals, mountains, rivers, continents, city centres) *Where do satellites take photos from?* (space)
- Students tick the table individually then check answers in pairs.
- Check answers with the class.

Key: ☑ (from top to bottom) maps, satellite images, satellite images, maps

1 WB p30 Complete the sentences with the words from the box.

Aim: to practise maps and satellite images vocabulary

Key: 2 Satellite images, 3 city, 4 continent, 5 Satellites, 6 country

2 WB p30 Read the text. Tick ☑ the correct sentences.

Aim: to practise reading for detail

Key: 3 ☑, 4 ☑

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *Geography, discussed how maps and satellite images help us learn about places.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learned
- Students work individually.
- They think of another country or continent and find a satellite image of it on the internet. They print out a copy and write about it.
- Students display their text and pictures on the walls.

Learning outcomes:
- to talk about geography (maps and satellites) in English
- to enable students to complete a project

Recycled language: *hospital, airport, café, cinema, bus station, school, playground,* language from the unit

Critical thinking: Critically compares ideas, objects, eras, etc. to find differences or similarities **(WB):** Solves simple puzzles (e.g. word puzzles)

Creative thinking: Uses different media to make and describe his/her own designs **(WB):** Uses own ideas for doing creative activities

Cognitive control functions: Cognitive flexibility

Materials: map or satellite image of where students live

Warm-up

Aim: to review maps and satellite images
- Ask students what the last lesson was about.
- Elicit things students remember about maps and satellite images. *What do they show? How are they similar or different? Why do people use them?*

3 SB p31 **Look at the map and satellite image of the same city. What differences can you see?**

Aim: to compare images and find differences and similarities
- Ask *What type of image is the first image?* (Satellite) *What is the second image?* (A map)
- Have students identify differences in pairs.
- Check ideas with the class. Ask students which image they like the best and why.

4 SB p31 **Point to the places in the satellite image and tell your friend.**

Aim: to use knowledge of places to identify them on a satellite image
- Read aloud the example in the speech bubble. Ask *Where do you think the café is?* Have students point to different places in their books.
- Have students point to other places in the satellite image in pairs.
- Review ideas with the class. Discuss differences in opinion and have students give reasons for their ideas and choices.

5 Project SB p31 **Find a map or a satellite image of where you live and label your five favourite places. Tell your friends.**

Aim: to create a satellite map from own ideas and different resources
- Allow students time to find an appropriate satellite image in class or ask them to bring one from home.
- Discuss the images with the class. Students point to different places on the image and say what they are.
- Tell students to choose their five favourite places and label them. Students can decide which places to choose. Encourage them to choose a variety of places around the image.
- Point to the example in the speech bubble and have a volunteer read it aloud.
- Students present their images in groups. Then check some examples with the class.

3 WB p31 **Look at these satellite images. Write what they show.**

Aim: to analyse satellite images

Key: 2 islands, 3 street, 4 clouds / bad weather, 5 mountains, 6 a city

4 WB p31 **Imagine you have a satellite image. What places does it show? Write and then draw a picture of it.**

Aim: to use imagination to create a new satellite image

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. *analysed satellite images and maps, labelled and presented a satellite image with my favourite places.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

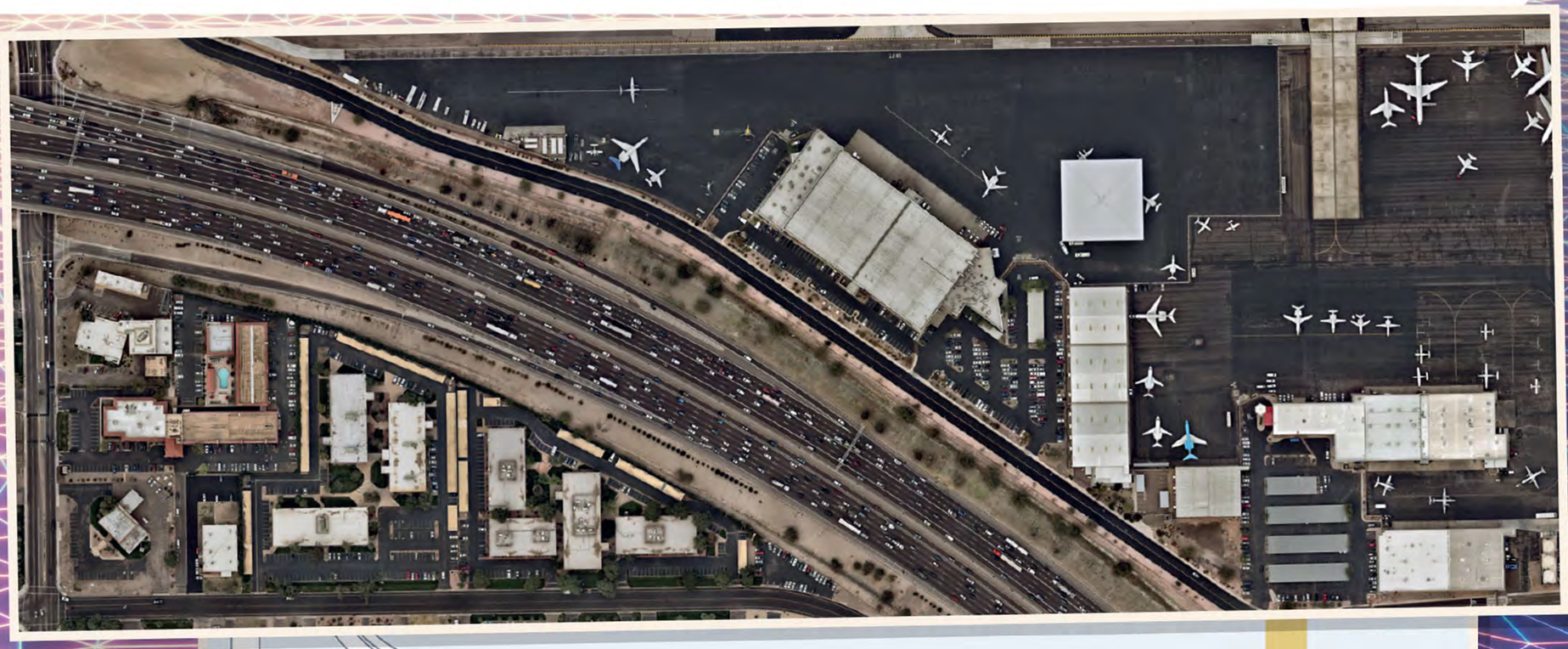
Aim: to develop speaking skills
- In groups or as a class, students take turns to talk about their satellite images from WB Activity 4.
- Each student talks about the different places in their image.
- Students discuss what other things they can put on their images.

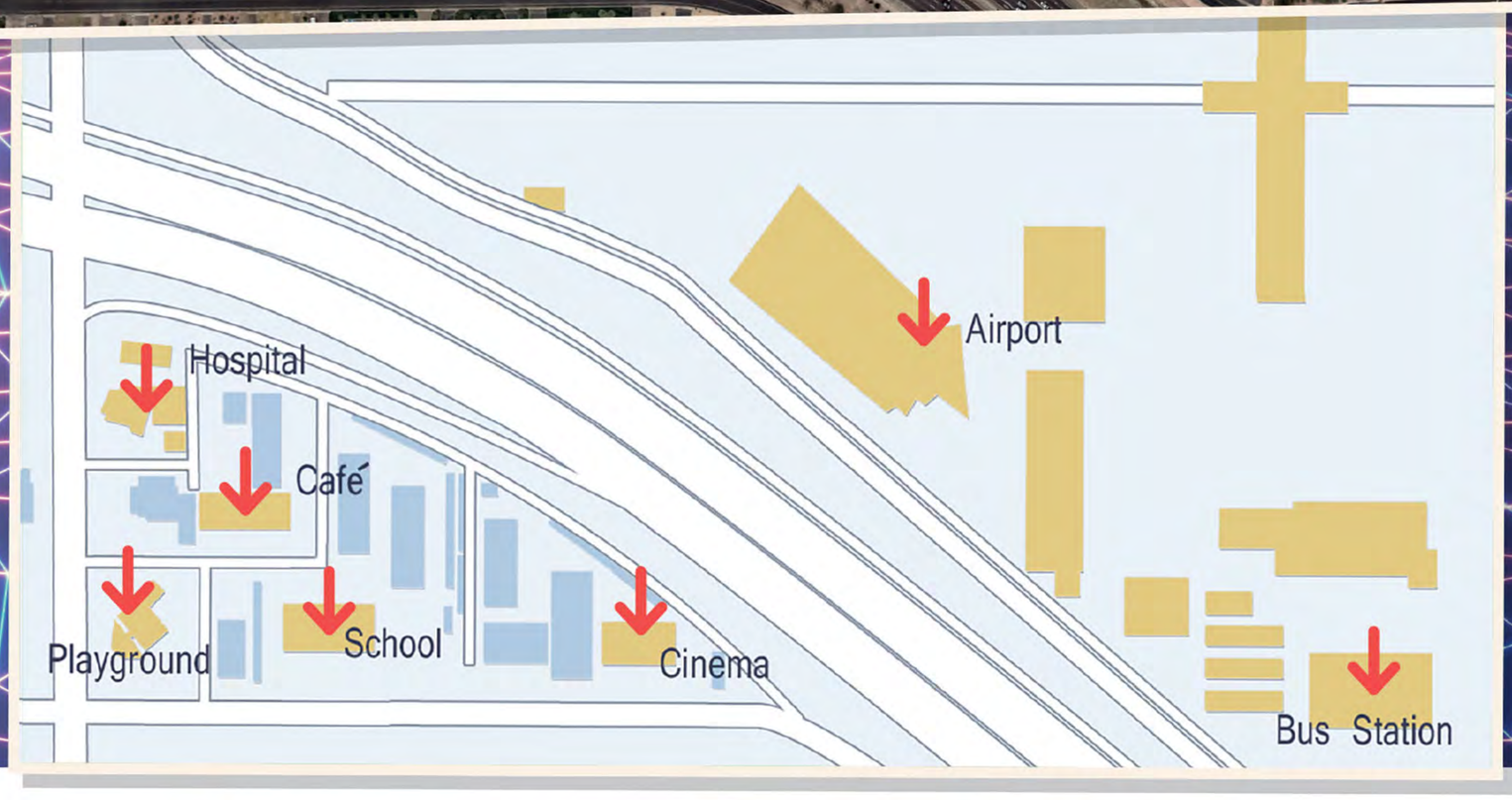
3 **Look at the map and satellite image of the same city. What differences can you see?**

This is the café.

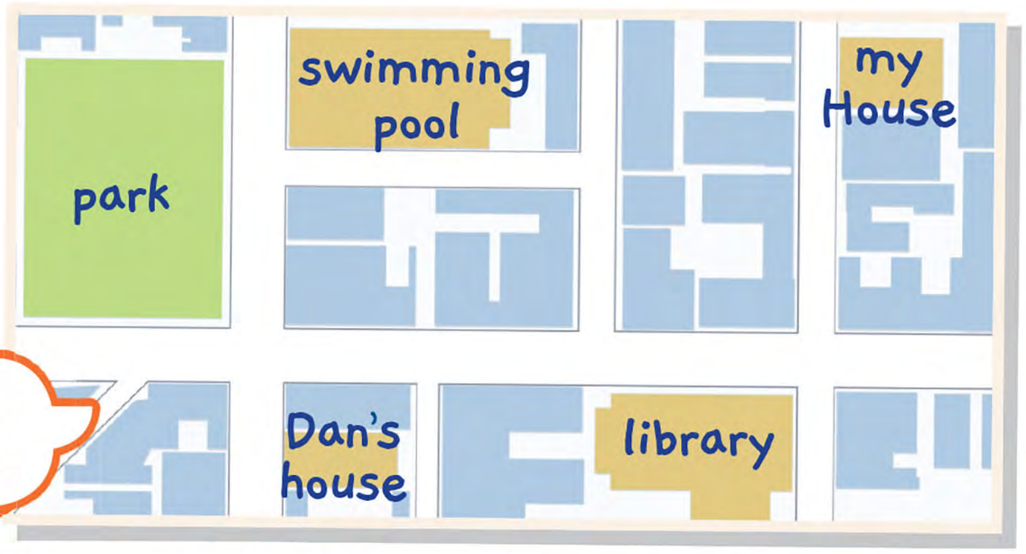
4 **Point to the places in the satellite image and tell your friend.**

hospital airport café cinema bus station school playground





5 **Project** **Find a map or a satellite image of where you live and label your five favourite places. Tell your friends.**



My favourite places are my house, the library, the swimming pool, the park and Dan's house.

Talk and find out

What we do in our free time

1 **Make a prediction.**

I predict that my classmates' favourite free time activity is _____.

2 **Work in three groups: 'outdoors', 'in town' and 'at home'. Ask about favourite activities. Make a chart.**

What do you like to do outdoors?

What do you like to do in town?

What do you like to do at home?

Outdoors	In town	At home
ride bike ✓✓✓	museum ✓	computer ✓✓
walk ✓	shopping ✓✓	TV ✓

3 **Tell the class about your group.**

In the outdoors group, three students like riding their bike …

4 **Write a report.**

MY CLASSMATES AND THEIR FREE TIME

Today we asked what the students in our class prefer doing in their free time. I predicted that my classmates' favourite activity is playing football. There are 16 students in the class. Half of them (8 students) say that they love being outdoors in their free time. They love riding their bikes (2), going for walks (5) and playing football (1). 5 students (4 girls and 1 boy) prefer spending their free time in town. They love going to museums, shopping and going to the cinema. So now I know that my classmates' favourite free time activity isn't playing football, it's going for walks.

Learning outcomes:
- to complete a survey and write a report about free time
- to promote student–student cooperation

New language: *outdoors, classmates, prefer doing, half, hang out*

Recycled language: language from the unit

Critical thinking: Formulates and tests hypotheses

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review activities
- Brainstorm with the class all the things they do at the weekend.
- Write the activities on the board, e.g. *ride my bike, go to the park*.
- Leave the vocabulary on the board for the next activity.

1 SB p32 Make a prediction.

Aim: to predict the results of a survey
- Tell students that they are going to do a survey to find out their classmates' favourite free time activity.
- Elicit examples of things students do at home, outdoors and in town. Use the ideas on the board from the Warm-up to start the discussion.
- Students individually predict their classmates' favourite free time activity.
- Students share ideas. Tell them they are now going to test their ideas.

2 SB p32 Work in three groups: 'outdoors', 'in town' and 'at home'. Ask about favourite activities. Make a chart.

Aim: to practise questions and answers
- Check students know what to do.
- They ask and answer in their groups and make a chart of the activities and the number of people who like doing them.
- Hand out note paper and poster paper to each group for recording this information.
- Go around the groups, helping and checking as appropriate.

3 SB p32 Tell the class about your group.

Aim: to practise speaking skills
- Groups take turns to talk about their results to the class.
- Tell them to think of what they are going to say first. They report about the different activities and the numbers of students who like doing them.
- Make sure all the students in the group take an active part in the presentations.

4 SB p32 Write a report.

Aim: to practise report-writing skills
- Read the model report through with the class.
- Focus students on the structure of the report and check understanding of vocabulary, e.g. *half, hanging out.*
- Students individually write a first draft of their reports, using the information from Activity 2.
- Go around the class checking and giving feedback.
- Students then write a final version of their reports in their notebooks.

1 WB p32 Match the questions and answers.

Aim: to practise interactional language

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

2 WB p32 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise reading and writing skills

Key: listening to birds – watching birds, sleeping in the garden – helping in the garden, being at home – being outdoors, She watches a lot of TV – She never watches TV, She never uses a computer – She uses a computer every day, she doesn't send emails – she writes emails, too many people – too many cars

3 WB p32 Write about your free time.

Aim: to stimulate creativity and writing skills

Ending the lesson

Aim: to review language from the lesson
- Play a quick hands-up game.
- Call out questions one after another, e.g. *Who likes being outdoors?* Students put up their hands each time.

Extension activity

Aim: to enable students to share information
- Put students into groups of four.
- They take turns to read the text they wrote for WB Activity 3. When they read the text, they make one mistake (as in WB Activity 2).
- The other students guess what the mistake was.

Learning outcomes:
- to use language from the unit to write a description for their print or digital portfolios

Recycled language: language from the unit

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

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

Cognitive control functions (WB): Cognitive flexibility

Materials: print or digital portfolios

Warm-up

Aim: to review print or digital portfolios
- Elicit what students put in their print portfolios or uploaded to their digital portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p33 Read Joshua's description and answer the questions.

Aim: to practise reading skills
- Focus students on the text and the picture in Activity 1.
- Elicit what they can see in the picture.
- Students read silently and answer the questions.
- They compare answers in pairs.
- Check and discuss answers as a class.

Key: 1 His grandma's garden. 2 There are lots of trees and flowers and it's very quiet. 3 He listens to the birds. 4 She's very noisy, so the birds fly away.

2 SB p33 Underline *and, because, but* and *so* in Joshua's text.

Aim: to review connectors
- Students underline the words and check in pairs.
- Ask different students to read out the sentences, including the underlined words.
- Discuss how these words make the text better.

3 SB p33 Join the sentences.

Aim: to practise use of connectors
- Remind students to think carefully about the meaning of the sentences.
- They work individually and put the sentences together.
- They compare answers in pairs. Check with the class.

Key: 1 I like the park very much, but on Sundays there are too many people there. 2 On Sundays my mum and I often go to the forest and we have a picnic. 3 My best friend lives near a lake, so I go swimming with his family in the summer. 4 I like the river because I love watching the fish in it.

4 SB p33 Write about your favourite outdoor place. Use *and, because, but* and *so*.

Aim: to practise writing a text from a model
- Check students know what to do and that they should use the connectors in their texts. Draw attention to the Writing tip.
- Students use the questions as prompts.
- They write notes, organise their information, plan their text and then write a first draft.
- Go around the class. Read and comment on students' work.
- Students write a final version.
- Have students upload their texts to their digital portfolios or keep them in their print portfolios.

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

Aim: to review grammatical form

Key: 2 They were scared because they saw a snake. 3 When Grandma was young, she could run really fast. 4 When I was two, I couldn't speak English at all. 5 She was tired, so she went to bed.

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

BIG QUESTION

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

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

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 118 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students turn to SB page 22 and review the new words from the unit.
- They close the book so that they cannot see the words.
- They then write the words in their notebooks.
- Students open the book to check.

2

Think and write

My favourite outdoor place

1 **Read Joshua's description and answer the questions.**

My favourite outdoor place is my grandma's garden. I like it because there are lots of trees and flowers. It's a very quiet garden. I often sit under my favourite apple tree and listen to the birds. My little sister likes the garden too but she's very noisy, so the birds fly away.



1 Where is Joshua's favourite outdoor place?

2 Why does he like it so much?

3 What does he do when he sits under his favourite tree?

4 Why is his little sister a problem in the garden?

2 **Underline *and*, *because*, *but* and *so* in Joshua's text.**

3 **Join the sentences.**

so · because · but · and

1 I like the park very much — on Sundays there are too many people there.

2 On Sundays, my mum and I often go to the forest — we have a picnic.

3 My best friend lives near a lake — I go swimming with his family in the summer.

4 I like the river — I love watching the fish in it.

4 **Write about your favourite outdoor place. Use *and*, *because*, *but* and *so*.**

- Where's your favourite outdoor place?
- Why do you like it?
- What do you like so much about it?
- What do you do there?

Writing tip

Try to make longer sentences using words like *and*, *but*, *so* and *because*.

3 Danger!



1 038 Listen and say the words. Then check with a friend.

1 fire
2 flood
3 emergency services
4 police car
5 police officer
6 fire engine
7 firefighter
8 ambulance
9 paramedic

BIG QUESTION How can water be dangerous?

2 039 **Listen and correct the sentences.**

1 The children know Grandpa's story.
2 Grandpa has an accident.
3 A woman's car is on fire.
4 Lucy phones the emergency services.

3 **Make short dialogues. Use the words from Activity 1.**

999. Emergency services. How can I help you?

There's a flood in Green Street. Can you send a boat … ?

Learning outcomes:
- to talk about emergencies
- to give students listening practice

BIG QUESTION to think about the question *How can water be dangerous?*

New language: *fire, flood, emergency services, police car, police officer, fire engine, firefighter, ambulance, paramedic, accident, on their way*

Recycled language: language from the story

Cognitive control functions: Working memory

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Warm-up

Aim: to introduce the topic of emergencies
- Write *Emergencies* on the board.
- Elicit what students should do if there is a fire or someone is hurt.

Presentation

Aim: to present emergencies vocabulary
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding and correct pronunciation of *flood*.
- Elicit what students think is happening in the picture.

1 038 SB p34 **Listen and say the words. Then check with a friend.**

Aim: to practise new vocabulary
- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.

For script see SB p34.

BIG QUESTION **How can water be dangerous?**

Aim: to encourage students to discuss what they know about how water is dangerous
- Read the Big Question. Ask *Are Ben and Lucy in danger? Why?* (They are driving in a flood.)
- Students think about why floods are dangerous. (You can't see the road, they damage buildings, etc.)

2 039 SB p34 **Listen and correct the sentences.**

Aim: to practise listening
- Read the statements aloud. Check understanding of *accident*.
- Encourage students to try to predict the corrections.
- Play the recording. Students listen and correct. They check in pairs.
- Play the recording again. Check with the class.

For script see TB p122.

Key: 1 The children don't know Grandpa's story. 2 Another car has an accident. 3 A man's car is on fire. 4 Ben's grandpa phones the emergency services.

3 SB p34 **Make short dialogues. Use the words from Activity 1.**

Aim: to give students practice with the new vocabulary
- Tell students that 999 is the emergency number in the UK.
- Students practise other short dialogues in pairs, taking turns to make the call.
- Some pairs perform their short dialogues for the class.

1 WB p34 **Complete the words.**

Aim: to practise writing the new vocabulary

Key: 2 flood, 3 ambulance, 4 police car, 5 paramedic, 6 firefighter, 7 police officer, 8 fire engine, 9 emergency services

2 WB p34 **Complete the diagram with the words from Activity 1.**

Aim: to give further practice with the new vocabulary

Key: People: paramedic, firefighter, police officer; Dangers: fire, flood; Vehicles: fire engine, ambulance, police car

3 WB p34 **Read and complete with the words from Activity 2.**

Aim: to consolidate understanding of the new vocabulary in context

Key: 2 fire engine, 3 firefighters, 4 fire, 5 flood, 6 ambulance, 7 paramedics, 8 police officers, 9 police car

Ending the lesson

Aim: to review vocabulary from the lesson
- Draw a picture of one of the new words on the board for students to guess.
- Invite students to come to the board and repeat for other words.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *A firefighter is a person who helps to put out a fire.*

Learning outcomes:
- to talk about background actions in the past using the past continuous

New language: *fall out of, hurt*

Recycled language: emergencies vocabulary, verbs

Flashcards: 28–36 (emergencies)

Warm-up

Aim: to review emergencies vocabulary
- Write the nine new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other words.

Presentation

Aim: to present the past continuous
- Say I *came into the classroom at 9.30 today. You were sitting in your chairs. You were talking to your friends. (Student name) was drawing a picture.*
- Write *At 9.30* on the board and then write the past continuous sentences.
- Elicit that these things were happening at 9.30 when you arrived.
- Draw a timeline (e.g. a line between two times: 9.25 and 9.35) to show that the past continuous actions continued over a period of time.

Note: The past continuous and past simple are also in Unit 4.

1 040 SB p35 **Guess the picture for each sentence. Listen and check.**

Aim: to practise the past continuous
- Students look at the pictures in their Student's Book. Elicit the injury/situation in each one.
- Check students know what to do and explain that they are just guessing at this stage.
- Students read the sentences and match them with the pictures.
- They compare answers in pairs.
- Play the recording. The recording gives some additional information. Students check their ideas.
- Play the recording again and then check with the class.

For script see TB p122.

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

2 SB p35 **Complete with the correct form of the words. Say the sentences.**

Aim: to further practise the past continuous
- Point to the verbs in the box and read the first sentence aloud.
- Have students call out the correct verb and elicit the past continuous form (was playing).
- Students complete the other sentences. Check with the class. Draw attention to the plural forms in numbers 3 and 4.
- Students read the sentences in chorus, then practise in pairs.

Key: 1 was playing, 2 was climbing, 3 were riding, 4 were running

3 041 SB p35 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Point to the picture and say *What is Greg doing?* (He's climbing a tree.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *Who was climbing the tree? Who was singing?* etc.
- Point to the verbs in bold in the sentences and read them aloud.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p35.

4 SB p35 **Complete the sentences.**

Aim: to consolidate grammatical form
- Elicit a sentence for each one, e.g. *When the phone rang, Ella was reading.*
- Students write the sentences in their notebooks.

1 WB p35 **Complete with the correct form of the verbs.**

Aim: to review the past continuous

Key: 2 was reading, 3 were playing, 4 was chasing, 5 was running, 6 were walking

2 WB p35 **Look at the picture. Write sentences with the verbs from the box.**

Aim: to give further practice with the new language

Key: 2 was singing, 3 was talking, 4 were fighting, 5 was trying

3 WB p35 **What were you and your family doing yesterday at eight o'clock? Write sentences.**

Aim: to enable students to personalise the language

Ending the lesson

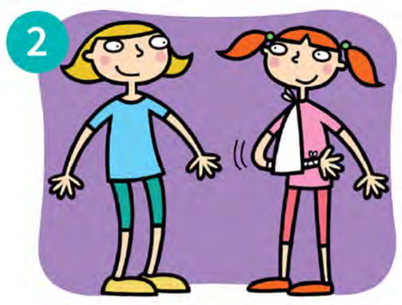
Aim: to practise key language from the lesson
- Elicit the things the people were doing when they had their accidents from SB Activity 1.
- Elicit some other endings for the sentence stems, e.g. *I was climbing a tree when my mum called me.*

Extension activity

Aim: to preview past continuous interrupted action
- Draw a timeline:
  I was reading a book
  The phone rang
- Students then draw four timelines for the situations in SB Activity 4.

1 040 Guess the picture for each sentence. Listen and check.









a I was running around with my friends. ☐

b I was playing near the pool and hit my head. ☐

c My friend Sandra and I were climbing a tree. ☐

d My dad and I were riding our bikes and we took him to hospital. ☐

2 Complete with the correct form of the words. Say the sentences.

ride play climb run

Yesterday at 5 o'clock …

1 I _____ football.

2 I _____ a tree.

3 My friend and I _____ our bikes.

4 We _____ in a race.

3 041 Watch, listen and say.



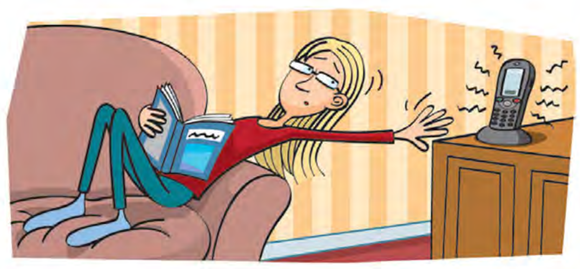
Language focus

I **was climbing** up a tree.
Gina **was climbing** next to me.
I **was singing** – it was great.
Gina **was singing** – she was great.
We **were singing** a happy song.
But there was something really wrong.

4 Complete the sentences.

When the phone rang,

1 Ella …



2 Jack …



3 Holly …



4 Charlie …



1 042 **Listen and number the pictures. Then sing the song.**

Look before you jump in,
Jump into the water.
You never know what's waiting,
Waiting in the water.

I was swimming in the sea.
In the sea, I didn't see,
I didn't see the silver shark
Was swimming next to me.

Look before you jump in, ...

I was playing by the lake,
By the lake - my mistake!
I fell in. I didn't see.
But the water wasn't deep.

Look before you jump in, ...

I was running down the street
With new shoes on my feet.
But then I ran straight in
To a flood up to my chin.

Look before you jump in, ...



2 **Look at the pictures above. Say what happened to the girl.**

First, she was swimming in the sea. But then …

Next, she was playing …

3 **Work with a partner. Close your eyes. Imagine what happened to the girl the next day.**

She was …

She didn't see …

Learning outcomes:
- to consolidate the past continuous
- to join in with a song

New language: *shark, flood, chin*

Recycled language: action verbs

Creative thinking: Narrates own stories using a model; Responds to songs, rhymes and poems in a variety of ways; Writes own songs or poems to reflect personal interests, emotions, or identity

Cognitive control functions: Cognitive flexibility; Working memory

Warm-up

Aim: to review the past continuous
- Write *7 o'clock* on the board.
- Say, e.g. *At seven o'clock this morning I was eating my breakfast. (Name), how about you?*
- Prompt other students to make a sentence saying what they were doing then.
- Repeat for, e.g. eight o'clock the previous evening.

1 042 043 SB p36 **Listen and number the pictures. Then sing the song.**

Aim: to give students practice with listening and to sing a song for pleasure
- Elicit what students can see in the pictures in their Student's Book. Ask *What is the girl doing?* Use the pictures to pre-teach *shark* and *chin*.
- Have students remind you what a *flood* is. Ask: *Is there a flood in the pictures?*
- Play the recording. Students listen and number the pictures in order. They compare answers in pairs.
- Play the song again and check as a class.

For song lyrics see SB p36.

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

Practice

- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (043). Practise it with the whole class.
- Students sing in groups with the karaoke version.

2 SB p36 **Look at the pictures above. Say what happened to the girl.**

Aim: to analyse the details of a song
- Point to the pictures again and ask what each one shows. Tell students to use the words in the song to describe each picture.
- Read the first example aloud. Then elicit what happened next from the class, e.g. *But then she didn't see the silver shark. It was swimming next to her.*
- Continue eliciting the rest of the actions. Then have students practise in pairs.

3 SB p36 **Work with a partner. Close your eyes. Imagine what happened to the girl the next day.**

Aim: to encourage creativity
- In pairs, students make their own sentences.
- Tell students to use the model in Activity 2 to create a new story.
- Monitor the activity to check ideas and help with language. Ensure students are using the past continuous correctly.
- Ask volunteers to read their sentences aloud for the class.

1 WB p36 **Remember the song. Complete the sentences. Then match.**

Aim: to activate memory skills

Key: 2 a was swimming, 3 c was playing, 4 b was running

2 WB p36 **Complete these sentences. Use your imagination. Write what happened.**

Aim: to use imagination to create new content from own ideas

3 WB p36 **Write a verse using one of your ideas from Activity 2. Try to make it rhyme. Then draw a picture.**

Aim: to encourage creativity

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with the past continuous
- Students each choose a time yesterday evening or from the previous weekend.
- They write what the people in their family were doing then.
- Go around the class to help with vocabulary and spelling.
- Students write their sentences in their notebooks. They write the header, e.g. *At 10 o'clock last Saturday morning …* and a variety of sentence endings for different people using the past continuous.

Learning outcomes:
- to ask questions using the past continuous
- to review telling the time

Recycled language: verbs, nouns

Warm-up

Aim: to review action verbs
- Mime an action, e.g. cooking. Students try to guess.
- The student who guesses comes up to repeat the mime.
- Repeat with other verbs.

Presentation

Aim: to present past continuous questions
- Say, e.g. *Yesterday at 6 o'clock I was walking my dog. (Name), what were you doing at 6 o'clock?*
- The student answers, e.g. *I was doing my homework.*
- Elicit the question from the class and write it on the board: *What were you doing?*
- Ask *What was (name) doing?* The class replies, e.g. *She was doing her homework.*

1 044 SB p37 **Look, read and number the dialogues. Listen and check.**

Aim: to practise past continuous questions
- Students look at the pictures in their Student's Book.
- Students read the dialogues and match them with the pictures.
- They compare answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again. Check with the class.

For script see SB p121.

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

2 SB p37 **Put the words in order. Say the sentences.**
- Point out that each set of words forms a question.
- Elicit the first question from the class and write it on the board.
- Students order the next question in pairs. Check with the class.
- Have pairs practise saying the sentences.

Key: 1 What was he doing at 7 o' clock? 2 Were you doing your homework yesterday afternoon?

3 045 SB p37 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Point to the picture and ask questions. *Who is that?* (Greg) *What is he thinking about?* (Watching TV)
- Play part one of the *Greg the gecko* video. Divide the class into two groups. Have one group repeat Gina's lines and the other group repeat Greg's lines. Then play again and have groups swap roles.
- Play part two of the video. Pause after each question and answer for students to repeat. Ask students what Gina and Greg were doing.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p37.

4 SB p37 **Ask and answer about yesterday. Find two things you were doing at the same time.**

Aim: to give students further practice with past continuous questions
- Students ask about 4 o'clock the day before.
- Students ask and answer in pairs using different times.
- Ask pairs to tell the class about things they were doing at the same time.

1 WB p37 **Match the questions and answers.**

Aim: to give further practice with the new language

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

2 WB p37 **Look and write questions for the answers.**

Aim: to give further writing practice with the new language

Key: 2 What were you doing at 3 o'clock, 3 What were Nathan and Jacob doing at 3 o'clock? 4 What was Dad doing at 3 o'clock?

3 WB p37 **Answer the questions about you and your family on Sunday.**

Aim: to give further writing practice in a personalised way

Ending the lesson

Aim: to review the new language
- Students ask and answer the questions from WB Activity 3 in open pairs around the class.

Extension activity

Aim: to consolidate understanding
- Put students into groups of four. Each student starts the game with five points.
- Students have their answers with them from WB Activity 3, but they keep them secret.
- Students take turns to ask each other one of the questions.
- Students answer, giving either a true or a false answer.
- The rest of the group guesses if the answer is true or false. If they guess correctly, the student who answers loses a point. If they guess incorrectly, the student who answers gets a point.
- The next student takes a turn.

1 044 Look, read and number the dialogues. Listen and check.









a ‘What were you doing yesterday afternoon?’ ‘I was taking the dog for a walk.’ ☐

b ‘What was she doing at four?’ ‘She was reading a book.’ ☐

c ‘Was he watching TV yesterday evening?’ ‘Yes, he was.’ ☐

d ‘Were they playing on a games console?’ ‘No, they weren’t.’ ☐

2 Put the words in order. Say the sentences.

1 he | 7 o’clock? | was | What | doing | at

2 homework | you | afternoon? | your | Were | yesterday | doing

3 045 Watch, listen and say.

Language focus

What **was** he **doing** yesterday at five?

Was he **swimming** in the sea?

No, he **wasn’t**!

Was he **watching** TV?

Yes, he **was**.

Were they **playing** yesterday at eight?

No, they **weren’t**.

Were they **sleeping** yesterday at eight?

Yes, they **were** – it was late!



4 Ask and answer about yesterday. Find two things you were doing at the same time.

What were you doing at 4 o’clock?

I was doing my homework. Were you doing your homework?

No, I wasn’t. Were you eating dinner at 6 o’clock?

Yes, I was.

Me too!

The man in the car

1 046 Where is Lucy when she makes the phone call?



Grandpa: Take the phone, Lucy. I'm going to help that man.

Ben: Can I come with you, Grandpa?

Grandpa: No way. Stay in the car, please.



Lucy: My friend's grandpa has got a fire extinguisher and he's going to help the man in the car.

Operator: Good, but *you* mustn't get out, OK?



Operator: Now, Mill Road is a long road. Can you see the number on a house from the car?

Lucy: Yes, I can. We're in front of number 92.



Operator: All right. Just wait a few more minutes for the ambulance and the fire engine.

Lucy: I think I can hear the ambulance now!



Ben: Wow! Look at Grandpa!

Lucy: He's fantastic!



Grandpa: Quick! We must get you out.

Man: Agh, my leg!

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *extinguisher, operator*

Recycled language: characters and language from the story, emergencies, *must, mustn't*

Critical thinking (WB): Explains why things happened (e.g. cause and effect); Identifies missing key vocabulary and events from short narrative summaries

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy, Buster* and *Grandpa* on the board.
- Elicit what students remember about the story in Unit 2 and the beginning of Unit 3.
- Give prompts if necessary, e.g. *They were in a restaurant. The waiter tried to steal the map. They found a line of the rhyme on the menu in the restaurant. They were driving home when they saw an accident.*

The man in the car

1 046 SB pp38–39 **Where is Lucy when she makes the phone call?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in picture 1 (at the scene of an accident) and who/what they can see in the picture (Ben, Lucy, Ben's grandpa, a car, a mobile phone). Pre-teach *fire extinguisher*.
- Play the recording. Students listen for who speaks to the emergency services (Lucy), the name of the road (Mill Road), who gets the man out of the car (Grandpa) and why Grandpa doesn't tell his story (he's tired).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit what students think Grandpa means by *It's him again* (in picture 7).

For script see SB pp38–39.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Check understanding of *operator*.
- Ask the class where Lucy is when she makes the phone call.

Key: In the car.

1 WB p38 **Read the story *The man in the car* again. Put the lines in order.**

Aim: to check comprehension

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

2 WB p38 **Read and circle.**

Aim: to infer meaning from the story

Key: 2 b, 3 b, 4 a

3 WB p38 **Complete the summary with the words.**

Aim: to further check comprehension

Key: 2 fire extinguisher, 3 fire engine, 4 flood, 5 motorbike

Ending the lesson

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

Extension activity

Aim: to review ideas and concepts from the story
- Elicit situations from the class when they have been useful and helpful in an emergency.
- Ask for details about what they saw or did.

Note: Some of this discussion may need to take place in L1. This topic may also need to be treated with sensitivity.

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

New language: *Brighton*

Recycled language: language from the story

Phonics focus: to identify different ways of spelling the /aɪ/ sound (**igh, i_e, y** and **ie**)

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (In the car.) *What did they see?* (An accident.) *What did Lucy do?* (She phoned the emergency services.) *What did Grandpa do?* (He got the man out of the car.)

2 SB p39 Read and make sentences.

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They match the sentence halves about the story.
- They compare their answers in pairs.
- Check with the class.

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

3 SB p39 Find the bike and the lights in the story.

Aim: to present the pronunciation of **i_e** and **igh** words
- Read out the instruction for students, making sure they hear the aɪ sound correctly in the words.
- Students find the things in the story.

Key: Bike: picture 7, Lights (on ambulance): pictures 4, 6 and 7

4 047 SB p39 Listen and say.

Aim: to practise saying words with the /aɪ/ sound
- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sound, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit words with alternative spellings of the /aɪ/ sound (*Hi, fine, my, firefighters, fire, Brighton*).
- Focus students on the different ways of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 009 WB p39 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 Can I come with you, 2 suddenly there was this

For script see TB p122.

2 WB p39 Look and complete the words.

Aim: to practise alternative spellings **igh** and **i_e**

3 010 WB p39 Listen, say and check your answers.

Aim: to give focused listening practice

Key: 2 white, 3 lightning, 4 midnight, 5 firefighter, 6 kite

Ending the lesson

Aim: to review alternative spellings **ie, igh** and **i_e**
- Write one of the words from the lesson, e.g. *knight*, on the board. Elicit another word with this sound but with a different spelling.
- Students work in pairs writing words with the same sound.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*planet, watching TV, ran, window, saw two cars, police, No, I didn't because ...*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Man: I wasn't driving very fast, but suddenly there was this flood ...

Grandpa: Hey, you on the motorbike! Don't go so fast! *(He thinks)* Hmm. It's him again.



Lucy: You were fantastic. You saved the man's life!

Ben: And now tell us the story, Grandpa!

Grandpa: Another time. I'm too tired now.

2 **Read and make sentences.**

1 Ben's grandpa and the children	a and the car was on fire.
2 Suddenly, they saw	b because he was too tired.
3 A man was in the car	c were driving in the rain.
4 Lucy talked to	d to get out of the car.
5 Grandpa helped the man	e an accident.
6 Grandpa couldn't tell them the story	f the emergency services.

Phonics

3 **Find the bike and the lights in the story.**

4 047 **Listen and say.**



Hi, it's not fine. Call my firefighters! There's a fire in Brighton.

Skills / Storytime

1 Look at the pictures in Activity 2. Why do you think the animals are running up the hill?

2 048 Read and listen. Check your answer.

DANGER ON THE BEACH



A long time ago, ten-year-old Aroon and his family were on the beach. Aroon was riding Bejak, their donkey. Bejak was a very friendly donkey. Aroon's dad was getting some wood on the beach, and Aroon was helping him. They wanted to cook a fish for the family.

Suddenly Bejak got very nervous. He started to jump around and Aroon fell off the donkey. He landed on the sand. 'Bejak, what's wrong with you? Stop, Bejak, stop!' Aroon shouted. But Bejak was running away – towards the hills.

'That's strange!' Aroon's dad said. Bejak was very important for Aroon's family. He helped them a lot with their work. Aroon's dad called Aroon and his sister, and he called their mum too. 'We have to go and find Bejak,' he said. Aroon, his sister and their mum and dad started to walk. They walked away from the beach, and then they walked up into the hills.



The sun was shining. It was very hot. Aroon and his sister were tired. But they wanted to find Bejak. Then Aroon's dad said, 'Look at these dogs. They are running away from the beach too. And can you see the two elephants over there? That's very strange!' Aroon and his sister stopped. Then they saw the elephants. They were running towards the hills too.



Learning outcomes:
- to practise reading and listening for gist

New language: *donkey, run away, strange, tsunami*

Recycled language: language from the unit

Value: Learning from nature

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

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to encourage prediction skills
- Tell the students they are going to read a story about an emergency at the beach.
- Elicit some predictions about the story. *What emergencies can happen at the beach? How is the beach dangerous?* Write ideas on the board as key words.

1 SB p40 **Look at the pictures in Activity 2. Why do you think the animals are running up the hill?**

Aim: to make predictions
- Focus the students on the pictures and have them describe what they can see.
- Ask questions to elicit ideas. *Who are the characters? What are they doing? How do they feel? What is different about the beach in the last picture?*
- Write students' predictions on the board. Keep ideas on the board to refer to later.
- Elicit answers to the questions about why the animals are running up the hill.

2 048 SB p40 **Read and listen. Check your answer.**

Aim: to check predictions
- Play the recording and have students read along.
- Pause after each paragraph to check comprehension. *Who are Aroon and Bejak? Why does Bejak run away?* etc.
- Check the answer to the question and compare it to students' ideas in Activity 1.
- Play the recording again without pausing.

Key: Because they know a tsunami is coming.

For script see SB p40.

1 WB p40 **Read Aroon's story again. Circle the correct word.**

Aim: to practise reading for detail

Key: 2 food, 3 Bejak, 4 in the hills, 5 a tsunami was, 6 safe

2 WB p40 **Read the story again. Complete the summary with the words from the box.**

Aim: to further check comprehension

Key: 2 donkey, 3 hills, 4 strange, 5 wave, 6 safe, 7 danger

3 WB p40 **Read the story again and think. Colour the circles green for *yes* or red for *no*.**

Aim: to focus on the value of learning from nature

Key: red, green

Ending the lesson

Aim: to review the story
- Focus students on their predictions from the Warm-up on the board.
- Elicit which ideas were close to the story and which predictions were correct.
- Elicit key words from the real story.

Extension activity

Aim: to discuss the value of learning from nature
- Focus on how the story shows the value of learning from nature.
- Elicit why this value is important and examples of when students have learned from animals or nature. Ask if students have any pets. *What behaviour do they show when they are frightened or in danger? What do you do?*

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

Learning outcomes:
- to practise reading and listening for detail

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 value
- Elicit the main points of the story and what the value was.
- Ask students what animals do when they know there is danger from the sea. Ask: *How did this help save the people on the beach?*

3 SB p41 Put the story in order.

Aim: to give students practice in reading for detail
- Read the first sentence. Say *This is the beginning of the story. What happened next?*
- Students find the next event from the story and read the sentence aloud.
- Check students know what to do. Tell them to number the rest of the sentences in order.
- Students compare answers in pairs. Then check with the class.

Key: (1), 10, 2, 4, 9, 8, 3, 6, 7, 5

4 049 SB p41 Listen to a summary of the story. Write the four differences.

Aim: to practise listening for detail
- Tell students they are going to hear a summary of the story and that there are four changes to the original story.
- Point to the example and play the recording. Pause when students hear the difference shown in the example.
- Check students, understand what they have to do. Tell them to focus on key vocabulary or events that are missing in the new version. Play the rest of the recording.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.

Key: 2 tigers, elephants, 3 cloud, wave, 4 woman, man

For script see TB p122.

1 WB p41 Look and read. Choose the correct words and write them on the lines.

Aim: to practise matching words and definitions

Key: 2 an ice cream, 3 a snorkel, 4 a tsunami, 5 a hut, 6 a sandcastle, 7 a tourist

2 WB p41 Find the differences. Write sentences.

Aim: to observe and write about differences between two pictures

Key: Second picture: The sandcastle that the boys are making is much **bigger**, there are **three girls** in the sea, the man in the deck chair **is sleeping**, there are two boys playing with a **football**, the women coming out of the sea **don't have snorkels**, there are **no** birds in the sky

Ending the lesson

Aim: to encourage students to give personal responses to the story
- Elicit from different students which part of the story they liked best.
- Ask them why.

Extension activity

Aim: to practise definitions
- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. They write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of 'Tic-tac-toe'.
- Draw a 3 x 3 grid on the board. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, horizontal or vertical).
- Count how many students there are in each team, e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. *eight*. Say one of the definitions to the student who is number eight. If he/she answers correctly, he/she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the next team.

Suddenly Aroon's sister shouted, 'Hey, look at the sea. It's gone!' They all turned round. The sea was a long way out! It looked strange. 'I think there's going to be a tsunami,' Aroon's dad said, and he looked worried. 'A tsunami?' Aroon and his sister asked. 'Yes, it's a very big wave. And it's a terrible thing.'

Suddenly the sea came back towards the beach. It was strong and fast. It broke the houses and the trees near the beach. It killed many people. Aroon and his family were safe, thanks to their donkey, Bejak. They found him near the top of the hill.

The next day Aroon talked to a man from the village. He told him the story about Bejak. The man said, 'Animals know when there is danger from the sea. They always go to higher ground. Your donkey saved your life.'

3



3 **Put the story in order.**

- [1] One day Aroon and his dad were on the beach.
- [ ] Aroon and his family were safe, thanks to Bejak.
- [ ] Aroon was riding Bejak, their donkey.
- [ ] Aroon fell off.
- [ ] It broke lots of houses and killed many people.
- [ ] Suddenly a very big wave came.
- [ ] Bejak got nervous and started to jump.
- [ ] The family started to look for Bejak.
- [ ] They walked towards the hills.
- [ ] Bejak ran away towards the hills.

4 049 **Listen to a summary of the story. Write the four differences.**

In the summary we have …

1 grass instead of sand.

2 _____ instead of _____.

3 _____ instead of _____.

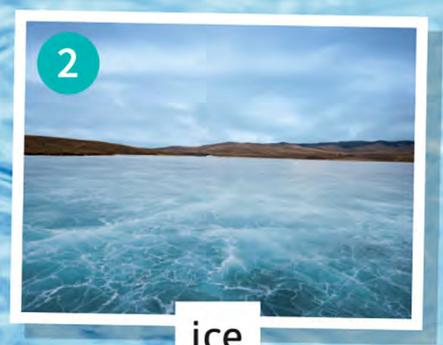
4 _____ instead of _____.

Floods

Watch and answer. How do floods happen?

1 050 Listen and point.















2 **Read and circle the correct words.**

Floods happen when water from a river or the sea goes over the land. They can happen very slowly or very quickly.

Floods often happen when:

- there is a lot of rain.
- snow melts quickly and the water floods the land below.
- a river has too much water in it and the water goes over the riverbanks.
- big waves go over the sea walls onto the land next to the sea.

Floods can be bad for habitats because plants and animals get a lot of water too quickly. But sometimes floods can help plants and animals because they can bring water to very dry habitats.

1 Floods often happen when it's very **sunny** / **rainy** / **windy**.

2 Floods can also happen when snow melts **slowly** / **quietly** / **quickly**.

3 Sometimes a flood can be bad for plants and animals because they get too much **water** / **snow** / **sun**.

4 Sometimes floods can help plants and animals in **dry** / **wet** / **cold** habitats.

3 **Look at the pictures. Why are these floods happening?**







I think the flood in picture 1 is happening because …

Learning outcomes:
- to use known language to answer questions and talk about environmental studies and safety in English

BIG QUESTION to answer the Big Question *How can water be dangerous?* using ideas and vocabulary from the unit

New language: *wave, river, bank, land, melt, snow, flood*

Recycled language: language from the unit

Critical thinking: Explains why things happened (e.g. cause and effect)

Warm-up

Aim: to introduce the topic of environmental studies and safety
- Draw attention to the *Super fact!* on SB page 43. Ask students what they remember about satellite images.
- Ask *How can satellites help us find out when and where a flood is going to happen?* Elicit answers (we can see where there are storms, heavy rain, etc.).
- Elicit what people need to do in a flood. Ask students what they remember about Aroon and Bejak in the story.

SB p42 Watch and answer. How do floods happen?

Aim: to raise students' awareness of floods
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember. Elicit vocabulary (river, snow, rain, etc.).
- Ask students to watch again and answer the question *How do floods happen?*
- Elicit ideas (heavy rain, melting ice and glaciers, river or sea water gets high, etc.).
- Ask *What effect do floods have on people, animals and places?*
- Play the video again and check.

For videoscript see TB p122.

1 050 SB p42 Listen and point.

Aim: to present floods vocabulary
- Play the recording for students to point to each picture.
- Play the recording again. Pause after each word. Students repeat the word chorally. Then they practise in pairs.

2 SB p42 Read and circle the correct words.

Aim: to extend students' knowledge of floods
- Tell students to read the text. Ask questions to check understanding. *What is a flood?* (When water from a river or sea goes over land.) *What does water go over?* (River banks, sea walls)
- Students circle the words individually then check answers in pairs.

Key: 1 rainy, 2 quickly, 3 water, 4 dry

3 SB p42 Look at the pictures. Why are these floods happening?

Aim: to identify and explain cause and effect
- Point to the pictures and ask the class what they show (floods).
- In pairs, students identify the cause of the flood in each picture.
- Check answers with the class. Ask students to give reasons for their answers. *What caused the flood in the first picture?* (Melting snow) *Why do you think that?* (Because there is snow in the picture)

Key: 1 Melting snow, 2 Rain, 3 Sea waves

1 WB p42 Read this fact file about tsunamis and answer the question.

Aim: to practise reading comprehension

Key: There are floods.

2 WB p42 Read the fact file again. Answer the questions.

Aim: to practise reading for detail

Key: 2 Underwater earthquakes. 3 It can kill people and animals and break down buildings. 4 Floods can cause more damage to the environment. 5 No, we don't usually.

3 WB p42 Read the text about floods in the Student's Book again. Then read the text about tsunamis again. Match.

Aim: to further practise reading for detail

Key: flood: 1, 3, 4; tsunami: 2, 5, 6

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *floods, how floods happen, the effects of floods.*
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learned
- Students find a news story about a flood on the internet. They make notes about it (when, where, effects).
- Students write a fact file about the flood.
- They present their fact files in groups.

Learning outcomes:
- to extend the focus on environmental studies through English
- to enable students to complete a project (write a poem)

Recycled language: language from the unit

Creative thinking: Writes own songs or poems to reflect personal interests, emotions, or identity; Uses different media to make and describe his/her own designs

Critical thinking (WB): Compares different types of information

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review information about floods
- Ask students what the last lesson was about.
- Elicit things students remember about floods. *What causes floods? How do they happen? What are the effects? Are the effects good or bad?*

4 SB p43 Look at the picture and write the letters.

Aim: to enable students to apply what they have learned
- Ask *What can you see in the picture?* Elicit answers. Encourage student to use language from the unit.
- Read the first sentence with the class. Ask *Where's the flood?* Students point to it in their books and write letter *a*.
- Have students write the letters for the rest of the picture in pairs.
- Check answers with the class.

Key: 1 d, 2 b, 3 a, 4 e, 5 c

5 SB p43 Where is the nearest big river to your school? Write notes.

Aim: to use knowledge of places to make notes about the topic
- Have students work in pairs to make notes in the table. If possible, have them research further information on the internet.
- Review ideas with the class.
- Write final notes on the board for students to copy.

6 Project SB p43 Write a poem about floods.

Aim: to create a poem about floods from own ideas
- Allow students time to read the examples. Ask questions. *Where is the flood in the first poem? Why did it happen?* etc.
- Check students understand what an acrostic poem is. Ask *Would you like to write an acrostic poem? What words can you use?*
- Students make notes, following the prompts. Encourage them to write about what interests them and what emotions they feel.
- Discuss ideas with the class. Review why floods happen and write unit vocabulary on the board.
- Students write their poems. Monitor to check language.
- Students present their poems in groups. Then check some examples with the class and display them around the room.

4 WB p43 Read this text. Tick ☑ the type of text it is.

Aim: to identify a type of text

Key: 3

5 WB p43 Imagine there is a flood in your town. Complete the table with ideas from Activity 4.

Aim: to enable students to personalise what they have learned

Key: Do: switch off anything with electricity, call emergency services; Don't: walk through water, panic, drink tap water

6 WB p43 Write advice about flood safety. Use your ideas from Activity 5. Then draw.

Aim: to create new content using what they have learned

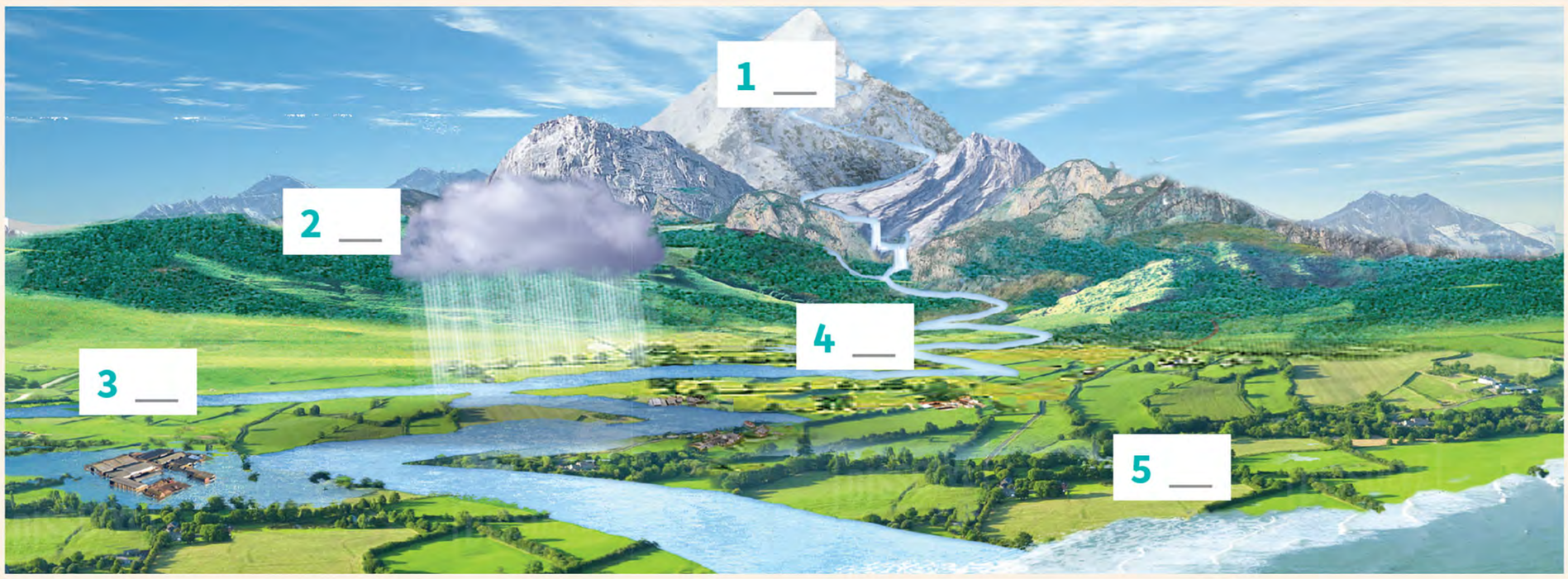
Ending the lesson

Aim: to review what students have learned in the lesson
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *analysed a picture, made notes about a river, written a poem.*
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to develop speaking skills
- In groups or as a class, students take turns to talk about their advice from WB Activity 6.
- Each student talks about the *dos* and *don'ts*.
- Students discuss what other things they can include.

4 Look at the picture and write the letters.



a There's a flood in the village.

b There's a lot of rain.

c There are big waves coming from the sea.

d The snow is melting.

e The water is going over the riverbank.

5 Where is the nearest big river to your school? Write notes.

Name of river	Where does it start?	Where does it meet the sea?	Does it flood? Where? When?

6 Project Write a poem about floods.

- Imagine a flood.
- Where is it? Why is it happening?
- Write ten words that you could use in your poem.
- Write your poem.

Ice melts,
The river is cold and full.
Over the riverbank,
The water floods the land.
The snow is falling.

Water runs
All over the beach.
Very wet
Everywhere.
Swim!

This poem is an 'acrostic'. Each sentence starts with one letter from the word 'waves'. You can write an acrostic poem if you want to.

Super fact!

Today, people can use computers and satellites to find out when and where a flood is going to happen.

Talk and find out

Emergency!

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

Student A

Imagine there is an emergency situation. You want to call the emergency services. Before you do, think about the following:

- What is the emergency?
- Where are you?
- Who needs help?
- Who is with you?

Student B

Imagine you work for the emergency services.

- Find out what the problem is.
- Ask where the caller is.
- Find out who needs help.
- Find out who the caller is with.

Useful language

Emergency services

Hello, this is … How can we help you?
Where are you calling from?

Who needs help?

Who is with you? Are you safe?

OK. Don't worry. The police / an ambulance / a fire engine will be there in …

Caller

I'm calling because there is a fire / an accident / a flood, …
I'm in … (Street / Road / Lane), opposite / near / in front of the …
A child / man / woman. He / She can't …
He / She is in pain …
I'm on my own. / There is a …
Yes, I am. / No, I'm not because …
Thanks very much.

2 **Act out your play.**



Learning outcomes:
- to plan and perform a short play
- to develop interactive speaking skills
- to develop reading and listening skills

New language: *in pain*

Recycled language: language from the unit

Creative thinking: Acts parts in role plays or dramas

Cognitive control functions: Cognitive flexibility

Flashcards: 28–36 (emergencies)

Materials: digital or print portfolios

Warm-up

Aim: to review emergencies vocabulary
- Put the flashcards face down in a pile in front of the class.
- Form two teams. One student from the first team comes to the front and takes a flashcard, without showing it to the class.
- The student acts out the word on the flashcard. The first team to guess the word wins a point.
- Attach the flashcard to the board and have the student write the word next to it.
- Repeat with the other flashcards and students from each team.

1 SB p44 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play
- Tell students they are going to do a short play between a member of the emergency services and a member of the public.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language. Tell students this is an extension of the dialogues they did on SB page 34.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p44 Act out your play.

Aim: to practise interactive speaking skills
- Pairs take turns to perform their short plays for the class.
- If possible, record one or two examples for students to upload to their digital portfolios.
- Alternatively, have students upload their scripts to their digital portfolios or keep them in their print portfolios.

1 011 WB p44 Put the dialogue in order. Then listen and check.

Aim: to practise interactional language and listening skills

Key: 10, 7, 4, (1), 6, 9, 2, 11, 3, 8, 5

For script see WB p44.

2 WB p44 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of emergencies vocabulary
- Write the emergencies words with the letters in scrambled order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills
- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

Learning outcomes:
- to use language from the unit to write a story for their print or digital portfolios

New language: *blood*

Recycled language: language from the unit

Creative thinking: Develops ideas through planning, research or review; Creates texts that express personal interests, emotions, or identity

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

Cognitive control functions: Cognitive flexibility

Materials: digital or print portfolios

Warm-up

Aim: to review digital portfolios
- Elicit what students uploaded to their digital portfolios for the previous unit.
- Students look at each other's portfolios and compare.

1 SB p45 **Read Amy's stories about the same accident. Underline the words and sentences in Text B that are not in Text A. Which text is better? Why?**

Aim: to practise reading skills
- Focus students on the two texts and the picture in Activity 1.
- Elicit what they can see in the picture (children riding bikes).
- Check students know what to do.
- They read silently and underline words and sentences in Text B.
- They compare answers in pairs.
- Check and discuss answers as a class.
- Ask them which text they think is better / more interesting and why.

Key: Text B because it has direct speech, nouns and adjectives are varied, and sentences are longer.

2 SB p45 **Read Joel's story. Then write it again to make it more interesting.**

Aim: to practise writing skills
- Read Joel's story with the class.
- Focus on each sentence in turn and elicit alternatives to make it more interesting to read.
- Write the improved text on the board and discuss with students how they made it more interesting.

Key (sample answer): It was warm and sunny last weekend. 'Let's go and visit Granny and Grandpa in the country!' I said. 'What a good idea!' my mum said. When we were in the car, we saw a horrible accident. 'Wait here,' Mum said to me. She got out of the car and phoned the emergency services. They came very quickly. Luckily, no one was badly hurt. We got to Granny and Grandpa's in time for lunch!

3 SB p45 **Now write a story about an accident. It can be a true story or you can imagine it.**

Aim: to practise writing a text from a model
- Check students know what to do and that they should make sure their texts are interesting.
- Students use the questions at the bottom of the page as prompts.
- They write notes, organise their information, plan their text and then write a first draft.
- Go around, commenting on students' work.
- Students write a final version for their digital or print portfolios.
- They draw a picture under their texts.

1 SB p45 **Look and draw lines to make sentences.**

Aim: to review grammatical form

Key: 2 What were you doing in here this morning? 3 Was she playing the piano at 10 o'clock? 4 I was watching TV at 3 o'clock.

2 SB p45 **Read and think. Then write two more.**

BIG QUESTION

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

3 SB p45 **Read. Then write about you and draw.**

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 118 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students turn to SB page 34 and use the book to review the new words from the unit.
- Students close their books.
- In pairs, students take turns drawing each of the emergency vocabulary items for their partner to name.
- Students open the book to check.

Think and write

Story telling

1 **Read Amy's stories about the same accident. <u>Underline</u> the words and sentences in Text B that are not in Text A. Which text is better? Why?**

A

It was last May.
We were on our bikes.
There was some water on the road. My friend Adrian rode into the water. It was deep.
He fell.

B

It was a beautiful day last May. 'Let's ride our bikes!' my friends shouted. 'Great!' I said. We had lots of fun. It was sunny and warm. There was some water on the road. 'Watch me!' shouted my friend Adrian. He rode his bike quickly into the water. It was really deep. Suddenly he fell. 'Ouch!' he shouted. Poor Adrian was very wet!



2 **Read Joel's story. Then write it again to make it more interesting.**

It was last weekend. My mum and I wanted to visit my grandparents. We were in the car. We saw an accident. Mum phoned the ambulance. Mum phoned the police. They came ten minutes later.

3 **Now write a story about an accident. It can be a true story or you can imagine it.**

1 Think about the accident in your story.
- When did it happen?
- Who were you with?
- What were you doing?
- What happened?
- Who was hurt?

2 Use some of the <u>underlined</u> words and sentences from Activity 1 and from your version of Joel's story to make it interesting.

3 Draw a picture.

Writing tip

Adding speech to stories makes them more interesting. Remember to use '…'.

4 Two return tickets

1 051 Listen and say the words. Then check with a friend.

1 stairs
2 escalator
3 ticket office
4 platform
5 train driver
6 station
7 a cup of coffee
8 a cup of tea
9 rucksack
10 suitcase



BIG QUESTION What's the best way to travel?

2 052 **Listen and answer.**

1 Where do Ben and Lucy decide to go?
2 How much are the tickets?
3 When does their train leave?
4 What do they do before they leave?

3 **Play the prices game.**

Two return tickets to London, please.
OK.
How much is it?
That's £42.

Learning outcomes:
- to talk about the train station
- to give students listening practice

BIG QUESTION to think about the question *What's the best way to travel?*

New language: *station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee, a cup of tea, train track,* city names, *just kidding, return ticket, How much is it?*

Recycled language: language from the story

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

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

Cognitive control functions: Working memory; Cognitive flexibility

Warm-up

Aim: to review ways of travelling
- Write *travel* on the board. Brainstorm different ways of travelling, e.g. *On foot, by car, on horseback, by taxi, by bike.*
- Elicit which the students like best and why.

Presentation

Aim: to present train station vocabulary
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat. Check understanding.
- Check for correct pronunciation of *suitcase*.
- Elicit what students think is happening in the picture, where the friends are and where they are going.

1 051 SB p46 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary
- Students look at the words/phrases and items in the picture.
- Play the recording. Students listen and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the words/phrases and practise them in pairs.

For script see SB p46.

BIG QUESTION What's the best way to travel?

Aim: to encourage students to discuss what they know about ways to travel
- Read the Big Question. Ask *Where are Ben and Lucy?* (They are in a train station.)
- Write *Long journeys* and *Short journeys* on the board. Write a list of different kinds of transport people take for each kind of journey.

2 052 SB p46 Listen and answer.

Aim: to practise listening
- Read the questions aloud.
- Check students know what to do.
- Play the recording. Students listen and answer. They check in pairs.
- Play the recording again. Check with the class.

For script see TB p122.

Key: 1 They decide to go to Blackhill. 2 The tickets are twenty-eight pounds. 3 The train leaves at half past eleven. 4 They go to get some drinks.

3 SB p46 Play the prices game.

Aim: to give students practice with the new vocabulary
- Refer students to the prices board in the picture in Activity 1.
- Students study the places and the prices and then take it in turns to be the customer and the clerk in the ticket office.
- Students play the game in pairs. For each correct price given, the student gets a point.

1 WB p46 Match and write the words.

Aim: to practise writing the new vocabulary

Key: 1 station, 2 platform, 3 ticket office, 4 a cup of tea, 5 stairs, 6 escalator, 7 rucksack, 8 suitcase, 9 a cup of coffee, 10 train driver

2 WB p46 Read and write words from Activity 1.

Aim: to consolidate understanding of the new vocabulary

Key: 2 station, 3 rucksack, 4 stairs, 5 escalator, 6 ticket office

3 WB p46 Imagine you are at a station. Where are you going? What can you see? What are you doing?

Aim: to give further practice with the new vocabulary

Ending the lesson

Aim: to review vocabulary from the lesson
- Say one of the words from the lesson and elicit a definition.
- Students do this with books closed.

Extension activity

Aim: to consolidate vocabulary from the lesson
- For each new vocabulary item, students write a short definition in their vocabulary books, e.g. *ticket office – I can buy tickets for trains or buses here.*

4

Learning outcomes:
- to use prepositions of time *at, in, on*
- to revise verb tenses

Recycled language: train station vocabulary, times, days of the week, months of the year

Flashcards: 37–46 (stations)

Warm-up

Aim: to review train station vocabulary
- Write the words for the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other words.

Presentation

Aim: to present prepositions *at, in, on*
- Ask different students *When's your birthday?*
- Write the dates on the board using *in, at* and *on*, e.g. *in April, on 21 May.*
- Elicit what day students have, e.g. *Maths.* Write, e.g. *On Monday*, on the board.
- Elicit what time the lesson finishes. Write, e.g. *At two thirty*, on the board.
- Develop a table on the board which shows which expressions are used with *in, at* and *on*.
- Add the exceptions: *in the morning/afternoon/evening/at night/at Christmas.*

1 053 SB p47 Match the questions with the answers. Listen and check.

Aim: to practise prepositions of time
- Students look at the questions and answers in their Student's Book.
- They try to match them and then compare their answers in pairs.
- Play the recording.
- Students listen and check.
- Check with the class. Elicit the question from one student and the answer from another.

For script see SB p53.

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

2 SB p47 Complete with *in*, *at* or *on*. Say the sentences.

Aim: to further practise prepositions of time
- Point to the first sentence and read it aloud *My birthday is ... March.*
- Have students call out the correct preposition of time. Use the table on the board to elicit the answer.
- Students complete the other sentences. Check with the class.
- Students read the sentences in chorus, then practise in pairs.

Key: 1 in, 2 at, 3 on, 4 in, 5 in

3 054 SB p47 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and ask *What is Greg doing?* (He's running.) *What's he wearing?* (Sports/jogging clothes.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *What does Greg do in winter at nine at night? What does he do on Sundays at eight in the morning?* etc.
- Point to the prepositions in bold in the sentences and read them aloud.
- Play the audio for students to join in.

For script see SB p47.

4 SB p47 Play the true or false game.

Aim: to consolidate grammatical form
- Demonstrate the activity with the class.
- Students each write down three sentences about themselves following the examples on the page. One sentence they write is false and the other two are true.
- Students play in groups of four.
- Each student reads their three sentences aloud. The others guess which sentence is false.

1 WB p47 Look and write *at*, *in* or *on*.

Aim: to review prepositions of time

Key: 2 at, 3 in, 4 on, 5 in, 6 in, 7 on, 8 at, 9 in, 10 in, 11 at, 12 in

2 WB p47 Circle the correct words.

Aim: to give further practice with the new language

Key: 1 at, in; 2 on, at; 3 in, 4 at, on; 5 at, in; 6 on, in

3 WB p47 Write sentences about you.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson
- Call out a word/phrase, e.g. *night.*
- Students repeat it with the correct preposition, e.g. *At night.*

Extension activity

Aim: to consolidate information
- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same and how many are different.
- Elicit from groups. Students report back about one of the other people in their group, e.g. *(Name) does his homework in the morning.*

1 053 Match the questions with the answers. Listen and check.

1 When does the train leave?

2 When are you going to eat next?

3 When's your birthday?

4 When did you get this watch?

5 When are you going to give me my present?

6 When are we going to play football?

a In the afternoon. We're going to meet in the park at three.

b I'm not sure. In 2011, I think.

c At dinner time.

d On your birthday.

e At 8 o'clock from platform 2.

f It's in May.

2 Complete with *in*, *at* or *on*. Say the sentences.

1 My birthday is _____ March.

2 The bus leaves _____ 3 o'clock.

3 Let's go to the cinema _____ Friday.

4 I'm always tired _____ the morning.

5 We sometimes go to Italy _____ the summer.



3 054 Watch, listen and say.

Language focus

In winter **at** nine **at** night
I'm in bed because it's too dark.
In August **at** nine **at** night
I'm still playing in the park!

On Sunday **at** eight **in** the morning
I go out and have a long run.
On Monday **at** six **in** the evening
I meet up with friends for some fun.

4 Play the true or false game.

Number 2 is false.

That's right.

1 I have piano lessons on Tuesdays.

2 I like reading outside in the summer.

3 I go to bed at 10 o'clock.

1 055 Listen and tick ☑ the places you hear. Then sing the song.

The best way to travel is
The fantasy train.
It's leaving at six,
From a platform in your brain.

You don't need a ticket,
This ride is free.
And the drivers of this train,
Are you and me.

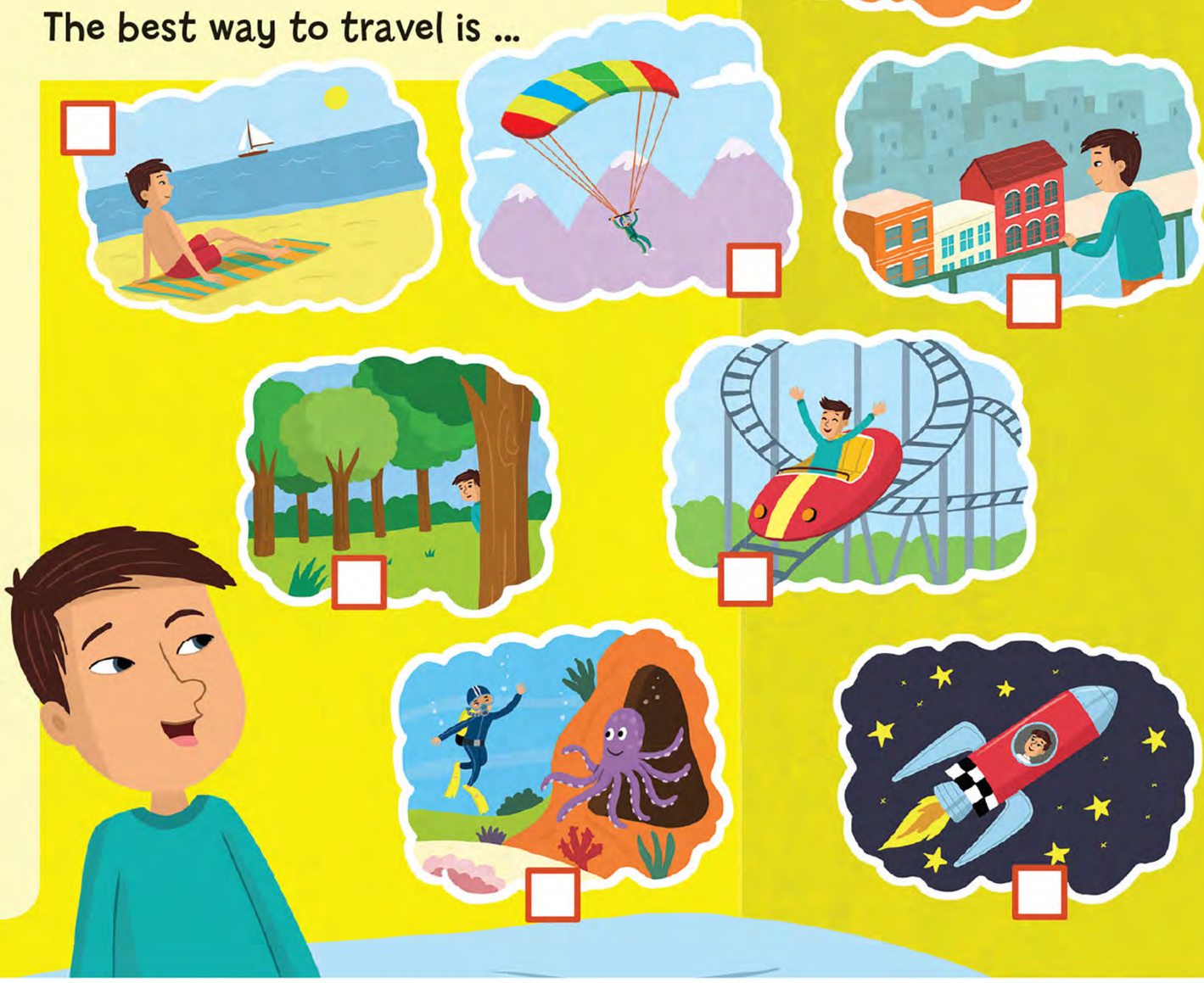
A castle on Monday,
The beach in spring,
The town on Sunday,
Let's go and see these things.

The best way to travel is ...

The mountains in the morning,
A country far away,
The stars in the evening,
Let's see this world today.

You don't need a ticket,
This ride is free.
And the drivers of this train,
Are you and me.

The best way to travel is ...



2 Where do you want to visit on the fantasy train? Write a verse for the song.

_____ _____

_____ in spring, Let's go and see these things.

3 Ask and answer.

Where do you want to go on the fantasy train?

I want to go to the Amazon rainforest.

When do you want to go there?

In the summer.

Learning outcomes:
- to consolidate prepositions of time
- to join in with a song

New language: *imagination, spring, brain, free*

Recycled language: verbs in the present simple, days of the week, nouns

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

Cognitive control functions: Working memory; Cognitive flexibility

Warm-up

Aim: to review prepositions of time

- Write some phrases on the board, e.g. *10 o'clock, August, 2012, 2 February 2006, night, the afternoon.*
- Elicit which prepositions students use with each one.

1 055 056 SB p48

Listen and tick ☑ the places you hear. Then sing the song.

Aim: to give students practice with listening and to sing a song for pleasure

- Elicit what students can see in the pictures in their Student's Book. Ask *What places is he visiting in his imagination?* Use the pictures to pre-teach *imagination* and *brain*.
- Play the recording. Students listen and tick the pictures of the places they hear. They compare answers in pairs.
- Play the song again and check as a class.

For song lyrics see SB p48.

Key: ☑ castle, beach, town, mountains, stars

Practice

- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (056). Practise it with the whole class.
- Students sing in groups with the karaoke version.

2 SB p48 **Where do you want to visit on the fantasy train? Write a verse for the song.**

Aim: to create new content from own ideas

- Point to the pictures in the fantasy train again and ask what each one shows. Ask *Which places does the boy visit? Are there any other places you want to visit?*
- Write ideas on the board.
- Have students use the ideas on the board to create another verse. Tell them to use the third verse in the song as a model.
- Invite volunteers to read their verses aloud to the class.

3 SB p48 **Ask and answer.**

Aim: to review language using own ideas

- Ask students to read the model questions and answers in the speech bubbles.
- In pairs, students share their ideas about where they want to go on the fantasy train.
- Monitor the activity to check ideas and help with language. Ensure students are using prepositions of time correctly.
- Students take turns to role play their conversations for the class.

1 WB p48 **Remember the song. Complete the sentences.**

Aim: to activate memory skills

Key: 2 you and me, 3 on Monday, 4 on Sunday, 5 in the morning, 6 in the evening

2 WB p48 **Complete the song with your ideas. Then draw a picture.**

Aim: to use imagination to create new content from own ideas

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with comprehension

- Students work in groups of eight.
- Students in each group practise saying their songs from WB Activity 2, miming the actions as they say it.
- Groups decide on one final song and take turns to perform it for the class.

Learning outcomes:
- to talk about the past using the past continuous and the past simple

Recycled language: train station vocabulary, verbs

Cognitive control functions: Cognitive flexibility

Flashcards: 37–46 (stations)

Warm-up

Aim: to review station vocabulary
- Write the station words on the board in scrambled letter order.
- Students come to the board in turn and write one of the items correctly.
- Elicit simple definitions.

Presentation

Aim: to present the past continuous and past simple
- Say, e.g. *When I came into the classroom at 2 o'clock today, what were you doing?*
- Elicit answers from different students, e.g. *We were talking.*
- Write, e.g. *When I came into the classroom at 2 o'clock, (name) was sitting at his desk and (name) and (name) were talking.*
- Underline the past continuous using one colour and the past simple using another.
- Draw a timeline to show that the past simple action interrupted the past continuous actions.

1 SB p49 Look, read and tick ☑ the correct sentences.

Aim: to practise the past continuous and past simple
- Students look at the picture. Elicit where the people are (the station) and some of the actions.
- They silently read the sentences and tick the ones that are correct.
- They check answers in pairs.
- Check with the class. Elicit the incorrect sentence.

Key: ☑ 1, 3, 4, 5

2 SB p49 Put the words in order. Say the sentences.

Aim: to focus students on grammatical form
- Point out that each set of words forms a sentence.
- Elicit the first sentence from the class and write it on the board.
- Students order the second sentence in pairs. Check with the class.

Key: 1 When you phoned me, I was eating dinner. 2 She was playing football when she fell over.

3 ▶ 057 SB p49 Watch, listen and say.

Aim: to further focus students on grammatical form
- Point to the picture and ask questions. *What was Greg doing?* (Walking up a wall.) *What happened?* (He had a fall.)
- Play the *Greg the gecko* video. Pause after the man walks through the door. Ask *What happens next?*
- Play the rest of the video to check students' ideas.
- Play the video again. Have students identify the past continuous and past tense verbs in bold. Ask *Which actions interrupted other actions?* (Greg falling, the man opening the door)
- Play the recording. Students follow in their Student's Book and join in.

For script see SB p49.

4 SB p49 Work with a friend. Think of sentences.

Aim: to further practise past continuous and past simple
- Students play the game in pairs, taking turns to say a number and to complete the sentence.
- Students cannot repeat a verb.
- Elicit sentences to check.

1 WB p49 Complete the sentences with the correct form of the verbs.

Aim: to give further practice with the new language

Key: 2 were waiting, 3 was reading, 4 were drinking, 4 was sitting, 5 was buying

2 WB p49 Write sentences. Use the words from the box.

Aim: to give further writing practice with the new language

Key: 2 he was riding a bike, 3 she was sitting in the garden, 4 they were building a tree house

3 WB p49 Complete the sentences with the correct form of the verbs.

Aim: to give further writing practice with the new language

Key: 2 was doing / phoned, 3 left / were dancing, 4 was listening / called

Ending the lesson

Aim: to review the new language
- Students close their Student's Book and elicit what they can remember about the station scene from SB Activity 1.

Extension activity

Aim: to consolidate understanding
- In groups, students write sentences in their notebooks for SB Activity 4.
- They underline the past continuous verbs and the past simple verbs in different colours.

1 Look, read and tick ☑ the correct sentences.



1 When the train arrived, a man was reading a paper. ☐

2 Two girls with rucksacks were waiting on the platform. ☐

3 A man was cleaning the windows of the ticket office. ☐

4 Two dogs were playing with a ball. ☐

5 A boy was eating a pizza and two men were eating hot dogs. ☐

2 Put the words in order. Say the sentences.

1 eating When you was dinner. me I phoned

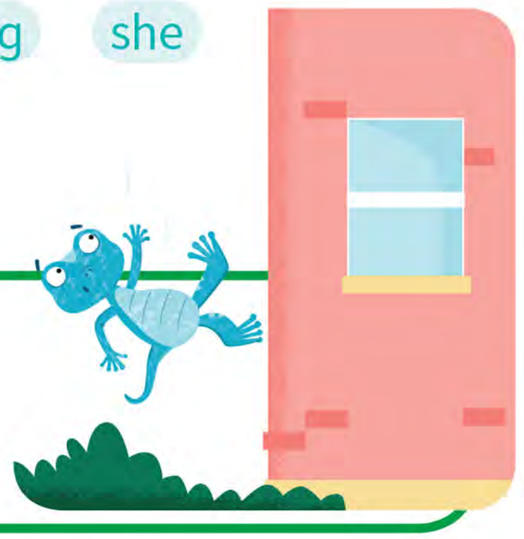
2 was over. when football fell She playing she

3 057 Watch, listen and say.

Language focus

I **was walking** up the wall, when I **had** a little fall.

When a man **opened** the door, I **was lying** on the floor.



4 Work with a friend. Think of sentences.

1 When I came home from school, our dog …

2 My dad … when I came into the living room.

3 When my parents came home, my big brother and I …

4 When I came into the garden, my friends …

5 My teacher … when I arrived at school.

6 When I started my homework, my sister …

The tunnel

1 058 What happens to Zelda and Horax's tickets?



Lucy: I'm still thinking of your grandpa's story. When is he going to tell us?

Ben: I don't know, but I hope it's good!

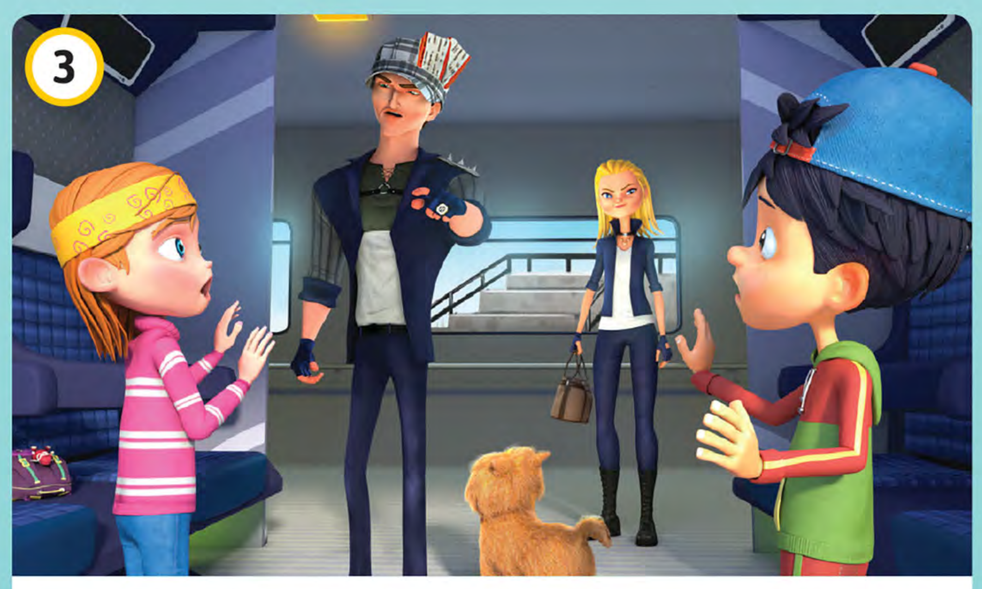
Lucy: Our train is coming now. Quiet, Buster!



Ben: What stop is this?

Lucy: Let's see. It's Broom. ... Oh, no! Horax and Zelda! I hope they can't see us.

Ben: Get away from the window!



Horax: Ha! You can't escape! Where's the map?

Lucy: We haven't got it here.

Horax: Open your rucksacks.



Horax: Zelda, check the book. Maybe they put the map in there.

Ben: Look! We're going into a tunnel. Now's our chance!



Ben: Buster, good dog. Say hello!

Horax: Yuck! Get down! Stop that dog! Zelda, stand near the door! Those kids mustn't escape!



Conductor: Tickets, please ... thank you.

Horax: Hey, our tickets! I put them in my hat.

Zelda: Oh, no! Our tickets disappeared when we were going through the tunnel.

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *tunnel, still, stop* (n), *escape, now's our chance, conductor, disappear, off you go*

Recycled language: characters and language from the story

Cognitive control functions (WB): Inhibitory control

Value: Looking after your things carefully

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy* and *Buster* on the board.
- Elicit what students remember about the story in this and previous units.
- Give prompts if necessary, e.g. *They saw an accident. Grandpa phoned the police and helped the man out of the car. Grandpa didn't tell them his story because he was tired. Lucy and Ben went to the train station to catch a train to Blackhill.*

The tunnel

1 058 SB pp50–51 **What happens to Zelda and Horax's tickets?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in picture 1 (on the platform) and where they are going (Blackhill). Pre-teach *tunnel, conductor.*
- Play the recording. Students listen for who gets onto the train with them (Horax and Zelda), what they want (the map), why Zelda and Horax get off the train (they haven't got their tickets) and what Ben sees on a poster (the line they are looking for).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit what students think happened to the tickets.

For script see SB pp50–51.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Play the video again from start to finish.

Key: Ben takes the tickets.

1 WB p50 **Read the story *The tunnel* again. Then complete the sentences.**

Aim: to check comprehension

Key: 2 get away from the window, 3 get the map, 4 going into a tunnel, 5 find the tickets, 6 get off the train

2 WB p50 **What happened in the tunnel? Complete the story.**

Aim: to further check comprehension

Key: the tunnel, took, Horax's hat, couldn't find

3 WB p50 **Read the story again. What can we learn from it? Draw ☺ or ☹.**

Aim: to draw conclusions from the story

Key: ☹: We do not need to be careful with our things.
☺: We should always be careful with our things.

Ending the lesson

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

Extension activity

Aim: to review ideas and concepts from the story
- Students work in groups of four.
- They compare their ideas about what happened in the tunnel (WB Activity 2) and vote for the best one in their group.
- The student whose story is chosen in each group reads it to the class.
- The class votes for the best one.

4

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

New language: *bear, care*

Recycled language: language from the story

Phonics focus: to identify different ways of spelling the /eə/ sound

Value: Looking after your things carefully

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (On the train.) *Who did they meet?* (Horax and Zelda.) *What happened in the tunnel?* (Lucy took Zelda and Horax's tickets.) *Where did they see the line from the rhyme?* (On a poster in a station.)

2 SB p51 Put the story in order.

Aim: to focus students on the order of events in the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They read the sentences and put them in the order of events in the story.
- They compare their answers in pairs.
- Check with the class.

Key: 7, 4, 8, 2, 1, 5, 3, 6 (reading down the columns)

3 SB p51 Find the stairs and the pear in the story.

Aim: to present different spellings of the /eə/ sound
- Read out the instruction for students, making sure they hear the /eə/ sound correctly.
- Students find the objects in pictures in the story.

Key: Stairs: picture 3, Pear: picture 2

4 059 SB p51 Listen and say.

Aim: to practise saying words with the /eə/ sound
- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sound, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit words with the /eə/ sound (*care, there's, bear, stairs, airport*).
- Focus students on the different ways of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 012 WB p51 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 Now's our chance, 2 Look over there

For script see TB p122.

2 WB p51 Look, read and write the words.

Aim: to give further practice of saying and spelling the /eə/ sound

3 013 WB p51 Listen, say and check your answers.

Aim: to give focused listening practice

Key: 2 hair, 3 pear, 4 stairs, 5 wearing, 6 chair

Ending the lesson

Aim: to review words with different spellings of the /eə/ sound
- Write one of the words from the lesson, e.g. *chair*, on the board. Elicit another word with this sound but with a different spelling.
- Students work in pairs writing words with the same sound.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*names, working, garden, crisps*).
- Students work in pairs and make up their own dialogues by replacing the underlined words with new ones.
- Students role play their dialogues for the class.



Conductor: You must get off the train at the next station.

Horax: But I had the tickets.

Conductor: Here's the station now. Off you go.



Lucy: That trick of yours was great. Look at Horax and Zelda. They don't look very happy!

Ben: Lucy, look over there! I don't believe it. It's the line: 'Climb more stairs and look out west'.

2 **Put the story in order.**

- ☐ Horax and Zelda have to get off the train.
- ☐ In the tunnel Lucy takes Horax and Zelda's tickets.
- ☐ Ben sees the line of the rhyme.
- ☐ At Broom station Lucy sees Horax and Zelda.
- ☐ Lucy and Ben get on the train.
- ☐ The conductor wants to see the tickets.
- ☐ Horax looks for the map in Ben's rucksack.
- ☐ Horax can't find their tickets.

Phonics

3 **Find the st<u>air</u>s and the p<u>ear</u> in the story.**

4 059 **Listen and say.**



Take c<u>are</u>! Th<u>ere</u>'s a b<u>ear</u> on the st<u>air</u>s at the <u>air</u>port.

Skills

1 **Read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.**





'Look at the sun,' said Mum. 'Let's go to the beach.'

'Good idea,' I said. But Dad wasn't happy.

'I don't want to drive,' he said. 'The roads will be busy.'

'Don't worry,' said Mum. 'We can take the train.'

Dad looked on his tablet. 'That's a good idea. There's a train at 10 o'clock. Platform 3. Let's hurry.'

'Can I invite Liam?' I asked.

'Of course you can,' said Mum.

'Tell him to meet us at the station,' said Dad. 'We don't have much time and I don't want to miss the train.'

We got to the station at a quarter to ten. But Liam wasn't there.



'Let's get a cup of coffee,' said Mum. Dad looked worried.

'All right,' he said. 'But be quick. I'll get the tickets.'

Dad had the tickets. Mum had her coffee. We had five minutes to get to platform 3. 'Let's take the stairs,' Dad said. 'They're quicker than the escalator.'

We got on the train and sat down. It was 10 o'clock. But Liam still wasn't there. A whistle blew. 'Just in time,' said Dad, but our train didn't move. I looked out the window. The train on platform 5 was leaving. Then, I saw Liam and his mum on that train. They were waving at us.

'Is this really our train?' I asked Dad. He didn't say anything. He never says anything when he makes a mistake.



1 The family wanted to go _____.

2 They took the _____ because Dad didn't want to drive.

3 Dad said the train was at 10'clock from _____.

4 Mum wanted a _____ at the station.

5 They used the _____ to get to the platform.

6 Liam and his mum _____ at the family from the train on platform 5.

Learning outcomes:
- to practise reading for detail
- to practise listening for specific information

New language: *road, busy, invite, miss, whistle, blew, just in time*

Recycled language: language from the unit, station vocabulary

Flashcards: 37–46 (stations)

Warm-up

Aim: to review train station vocabulary
- Students close their Student's Books.
- Write *Train Stations* on the board.
- Elicit the train station words and their spellings and write them as a word map.
- If students cannot remember a word, show the corresponding flashcard to help them.

1 SB p52 **Read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.**

Aim: to practise reading for detail
- Focus the students on the pictures. Elicit what they can see.
- Tell students to read the text quickly and silently and to underline all the train station words they can find (*platform, station, cup of coffee, stairs, escalator*).
- They check in pairs.
- Read the Activity 1 instructions with the class and check students know what to do.
- Make sure they realise they can only write one, two or three words for their answers.
- Students read the text silently and write their answers.
- They compare answers in pairs.
- Check with the class and elicit where they found the answers. Check understanding of vocabulary.

Key: 1 to the beach, 2 train, 3 platform 3, 4 cup of coffee, 5 stairs, 6 were waving

1 014 WB p52 **Listen and tick ☑ the box.**

Aim: to practise listening skills

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

For script see TB p123.

Ending the lesson

Aim: to review the story
- Elicit the main points of the story from the Student's Book. Elicit the sequence of events (they decide to go to the beach, they go to the train station, Dad buys tickets, etc.).
- Ask students if this kind of situation has happened to them (someone has made a mistake about travel arrangements). Ask them to describe it to the class.

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

Extension activity

Aim: to stimulate creativity
- Students work in pairs. They use the first paragraph of the story from the Student's Book and then write a different ending.
- Students write the stories on computers if possible and then print them for the class.
- Go around the pairs and help as necessary.

Learning outcomes:
- to practise listening, speaking, reading and writing skills
- to practise listening for detail
- to practise speaking about pictures

Recycled language: times, place names

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

Warm-up

Aim: to review times
- Students draw six circles for clocks in their notebooks.
- Say six different times. Students draw them on their clocks.
- Check with the class.

1 060 SB p53 **Listen and tick ☑ the correct time.**

Aim: to give students practice in listening for detail
- Focus students on the clocks. In pairs, they check that they know what all the times are.
- Check students know what to do.
- Play the recording. Students listen and choose the correct clock.
- They compare answers in pairs.
- Play the recording again.
- Check with the class.

For script see TB p123.

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

2 SB p53 **Work with a friend. Look at the pictures. Make sentences.**

Aim: to give students practice with past continuous and past simple
- Demonstrate the activity for the students so they realise they need to use the past continuous and past simple.
- Each sentence begins with *When I went into the park …*
- Students work in pairs. They take turns to say the sentences.
- Check with the class using open pairs.

Key: 2 a girl was writing, 3 a girl was eating an apple, 4 a boy was walking a dog, 5 a girl was feeding the birds, 6 a girl was listening to music, 7 a girl and a boy were playing football, 8 a boy was running, 9 a girl was riding a bike, 10 a boy was skateboarding

1 WB p53 **Read and choose the best answer.**

Aim: to practise reading for detail

Key: 2 A, 3 C, 4 B

2 WB p53 **Read the text. Choose the right words and write them on the lines.**

Aim: to further practise reading for detail

Key: 1 in, 2 at, 3 time, 4 half past, 5 quarter past

Ending the lesson

Aim: to review places
- In pairs, students take turns drawing pictures of the activities in the pictures from SB Activity 2.
- Their partner says the *When I went to the park …* sentence that corresponds to the drawing.

Extension activity

Aim: to consolidate use of the past continuous and past simple
- Students write sentences in their notebooks for SB Activity 2.

1 060 Listen and tick ☑ the correct time.

1




2




3




4




5




6




2 Work with a friend. Look at the pictures. Make sentences.

1


2


3


4


5


6


7


8


9


10


When I went to the park, …

… a boy was drinking water.

Think and learn

Ways to travel

Watch and answer. How many types of transport do you know?

1 061 Listen and point.



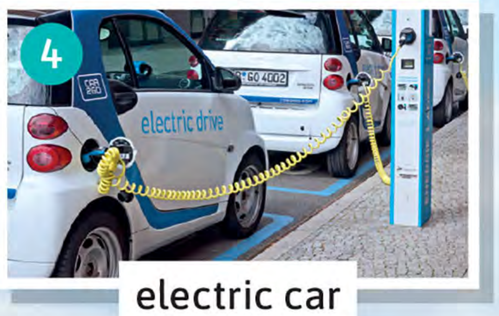
road



fuel



electric train



electric car

2 **Read and write the answer. Why are electric cars and trains eco-friendly?**

There are lots of ways to travel. People can travel by plane, by train, by car and by ferry. Sometimes, these ways to travel are bad for the environment. That's because of the fuel they use to help them move.

Fuels often pollute the environment. Pollution is unhealthy for people and can be bad for land and sea habitats too. Walking, cycling and sailing are eco-friendly ways to travel because they don't need any fuel. *Eco-friendly* means that something is not bad for the environment. Cycling and walking are healthy ways to travel too, because they help you exercise.

Today, you can sometimes travel in electric cars, electric trains and electric buses. Electric transport is eco-friendly because it doesn't use fuel that pollutes the air. You can't travel by electric plane yet.

3 **Write the numbers in the chart.**

1 travelling on electric buses
2 travelling by plane
3 using cars with fuel, like oil
4 going by bike
5 walking
6 sailing

Eco-friendly	Not eco-friendly

4 **Work with a friend. Answer the questions.**

What's the most eco-friendly way you can:

- go on holiday?
- go to school?
- visit your friends?
- go to the town centre?

I can walk to school.

I can go to school by …

Learning outcomes:
- to use known language to answer questions and talk about geography in English

BIG QUESTION to answer the question *What's the best way to travel?* using ideas and vocabulary from the unit

New language: *electric, road, fuel, pollute, environment, eco-friendly*

Recycled language: language from the unit

Critical thinking: Makes a choice of activity and can give a reason for the choice

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to introduce the topic of transport and geography
- Ask *How many different types of transport do you know?* Elicit answers (bicycles, cars, trains, etc.).
- Tell them that today they are going to learn about *eco-friendly* (good for the environment) transport.
- Draw a table on the board with two columns: *Eco-friendly* and *Not eco-friendly*. Elicit forms of transport and write them in the table.
- Ask *Why do people travel on these forms of transport?* Elicit different ideas (go shopping, on holiday, work, school, etc.).

SB p54 **Watch and answer. How many types of transport do you know?**

Aim: to raise students' awareness of different forms of transport
- With Student's Books closed, play the *Think and learn* video. Ask *How many types of transport do you know?* Elicit vocabulary (planes, trains, cars, etc.).
- Ask *What effect do these forms of transport have on the environment?* Write ideas on the board.
- Play the video again and check.

For videoscript see TB p123.

1 **061** **SB p54** **Listen and point.**

Aim: to present transport vocabulary
- Play the recording for students to point to each picture.
- Play the recording again. Pause after each word. Students repeat the word chorally.

For script see SB p54.

2 **SB p54** **Read and write the answer. Why are electric cars and trains eco-friendly?**

Aim: to extend students' knowledge of types of transport
- Tell students to read the text. Ask *Why are some ways of travel bad for the environment?* (Because they use fuel.) *What are healthy ways to travel?* (Cycling, walking, etc.) *Why is electric transport eco-friendly?* (It doesn't use fuel.)
- Students write the answer to the final question in their notebooks.

Key: Electric transport doesn't use fuel.

3 **SB p54** **Write the numbers in the chart.**

Aim: to check general comprehension
- Read the first example and ask *Is travelling on electric buses eco-friendly or not eco-friendly?* Have students write number 1 in the correct column.
- In pairs, students categorise the other forms of transport.
- Check answers with the class. Ask students to give reason for their answers (it does/doesn't use fuel).

Key: Eco-friendly: 1, 4, 5, 6; Not eco-friendly: 2, 3

4 **SB p54** **Work with a friend. Answer the questions.**

Aim: to check comprehension through personal responses to a text
- Point to the examples in speech bubbles. Elicit ideas for the first prompt. *What's the most eco-friendly way you can go on holiday?*
- In pairs, students discuss ideas for the other prompts.
- Encourage students to give reasons for their choices.

1 **WB p54** **Read the text about different types of transport. Write *t* (true) or *f* (false).**

Aim: to practise reading for detail

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

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *Types of transport, eco-friendly and not eco-friendly ways to travel,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learned
- Students work in pairs.
- They choose an eco-friendly form of transport and write a list of all the different journeys they can use that transport for.
- Make groups of six (three pairs).
- They share and discuss their ideas.

4

Learning outcomes:
- to extend the focus on geography in English
- to enable students to complete a project (make an advertisement)

Recycled language: language from the unit

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.; Uses own ideas for doing creative activities like retelling stories

Critical thinking: Sorts and classifies objects and activities according to key features

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review eco-friendly transport
- Ask students what the last lesson was about.
- Elicit things students remember about eco-friendly transport. *Why is something eco-friendly? What are examples of eco-friendly transport?*

5 SB p55 **Look at the pictures and answer the questions. Talk to a partner.**

Aim: to enable students to apply what they have learned
- Ask *What can you see in the pictures?* Elicit answers. Write the names of the different types of transport on the board. Ask students which types of transport they have used.
- Read the *Super fact!* with the class.
- Students discuss the other questions.
- Check answers with the class.

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

6 Project SB p55 **Make an advertisement for one type of transport. Say why it's good to use it.**

Aim: to create an advertisement for a type of transport
- Allow students time to study the example. Ask questions. *What is the advertisement for? What does it say about the bike? What can you see in the picture?* etc.
- Check students understand what an advertisement is. Explain that it is important to describe what is good about the thing they are advertising.
- Students work in pairs. Encourage them to make notes and share ideas.
- Students write their advertisements. Monitor to check language. Encourage them to use the model and keep their advertisements short.
- Students present their advertisements in groups. Then check some examples with the class. Students copy the advertisements onto paper and display them around the room.

2 WB p55 **Look at these different forms of transport. Tick ☑ the ones that are eco-friendly.**

Aim: to review what students have learned

Key: Tick 1, 4, 5, 6

3 WB p55 **Read this text about Jim's invention. Complete the sentence.**

Aim: to read for detail

Key: sun, wind

4 WB p55 **Invent an eco-friendly form of transport. Write about it, then draw a picture.**

Aim: to create new content using what they have learned

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. *looked at pictures, talked about different forms of transport, created an advertisement for a form of transport,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to develop speaking skills
- In groups or as a class, students take turns to talk about their inventions from WB Activity 4.
- Each student describes how their invention is eco-friendly.
- Students vote for the best invention.

5 Look at the pictures and answer the questions. Talk to a partner.













1 Which pictures show fast ways to go to places?

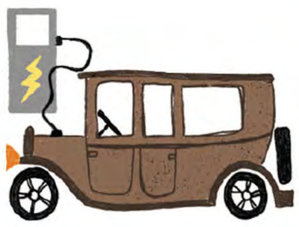
2 Which pictures show healthy ways to go to places?

3 Which pictures show eco-friendly ways to go to places?

Pictures 1 and … show …

Super fact!

Electric cars aren't new. The first one was made more than 100 years ago.



6 Project

Make an advertisement for one type of transport. Say why it's good to use it.

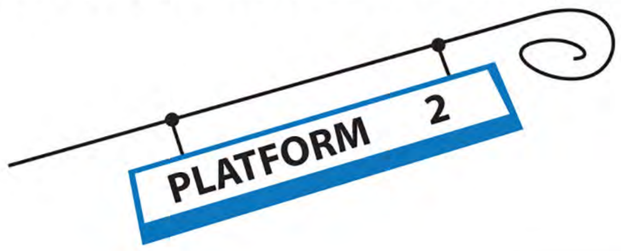


Talk and find out

At the train station

1 Choose a role card. Read and plan.











Student A

You want to go on a train trip. At the ticket office you tell the person where you want to go. You ask about:

- the price of a single ticket
- the price of a return ticket
- the time when the next train leaves
- the platform number
- the time when it arrives





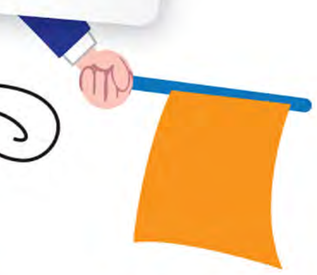


Student B

You work at the ticket office. You tell the tourist:

- the price of a single ticket
- the price of a return ticket
- the time when the next train leaves
- the platform number
- the time when it arrives





Useful language

Tourist	Ticket office assistant
I want to go to …	
How much is a single ticket?	A single ticket is …
How much is a return ticket?	A return ticket is …
When does the train leave?	At …
When does it arrive?	At …
What platform number is it?	Platform …
Thank you very much.	You're welcome.

2 Act out your play.



Learning outcomes:
- to plan and perform a short play

New language: *single*

Recycled language: language from the unit, train station vocabulary, return

Creative thinking: Acts parts in role plays or dramas

Cognitive control functions: Cognitive flexibility

Flashcards: 37–46 (stations)

Materials: digital portfolio; optional: cap, train tickets

Warm-up

Aim: to review train station vocabulary
- Put the flashcards face down in a pile in front of the class.
- Form two teams. One student from the first team comes to the front and takes a flashcard, without showing it to the class.
- The student draws a picture for the word on the flashcard. The first team to guess the word wins a point.
- Attach the flashcard to the board and have the student write the word next to it.
- Repeat with the other flashcards and students from each team.

1 SB p56 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play
- Tell students they are going to do a short play at a train station between a clerk and a passenger.
- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language and check understanding of vocabulary, e.g. *single, return*.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p56 Act out your play.

Aim: to practise interactive speaking skills
- Pairs take turns to perform their short plays for the class. The ticket clerk can wear a cap and hold a train ticket if you have them.
- If possible, record one or two examples for students to upload to their digital portfolios.
- Alternatively, have students upload their scripts to their digital portfolios or keep them in their print portfolios.

1 015 WB p56 Put the dialogue in order. Then listen and check.

Aim: to practise interactional language and listening skills

Key: 3, 10, 7, 6, (1), 12, 9, 8, 11, 2, 13, 4, 5

For script see WB p56.

2 WB p56 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of train station vocabulary
- Write the train station words with the letters in scrambled order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills
- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

4

Learning outcomes:
- to use language from the unit to write a notice for their print or digital portfolios

New language: *notice* (n), *checklist, school trip, per person, meeting point, cost*

Recycled language: language from the unit

Critical thinking: Conducts guided text analysis; 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

Materials: digital or print portfolios

Warm-up

Aim: to review digital portfolios
- Elicit what students uploaded to their digital portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p57 **Read this notice from a school board. Tick ☑ the checklist and underline the information.**

Aim: to practise reading skills
- Focus students on the notice and the checklist in Activity 1.
- Elicit what they are and what the topic is (a school trip).
- Read the notice and the checklist through with the class and check understanding of vocabulary, e.g. *trip, per person, meeting point.*
- Check students know what to do.
- They read silently, underline words and complete the task.
- They compare answers in pairs.
- Check and discuss answers as a class.

Key: Information underlined: Brighton, 2nd September, outside the station, 8.30 am, £7.50 per person, 5.30 pm.

2 SB p57 **Read these three notices. What information is missing from each one? Use the checklist in Activity 1 to help you.**

Aim: to practise close reading skills
- Read the activity instructions and check students understand what to do.
- They do the activity individually and then compare their answers in pairs.
- Check and discuss as a class.

Key: School trip: where you're going to go, date, meeting time; Join us!: cost; London visit: return time

3 SB p57 **Write a notice for your school board. Use the checklist to help you.**

Aim: to practise writing a text from a model
- Brainstorm with students what kinds of notices they find on their school board.
- Check students know what to do and that they need to include all the information from their checklist in their notice.
- They plan their text and then write a first draft.
- Go around the class. Read and comment on students' work. Draw attention to the Writing tip.
- Students write a final version for their digital or print portfolios.

1 WB p57 **Colour the bricks to make sentences. Write in the missing words.**

Aim: to review grammatical form

Key: 2 My birthday party is on Saturday. 3 I was watching TV when you phoned me. 4 We're going on holiday in August for two weeks. 5 Bob was driving too fast when he had an accident.

2 WB p57 **Read and think. Then write three more.**

BIG QUESTION

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

3 WB p57 **Read. Then write about you and draw.**

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 119 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students turn to SB page 46 and use the book to review the new words from the unit.
- Students close their books.
- In pairs, students take turns acting out each of the train station vocabulary items for their partner to name.
- Students open the book to check.

Think and write

A notice for a school trip

1 **Read this notice from a school board. Tick ☑ the checklist and underline the information.**

SCHOOL TRIP

We're going to visit Brighton on 2nd September.
Travel by train.
Meet outside the station at 8.30 am.
£7.50 per person (return).
The return train arrives at 5.30 pm.

CHECKLIST

Information to put in a notice about a school trip:

- where you're going to go ☐
- date ☐
- meeting point ☐
- meeting time ☐
- cost ☐
- return time ☐

2 **Read these three notices. What information is missing from each one? Use the checklist in Activity 1 to help you.**

SCHOOL TRIP

Join our trip.
Meet in front of the school.
Bring warm clothes and good shoes.
Cost per person £12.50.
Return to school at 4.30 pm.

Join us!

We're organising a trip to the Blue Lake. Meet at the bus stop in Green Lane at 9 o'clock on 5th October.
Return to school at 5 o'clock.

We're going to visit London on 15th November.
Meet on platform 2 at the train station at 8 o'clock.
Price per person £9.

3 **Write a notice for your school board. Use the checklist to help you.**

Writing tip

After you write your notice, read it again to check you included all the information you need.

5 Police!

1 062 Listen and say the words. Then check with a friend.

1 dark
2 curly
3 moustache
4 fair
5 scar
6 beard
7 blond
8 straight



BIG QUESTION How can we describe people?

2 063 **Listen and correct the sentences.**

1 Grandpa was a teacher.
2 He chased a criminal for 30 years.
3 The criminal was very stupid.
4 Grandpa knows the criminal's name.

3 **Play the describing game.**

She's got short hair. It's curly and it's dark.

It's Ana.

Learning outcomes:
- to talk about hair and faces
- to give students listening practice

BIG QUESTION to answer the question *How can we describe people?*

New language: *dark, blonde, fair, moustache, curly, beard, scar, straight, criminal, stupid, police officer, mysterious, terrible, cheek*

Recycled language: language from the story

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

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

Cognitive control functions: Working memory; Cognitive flexibility

Warm-up

Aim: to review parts of the body
- Play a *Ben says* game.
- Say, *e.g. Ben says touch your nose.* Students touch their noses.
- Say, e.g. *Point to your face.* Students don't point to their faces.
- Review other known body vocabulary in the same way.

Presentation

Aim: to present hair and face vocabulary
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check for correct pronunciation of *beard* and make sure students know which words are nouns and which are adjectives.

1 062 SB p58 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary
- Students look at the numbered words and items in the picture.
- Play the recording. Students listen and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.
- Elicit why the photos are of the same man (there is a small scar on his cheek).

For script see SB p58.

BIG QUESTION **How can we describe people?**

Aim: to encourage students to discuss what they know about how to describe people
- Read the Big Question. Ask *What are Ben and Lucy looking at?* (Wanted posters.) *What are wanted posters?* (They are pictures of crime suspects.) *How do people create wanted posters?* (They listen to descriptions and make drawings.)
- In pairs, students take turns describing the person on each poster for their partner to draw.

Stronger students: Describe other people in the class for their partners to draw.

2 063 SB p58 Listen and correct the sentences.

Aim: to practise listening
- Read the statements aloud with the class. Check understanding of *criminal*.
- Students predict the corrections.
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.

For script see TB p123.

Key: 1 Grandpa was a police officer.
2 He chased a criminal for 20 years.
3 The criminal was very clever.
4 Grandpa doesn't know the criminal's name.

3 SB p58 Play the describing game.

Aim: to give students practice with the new vocabulary
- Describe a student in the class using *She's/He's got …* Students try to guess who it is.
- The student who guesses correctly gets a point. Students lose a point for wrong guesses.
- Students take turns to describe other classmates.

1 WB p58 Look, read and number the sentences.

Aim: to practise the new vocabulary

Key: a 3, b 2, c 1

2 WB p58 Read and draw Danni's face.

Aim: to give further practice of the new vocabulary

3 WB p58 Write and draw a *Wanted* poster.

Aim: to give students writing practice

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the describing game from SB Activity 3 again.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the eight new vocabulary items in their vocabulary books.
- For each item, they write short example sentences, e.g. *I've got dark curly hair. My dad's got a beard and a moustache.*

5

Learning outcomes:
- to talk about actions and states in the past which are not true now

New language: *uniform, thumb, get scared, walkie-talkie*

Recycled language: hair and face vocabulary, verbs

Flashcards: 47–54 (hair and face)

Warm-up

Aim: to review hair and face vocabulary
- Write the eight new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other words.

Presentation

Aim: to present *used to*
- Draw a stick picture of a small toddler on the board. Say, e.g. *This is me when I was a baby. I drank lots of milk when I was a baby. I don't drink milk now.*
- Write on the board *I drank lots of milk when I was a baby. I don't drink milk now.* Put brackets around it. Underneath write *I used to drink lots of milk.*
- Elicit other things students did when they were little. Ask them if they are true now. If they are not, make a sentence with *used to* for students to repeat.
- Check the concept, e.g. *Is this true now? Was this true in the past?*

1 064 SB p59 **Listen and number the pictures.**

Aim: to practise *used to*
- Elicit that the police officer is Ben's grandpa many years ago.
- Elicit what is happening in each picture. Tell students they will hear sentences describing each picture.
- Play the recording. Students listen and number.
- Check with the class. Students repeat the *used to* sentences.

For script see TB p123.

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

2 SB p59 **Put the words in order. Say the sentences.**

Aim: to focus students on grammatical form
- Elicit the first sentence from the class and write it on the board.
- Students order the second sentence in pairs. Check with the class.
- Students practise saying all the sentences.

Key: 1 He used to be a police officer. 2 He used to drive a fast car. 3 He used to carry a walkie-talkie. 4 He used to chase dangerous criminals.

3 065 SB p59 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Point to the picture and ask *Who is this?* (It's Greg.) *Is it Greg now?* (No.) *When is it?* (It's when he was a baby.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *What did he look like? Where did he sleep?* etc.
- Point to the *used to* phrases in bold and read them aloud. Ask *Does Greg live in an egg now?* etc.
- Play the audio. Students follow in their Student's Books and join in.

For script see SB p59.

4 SB p59 **Complete the sentences. Then compare with a partner.**

Aim: to consolidate grammatical form
- Students complete the sentences individually.
- In pairs, students read and respond to each other's sentences.

1 WB p59 **Look at the pictures. Read and write *t* (true) or *f* (false).**

Aim: to review *used to*

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

2 WB p59 **Complete the sentences. Use the words from the box.**

Aim: to give further practice with the new language

Key: 2 used to cry, 3 used to sleep, 4 used to eat, 5 used to crawl, 6 used to play

3 WB p59 **Write sentences about you.**

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson
- Elicit the things Ben's grandpa used to do as a police officer.
- Elicit other things they think he did when he was a police officer, e.g. *He used to get up early.*

Extension activity

Aim: to enable students to share information
- Students work in groups of four.
- They take turns to read the three sentences they wrote for WB Activity 3.
- The student reading the sentences makes a note of how many other students had the same experience.
- Ask students from different groups to report back, e.g. *Three of us used to visit our grandmas when we were four.*

1 064 Listen and number the pictures.













2 Put the words in order. Say the sentences.

1 police officer. used He to a be

2 used car. to He a fast drive

3 He to a walkie-talkie. used carry

4 used He chase criminals. dangerous to

3 065 Watch, listen and say.



Language focus

I **used to live** in an egg.
I **used to have** small legs.
I **used to sleep** next to my mum.
I **used to hold** her thumb.
I **used to get** scared at night.
But now I'm fine. I'm really all right.

4 Complete the sentences. Then compare with a partner.

1 I used to like … but I don't now!

2 I used to have … but I don't now!

3 I used to eat … but I don't now!

4 I used to be … but I'm not now!

I used to like finger painting.

Me too! / I didn't.



1 066 **Listen and draw how Dad's hair used to be. Then sing the song.**

I used to have some curly hair.
It was long and I dyed it fair.
I went down to the hairdresser's
And now there's nothing there.

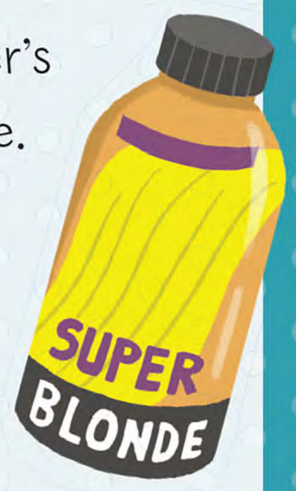
Who are you?
Take a look.
I'm your dad.
No, you're NOT!

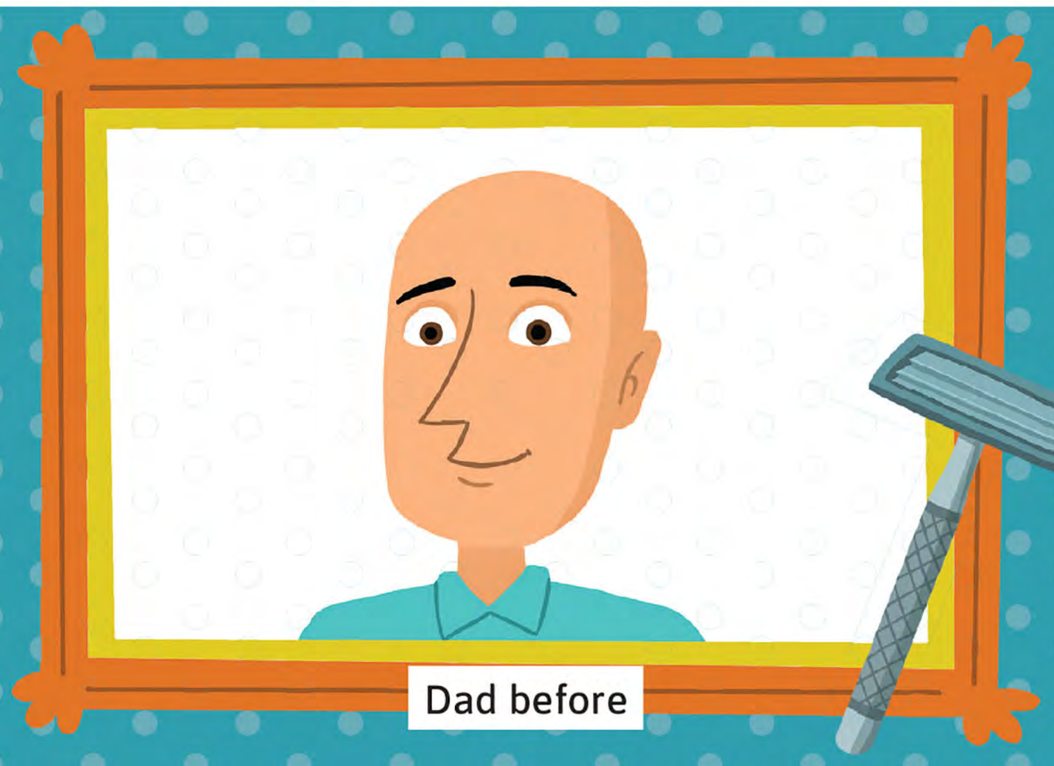
I used to have a big moustache,
Thick and dark – it was really smart.
And then I tried to cut it off,
But now there's just a scar.

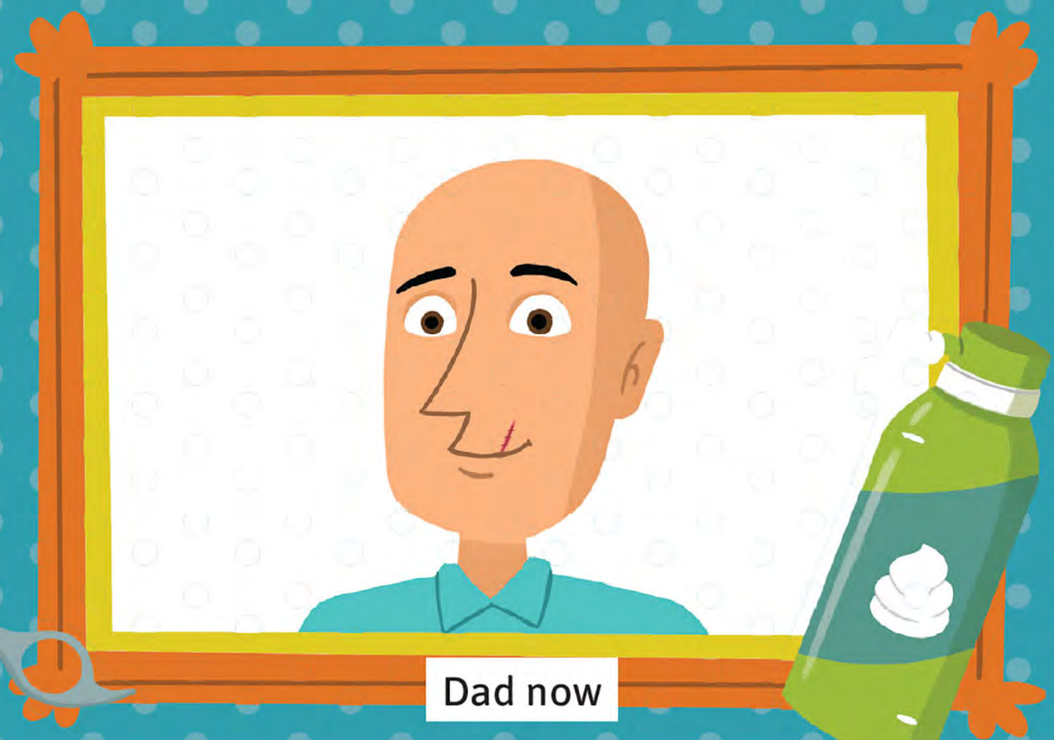
Who are you? ...

I used to have a long brown beard,
But now it's in the bin.
I shaved it off the other day
And now there's just my chin.

Who are you? ... [x2]



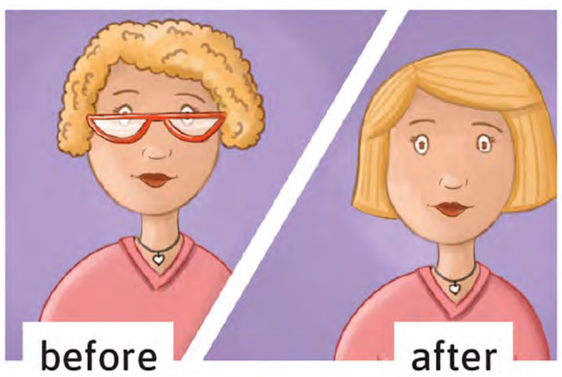

Dad before


Dad now

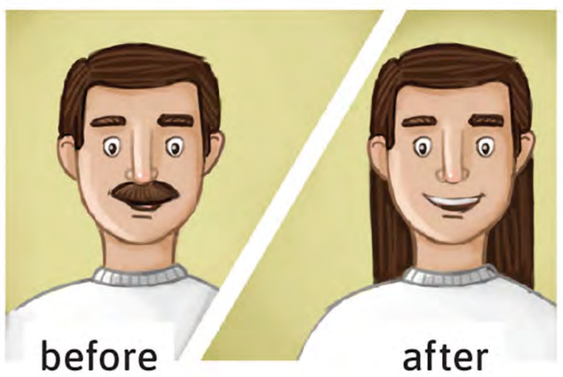
2 **Look at the pictures. How are these people different now?**

Aunt Mary used to have ...

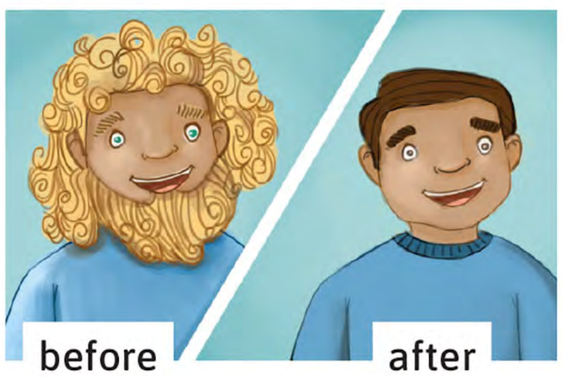
Aunt Mary



Uncle John



Cousin Dave



3 **Think of someone you know well. How are they different now?**

My dad used to have long black hair. Now it's short and grey.

Learning outcomes:
- to consolidate *used to*
- to join in with a song

New language: *hairdresser's, bin, chin*

Recycled language: hair and face vocabulary, *glasses*

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

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

Cognitive control functions (WB): Working memory

Materials: old photos of family members

Warm-up

Aim: to review *used to*
- Write *baby* on the board.
- Elicit things students used to do/have when they were babies which are not true now.
- When students give you a sentence, check by asking *Is this true now?* If students say it is, then remind them we can't use *used to*.

1 066 SB p60 **Listen and draw how Dad's hair used to be. Then sing the song.**

Aim: to give students practice with listening and to sing a song for pleasure
- Elicit who students can see in the pictures in their Student's Book (Dad before and now).
- Pre-teach/check vocabulary, e.g. *hairdresser's, bin, chin*.
- Play the recording. They draw Dad's hair in the picture *Dad before*. Make sure they have different-coloured pencils or crayons.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Check understanding of vocabulary.

For song lyrics see SB p60.

Key: Students draw long, fair, curly hair, a big, thick, dark moustache and a long, brown beard.

Practice

- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (067).
- Students sing in groups with the karaoke version.

2 SB p60 **Look at the pictures. How are these people different now?**

Aim: to give students further practice with *used to*
- Demonstrate the activity with the students.
- Elicit descriptions of Aunt Mary, e.g. *Aunt Mary used to wear glasses.* Write it on the board for reference.
- Students work in pairs and talk about the other people and their similarities and differences.
- Elicit sentences from pairs and check as a class.

Key: Aunt Mary used to wear glasses, but now she doesn't. She used to have curly hair, but now she has straight hair. Uncle John used to have a moustache. He used to have short hair. Cousin Dave used to have a beard, but now he doesn't. He used to have curly, blonde hair. Now he has short, dark hair.

3 SB p60 **Think of someone you know well. How are they different now?**

Aim: to review language using own ideas
- Read the example in the speech bubble aloud. Give students time to think of ideas individually.
- In groups, students share their information.
- Monitor the activity to check ideas and help with language. Ensure students are using *used to* correctly in positive and negative sentences.
- Students take turns to role play their conversations for the class.

1 WB p60 **Remember the song. What did Dad use to look like? Tick ☑ the correct pictures.**

Aim: to activate memory skills

Key: 1 a, 2 c, 3 a

2 WB p60 **Draw your mum or dad. What did they use to look like? What do they look like now?**

Aim: to use imagination to create new content from own ideas

3 WB p60 **Complete the sentences about your mum or dad.**

Aim: to use imagination to create new content from own ideas

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with *used to*
- Students bring an old photo of their mum or dad (or another adult relative) into the class.
- They write about what the person used to look like on poster paper.
- They stick the picture under the text. Display the descriptions.

Learning outcomes:
- to talk about obligation in the past using *had to*

New language: *keep (something) secret, surprise party, lights*

Recycled language: language from the unit

Creative thinking: Participates in 'what if' (cautionary or wishful thinking) and 'if only' (wishful thinking) challenges; Participates in investigative, exploratory, open-ended tasks

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review *have to*
- Write *School rules* on the board.
- Write the first one, e.g. *You have to do homework twice a week.*
- Elicit other school or class rules with *have to*.

Presentation

Aim: to present *had to*
- Choose one of the school rules. Say, e.g. *When I was at school, I had to do homework every day.*
- Write the sentence on the board. Underline *had to* in a colour.
- Elicit the difference between *have to* and *had to* (now / the past).

1 068 SB p61 Listen, read and circle.

Aim: to practise *had to*
- Read through the sentences with the class and check understanding of vocabulary.
- Students try to predict the answers before they listen.
- Play the recording. Students compare their answers in pairs.
- Play the recording again. Check with the class.

For script see TB p124.

Key: 1 there were lots of dangerous criminals, 2 he had to keep things secret, 3 week, 4 his clothes are often dirty

2 SB p61 Where do the words go? Say the sentences.

Aim: to focus students on grammatical form
- Read the first example and ask *Which word is missing? (*had*)*
- Elicit the sentence from the class with *had* in the correct place.
- In pairs, students say the correct sentences. Check with the class.

Key: 1 We had to wear a uniform. 2 We had to be really careful. 3 We had to keep everything secret.

3 69 SB p61 Watch, listen and say.

Aim: to further focus students on grammatical form
- Point to the picture and ask *What is Greg wearing? Why?* (He's wearing party clothes for a party.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *What is a secret? When is Gina's birthday?* etc.
- Play the video again Ask *What did Greg have to do?* (Keep a secret, tell Gina's friends, etc.)
- Play the audio. Students follow in their Student's Books and join in.

For script see SB p61.

4 SB p61 Imagine you went to the world's worst holiday camp. Why was it bad?

Aim: to give students further practice with *had to* in creative ways
- Point to the picture. Ask where the girl is and what she is doing.
- Say *What if you were on a holiday camp like this. Imagine you have many chores to do.*
- Read out the examples on the page and elicit one or two more from the class.
- In pairs, students write similar sentences on paper or in their notebooks.

1 WB p61 Read and write the words.

Aim: to give further practice with the new language

Key: 2 wear, 3 learn, 4 do, 5 help

2 WB p61 Look and write sentences.

Aim: to give further writing practice with the new language

Key: 2 I had to do the washing up. 3 I had to sweep the floor. 4 I had to dry the dishes. 5 I had to cook. 6 I had to walk the dog.

3 WB p61 Imagine you are 25 years old. Write sentences about what you had to do when you were young.

Aim: to give personalised writing practice with the new language

Ending the lesson

Aim: to review the new language
- Students close their Student's Books.
- Elicit what they can remember about what Greg had to do for Gina's secret party.

Extension activity

Aim: to consolidate understanding
- Students write sentences about things they had to do at home when they were younger which they don't do any more.
- In groups of four, ask students to report back, e.g. *Two of us had to get up at 7am.*

1 068 Listen, read and circle.



1 Grandpa had to be careful because **there were lots of dangerous criminals** / **he had a dangerous dog**.

2 He didn't tell his wife anything because **he had to keep things secret** / **she wasn't interested**.

3 He had to wash his uniform every **week** / **day**.

4 Ben can't be a police officer because **his clothes are often dirty** / **he's too small**.

2 Where do the words go? Say the sentences.



1 We to wear a uniform. (had)

2 We had be really careful. (to)

3 We had to everything secret. (keep)

3 069 Watch, listen and say.

Language focus

A surprise party for Gina's birthday!
I **had to keep** it secret.
I **had to tell** her friends.
They **had to keep** it secret.

I **had to get** a cake.
I **had to put up** lights.
I **had to work** all night.
After lots and lots of work
Everything was right.

4 Imagine you went to the world's worst holiday camp. Why was it bad?

I had to wash up every day.
I had to get up at 5 am.



The Mysterious H

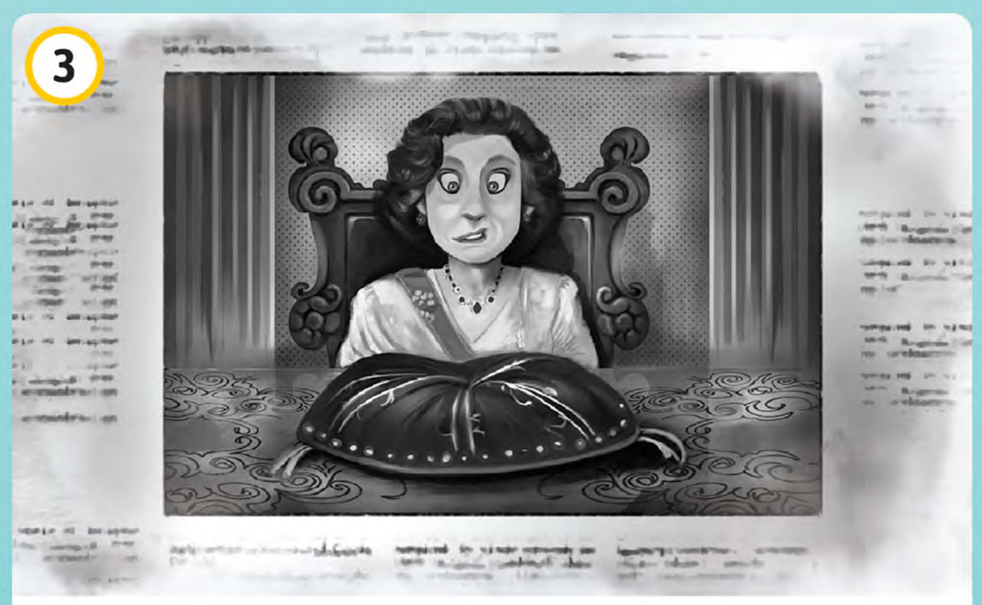
1 070 Look at pictures 1–4. What did the Mysterious H steal?



Grandpa: The Mysterious H started robbing jewellers. He used to steal necklaces, bracelets and watches. There wasn't a shop in London which was safe.



Grandpa: His next plans were cleverer. He stole famous paintings and works of art from museums all over the world.



Grandpa: Then he stole the Queen's crown. The story was in all the papers. I had to find this man quickly.



Grandpa: He went to Paris and stole the top of the Eiffel Tower too!

Lucy: What?



Ben: But Grandpa, how did you know it was the same man?

Grandpa: He used to leave us a note. It always had the same symbol on it – the letter *H*.



Lucy: Did you catch him?

Grandpa: No. We almost caught him once, but he escaped.

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *rob, jeweller, bracelet, plan, steal, Eiffel Tower, symbol, almost, connection*

Recycled language: characters and language from the story, past simple

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

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy, Buster* and *Grandpa* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben, Lucy and Buster were on the train. Zelda and Horax got on. They wanted the map. The train went into a tunnel and Ben took their tickets. The conductor told them to get off the train. Grandpa used to be a police officer and he told them about a terrible criminal he chased then: The Mysterious H.*

The Mysterious H

1 070 SB pp62–63 **Look at pictures 1–4. What did the Mysterious H steal?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Elicit that the first six pictures are Grandpa's story.
- Pre-teach / check understanding of *rob, jeweller, plan* and *stole*.
- Students tell you what the Mysterious H is stealing in pictures 1 to 4 (jewellery, paintings, a crown, the top of the Eiffel Tower).
- Play the recording. Students listen for the things The Mysterious H stole (necklaces, bracelets, watches, paintings, works of art, the Queen's crown, the top of the Eiffel Tower) and why Grandpa told Ben and Lucy the story now (because the waiter's ring had the same letter H as was on The Mysterious H's notes).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit why students think the waiter was wearing the same ring.

For script see SB pp62–63.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.

Key: jewellery, paintings, a crown, the top of the Eiffel Tower

1 WB p62 **Read the story *The Mysterious H* again. Complete the text.**

Aim: to check comprehension

Key: 2 works, 3 world, 4 crown, 5 papers, 6 note

2 WB p62 **Tick ☑ the correct sentences.**

Aim: to further check comprehension

Key: ☑ 4, 5

3 WB p62 **Where did the Mysterious H steal these things from? Draw lines and write sentences.**

Aim: to draw conclusions from the story

Key: 2 He stole the necklace from a jeweller's shop. 3 He stole the top of the Eiffel Tower from Paris. 4 He stole the Queen's crown from a castle. 5 He stole a dinosaur skeleton from a museum.

Ending the lesson

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

Extension activity

Aim: to review ideas and concepts from the story
- Write *rob* and *steal* on the board. Around them scatter these words: *a bank, a jeweller, a house, a shop, paintings, money, necklaces, a TV.*
- Start word maps with one word around *rob* and one around *steal*, e.g. *bank (rob)* and *money (steal).*
- Tell students to think about the other words.
- In pairs, they decide which words go with *rob* (*a bank, a jeweller, a house, a shop*) and which with *steal* (*paintings, money, necklaces, a TV*).
- Elicit and discuss as a class.
- Elicit a correct sentence for each word.

5

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

New language: *awful scar*

Recycled language: language from the story

Phonics focus: to identify different ways of spelling the **ar** /ɑ:/ and **or** /ɔ:/ sounds

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Who was The Mysterious H?* (A criminal.) *What did he do?* (He stole things from people.) *Did the police catch him?* (No.) *Why did Grandpa think of him now?* (Because the waiter in the restaurant had a ring with an 'H' on it.)

2 SB p63 Read and write *t* (true) or *f* (false).

Aim: to focus on the content of the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They mark the sentences true or false.
- They compare their answers in pairs.
- Check with the class.

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

3 SB p63 Find the car and the horse in the story.

Aim: to contrast the **ar** and **or** sounds
- Read out the instruction for students, making sure they hear the **ar** and **or** sounds correctly.
- Students find the objects in the pictures in the story.

Key: Car: picture 1, Horse: picture 2

4 071 SB p63 Listen and say.

Aim: to practise ways of spelling the **ar** and **or** phonemes
- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit words with the **ar** (d*ar*k, sc*ar*) and **or** (h*or*se, sh*or*t, *aw*ful) sounds.
- Focus students on the alternative spelling of **or** (*aw*) shown here.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 016 WB p63 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 in all the papers, 2 I almost caught it

For script see TB p124.

2 WB p63 Look, read and number the sentences.

Aim: to give further practice of **ar** and **or** sounds, including alternative spellings of **or** (P*aul*, w*al*king, s*aw*, qu*ar*ter, f*our*)

Key: 2 a, 3 d, 4 c

3 017 WB p63 Listen, say and check your answers.

Aim: to give focused listening practice

Ending the lesson

Aim: to review and practise saying words with **ar** and **or** sounds
- Write two of the words from the lesson, e.g. *dark, horse*, on the board. Elicit another word with these sounds.
- Students work in pairs writing words with the same sounds, e.g. *scar, answer, force, story, floor.*
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*famous, hair, It*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Ben: It's a great story, but I don't understand. What's the connection with the waiter at the restaurant?



Grandpa: Ah, the waiter was wearing a ring with the letter *H* ... the same *H* that was on the notes ... that the Mysterious H used to leave.

Ben and Lucy: Wow!

2 **Read and write *t* (true) or *f* (false).**

1 The Mysterious H robbed jewellers all over London. ☐

2 He only robbed places in England. ☐

3 He stole the Queen's ring. ☐

4 The Mysterious H went to Paris. ☐

5 He always left the police a note. ☐

6 The waiter in the restaurant had an *M* on his ring. ☐

Phonics

3 **Find the car and the horse in the story.**

4 071 **Listen and say.**



My horse is short and dark with an awful scar.

1 **Look at the pictures in Activity 2. Answer the questions.**

1 Who do you think the Gentleman Robber was?

2 What did he steal?

2 072 **Read and listen. Check your answers.**



The Gentleman Robber

One day a man walked into a jeweller's shop. He was tall with short blond hair. He had a moustache and a beard and a small scar on his face. He wanted to buy a watch and he asked the woman in the shop to show him the most expensive watch they had. The woman showed him the watch. He looked at the watch, then he said to the lady, 'I'm very sorry but I'm going to rob you.' He put the watch in his pocket and ran out of the shop.



The lady was shocked. She called the police and told them everything.

A few months later, the police got a phone call from another jeweller in the same town. They went to the shop and talked to the man who worked there.

'I was working in the shop when a man came in,' he said. 'He was tall with short blond hair. He had a moustache and a beard and a small scar on his right cheek. He wanted to buy a necklace for his wife. I showed him the most expensive one we had. Then he said, "I'm very sorry but I'm going to rob you," and ran out of my shop.' The police thought it was the same man. They gave him a name, the Gentleman Robber, because he always said 'sorry'.

Over the next year, the Gentleman Robber robbed four more jewellers. The police artist talked to all the shop workers and he drew a picture. It was of a tall man with short blond hair, a moustache and a beard, and a small scar on his right cheek. The police put the picture in the newspaper and asked people who knew the man to phone them.



Learning outcomes:
- to practise reading and listening for specific information

New language: *gentleman, mistake*

Recycled language: language from the unit, hair and face vocabulary

Critical thinking (WB): Identifies inconsistencies in stories

Cognitive control functions (WB): Inhibitory control

Value: Mending your ways

Flashcards: 47–54 (hair and face)

Warm-up

Aim: to review hair and face vocabulary
- Students close their Student's Books.
- Write *hair* and *face* on the board.
- Elicit the hair and face words and their spellings and write them as a word map.
- If students cannot remember a word, show the corresponding flashcard to help them.

1 SB p64 **Look at the pictures in Activity 2. Answer the questions.**

Aim: to practise making predictions
- Focus the students on the pictures. Elicit what they can see.
- Check understanding of *the gentleman*.
- Ask questions. *Who is the Gentleman Robber? What does he look like? What does he steal?*
- Write ideas on the board.

2 72 SB p64 **Read and listen. Check your answers.**

Aim: to practise reading and listening for specific information
- Play the recording for students to listen, read and check answers to Activity 1.
- They compare answers in pairs.
- Check with the class and elicit where they found the answers.

For script see SB pp64–65.

Key: 1 Nobody knows, 2 jewellery

1 WB p64 **Read the story *The Gentleman Robber* again. Correct the sentences.**

Aim: to practise reading skills

Key: 2 He asked to see the most expensive watch and he stole it. 3 The thief stole a necklace from another jeweller. 4 They called him the Gentleman Robber because he always said, 'Sorry'. 5 The artist drew a picture of the thief. 6 The police made a mistake, then the Gentleman Robber returned a stolen watch. 7 The Gentleman Robber didn't steal again and the police never caught him.

2 WB p64 **Read the story again. How did the Gentleman Robber mend his ways? Tick ☑ the correct sentence.**

Aim: to focus on the value of mending your ways

Key: ☑ 2

3 WB p64 **Read the story again and think. Draw ☺ or ☹.**

Aim: to apply the value to everyday life

Key: Sentence 1: ☺, Sentence 2: ☹

Ending the lesson

Aim: to review the story
- Focus students on their predictions about the story from Activity 1.
- Elicit which ideas were close to the story and which predictions were correct.
- Elicit other key words from the real story.

Extension activity

Aim: to discuss the value of mending your ways
- Focus on how the story shows the value of mending your ways.
- Elicit why this value is important and examples of when students have tried to mend their ways themselves. Focus on habits they've tried to change or mistakes they have corrected.

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

Learning outcomes:
- to practise reading and listening for detail
- to practise a description

Recycled language: language from the story

Value: Mending your ways

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 values
- Elicit the main points of the story and what the value was.
- Ask students *How did the Gentleman Robber mend his ways?*

3 SB p65 Complete the sentences.

Aim: to practise reading for detail
- Play the recording of the story again. Students follow it in their Student's Books.
- Check students know what to do.
- Students work individually. They re-read the story and complete the sentences.
- Tell students to look for key words and phrases. The answer can be more than one word.
- Check with the class.

Key: 1 his face, 2 a watch, 3 the police, 4 a necklace, 5 he always said 'sorry', 6 doctor, 7 the Gentleman Robber, 8 the Gentleman Robber

4 073 SB p65 Listen to a summary of the story. Write the four differences.

Aim: to practise listening for detail
- Tell students they are going to hear a summary of the story and that there are four changes to the original story.
- Point to the example and play the recording. Pause when students hear the difference shown in the example.
- Check students understand what they have to do. Tell them to focus on key vocabulary or events that are missing in the new version. Play the rest of the recording.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.

Key: 2 TV / newspaper, 3 farmer / doctor, 4 A week later / The next day

For script see TB p124.

5 SB p65 Imagine and draw another robber. Write a sentence to describe them.

Aim: to be creative
- Students draw and colour pictures on sheets of paper. Tell them the pictures can be like the wanted posters from earlier in the unit.
- Students write a sentence to describe their picture. Remind them to use hair and face vocabulary from the unit.
- Display posters around the classroom.

1 WB p65 Look at the pictures. Answer the questions and then write the whole story.

Aim: to practise writing skills

Key: 1 In a sweet shop. 2 sweets, pocket, 3 Yes. 4 A police officer
5 Students' own answers.
6 Students' own answers.

Ending the lesson

Aim: to encourage students to give personal responses to the story
- Elicit from different students which part of the story they liked best.
- Ask them why.

Extension activity

Aim: to practise definitions
- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. They write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of 'Tic-tac-toe'.
- Draw a 3 × 3 grid on the board. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, horizontal or vertical).
- Count how many students there are in each team, e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. *Eight*. Say one of the definitions to the student who is number eight. If he/she answers correctly, he/she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the other team.



A few days later they got a phone call. The man they were looking for was a doctor. The police arrested the man. No one who knew the doctor believed he was the robber. It was impossible. The doctors who worked with him said, 'He's a good man! He helps people.' But when the shop workers looked at him, they all agreed. He was the Gentleman Robber. Soon the doctor was in prison.

Only one person knew the mistake the police made – the real Gentleman Robber. He read about the doctor in the newspaper. The next day he walked into a jeweller's but he didn't rob it. He said, 'Tell the police they've got the wrong man.' He then gave the shop owner the watch from his very first robbery. When they saw the watch, the police knew their mistake and they let the doctor out of prison. The Gentleman Robber never robbed another jeweller. The police never caught him and to this day, nobody knows who he is.



3 **Complete the sentences.**

1 The robber had a scar on _____.

2 In the first shop he took _____.

3 The woman in the shop called _____.

4 In the second shop he took _____.

5 The police called him the Gentleman Robber because _____.

6 The police arrested a _____.

7 All the shop workers said the doctor was _____.

8 The police never caught _____.

4 073 **Listen to a summary of the story. Write the four differences.**

In the summary we have …

1 crown instead of necklace.

2 _____ instead of _____.

3 _____ instead of _____.

4 _____ instead of _____.

5 **Imagine and draw another robber. Write a sentence to describe them.**

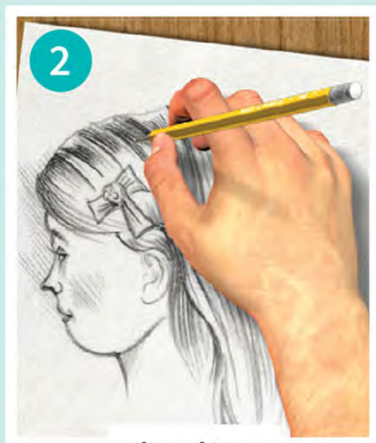
Think and learn

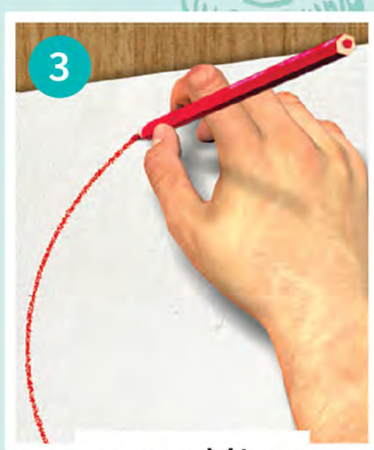
Sketches

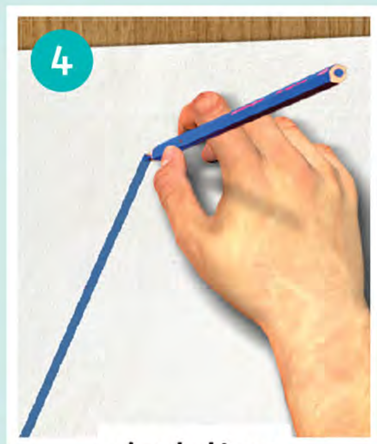
Watch and answer. How can we make sketches of people?

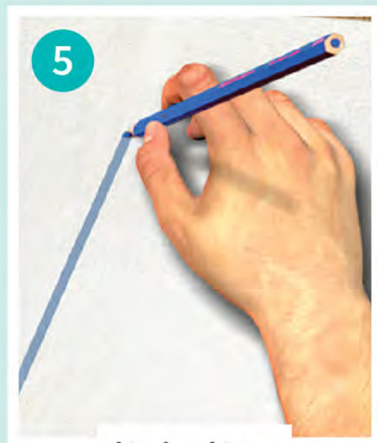
1 074 Listen and point.


1 sketch

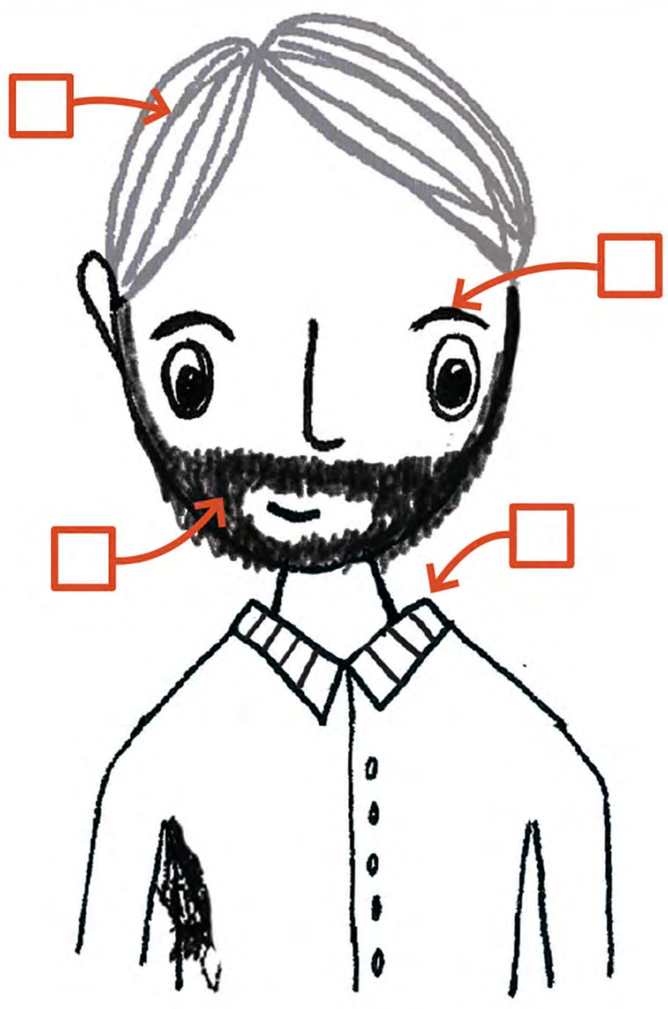

2 shading


3 curved line


4 dark line


5 light line

2 Look at this sketch. Write the numbers in the boxes.



1 straight lines

2 curved, dark lines

3 shading

4 light lines

Super fact!

Sometimes artists make sketches of criminals to help the police find them.



3 Imagine the man was wearing glasses and had a scar on his nose. What kind of lines would you sketch to show the glasses and scar? Draw them in the picture.

Learning outcomes:
- to use known language to answer questions and talk about art in English

BIG QUESTION to answer the question *How can we describe people?* using ideas and vocabulary from the unit

New language: *sketch, shading, curved line, dark line, light line*

Recycled language: language from the unit

Materials: paper, pencils

Warm-up

Aim: to introduce the topic of art
- Ask *Do you like to draw or paint? What materials do you use?* Elicit answers and write them on the board.
- Tell them that today they are going to learn about *sketches.* Check understanding of the word *sketch* (a quick drawing).
- Ask *Do you make sketches? What do you sketch?* Discuss ideas with the class.

▶ SB pGG **Watch and answer. How can we make sketches of people?**

Aim: to raise students' awareness of how to make sketches of people
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember after they finish watching.
- Ask students to watch again and answer *How can we make sketches of people?* Elicit the different people who are making sketches in the video.
- Ask *Why are people making sketches? What materials can they use?* Write ideas on the board.
- Play the video again and check.

For videoscript see TB p124.

1 074 SB pGG **Listen and point.**

Aim: to present sketches vocabulary
- Play the recording for students to point to each picture.
- Play the recording again. Pause after each word. Students repeat the word chorally. Then they practise in pairs.

2 SB pGG **Look at this sketch. Write the numbers in the boxes.**

Aim: to extend students' knowledge of how to make sketches
- Tell students to look at the sketch and say what it is (a portrait, or head and shoulders, of a person).
- Go through the words that describe the different lines and shading. Check comprehension. If students are struggling, draw examples of each type of line and shading on the board.
- Students number the elements in the sketch.

Key: (anticlockwise top left) 4, 3, 1, 2

3 SB pGG **Imagine the man was wearing glasses and had a scar on his nose. What kind of lines would you sketch to show the glasses and scar? Draw them in the picture.**

Aim: to practise what students have learned
- Point to the different lines and shading in Activity 2. Tell students they can use any or all of these to draw the new elements.
- Encourage students to practise drawing the glasses and scar in different ways. For example, it could be a thick scar and thin glasses, or vice versa.
- Check examples with the class. Ask students to show their pictures and describe what types of lines or shading they used.
- Read the *Super fact!* with the class. Remind students that this is one reason why people make sketches. Encourage them to share other ideas why people use sketches.

1 WB pGG **Look at these drawings. They are all sketches. Are the sentences about sketches (*t*) true or (*f*) false?**

Aim: to check general comprehension

Key: 1 f, 2 f

2 WB pGG **Read this text about sketches. Complete with the words from Activity 1.**

Aim: to check reading comprehension

Key: 1 portrait, 2 croquis, 3 pochade

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *How to make sketches, types of lines, sketches,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learned
- Students find sketches on the internet that they like. They bring them to class and say what type of sketch it is and what type of lines the artist uses.

Learning outcomes:
- to extend the focus on art through English
- to enable students to draw a sketch and write a description in English in order to complete a project

Recycled language: language from the unit

Creative thinking: Communicates personal responses to new ideas or artworks; Uses different media to make and describe his/her own designs

Critical thinking (WB): Compares different types of information

Materials: paper, coloured pencils, crayons, charcoal, pens

Warm-up

Aim: to review art and sketches
- Elicit the types of lines, shading and sketches the students learned about in the last lesson.
- Students tell you what people make sketches for. Remind them of the ideas in the video.

4 SB p67 Read about how artists draw sketches. Then match the materials with the lines.

Aim: to practise reading skills
- Students read the text and match the pictures to the materials.
- Check answers with the class.

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

5 SB p67 Look at the sketches and read the description. Which sketch is it? Talk to your partner about the other three sketches.

Aim: to enable students to apply what they have learned
- Ask *What can you see in the pictures?* Elicit answers. Ask what materials are used in each picture. Remind students of the material in Activity 1.
- Elicit the different types of lines and shading from the previous class.
- Read the example description.
- Students discuss the other sketches, using the vocabulary they have learned.
- Check ideas with the class. Stronger students can share their descriptions.

6 Project SB p67 Make a sketch of your friend. Write a description of your sketch.

Aim: to make a sketch and description of a friend
- Allow students time to study the example. Ask questions. *What materials did the artist use? What types of lines can you see?* etc.
- Read the description aloud.
- Students work individually. Encourage them to use different materials to make their sketches. Walk around to help with descriptions.
- Encourage students to use the model.
- Students present their sketches and descriptions in groups. Then check some examples with the class and display them around the room.

3 WB p67 Look at these two sketches of people. What techniques and materials do they use? Write the words under each sketch. One word can go under both sketches.

Aim: to review what students have learned

Key: 1 shading, thin lines, curved lines 2 colour, pen, thick lines, curved lines

4 WB p67 Sketch an object in your home that you like, or a person. What technique and materials did you use?

Aim: to apply what students have learned

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. *learned about different materials, described sketches, made a sketch and description,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to develop speaking skills
- In groups of four, students talk about their sketches and descriptions from WB Activity 4.
- Each student describes the lines and shading and says what materials they used.
- Students vote for the best sketch in their groups.

4 **Read about how artists draw sketches. Then match the materials with the lines.**

Artists use different materials to draw sketches. They can use pencils, pens, crayons and charcoal.

Sometimes artists use two or three different materials in the same sketch and use different coloured paper. Sometimes they work on a computer to do a sketch.

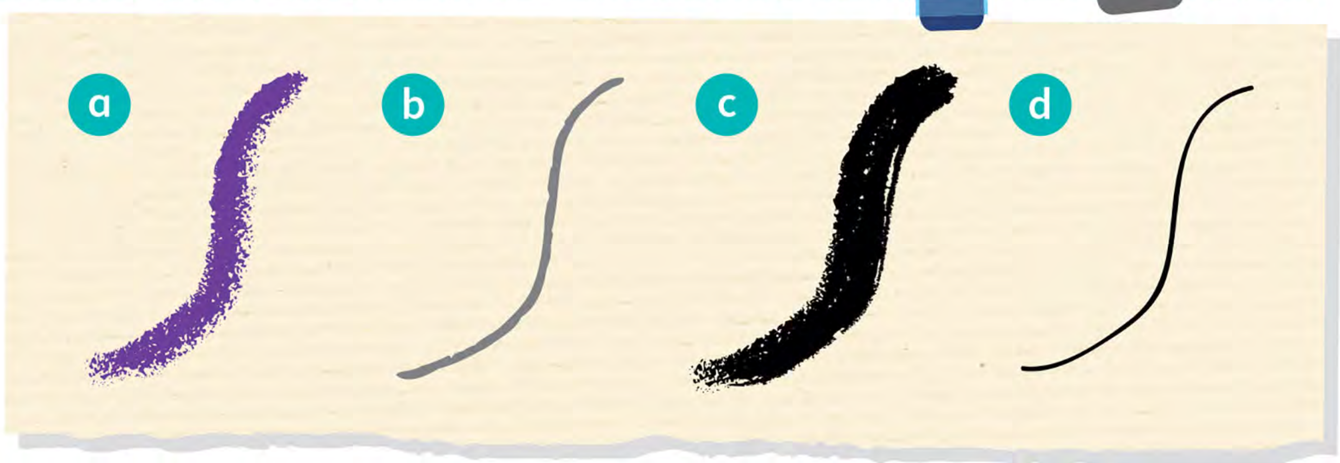


1 pencil ☐

2 pen ☐

3 crayon ☐

4 charcoal ☐



5 **Look at the sketches and read the description. Which sketch is it? Talk to your partner about the other three sketches.**









This sketch has got lots of yellow shading. The artist used yellow and white crayons on black paper.

This sketch …

6 **Project** **Make a sketch of your friend. Write a description of your sketch.**

This sketch has got lots of shading and curved lines. I used grey and brown pencils on white paper.



Talk and find out

Reading habits

1 **Ask questions and write names.**

David, do you read more than one book a week?

No, I don't.

Elena, do you read in bed?

Yes, I do.



Name	This person …
Pedro	reads more than one book a week.
Elena	reads in bed.
	likes adventure stories.
	likes funny stories.
	reads comics.
	doesn't like crime stories.
	's parents have got books in other languages at home.
	doesn't use a library outside school.
	hasn't got a book of poems.
	prefers reading to computer games.

2 **Work in groups. Talk about what you found out.**

Toni reads in bed.



Luca likes funny stories.

Learning outcomes:
- to complete a survey about reading habits

New language: *adventure, funny, comics, poems*

Recycled language: language from the unit

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

Materials: poster paper, digital portfolio

Warm-up

Aim: to review activities
- Brainstorm the books students like to read and the genres.
- Write the genres on the board, e.g. *crime, science fiction, adventure*.
- Leave the vocabulary on the board for the next activity.

1 SB p68 Ask questions and write names.

Aim: to review question forms
- Focus students on Activity 1 and tell them they are going to ask their classmates about their reading habits.
- Focus students on the *This person …* section of the table.
- Elicit a question for each one to make sure students remember how to form the questions, e.g. *Do you read more than one book a week? Have you got a book of poems?*
- Make sure students know what to do. They go around the class asking questions and writing one (different) name on each line.
- Students do the mingling activity. Monitor to check they are asking different people and are asking the full questions.

2 SB p68 Work in groups. Talk about what you found out.

Aim: to practise speaking skills
- Demonstrate the activity before students work in groups.
- Elicit one piece of information from a student, e.g. *(Name) likes adventure stories.*
- Students work in groups of four. They take turns to tell the others what they found out for each question.
- Monitor the groups to check they are exchanging information about their findings.
- Students can transfer the information they found out in their group onto a tally chart for display. They write the names of the activities and the number of students who do them.
- If possible, record one or two examples of groups exchanging information for students to upload to their digital portfolios.
- Alternatively, have students upload their charts to their digital portfolios or keep them in their print portfolios.

1 WB p68 Match the questions and answers.

Aim: to practise questions and answers

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

2 WB p68 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: on the sofa – in bed, more than three books – about two books, science fiction stories – crime stories, historical novels – funny stories, magazines – her dad's newspaper

3 WB p68 Write about your reading habits.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the lesson
- Play a quick hands-up game.
- Call out yes/no questions based on those in WB Activity 1, e.g. *Who likes reading in bed?* Students put up their hands.

Extension activity

Aim: to enable students to share information
- Groups take turns to talk about the results from SB Activity 2 to the class.
- Tell them to think of what they are going to say first. They report about the different activities and the numbers of students who like doing them.
- Make sure all the students in the group take an active part in the presentations.

Learning outcomes:
- to use language from the unit to write a book review for their print or digital portfolios

New language: *book review, true friend*

Recycled language: language from the unit

Critical thinking: Analyses causes and effects of problems; 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

Materials: digital or print portfolios

Warm-up

Aim: to review digital portfolios
- Elicit what students uploaded to their digital portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p69 Read the two book reviews. Which one is better? Why?

Aim: to practise reading skills
- Focus students on the two texts.
- Pre-teach *book review*.
- Check students know what to do. Elicit what is meant by *better* (gives a clearer idea of what the book is like and about).
- Students read silently and decide which review is better and why.
- They discuss their opinions in pairs.
- Check with the class. Ask students to read aloud parts of the reviews they thought were good.

Key: b. Because it gives a clearer idea of the story and tells us why the reader liked it.

2 SB p69 Use the notes to write a review.

Aim: to practise writing skills
- Read through the notes with the class and elicit what the name of the book is (*The Clown*) and who wrote it (Robert Wise).
- Focus students on how the information is sequenced in Activity 1, review b.
- Students work individually and write the review.
- They swap reviews with a partner and make at least two suggestions for improvement.
- Students then write their improved review for their digital or print portfolio.

3 SB p69 Think of a book and make notes.

Aim: to practise planning a piece of writing
- Brainstorm books students have read recently.
- Help students to fill out the information chart.
- Students use the plan from Activity 2 to help them.
- They write notes and plan their texts.

4 SB p69 Write a review. Draw the cover.

Aim: to practise writing a text from a model
- Students write a first draft of their review on paper.
- Go around the class. Read and comment on students' work. Draw attention to the Writing tip.
- Students write a final version for their digital or print portfolios.

1 WB p69 Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 I have to tidy my bedroom today. 3 My dad had to help his dad in the shop.

2 WB p69 Read and think. Then write three more.

BIG QUESTION

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

3 WB p69 Read. Then write about you and draw.

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Sing the song or play the game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 119 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students turn to SB page 58 and use the book to review the new words from the unit.
- Students close their books.
- In pairs, students take turns sketching each of the hair and face vocabulary items for their partner to name.
- Students open the book to check.

Think and write

A book review

1 **Read the two book reviews. Which one is better? Why?**

a

BOOK REVIEW

'A true friend' by RJ Glass.

This book is about Erin.

She hasn't got any friends.

Then she gets some

friends. I liked this book.

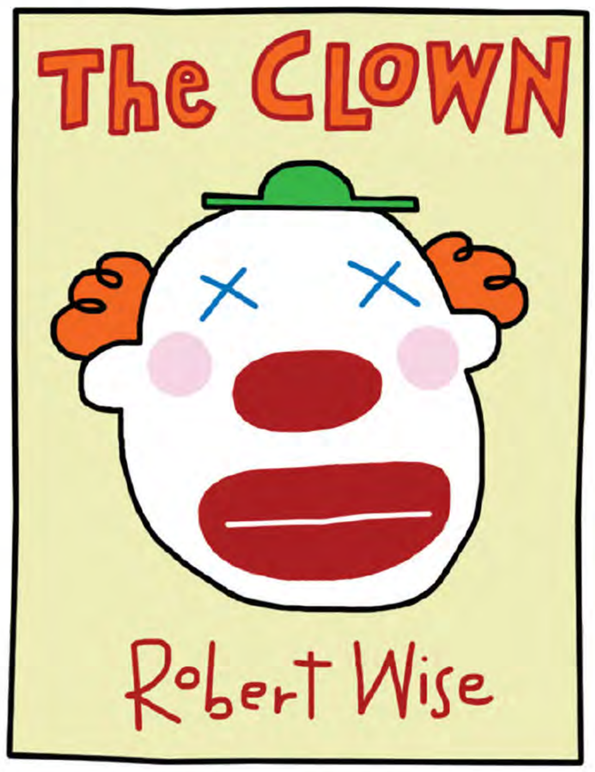
b

Book review

'A true friend' by **RJ Glass**. This book is about a girl called Erin. Erin hasn't got many friends because she is shy. One day a new student arrives at Erin's school and her life is never the same again. I liked this book because it was very exciting.

2 **Use the notes to write a review.**

Book:	The Clown
Author:	Robert Wise
Main character:	Jim / popular / very funny
What happens?	forgets how to laugh / loses his friends
What did I think?	good / sad



3 **Think of a book and make notes.**

4 **Write a review. Draw the cover.**

Book:
Author:
Main character:
What happens?
What did I think?

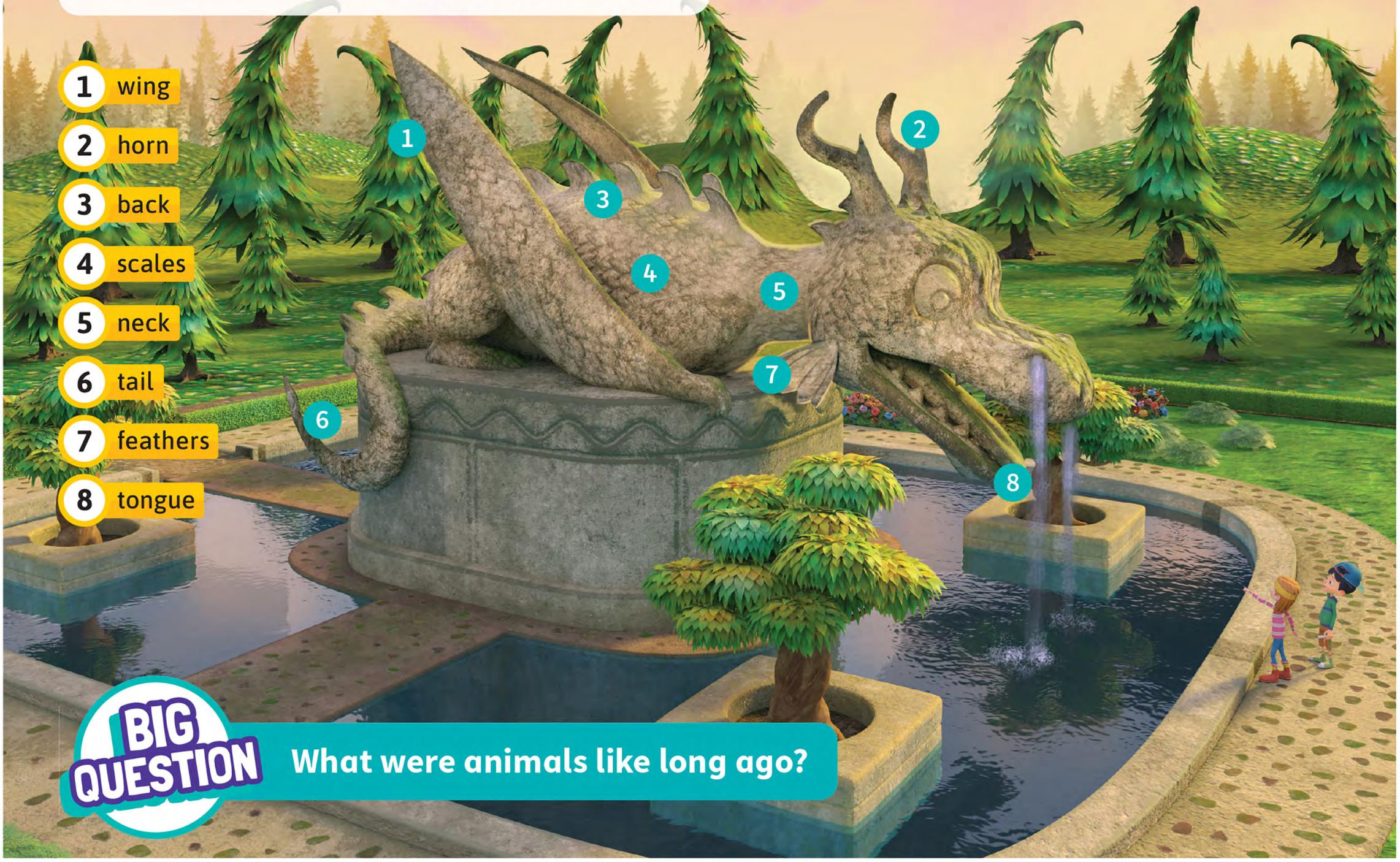
Writing tip

Don't say what happens at the end of the story in your book review!

6 Mythical beasts



1 075 Listen and say the words. Then check with a friend.



BIG QUESTION What were animals like long ago?

2 076 **Listen and answer.**

1 How did Ben know about the dragon?
2 What is Ben holding?
3 Why is this the right place?
4 Where do they look last?

3 **Play the animal game.**

I'm thinking of an animal. Can you guess?

Has it got wings?

Can it … ?

Learning outcomes:
- to talk about animal bodies
- to give students listening practice

BIG QUESTION to think about the question *What were animals like long ago?*

New language: *mythical beast, tail, horn, back, scales, wing, neck, feathers, tongue*

Recycled language: language from the story

Creative thinking (WB): Engages in activities with fantasy or mystery elements

Cognitive control functions: Working memory

Warm-up

Aim: to review parts of the human body
- Say known parts of the body.
- Students point to them on their bodies in turn.
- Say them quickly one after another to make the activity more fun.

Presentation

Aim: to present animal bodies vocabulary
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students pronounce *tongue* correctly.
- Pre-teach *mythical beast*. Elicit what students think this beast might be called (a dragon).

1 075 SB p70 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary
- Students look at the numbered words and items in the picture.
- Play the recording. Students listen and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

For script see SB p70.

BIG QUESTION What were animals like long ago?

Aim: to encourage students to discuss what they know about what animals were like long ago
- Read the Big Question. Ask *What are Ben and Lucy looking at?* (A statue of a dragon.) *Were dragons real?* (No.) *What animals from long ago looked like dragons?* (Dinosaurs.) *How were they similar to the dragon in the statue?* (Some of them had horns, tails, wings, scales, etc.)
- In pairs, students take turns describing a real or mythical animal from long ago for their partner to draw using coloured pencils or crayons. Encourage them to give details.

2 076 SB p70 Listen and answer.

Aim: to practise listening
- Check students know what to do.
- Encourage students to try to predict the answers.
- Play the recording. Students listen and answer.
- They check in pairs.
- Play the recording again. Check with the class.

For script see TB p124.

Key: 1 He used to come here with his grandpa. 2 The map. 3 Because the dragon's got the same horn as on the map. 4 The tongue.

3 SB p70 Play the animal game.

Aim: to give students practice with the new vocabulary
- Students ask *yes/no* questions to try to find out what the animal is. They can also ask, e.g. *Does it …? / Is it a …?*
- Students can ask ten questions and then they have to guess.
- Play the game as a class with different students thinking of an animal in turn.

Note: Supply animal names in English if necessary.

1 WB p70 Look and complete the words.

Aim: to practise writing the new vocabulary

Key: 2 tongue, 3 neck, 4 feathers, 5 wing, 6 back, 7 tail, 8 scales

2 WB p70 Look, read and number the texts.

Aim: to give further practice of the new vocabulary

Key: a 2, b 1

3 WB p70 Draw a dragon. What does it look like? Write.

Aim: to practise writing skills

Ending the lesson

Aim: to review vocabulary from the lesson
- Say a word from the lesson.
- A student points to their body and/or mimes the word, e.g. stroking their arm for feathers.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the eight new vocabulary items in their vocabulary books.
- They draw pictures to show their meaning.

Learning outcomes:
- to compare animals using comparative and superlative adjectives
- to revise language of description

New language: *dinosaur, myth, km/h, kilo, best, worst, meat-eater, plant-eater, cheetah*

Recycled language: animal bodies vocabulary, adjectives

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

Cognitive control functions: Cognitive flexibility

Flashcards: 55–62 (animal bodies)

Warm-up

Aim: to review animal bodies vocabulary
- Write the nine new items (include *dragon*) with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other words.

Presentation

Aim: to present comparative and superlative adjectives
- Elicit two animals students know, e.g. *tiger, bear.*
- Write adjectives, e.g. *big, dangerous,* on the board.
- Elicit comparative sentences, e.g. *A bear is bigger and more dangerous than a tiger.*
- Add another animal, e.g. *snake*, and other known adjectives, e.g. *long, heavy*.
- Elicit superlative sentences, e.g. *The snake is the longest. The bear is the heaviest. The snake is the most dangerous.*

1 077 SB p71 Read and write *t* (true) or *f* (false). Then listen and check.

Aim: to practise comparative and superlative adjectives
- Elicit what students can see in the picture for Activity 1 (a dinosaur). Pre-teach *dino* and *myth*.
- Read each statement through with the class.
- Students work in pairs and mark the sentences true or false in pencil.
- Play the recording.
- Students listen and check.

For script see TB p124.

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

2 SB p71 Put the words in order. Say the sentences.

Aim: to focus students on grammatical form
- Elicit the first sentence from the class and write it on the board.
- Students order the second sentence in pairs. Check with the class.

Key: 1 The Argentinosaurus was the heaviest dinosaur. 2 The cheetah is faster than the T-Rex.

3 078 SB p71 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and ask *Who is this?* (It's Gina.) *Where is she? What is she doing?* (Pointing at a shark.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *Who is the best dancer? Who is the worst singer?* etc.
- Point to the **comparatives** and **superlatives** in bold in the sentences and read them aloud.
- Students make similar sentences about people in the class.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p71.

4 SB p71 Work in groups. Write six sentences for an animal quiz. Then test your friends.

Aim: to consolidate grammatical form
- Students work in groups of four and write six true/false sentences, using comparative and superlative adjectives, e.g. *Cheetahs are the fastest land animals.* Students must know the answers.
- Groups read their sentences in turn. If other groups have the same sentence, each group with the sentence gets 1 point. If other groups don't have it, the group gets 3 points.

1 WB p71 Read and write *t* (true) or *f* (false).

Aim: to review comparative and superlative adjectives

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

2 WB p71 Write sentences.

Aim: to give further practice with the new language

Key: 2 Hippos are more dangerous than lions. 3 Corncrakes are the worst singers in the animal kingdom. 4 Dwarf crocodiles are smaller than saltwater crocodiles.

Ending the lesson

Aim: to practise key language from the lesson
- Call out one or two animals.
- Students make a superlative or a comparative sentence.

Extension activity

Aim: to enable students to develop research skills
- Students research one animal and write a short text using WB Activity 1 as a model.

1 077 **Read and write *t* (true) or *f* (false). Then listen and check.**

Dino facts – or dino myths?



1 The biggest dinosaur was longer than ten cars. ☐
2 The fastest dinosaurs could run at 60 km/h. ☐
3 T-Rex was one of the most dangerous dinosaurs. ☐
4 The heaviest dinosaur was more than 80,000 kilos. ☐
5 The best dinosaur film is called *Planet of Dinosaurs*. ☐
6 The worst dinosaur film is called *Legend of the Dinosaurs*. ☐

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

1 heaviest the The was dinosaur. Argentinosaurus
2 is cheetah than faster The the T-Rex.

3 078 **Watch, listen and say.**

Language focus

Who's **the most dangerous** animal in this park?
It's **bigger than** a crocodile. It's this shark!
Who's **the best** dancer at this zoo?
She's **better than** the lion.
It's … well, it's you!
Who's **the worst** singer in this house?
It's **worse than** a tiger. It's this mouse!



Who's **the prettiest** animal in this tree?
He's **more beautiful than** a fish.
It's … well, it's me!

4 **Work in groups. Write six sentences for an animal quiz. Then test your friends.**

A correct sentence = 1 point Only your group writes this sentence = 3 points

African elephants are bigger than Indian elephants True / False
Cats are friendlier than dogs. True / False

1 079 **Listen and match the names with the animals. Then sing the song.**







a Megalodon
b Gastornis
c Titanoboa

My favourite book is my dinosaur book.
It's the best book without a doubt.
When I open the pages of my dinosaur book,
The animals jump right out.

The Titanoboa was a very long snake.
It's the longest snake in my book,
With scales from its head right down to its tail.
Please come and have a look.

My favourite book is my dinosaur book ...

The Megalodon was a very scary shark.
It's the scariest shark in my book,
With a giant fin along its back.
Please come and have a look.

My favourite book is my dinosaur book ...

The Gastornis was a very big bird.
It's the biggest bird in my book,
With very big feathers and a very strong tongue.
Please come and have a look.



2 **Play the animal game. Think of an animal. The others have to find out what it is.**

Has it got wings / sharp teeth / a tail / a long tongue ... ?

Does it live in Brazil / Spain / Mexico ... ?

Can it fly / swim / climb trees ... ?

Does it eat ... ?

Is it a ... ?

3 **Write a new verse about the Smilodon.**

The Smilodon ...



Learning outcomes:
- to consolidate comparative and superlative adjectives
- to join in with a song

New language: *without a doubt*

Recycled language: animal bodies vocabulary

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

Cognitive control functions: Cognitive flexibility; Working memory

Warm-up

Aim: to review animal bodies vocabulary
- Start drawing a strange animal on the board. Stop after you have drawn, e.g. the tail. Students say *tail*.
- Draw the whole of the animal to review the new vocabulary.

1 079 SB p72 **Listen and match the names with the animals. Then sing the song.**

Aim: to give students practice with listening for detail and to sing a song for pleasure
- Point to the animals in the pictures and have students describe them using the animal bodies vocabulary.
- Check students know what to do.
- Students read the song and match the names to the animals.
- Play the recording. Students listen and check.
- They compare answers in pairs.
- Play the recording again and check with the class.
- Check understanding of vocabulary.

For song lyrics see SB p72.

Key: 1 c, 2 b, 3 a

Practice

- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (080). Practise it with the whole class.
- Students sing in groups with the karaoke version.

2 SB p72 **Play the animal game. Think of an animal. The others have to find out what it is.**

Aim: to give students further practice with animal bodies vocabulary
- Demonstrate the game for the class.
- Students ask *yes/no* questions to try to find out what the animal is. Point to the sample questions in the book to guide them.
- Students can only ask up to ten questions and then they have to guess.
- Play the game as a class with different students thinking of an animal in turn.

Note: Students may not know the animal names in English. Supply the English if necessary after the class have guessed.

3 SB p72 **Write a new verse about the Smilodon.**

Aim: to create new content and review language using own ideas
- Look at the picture of the Smilodon with the class. Elicit descriptions.
- In groups, students write a new verse. Tell them to use the verses in the song as a model. If necessary, help them start, e.g. *The Smilodon was a very scary cat.*
- Monitor the activity to check ideas and help with language. Ensure students are using comparatives and superlatives correctly.
- Groups read their verses aloud for the class.
- If there is time, have students illustrate their verses on poster paper and display them in the classroom.

1 WB p72 **Remember the song. Complete the sentences.**

Aim: to activate memory skills

Key: 1 scales, 2 best, jump, 3 scariest, fin, 4 biggest, feathers

2 WB p72 **Look at these animals from the past. Read and circle the correct words.**

Aim: to practise unit vocabulary and comparatives and superlatives

Key: 1 horns, best; 2 short, big; 3 biggest, longest

3 WB p72 **Choose an animal from Activity 2. Write a verse about it.**

Aim: to use imagination to create new content from own ideas

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with comparative and superlative adjectives
- Students work in groups of four.
- They look at the texts and pictures from other groups from Activity 3.
- They take turns to talk about the pictures using comparatives and superlatives, e.g. *Your Smilodon is taller than ours. Ours has got the biggest teeth!*

Learning outcomes:
- to give descriptions using *looks like*

New language: *human, half, chest, mythical, golden, mermaid, unicorn, Phoenix, centaur, Pegasus, Sphinx, silly*

Recycled language: animal bodies vocabulary, animals

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

Warm-up

Aim: to review animal bodies vocabulary
- Partially draw the animal bodies vocabulary on the board (e.g. part of a wing, tail).
- Students come to the board in turn and write the names of the items correctly.

Presentation

Aim: to present *looks like*
- Draw a strange mixed-up animal on the board.
- Give it a strange name, e.g. *Hipposaur*. Tell students that it is, e.g. *half hippo and half dinosaur.*
- Say, e.g. *Its body looks like a dinosaur and its head looks like a hippo!*
- Write the sentence on the board and underline *looks like*.
- Ask, e.g. *Is it a dinosaur? Is it a hippo?* Students answer *No.*
- Say, e.g. *It looks like a dinosaur and it looks like a hippo. But it's really a hipposaur!*

1 081 SB p73 Look at the beasts. Write the names under the pictures. Listen and check.

Aim: to practise *looks like*
- Elicit if they know the names of any of these mythical beasts.
- Read the names out for students to repeat.
- Read the Did you know? text with the class and check understanding of *human*.
- Students match the pictures with the names and then compare their answers in pairs.
- Play the recording and check with the class.

For script see TB p124.

Key: 1 a centaur, 2 Pegasus, 3 the Sphinx, 4 the Phoenix, 5 a mermaid, 6 a unicorn

2 SB p73 Complete with *looks* or *like*. Say the sentences.

Aim: to focus students on grammatical form
- Read the first example and ask *Which word is missing?*
- Elicit the sentence from the class with *looks* in the correct place.
- In pairs, students say the correct sentences. Check with the class.

Key: 1 The Sphinx looks like a lion. 2 A unicorn looks like a white horse.

3 082 SB p73 Watch, listen and say.

Aim: to further focus students on grammatical form
- Point to the picture and ask questions. *What is Gina drawing? What does it look like?* (A gecko and a parrot.) *Is it a gecko or a parrot?* (No.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask questions: *What's a polligecko? Has it got a gecko's or a parrot's head? What's a geckodile? What does it look like?* etc.
- Play the video again. Have students identify the **look like** phrases in the sentences and questions on the page. Ask students to describe what each animal looks like.
- Play the audio. Students follow in their Student's Books and join in.

For script see SB p73.

4 SB p73 Take it in turns to close your book. Ask and answer.

Aim: to give students further practice with *looks like*
- Demonstrate the activity using open pairs and the examples.
- Students do the activity in pairs.
- Go around the pairs and check correct use of *looks like*.

1 WB p73 Write questions for the answers. Use the words from the box.

Aim: to give further practice with *look like*

Key: 2 What does a mermaid look like? 3 What does the Phoenix look like? 4 What does Pegasus look like? 5 What does a unicorn look like? 6 What does the Sphinx look like?

2 WB p73 Read the dialogue. Write *1*, *2*, *3* or *4*.

Aim: to give practice with the new language

Key: 3, 1 I think it looks like a man/woman. He's/She's riding a horse. 2 I think it looks like a bear. It's riding a bike. 4 I think it looks like a bird. It's sitting on an elephant.

Ending the lesson

Aim: to review the new language
- With books closed, elicit names and descriptions of the mythical beasts from SB Activity 1.

Extension activity

Aim: to consolidate understanding
- In pairs, students practise some of the dialogues they wrote for WB Activity 2.

1 081 Look at the beasts. Write the names under the pictures. Listen and check.

Pegasus the Sphinx a mermaid a unicorn the Phoenix a centaur

Did you know?

Around the world there are lots of stories about mythical beasts. These beasts often look like animals, but sometimes they are half animal and half human.

1 

2 

3 

4 

5 

6 

2 Complete with *looks* or *like*. Say the sentences.

1 The Sphinx like a lion.

2 A unicorn looks a white horse.



3 082 Watch, listen and say.

Language focus

What **does** a polligecko **look like**?

It **looks like** a gecko, but it's got a parrot's head.

What **does** a geckodile **look like**?

It **looks like** a gecko with a crocodile's head.

4 Take it in turns to close your book. Ask and answer.



geckofish



tigergecko



geckorat



spidergecko

What does the geckofish look like?

It looks like a gecko with a fish's tail.

The secret door

1 083 How do Ben and Lucy get out of the statue?



Lucy: Ben, come over here.
Ben: What is it?



Lucy: Look. There's a little door. Let's open it.
Ben: Good idea. Let's see what's inside.



Ben: I hope it's not a trap!
Lucy: Me too! Now, let's start looking for that line.



Horax: Now we've got you! Give us the map or you have to stay in there forever!



Ben: We can't get out of that door. What can we do?
Lucy: Hmm, look! There's a ladder. Maybe it's a way out. It's our best chance!



Lucy: We can get out here. Let's jump into the pool, but be careful with the map!
Ben: It's in my jacket. I just hope that Horax and Zelda aren't looking.

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *trap, forever, ladder, pool, jacket, treasure chest*

Recycled language: characters and language from the story

Value: Always think about safety

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

Cognitive control functions (WB): Cognitive flexibility; Inhibitory control

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy* and *Buster* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben's grandpa told them about The Mysterious H. He told them that he saw an* H *on the waiter's ring. Ben and Lucy go to the park to look at the mythical beasts.*

The secret door

1 083 SB pp74–75 **How do Ben and Lucy get out of the statue?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of *trap, forever, ladder, pool, jacket* and *treasure chest.*
- Play the recording. Students listen for how the friends get inside the building (through a little door), why they climb the ladder (because it's their best chance), where the map is (in Ben's jacket), where they see the next line (on the side of the pool), what the line says (Look down and find the treasure chest).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

For script see SB pp74–75.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Play the video again from start to finish. Ask *How do Ben and Lucy get out of the statue?*

Key: They climb a ladder and jump into a pool from the dragon statue's mouth.

1 WB p74 **Read the story *The secret door* again. Then put the sentences in order.**

Aim: to check comprehension

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

2 WB p74 **Complete Horax's diary entry.**

Aim: to stimulate students' creativity

Key (possible answers): 2 Ben and Lucy / the children, 3 (a statue of) a dragon, 4 was on the dragon, 5 a door (in the dragon), 6 they went down some stairs, 7 closed the door, 8 came out of the dragon's mouth, 9 escaped, 10 angry

3 WB p74 **Read the story again and think. Colour the circles green for *yes* and red for *no*.**

Aim: to focus on the value of always thinking about safety

Key: green, red

Ending the lesson

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

Extension activity

Aim: to review ideas and concepts from the story
- Students work in groups of four.
- They compare their diary entries for Horax from WB Activity 2 and choose the best one in their group.
- The student whose entry is chosen in each group reads it to the class.
- The class votes for the best one.

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

Recycled language: language from the story

Phonics focus: to identify words with the **ea** spelling pronounced as /e/ and /i:/

Note: This spelling can have other pronunciations (e.g. *idea, great, bear*).

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *What were the friends looking at?* (The dragon.) *Who did they see inside?* (Horax and Zelda.) *Why did they jump into the pool?* (Because it was the only way out.) *Where did they see the next line?* (On the side of the pool.) *What did it say?* (Look down and find the treasure chest.)

2 SB p75 Read and make sentences.

Aim: to focus on the events in the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They read and make sentences.
- They compare their answers in pairs.
- Check with the class.

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

3 SB p75 Find the feathers on the beast in the story.

Aim: to contrast the **ee** and **e** sounds in these words
- Read out the instructions for students, making sure they hear the **ee** and **e** sounds in *beast* and *feathers*.
- Students find the feathers in the story.

Key: They are on the bird.

4 084 SB p75 Listen and say.

Aim: to practise two pronunciations of words with the **ea** spelling
- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit words with the **ee** sound (*eats*, *meat*, *beans*) and contrast them with the **e** sounds in *Heather*, *heavy* and *feathers*.
- Repeat the phonics sentence together as a class two or three times. Students practise in pairs.

1 018 WB p75 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 our best chance,
2 We're going to get you

For script see TB p125.

2 WB p75 Complete the table with the words from the box.

Aim: to give practice with different ways of saying **ea** words

Key: beast: eat, team, beans, meat; treasure: (weather), feather, bread, head

3 019 WB p75 Listen, say and check your answers.

Aim: to give focused listening practice

For script see TB p125.

Ending the lesson

Aim: to review how to say some words words with **ea** spelling
- Write one of the words from the lesson, e.g. *meat*, on the board. Elicit another word with this sound and spelling, e.g. *beans*.
- Elicit an **ea** word with the **e** sound, e.g. *feather*.
- Show students that some words with this spelling sound different: *great* and *break* rhyme with *wait* and *lake* while *bear* and *wear* rhyme with *chair* (see Unit 4 Phonics focus).

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (e.g. *ball, tree, climb, dad's ladder*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Lucy: They're still there! But they can't see us.
Ben: Hey, look here – on the side of the pool!
Lucy: It's the next line: 'Look down and find the treasure chest'. Great! Now let's go. Hurry up!

8



Ben: Lucy, run!
Zelda: Oh, no. Look!
Horax: Stop, you two! We're going to get you!

2 **Read and make sentences.**

1 Lucy finds	a when they go down the stairs.
2 They leave the door open	b because it's in Ben's jacket.
3 Horax	c shuts the door.
4 When Horax closes the door,	d a way into the dragon.
5 Lucy has an idea how	e he is sure he is going to get the map.
6 The map doesn't get wet	f to get out of the dragon.

Phonics

3 **Find the feathers on the beast in the story.**

4 084 **Listen and say.**



Heather's bird has heavy feathers and eats a lot of meat and beans.

Skills

1 085 **Listen and tick ☑ the correct picture.**

1 Where did Paul find the book?

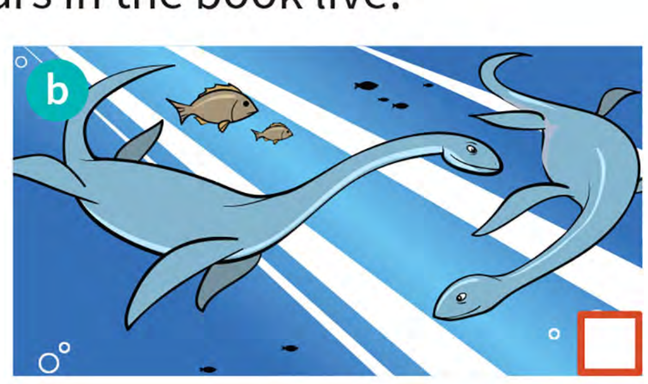


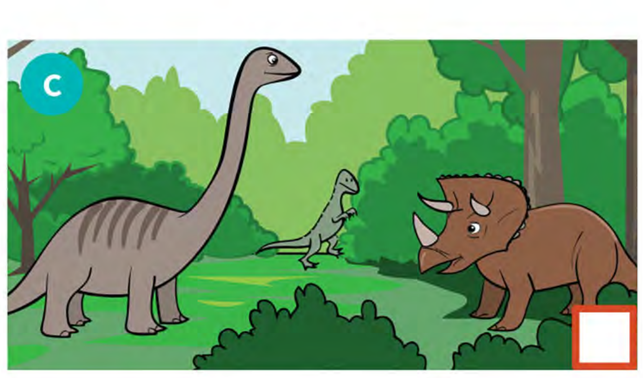




2 Where did the dinosaurs in the book live?



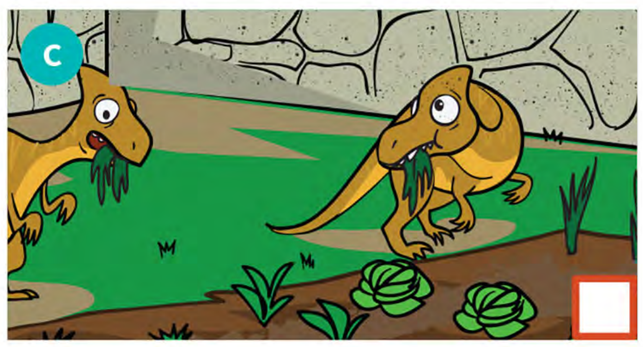




3 What did they eat?



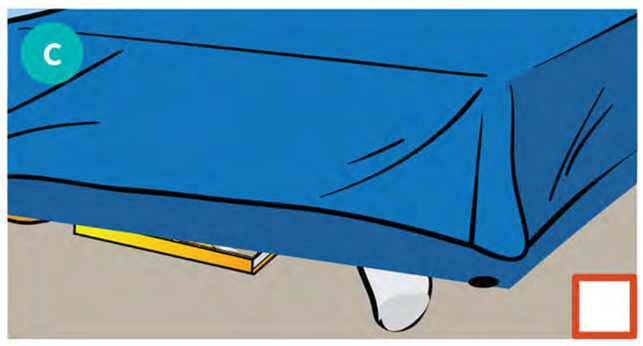




4 What happened to the book?

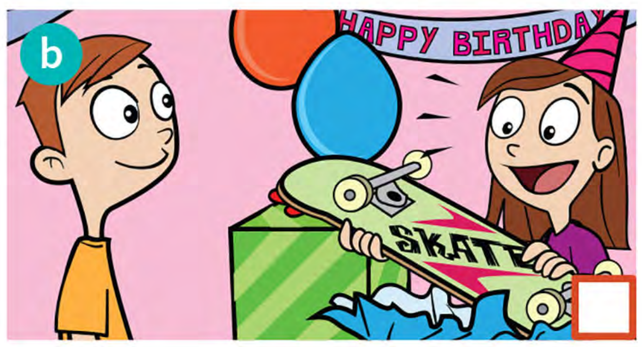


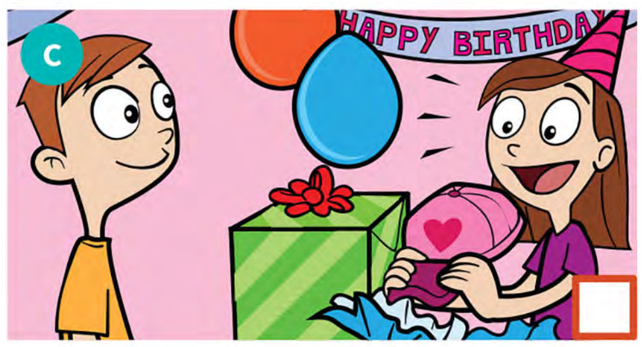




5 What did Paul give his sister?







Learning outcomes:
- to practise listening for specific information
- to practise reading for detail
- to practise writing skills

New language: *cellar*

Recycled language: language from the unit, past simple, *dinosaur, cap*

Warm-up

Aim: to review animal bodies and habit vocabulary
- Students close their Student's Books.
- Ask a student to describe an imaginary animal, e.g. *It looks like a lion, but it's got a giraffe's head.*
- Elicit from the class where they imagine it lives, what it eats and so on to set the scene for the listening in the lesson.

1 085 SB p76 **Listen and tick ☑ the correct picture.**

Aim: to practise listening for specific information
- Focus the students on the pictures. Elicit what they can see. Tell them the boy's name is Paul.
- Tell students to read the questions and to look at the pictures.
- Check they know what to do.
- Play the recording. Students listen and tick.
- They compare their answers in pairs.
- Play the recording again. Check answers with the class.
- Play sections of the recording again if necessary.

For script see TB p125.

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

1 WB p76 **Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**

Aim: to practise reading skills

Key: 1 dinosaur, 2 strongest 3 wings, 4 scales, 5 pets

2 WB p76 **Now choose the best name for the story. Tick ☑ one box.**

Aim: to further practise reading skills

Key: ☑ Animal projects

Ending the lesson

Aim: to review the story
- Elicit the main points of the story from the Student's Book listening activity.
- Ask students if they have found a special book somewhere, or if they have a book which is really special for them.
- Volunteers tell the class.

Extension activity

Aim: to stimulate creativity
- Students work in groups of four.
- Remind students of the text in WB Activity 1. Ask students what animal they would choose to do a project on and why.
- In their groups, draw and describe the animal.
- Groups tell the rest of the class about it.

Learning outcomes:
- to practise reading and listening for detail

Skills:
- story telling
- writing a story

New language: *hatch*

Recycled language: animal bodies vocabulary, past simple and past continuous

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

Warm-up

Aim: to review past tenses
- Ask students what they did at the weekend, e.g. *Where were you on Saturday afternoon? What were you doing? What did you do next?*
- Ask several students to review use of narrative tenses.

1 SB p77 Work with a friend. What happens in each picture? Make a list of words for each picture.

Aim: to give students practice in preparing to tell a story
- Focus students on the pictures. Elicit general points about the story first.
- Read the activity instructions with the class.
- Start the story as a class. Elicit some words for picture 1 and write them on the board, e.g. *park, play football, children, trees, egg.*
- Pre-teach *hatch*.
- Check students know what to do.
- In pairs, they note down vocabulary for the other pictures.
- Go around the pairs to monitor and help.

2 SB p77 Tell the story with a friend.

Aim: to give students practice with telling a story
- Demonstrate the activity for the students, using the words on the board.
- Start with the sentence in the Student's Book.
- Prompt students to give you other sentences to include the words on the board.
- Remind them to make the story interesting and to use past tenses.
- Students continue their stories in pairs.
- Monitor and help as appropriate.

3 SB p77 Now write the story.

Aim: to give students story-writing practice
- Students work individually.
- They write a first draft of their stories.
- They swap with their partner and check each other's work.
- Students give their partner at least three pieces of advice.
- Students then write a final version of their stories.

Key (sample answer): One day Shelly and her friends were in the park. They were playing football. Shelly saw something under a tree. 'Look at this big egg!' she said to her friends. She picked the egg up carefully and took it home. She put it in a box next to her bed. In the morning she opened her eyes and looked at the egg. She could hear a strange noise. Suddenly, the egg cracked open and a baby bird came out. Shelly looked at it closely. It didn't look like a bird. It had big feet, wings and arms. 'You look like a dragon!' Shelly said. A week later Shelly took the dragon to the park to show her friends.

1 WB p77 Look and read. Choose the correct words and write them on the lines. There is one example.

Aim: to practise reading skills

Key: 1 village, 2 bracelet, 3 tail, 4 neck, 5 island

Ending the lesson

Aim: to review story telling
- Elicit the oral story for picture 1 in SB Activity 2 from one pair.
- Then elicit the story for picture 2 from another pair.
- Continue for pictures 3 and 4.
- Elicit if it was a good story and, if it didn't work, what the problems were.

Extension activity

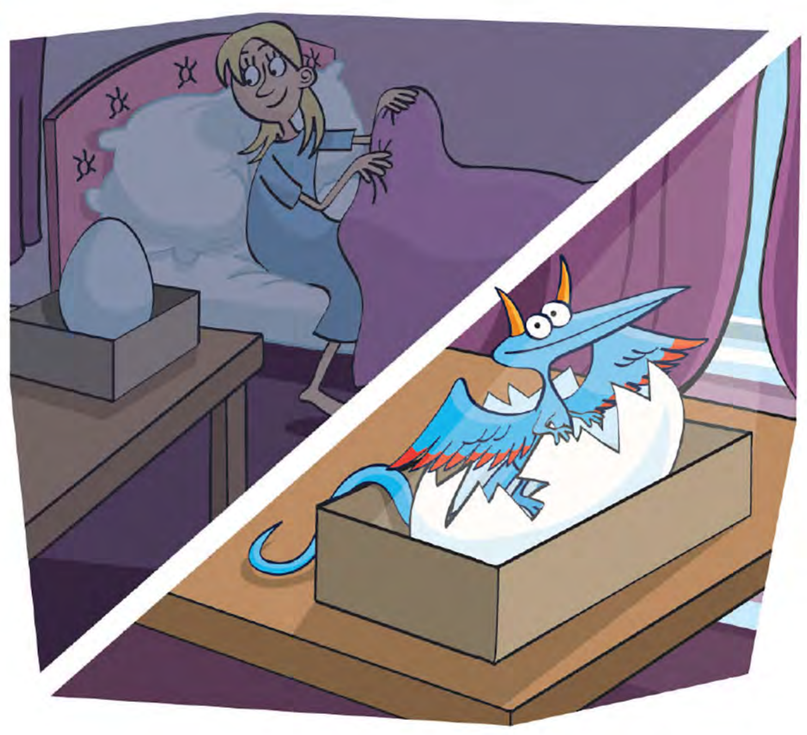
Aim: to practise memorisation
- Students look at the pictures in WB Activity 1 for 30 seconds.
- In pairs, they take turns to give definitions for each picture and have their partner guess.

1 **Work with a friend. What happens in each picture? Make a list of words for each picture.**

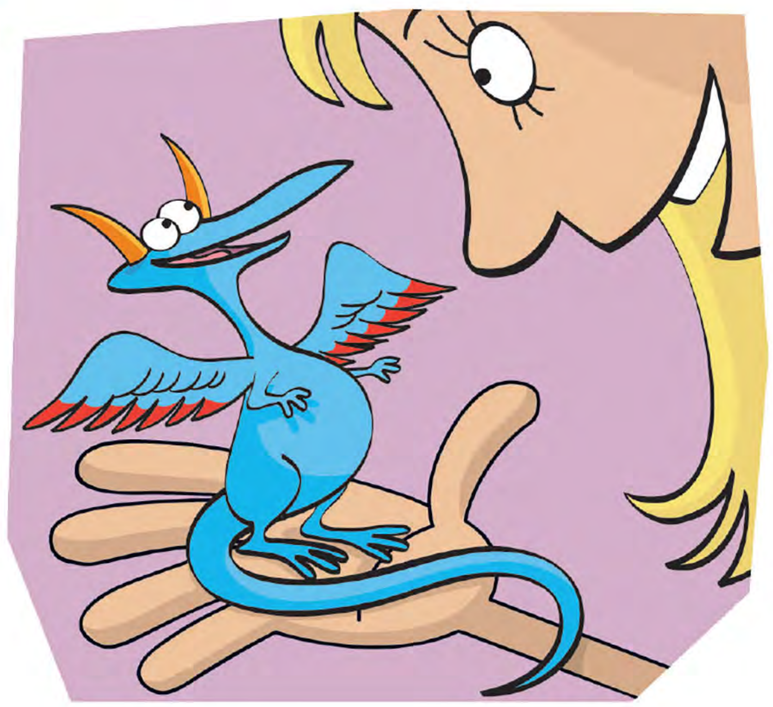
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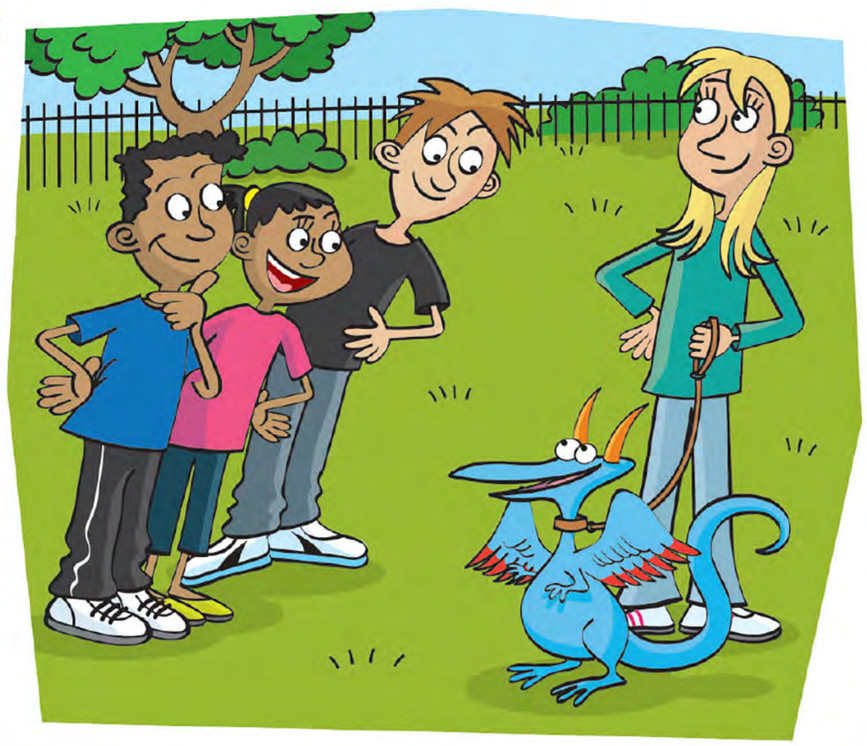
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3



4



2 **Tell the story with a friend.**

One day Shelly and her friends were in the park. They …

3 **Now write the story.**

One day Shelly and her friends were ...

Shelly ... She ...

In the morning ...

It had ...

A week later ...

Dinosaurs

Super fact!

People who know a lot about dinosaurs are called *palaeontologists*. It's a very long word – try to say it!



Watch and answer. What were dinosaurs like?

1 086 Listen and point.

1



tyrannosaurus

2



stegosaurus

3



oviraptor

4



beak

2 **Read about three different dinosaurs. Make notes to complete the chart.**

The tyrannosaurus was a very big dinosaur with lots of sharp teeth. It had a big head and two small arms and it could run quickly on its two legs. Palaeontologists think that it ate smaller dinosaurs.

The stegosaurus was a dinosaur that had smaller teeth than a tyrannosaurus. It was as big as a bus and moved on four legs. Its head was small and it ate plants.

The oviraptor was a dinosaur that ate plants, eggs, insects and meat. It was a small dinosaur with two long legs and two long arms. Its head looked a bit like a bird and it didn't have any teeth. It used its beak to eat food.

	What was its head like?	What were its teeth like?	How many arms and legs?	What food did it eat?
tyrannosaurus	big			
stegosaurus				
oviraptor				

Learning outcomes:
- to use known language to answer questions and talk about science in English

BIG QUESTION to explore the question *What were animals like long ago?* using ideas and vocabulary from the unit

New language: *tyrannosaurus, stegosaurus, oviraptor, beak, palaeontologist*

Recycled language: language from the unit

Warm-up

Aim: to introduce the topic of science
- Write *Animals* on the board and draw a circle around it.
- Elicit some real animals.
- Focus on the animals in turn and elicit what they eat. Develop a mind map about their food habits on the board by drawing a line from each animal and writing, e.g. *meat, grass,* depending on what they eat.
- Tell students to look at the pictures of the different dinosaurs on page 78. Ask *What did these animals eat?* Write ideas on the board.

SB p78 **Watch and answer. What were dinosaurs like?**

Aim: to raise students' awareness about what dinosaurs were like
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember.
- Ask students to watch again and answer *What were dinosaurs like? What different types of dinosaurs are in the video?*
- Ask *How were different types of dinosaur similar to each other? What did they look like?* Write ideas on the board.
- Play the video again and check.

1 **086** **SB p78** **Listen and point.**

Aim: to present dinosaurs vocabulary
- Play the recording for students to point to each picture.
- Play the recording again. Pause after each word. Students repeat the word chorally. Then they practise in pairs.

2 **SB p78** **Read about three different dinosaurs. Make notes to complete the chart.**

Aim: to extend students' knowledge of types of dinosaurs
- Elicit which animals they can see in the pictures in Activity 1.
- Tell students they are going to read about each animal. Point to the chart and elicit what type of information they should look for.
- Read the activity instructions with the class. Check students know what to do.
- They do the task individually.
- In groups of four, they compare and discuss their answers.
- Check and discuss as a whole class.

Key: Tyrannosaurus: (big), sharp, two arms and two legs, smaller dinosaurs; stegosaurus: small, small, four legs, plants; oviraptor: a bird's, didn't have any, two legs and two arms, plants, eggs, insects and meat

1 **WB p78** **Read about three other animals from long ago. Tick ☑ the correct sentence.**

Aim: to check general comprehension

Key: 1

2 **WB p78** **Read the text again and match.**

Aim: to practise reading for detail

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

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *different types of dinosaur, what they eat, what they look like,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learned
- Students work in pairs.
- They research at least two more types of dinosaur and make notes in a table like the one in Student's Book Activity 2.
- Make groups of six (three pairs).
- They share their ideas.
- Elicit, discuss and check as a class.

Learning outcomes:
- to talk about science in English
- to enable students to complete a project (dinosaur information card)

New language: *carnivore, omnivore, herbivore, triceratops*

Recycled language: language from the unit

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

Creative thinking: Develops ideas through planning, research or review; Participates in investigative, exploratory, open-ended tasks

Cognitive control functions: Cognitive flexibility

Materials: pictures of dinosaurs from the internet, index cards

Warm-up

Aim: to review types of dinosaur and what they ate
- Elicit the three dinosaurs from the last class and write their names on the board.
- Ask *What did these dinosaurs eat?* Make notes under each name. Leave the information on the board.

3 SB p79 **Read about what different animals eat. Match each text with a dinosaur from Activity 1.**

Aim: to practise reading skills
- Tell students they are going to read about what different types of animal eat. Point to the three titles and write them on the board next to the dinosaur information from the warm-up.
- Read the herbivore text with the class. Ask *What do herbivores eat?* (Plants) *Which dinosaur eats plants?* (Stegosaurus) Draw a line from the word *stegosaurus* to *herbivore* and say *The stegosaurus was a herbivore.*
- Repeat with the other texts. Have students label the texts in their books.

Key: herbivore – stegosaurus, carnivore – tyrannosaurus, omnivore – oviraptor

4 SB p79 **Think of two more animals for each category.**

Aim: to enable students to apply what they have learned
- Review what *herbivore, carnivore* and *omnivore* mean.
- Students work in groups to think of other animals for each category.
- Check answers and write a list on the board.
- Students copy the lists into their vocabulary notebooks.

5 Project SB p79 **Make a dinosaur information card. Find out about another kind of dinosaur and draw a picture. Write some information about it.**

Aim: to enable students to complete a project
- Allow students time to read the model. Ask questions. *What did a triceratops look like? What did it eat?* etc.
- Read the description aloud.
- Students work individually. Suggest they create a card for one of the dinosaurs they researched in the previous class.
- Encourage them to use different materials to make their cards. Allow them to print pictures from the internet and cut them out.
- Walk around to help with descriptions.
- Encourage students to use the model.
- Students present their information cards in groups. Then check some examples with the class and display them around the room.

3 WB p79 **Read and write *herbivore, carnivore* or *omnivore*.**

Aim: to review what students have learned

Key: 2 carnivore, 3 omnivore, 4 herbivore, 5 carnivore, 6 herbivore

4 WB p79 **Find an animal that you think is interesting. What does it look like? Where does it live? What does it eat? Write, then draw a picture.**

Aim: to encourage creativity and apply what students have learned

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. *learnt about herbivores, carnivores and omnivores, made a dinosaur information card,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to develop speaking and writing skills
- In groups of four, students talk about their animals from WB Activity 4.
- Each student describes their animal.
- Students write in their notebooks one interesting thing they learned about each animal in their group.

3 **Read about what different animals eat. Match each text with a dinosaur from Activity 1.**



HERBIVORES

Herbivores are animals like giraffes that eat plants, not meat. Their teeth are flat so they can pull leaves from trees. Herbivores eat more than carnivores because they need to eat lots of plant parts so they can grow.

_____



CARNIVORES

Carnivores are animals that eat meat, like lions and snakes. Carnivores have got strong teeth and can move fast to catch other animals.

_____



OMNIVORES

Omnivores are animals that eat meat, eggs, insects and plants, like some birds.

_____

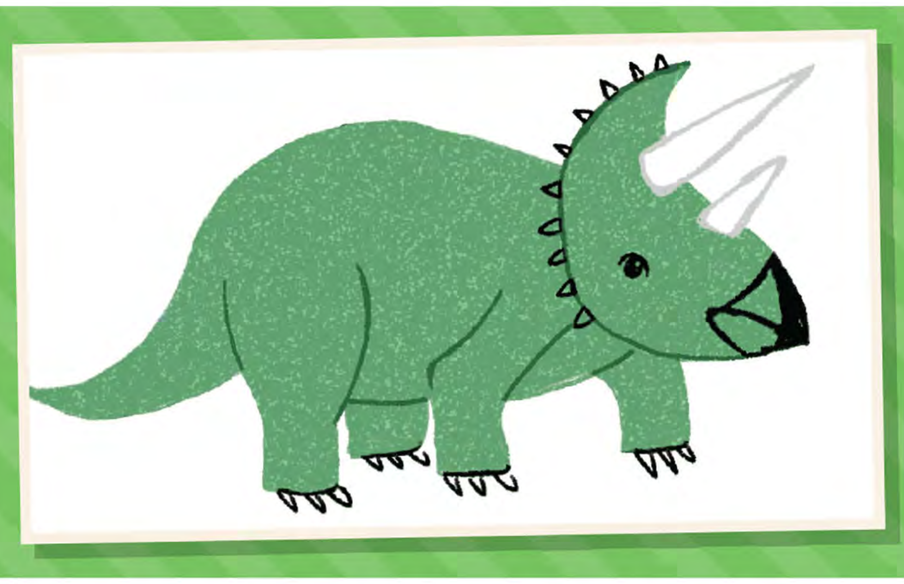
4 **Think of two more animals for each category.**

1 Herbivores: _____ _____

2 Carnivores: _____ _____

3 Omnivores: _____ _____

5 **Project** **Make a dinosaur information card. Find out about another kind of dinosaur and draw a picture. Write some information about it.**



The triceratops had a very big head and three horns. It had lots of teeth and moved on four legs. It was a herbivore.

Talk and find out

Finding an unusual animal

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

Student A

You are in the park and you see a very unusual animal. Think about the following:

- What does it look like?
- Has it got (wings / fur / claws …)?
- Can it (swim / fly / run very fast …)?

Now phone the zoo. Tell the director about the animal and ask what you should do.

Student B

You are the zoo director. Someone is going to phone you to tell you about an unusual animal. Think about what you want to know:

- Looks?
- What can it do?

Make a decision about what to do.

Useful language

Finder

Hello, am I talking to the director of the zoo?
I've got a strange animal.
It looks like …
It's got …
It can …
It's faster than / bigger than / smaller than …

Director

What exactly does it look like?
What colour is it?
Has it got … ?
How big … ?

2 **Act out your play.**



Learning outcomes:
- to plan and perform a short play

New language: *unusual, fur, claw, decision*

Recycled language: language from the unit, animal bodies vocabulary

Creative thinking: Acts parts in role play or dramas

Cognitive control functions: Cognitive flexibility

Flashcards: 55–62 (animal bodies)

Materials: two phones and a cap (optional), print or digital portfolio

Warm-up

Aim: to review animal bodies vocabulary
- Students work in groups. Hand a flashcard to each group.
- Give groups one minute to list as many animals (real and mythical) as they can that have the body part on their card.
- The group with the most correct animals is the winner. You can award extra points for mythical beasts.
- Have groups exchange cards and repeat.

1 SB p80 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play
- Tell students they are going to do a short role play between a child in the park and a zoo director.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and know what to do.
- Elicit full examples of the Useful language.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p80 Act out your play.

Aim: to practise interactive speaking skills
- Pairs take turns to perform their short plays for the class. They can use phones and a cap as props if you have them.
- If possible, record one or two examples of plays for students to upload to their digital portfolios.
- Alternatively, have students upload their scripts to their digital portfolios or keep a written version in their print portfolios.

1 020 WB p80 Put the dialogue in order. Then listen and check.

Aim: to practise interactional language and listening skills

Key: 6, 9, 4, (1), 10, 5, 2, 7, 8, 3

2 WB p80 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of animal bodies vocabulary
- Write the animal bodies words in scrambled letter order on the board. Include *dragon, fur* and *claw*.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills
- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

Learning outcomes:
- to use language from the unit to write about a mythical beast for a print or digital portfolio.
- to raise awareness of full stops and capital letters

New language: *full stop, capital letter*

Recycled language: language from the unit

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.; Creates texts that express personal interests, emotions, or identity

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

Cognitive control functions (WB): Cognitive flexibility

Materials: print or digital portfolios

Warm-up

Aim: to review print or digital portfolios
- Elicit what students uploaded to their digital portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p81 Read Ryan's text. Add eight full stops.

Aim: to practise punctuation
- Focus students on the picture and tell students that this is a unicornix and that they are going to read about it.
- They read silently and mark the full stops in pencil.
- Read the Writing tip aloud. Students read the text aloud in pairs, taking turns to read sentences and to pause at each full stop.
- Check and discuss answers as a class.

Key: This was the unicornix. It lived a million years ago and it was the heaviest animal in those days. It was pink and it looked like a horse. It had a big horn on its head. It also had wings with lots of beautiful feathers. They were green and gold. The unicornix could fly and it was faster than the fastest bird. It could also swim and run and it was one of the most dangerous animals in the world.

2 SB p81 Read Tammy's text. Add capital letters and seven full stops.

Aim: to give students further practice with punctuation
- Elicit when students need to use capital letters.
- They mark the capital letters and full stops on the text in pencil.
- Then they compare answers in pairs.
- Check with the class. Elicit and write the text on the board.

Key: The minirex was the smallest dinosaur in the world. It was smaller than a mouse. It was half dinosaur and half bird and it also looked like a fish. It had horns and wings. The wings had feathers. Its tail was long and full of scales. It was the fastest animal under water.

3 SB p81 Imagine and draw a mythical beast. Write about it.

Aim: to practise writing skills
- Read through all the questions with the class.
- Remind them to use the two texts with full stops and capital letters as models.
- They plan their texts and then write a first draft.
- Go around the class and comment on students' work.
- Students write a final version of their texts for their portfolios.

1 WB p81 Colour the bricks to make sentences. Write in the missing words.

Aim: to review grammatical form

Key: 2 You're the best sister in the world! 3 What do mermaids look like? 4 That's the ugliest dog in the world! 5 My aunt is taller than my mum.

2 WB p81 Read and think. Then write two more.

BIG QUESTION

Aim: to enable students to revisit the Big Question and consolidate learning
- Students complete Activity 2 and compare answers in pairs.

3 WB p81 Read. Then write about you and draw.

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 119 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students turn to SB page 70 and use the book to review the new words from the unit.
- Students close their books.
- In pairs, students take turns sketching each of the animal bodies vocabulary items for their partner to name.
- Students open the book to check.

Think and write

My beast

1 **Read Ryan's text. Add eight full stops.** • full stop



This was the unicornix It lived a million years ago and it was the heaviest animal in those days It was pink and it looked like a horse It had a big horn on its head It also had wings with lots of beautiful feathers They were green and gold The unicornix could fly and it was faster than the fastest bird It could also swim and run and it was one of the most dangerous animals in the world

2 **Read Tammy's text. Add capital letters and seven full stops.**



the minirex was the smallest dinosaur in the world it was smaller than a mouse it was half dinosaur and half bird and it also looked like a fish it had horns and wings the wings had feathers its tail was long and full of scales it was the fastest animal under water

Writing tip

Read your text aloud to check. Pause after each full stop.

3 **Imagine and draw a mythical beast. Write about it.**

- What was its name?
- When did it live?
- What did it look like? (Another animal? Did it have horns / wings / feathers / a tail / scales … ?)
- Was it heavier or smaller than other animals? Was it the biggest, the fastest … ?
- What could it do? (Fly? Swim? Run very fast … ?)

7 Orchestra practice

1 087 Listen and say the words. Then check with a friend.

1 trombone
2 triangle
3 keyboard
4 drums
5 tambourine
6 saxophone
7 trumpet
8 violin
9 harp

BIG QUESTION How are musical instruments different?

2 088 **Listen and correct the sentences.**

1 Lucy and Ben arrive last.
2 Ben knows other musical places.
3 They check six instruments.
4 They can look again at lunchtime.

3 **Play the miming game. Ask and answer.**

Are you playing the violin?

Yes, I am.

Learning outcomes:
- to present and practise vocabulary for instruments
- to give students listening practice

BIG QUESTION to think about the question *How are musical instruments different?*

New language: *orchestra, tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin, instrument, musical, break* (n)

Recycled language: language from the story

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

Creative thinking (WB): Interprets characters in games and drama

Cognitive control functions: Working memory; Cognitive flexibility

Warm-up

Aim: to review instruments vocabulary
- Write *Instruments* on the board.
- Elicit instruments students know and write them on the board.
- Elicit if anyone plays an instrument and if anyone is in an orchestra.

Presentation

Aim: to present instruments vocabulary
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Elicit where students think Ben and Lucy are.

1 087 SB p82 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary
- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

For script see SB p82.

BIG QUESTION **How are musical instruments different?**

Aim: to encourage students to discuss what they know about how musical instruments are different
- Read the Big Question. Ask *What instruments can Ben and Lucy see? How do we play these instruments? Do we hit/blow/shake them?* (Mime the actions.) *Which instruments do we play in a similar way?*
- Write ideas on the board.

2 088 SB p82 Listen and correct the sentences.

Aim: to practise listening
- Read the statements aloud with the class.
- Check understanding and that students know what to do.
- Encourage students to try to predict what the corrections might be.
- Pre-teach *break.*
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.
- Elicit where Ben and Lucy are (at their orchestra practice at school).

For script see TB p125.

Key: 1 Lucy and Ben arrive first. 2 Ben can't think of any other musical places. 3 They check five instruments. 4 They can look again in the break.

3 SB p82 Play the miming game. Ask and answer.

Aim: to give students practice with the new vocabulary
- Demonstrate the activity with the class.
- Mime playing an instrument.
- Students guess by asking questions.
- Students play the game in pairs, taking turns to mime and to guess.

1 WB p82 Complete the crossword.

Aim: to practise writing the new vocabulary

Key: Across 1 tambourine, 2 saxophone, 4 keyboard, 6 harp, 7 trumpet, 8 violin; Down 1 trombone, 3 triangle, 5 drums

2 WB p82 Imagine you and your friends are in a small orchestra. How many instruments are there? What instruments are you playing? Write.

Aim: to give further practice of the new vocabulary

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the miming game from SB Activity 3 again.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they draw and colour a picture and label it.

Learning outcomes:
- to talk about possession using possessive pronouns
- to revise language of description

Recycled language:
instruments vocabulary, possessive *'s*, *guitar, whose*

Flashcards: 63–71 (instruments)

Warm-up

Aim: to review instruments vocabulary
- Write the nine new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly.
- Repeat with other words.

Presentation

Aim: to present possessive pronouns
- Hold up a pen of yours. Say *This is my pen. It's mine.*
- Write *It's mine* on the board. Underline or write *mine* in a colour.
- Take, e.g. a book, from a student and say, e.g. *This is (name)'s book. It's his.*
- Write *It's his* on the board under *It's mine.* Underline or write *his* in a colour.
- Repeat for *hers, yours, ours, theirs.*
- Tell students that these are called possessive pronouns.
- Say each sentence, e.g. *It's mine*, for students to repeat.

1 089 SB p83 Listen and write the names.

Aim: to practise possessive pronouns
- Elicit what instruments they can see in the pictures and make sure they notice the numbers.
- Say the names and check students know what to do.
- Play the recording. Students listen and write the names.
- They compare answers in pairs.
- Play the recording again.
- Check with the class.

For script see TB p126.

Key: 1 Tom, 2 Theo, 3 Rosy, 4 Jade, 5 Hannah

2 SB p83 Complete with the words from the box. Say the sentences.

Aim: to focus students on grammatical form
- Remind students of the sentences from the presentation.
- Elicit the first sentence from the class and write it on the board.
- Students complete the other sentences. Check with the class.
- Have pairs practise saying the sentences.

Key: 1 mine, 2 yours, 3 his, 4 hers, 5 ours, 6 theirs

3 090 SB p83 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and ask *Who is this?* (It's Gina.) *What musical instrument is she holding?* (A triangle.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read.
- Students repeat the questions, emphasising the possessive pronouns.
- Play the audio. Students follow in their Student's Books and join in.

For script see SB p83.

4 SB p83 Play the *Whose instrument is it?* game.

Aim: to consolidate grammatical form
- Students play in groups. Each student draws two musical instruments on separate slips of paper and puts them on the table.
- Students take turns to pick up an instrument (not their own) and ask the question as per the model in the speech bubble.
- Students reply *Yes, it's mine. / No, it's not mine. It's his/hers.*
- Students play until all of the instruments are back with the people who drew them.

1 WB p83 Read and write the words.

Aim: to review possessive pronouns

Key: 2 his, 3 yours, 4 hers, 5 ours, 6 theirs

2 WB p83 Change the sentences.

Aim: to give further practice with the new language

Key: 2 hers, 3 theirs, 4 ours, 5 his, 6 yours

3 WB p83 Look and write sentences.

Aim: to consolidate the new language

Key: 2 It's hers. 3 It's ours. 4 It's theirs. 5 It's his.

Ending the lesson

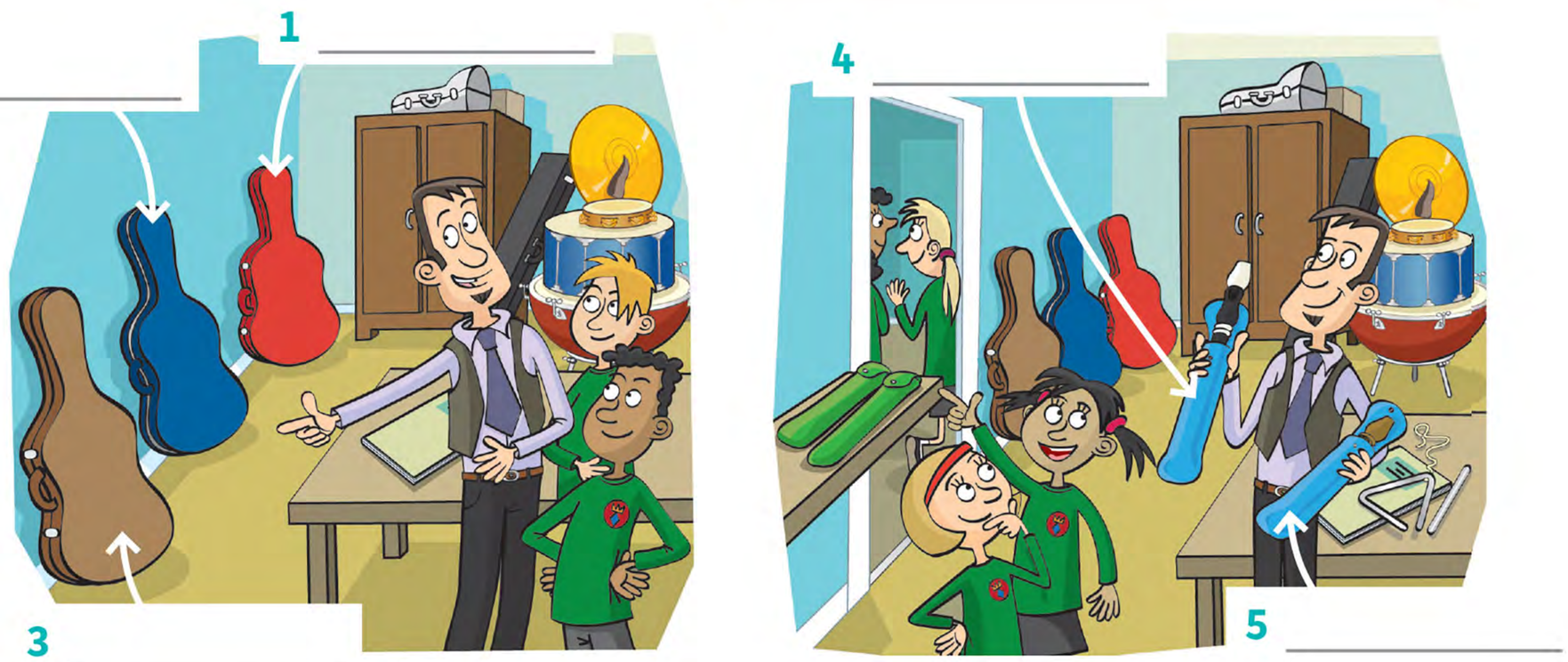
Aim: to practise key language from the lesson
- Go around the room, picking up objects.
- Hold up one student's pen and ask another student *Whose is it?*

Extension activity

Aim: to enable students to personalise the new language
- Students draw pictures of four objects. One is theirs and the others belong to three of their friends.
- They write sentences about each of the objects, e.g. *This blue and white bag is (name)'s. It's his.*

1 089 Listen and write the names.

Theo Jade Rosy Tom Hannah



2 Complete with the words from the box. Say the sentences.

hers yours ours mine theirs his

1 It's my guitar. = It's _____.
2 It's your guitar. = It's _____.
3 It's his guitar. = It's _____.
4 It's her guitar. = It's _____.
5 It's our guitar. = It's _____.
6 It's their guitar. = It's _____.

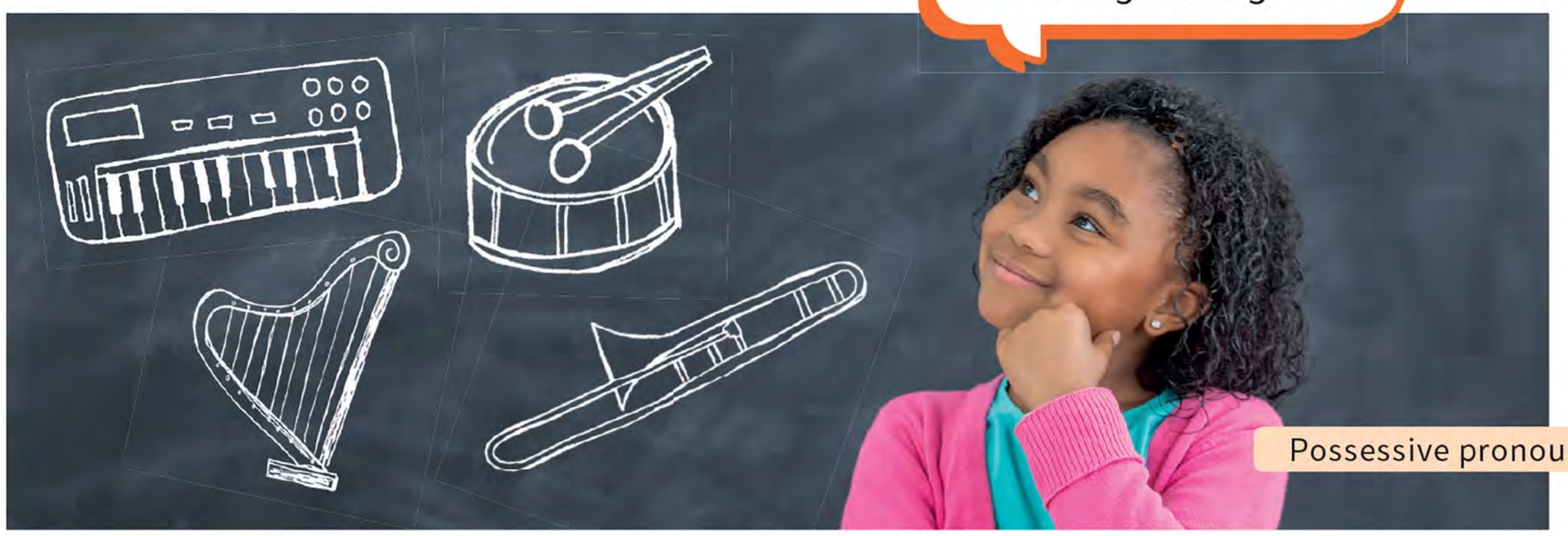
3 090 Watch, listen and say.

Language focus

Is this **yours**, Greg? No, it's not **mine**. Is this **theirs**, Greg? I don't know.
Is this **his**, Greg? No, it's not **his**. Is this **yours**? No, it's not **ours**.
Is this **hers**, Greg? No, it's not **hers**. Is this **yours**, Gina? Yes, it's **mine**!



4 Play the *Whose instrument is it?* game.



1 091 **Listen and match the children with their instruments. Then sing the song.**

1  Kate

2  Dave

3  Tim

4  Hope



We start with the drums
in our song.
Dave is the drummer
in the band,
And the drums that
he's playing are his.
We're the best band in the land.

Next comes the keyboard in our song.
Kate plays the keyboard in the band.
The keyboard that she's
playing is hers.
We're the best band
in the land.

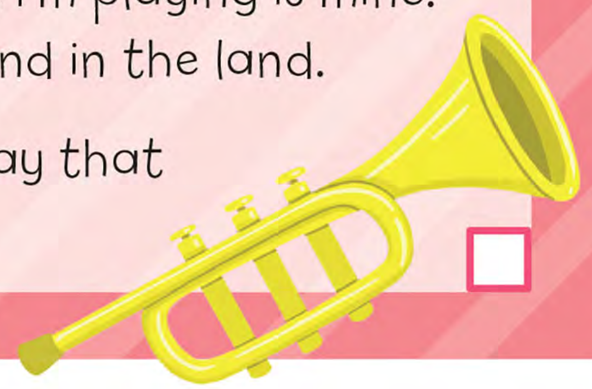


It's time for the harp in
our song.
Hope is the harpist
in the band,
And the harp that
she's playing is hers.
We're the best band in the land.

And here comes the trumpet in our song.
I play the trumpet in the band.
The trumpet that I'm playing is mine.
We're the best band in the land.

Oops! I forgot to say that
Tim is my name.





2 **What instruments do these children play? (Clue – look carefully at the names)**

~~Tammy~~ Sarah Trixie Vincent Troy



Tammy









3 **What instrument would you like to play in the orchestra?**

I'd like to play the triangle because it isn't very heavy.

Learning outcomes:
- to consolidate possessive pronouns
- to join in with a song

New language: *drummer, band, harp, harpist*

Recycled language: instruments vocabulary

Critical thinking: Solves simple puzzles (e.g. word puzzles); Identifies inconsistencies in stories

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review possessive pronouns
- Hand back students' books and pretend to make mistakes, i.e. hand them to the wrong students.
- Say *(Name), this book's yours.*
- Prompt the student to answer, e.g. *No, it isn't mine. It's (name)'s. It's hers, not mine.*
- Say *Oh, sorry!* And hand it to another wrong student.
- Say *(Name), this book's yours.*
- Prompt the student to answer, e.g. *No, it isn't mine. It's (name)'s. It's hers, not mine.*
- Say *Oh, sorry!* And hand it to the right student.
- Repeat with other students.

1 091 SB p84 **Listen and match the children with their instruments. Then sing the song.**

Aim: to give students practice with listening for detail and to sing a song for pleasure
- Point to the instruments in the pictures and ask what they are.
- Students listen to the song and match the children with the instruments.
- They compare answers in pairs.
- Play the recording again and check with the class.

For song lyrics see SB p84.

Key: 1 keyboard, 2 drum, 3 trumpet, 4 harp

Practice

- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (092).
- Students sing in groups.

2 SB p84 **What instruments do these children play? (Clue – look carefully at the names)**

Aim: to give students further practice with instruments vocabulary
- Point to the first picture of a tambourine and ask what it is. Read the children's names aloud. Ask *Which name has a similar beginning to the beginning of tambourine?* (Tammy.)
- Students label the instruments.
- Check with the class.

Key: Tammy – tambourine, Sarah – saxophone, Trixie – triangle, Vincent – violin, Troy – trombone

3 SB p84 **What instrument would you like to play in the orchestra?**

Aim: to review language using own ideas
- Read the example in the speech bubble aloud.
- In groups, students exchange ideas. Tell them to use the text in the speech bubble as a model.
- Monitor the activity to check ideas and help with language. Ensure students are using instruments vocabulary and adjectives to describe them.
- Volunteers share their ideas with the class.

1 WB p84 **Remember the song. Tick ☑ or cross ☒. Write the correct sentences.**

Aim: to activate memory skills

Key: 2 ☒ Hope plays the harp. 3 ☑ 4 ☑ 5 ☒ Tim plays the trumpet.

2 WB p84 **Follow the lines. Answer the questions.**

Aim: to practise unit vocabulary

Key: 2 violin, 3 saxophone, 4 keyboard, 5 trumpet

3 WB p84 **Write about the people in Activity 2.**

Aim: to consolidate use of possessive pronouns

Key: 2 The violin is Sally's. It's hers.
3 The saxophone is Anne's. It's hers.
4 The keyboard is Lee's. It's his.
5 The trumpet is Pedro's. It's his.

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to stimulate creativity
- Students work in pairs.
- They write names and draw pictures of objects they own, joining them together with lines as in WB Activity 2.
- They then swap their pictures with another pair.
- In their new pairs, they talk about the pictures. They use the language in WB Activity 3 as a model. *The pencil is David's. It's his.*

Learning outcomes:
- to give more information about people, places and objects using the relative pronouns *who, which, where*

Recycled language: language from the unit, instruments vocabulary

Warm-up

Aim: to review instruments vocabulary
- Draw part of a musical instrument on the board for students to guess what it is.
- The first student to guess writes the name of the instrument on the board. That student then draws part of another instrument for the class.
- Continue with other instruments.

Presentation

Aim: to present the relative pronouns *who, which, where*
- Draw a stick girl on the board.
- Write two sentences about her on the board, e.g. *This is Jane. She wants to be a police officer.*
- Say *We can join the two sentences with 'who'.* Write *This is the girl who*
- Underline *girl who* in a colour and write *person* next to the sentence in the same colour.
- Repeat the procedure for *which* (object) and *where* (place). Use different colours for each pronoun.

1 093 SB p85 **Listen and match the children with the instruments and the houses.**

Aim: to practise relative pronouns
- Elicit what instruments students can see in the pictures.
- Play the recording. Students listen and match. They compare their answers in pairs.
- Play the recording again. Check with the class. Elicit sentences with relative pronouns.

For script see TB p126.

Key: Vicky – trumpet, Christina – pink house, Claire – drums, Connor – recorder, Josh – saxophone, Mark – green house

2 SB p85 **Where do the words go? Say the sentences.**

Aim: to focus students on grammatical form
- Read the first example and ask *Which word is missing?*
- Elicit the sentence from the class with *who* in the correct place.
- In pairs, students say the correct sentences. Check with the class.

Key: 1 Ollie is the boy who plays the trumpet. 2 The house where I live is blue. 3 The instrument which I play is the guitar.

3 094 SB p85 **Watch, listen and say.**

Aim: to further focus students on grammatical form
- Point to the picture and ask *What is Greg doing?* (Playing the guitar.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *Is Greg a good singer? What does he sing like? Where does he play? Is Greg really a superstar?* etc.
- Play the video again. Have students identify the relative pronouns in the sentences on the page. Ask students to say what each **relative pronoun** refers to.
- Play the recording. Students follow in their Student's Books and join in.

For script see SB p85.

4 SB p85 **Look at the pictures. Follow the lines and make sentences.**

Aim: to give students further practice with relative pronouns
- Elicit full examples of each type of sentence (*which, where, who*).
- Students work in pairs and take turns to make sentences.

Key (possible answers): The instrument which Shona plays is the drums. The house where Harry lives is grey. Liam is the boy who plays the recorder. Anna is the girl who plays the guitar. The instrument which James plays is the trumpet. The house where Katy lives is brown.

1 WB p85 **Read and circle.**

Aim: to give further practice with the new language

Key: 2 where, 3 which, 4 who, 5 which, 6 where

2 WB p85 **Read and write *who, which* or *where*.**

Aim: to give further writing practice with the new language

Key: 2 which, 3 where, 4 who, 5 which, 6 where

3 WB p85 **Look and write four more sentences with *who* or *which*.**

Aim: to consolidate the new language

Ending the lesson

Aim: to review the new language
- Play a clapping game.
- Call out a name, a place or an object, e.g. *farm*.
- Clap twice. Students call out the relative pronoun: *where*.

Extension activity

Aim: to consolidate understanding
- Students write sentences for SB Activity 4 in their notebooks.

1 093 Listen and match the children with the instruments and the houses.

Vicky | Christina | Claire | Connor | Josh | Mark








2 Where do the words go? Say the sentences.

1 Ollie is the boy plays the trumpet. (who)

2 The house I live is blue. (where)

3 The instrument I play is the guitar. (which)

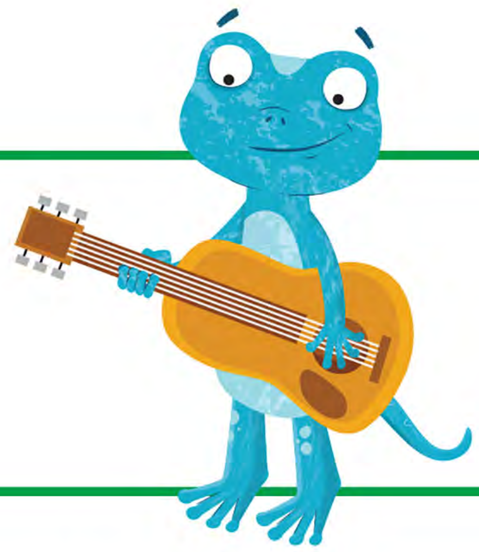
3 094 Watch, listen and say.

Language focus

I am the gecko **who** plays guitar.

The songs **which** I sing have awesome words.

The place **where** I play is really cool.



4 Look at the pictures. Follow the lines and make sentences.








Shona | Harry | Liam | Anna | James | Katy








The instrument which Shona plays is …

The house where …

At the concert hall

1 095 Where does Horax hide the map?



Conductor: OK, time for a break. You can all go to the café now and have a drink and a snack.

Ben: Shall we stay here and look for the line?



Lucy: Let's go for a drink first. I'm thirsty.

Ben: I'm hungry too. We can look later.

Lucy: Good idea.



Ben: Orange juice and an apple, please.

Lucy: And hot chocolate and a banana for me, please.

Assistant: Here you are.



Ben: Hey, I can see something which you can't ... the line! It's on your cup!

Lucy: Is it? Well spotted! What does it say?

Ben: 'In the lighthouse you will see'.



Horax: Ha! Here's the map which is going to make me rich and famous. I knew it! Very nice of you, kids. Thank you.



Conductor: What are you doing in here? It's the junior orchestra. You shouldn't be here.

Horax: Erm ... I'm sorry, I'm so sorry.

Conductor: Leave now! Before I call the police.

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *concert, conductor, snack, well spotted, lighthouse, kids, junior*

Recycled language: characters and language from the story, *shouldn't*

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries; Compares different types of information

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

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy, Buster* and *Grandpa* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben and Lucy were inside the building with the dragon on top. They climbed the ladder and jumped into the pool. They found the line on the side of the pool. Then they went to orchestra practice. They were looking for the next line there because the next clue was a harp.*

At the concert hall

1 095 SB pp86–87 **Where does Horax hide the map?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of *concert, conductor, snack, well spotted, lighthouse, kids* and *junior*.
- Check students understand the difference between a train conductor and the conductor of an orchestra.
- Play the recording. Students listen for what Lucy has to drink and eat (a hot chocolate and a banana), where Ben sees the next line (on the bottom of Lucy's cup), what the line is (In the lighthouse you will see) and what happens to the map (Horax takes it and then hides it in a trumpet).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

For script see SB pp86–87.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Ask *Where does Horax hide the map?*

Key: In the trumpet.

1 WB p86 **Remember the story *At the concert hall*. Read and write the words.**

Aim: to check comprehension

Key: 2 apple, 3 banana, 4 line, 5 cup, 6 takes, 7 to, 8 hides, 9 open, 10 starts

2 WB p86 **Read and write *t* (true) or *f* (false).**

Aim: to check detailed understanding of the story

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

3 WB p86 **Look and answer the questions.**

Aim: to check understanding of the story and review possessive pronouns

Key: 2 No, it isn't hers. It's Ben's. 3 No, it isn't his. It's Lucy's. 4 No, it isn't his. It's Ben and Lucy's.

Ending the lesson

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

Extension activity

Aim: to review vocabulary
- Students close their books.
- Give them one minute to write down all the food and drink words from the story.
- They swap lists with another pair.
- Elicit the words and their spelling. Write them on the board.
- The pair with the most correctly spelled food words is the winner.

Key (possible answers): drink, snack, thirsty, hungry, orange juice, apple, hot chocolate, banana

7

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

Recycled language: language from the story

Phonics focus: to say and identify ways of spelling the /ɜː/ and /ɔː/ sounds

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were Ben and Lucy?* (At orchestra practice.) *Where did Ben see the line?* (On the bottom of Lucy's cup.) *Where did Horax find the map?* (In Ben's rucksack.) *Where did he hide it?* (In a trumpet.) *What did the line say?* (In the lighthouse you will see.)

2 SB p87 Cover the story. Complete the sentences.

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do. They cover the story.
- They complete the sentences and compare their ideas in pairs.
- Check with the class.

Key: 1 an orchestra. 2 the drums, the trombone. 3 go for a drink and some food. 4 the line on Lucy's cup. 5 find Ben's rucksack open. 6 comes out of the trumpet.

3 SB p87 Find the girl with the short curly hair in the orchestra.

Aim: to present **or** and **er** sounds and some alternative spellings
- Read out the instructions for students, making sure they hear the **er** (g<u>ir</u>l, c<u>ur</u>ly) and **or** (sh<u>or</u>t, <u>or</u>chestra) sounds.
- Students find the girl in the story.

Key: Pictures 1, 2, 7 and 8

4 096 SB p87 Listen and say.

Aim: to practise saying **or** and **er** sounds and present some alternative spellings
- Elicit what students can see in the picture.
- Play the recording. Students silently read the captions.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit words with the **er** (F<u>er</u>n, w<u>or</u>ks, b<u>ir</u>ds) and **or** (t<u>al</u>l, <u>or</u>chestra) sounds.
- Focus on the different ways of spelling the sound.
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 021 WB p87 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 I'm so sorry, 2 Well spotted

For script see TB p126.

2 WB p87 Write the words from the box in the *sh<u>ir</u>t* or the *d<u>oo</u>r*.

Aim: to give further practice with **or** and **er** sounds and some alternative spellings

Key: Shirt: bird, work, thirsty, curly, her, first, purple; Door: floor, call, orchestra, keyboard, horn, sword, four, talk

3 022 WB p87 Listen, say and check your answers.

Aim: to give focused listening practice

For script see TB p126.

Ending the lesson

Aim: to review words with the **or** and **er** sound
- Write two words from the lesson, e.g. *F<u>er</u>n, t<u>al</u>l,* on the board. Elicit another word with these sounds.
- Students work in pairs. Dictate these words in random order for students to write in columns: *p<u>er</u>son, w<u>or</u>ld, p<u>ur</u>ple, c<u>ir</u>cle; c<u>al</u>l, <u>aw</u>ful, b<u>oar</u>d, h<u>or</u>se.*

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (e.g. *plates, people*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Lucy: Oh, no! Look! Your rucksack's open.
Ben: The map! Where is it? Horax! He was here!
Lucy: Oh, no! We can't do anything now. We have to play.



Lucy: Hey, there's the map!
Ben: Cool!

2 **Cover the story. Complete the sentences.**

1 Lucy and Ben play in _____
2 Lucy plays _____ and Ben plays _____
3 During the break they _____
4 In the café they find _____
5 When they come back, they _____
6 The map _____

Phonics

3 **Find the girl with short curly hair in the orchestra.**

4 096 **Listen and say.**



Fern is tall and works with the birds in the orchestra.
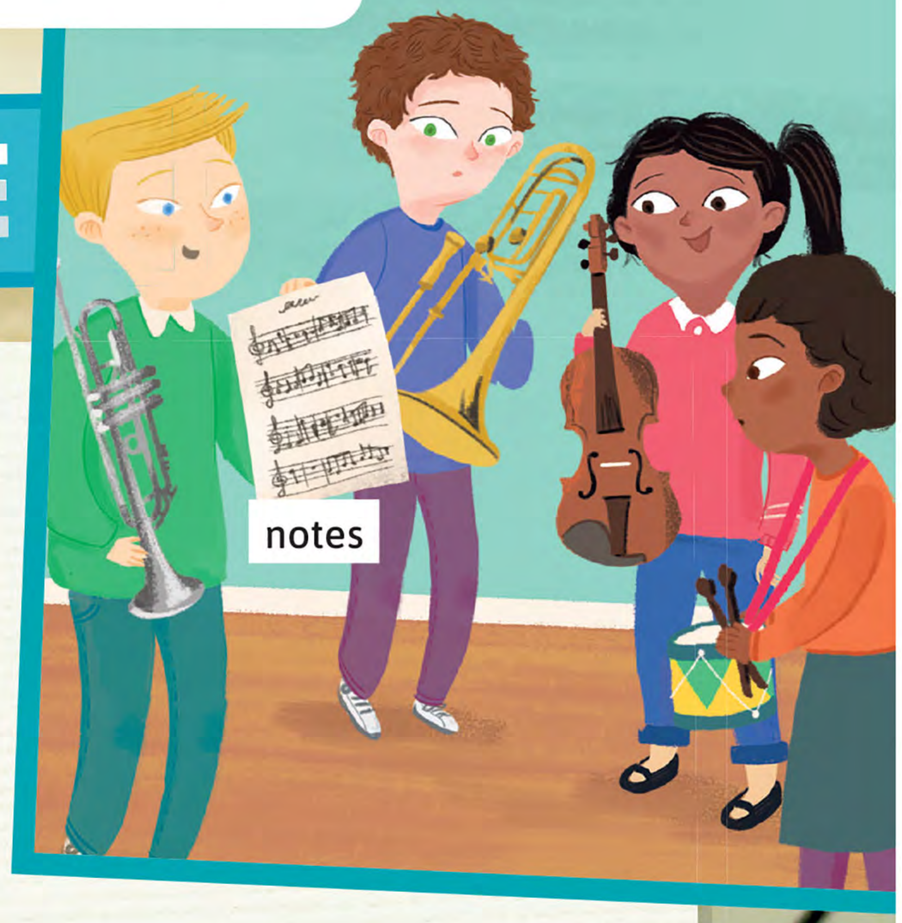
Skills / Storytime

1 Look at the pictures in Activity 2. Which instruments can you see?

2 097 Read and listen. Who plays the most important note?

TRISTAN AND THE TRIANGLE





It was Monday morning. The musicians in the orchestra were very excited. The conductor had some new music for them. They had five days to learn it for the big concert on Friday. The conductor gave each musician their music. They looked at the music to see how many notes they had to play.

The trumpet player was the first to speak. 'Look at all my notes!' he shouted. 'I play a loud and important instrument. When I play, people are happy.'



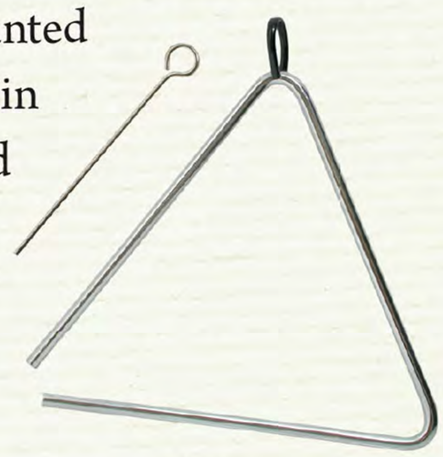
The violin player spoke next. 'I've got lots of notes to play,' she said. 'My notes are soft. When people hear my violin, they feel relaxed.'

'I've got lots of notes too,' said the trombone player. 'My notes are deep. When I play the trombone, people dance.'

Finally, the drummer spoke. 'When I play my notes on the drums,' she said, 'people feel excited!'

One by one, all the musicians talked about how important they were. But the triangle player, Tristan, was quiet and sad. He looked at the music in front of him. There was only one note for him to play. Just one little note! It was the last note of the music.

All week the musicians practised. Each day the musicians played louder and louder. They all wanted to be the most important instrument in the orchestra. Tristan sat and watched them all.



Learning outcomes:
- to practise reading and listening for specific information
- to practise writing a story

New language: *soft, deep, practise, baton, rang, relax, drummer, cheering*

Recycled language: language from the unit, instruments, narrative tenses

Value: teamwork

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

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to encourage prediction skills
- Tell students they are going to read a story about an orchestra.
- Tell students to look at the pictures. Ask questions to elicit some of their predictions about the story. *Who are the characters? What do they do? How do they feel?* Write ideas on the board as key words.

1 SB p88 **Look at the pictures in Activity 2. Which instruments can you see?**

Aim: to review instruments vocabulary
- Focus the students on the pictures on pages 88 and 89 again.
- Students call out the names of the instruments they see.
- Write a list on the board.

Key: trumpet, violin, trombone, drum, triangle

2 097 SB p88 **Read and listen. Who plays the most important note?**

Aim: to practise reading and listening for specific information
- Tell students to listen to find out if any of their predictions from the Warm-up are correct.
- Play the recording for students to listen, read and check.
- Check understanding of *soft, deep, practise, baton, rang, relax, drummer* and *cheering*.
- Play the recording again.
- Discuss the story with the class. Ask who plays the most important note (Tristan).

For script see SB pp88–89.

1 WB p88 **Read Tristan's story again. Match the sentences.**

Aim: to practise reading skills

Key: 2 a, 3 d, 4 g, 5 h, 6 e, 7 b, 8 f

2 WB p88 **Complete the summary with words from the box.**

Aim: to further practise reading skills

Key: 2 notes, 3 player, 4 instrument, 5 orchestra, 6 musicians, 7 important

3 WB p88 **Read the story again and think. Draw ☺ or ☹.**

Aim: to focus students on the value of teamwork

Key: ☺, ☹

Ending the lesson

Aim: to review the story
- Students close their books. Elicit the main points of the story.
- Ask *What does each instrument make people feel or do?*
- Volunteers tell the class.

Extension activity

Aim: to discuss the value of teamwork
- Focus on how the story shows the value of teamwork. (Each instrument has an important part to play.)
- Elicit examples of when students used teamwork to do something positive.

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

Learning outcomes:
- to practise reading and listening for detail
- to practise writing about feelings

Recycled language:
instruments vocabulary, feelings adjectives, narrative tenses

Value: teamwork

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

Cognitive control functions: Working memory; Inhibitory control

Warm-up

Aim: to review the story and values
- Elicit the main point of the story and what the value was.
- Ask students what the conductor says at the end of the story (that Tristan played the most important note in the music).

3 SB p89 Complete the sentences.

Aim: to give students practice in reading for detail
- Review the key ideas from the story with the class. Write ideas on the board.
- Check students know what to do.
- Students work individually. They re-read the story and complete the sentences.
- Check with the class.

Key: 1 Friday. 2 the violin player. 3 one note. 4 excited. 5 note. 6 Tristan.

4 98 SB p89 Listen to a summary of the story. Write the four differences.

Aim: to practise listening for detail
- Tell students they are going to hear a summary of the story and that there are four changes to the original story.
- Point to the example and play the recording. Pause when students hear the difference shown in the example.
- Check students understand what they have to do. Tell them to focus on key vocabulary or events that are missing in the new version. Play the rest of the recording.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.

Key: 2 in the middle of/at the end of, 3 weren't many/were hundreds, 4 thanked the people/thanked Tristan

For script see TB p126.

5 SB p89 How do you think Tristan felt at the end of the concert? Complete his diary.

Aim: to activate students' personal response to the story
- Check students understand the task.
- Elicit ideas from students about how Tristan felt before and after the concert.
- Students complete the diary individually.
- Students work in groups and share their ideas.

1 WB p89 Read the text. Choose the right words and write them on the lines.

Aim: to practise reading skills

Key: 2 has, 3 who, 4 and, 5 is, 6 like

Ending the lesson

Aim: to encourage students to give more personal responses to the story
- Elicit from different students which part of the story they liked best.
- Ask them why.

Extension activity

Aim: to practise definitions
- Students work in pairs. They choose four new words from this unit and write definitions for them on paper. Remind them to use *who, which* and *where* in their definitions if they can.
- Students write the answers next to the definitions.
- Collect the papers from each pair.
- Make two teams, A and B, and play a game of 'Tic-tac-toe'.
- Draw a 3 x 3 grid on the board. The aim of the game is for one team to get a row of three noughts (A team) or three crosses (B team) in a line (diagonal, horizontal or vertical).
- Count how many students there are in each team, e.g. 15. Tell students to number themselves 1–15 at random in each team.
- Team A starts. Call out a number at random, e.g. *Eight*. Say one of the definitions to the student who is number eight. If he/she answers correctly, he/she chooses where to put a nought on the grid.
- Do the same for Team B. If students don't answer correctly, play moves to the next team.
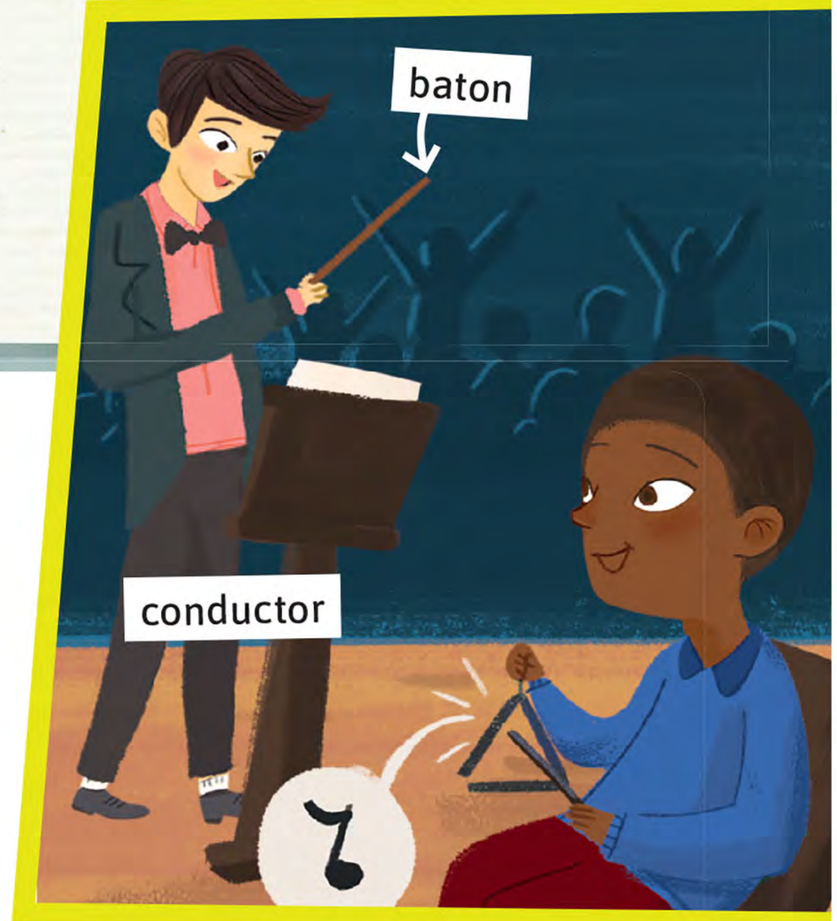


7

Then it was Friday evening. All the musicians sat in their chairs with their instruments. They were all very excited. There were hundreds of people in the big hall in front of them. The conductor walked onto the stage. He hit his baton on his head, put his arms up high and then the music started.

The trumpet was loud, the drums were louder, and the violin was soft and beautiful. Tristan just sat and waited with his triangle in his hands. He watched all the other musicians. He counted the notes one by one until there was only one note left on the paper. The hall was silent. No trumpets, no drums, no violins, no trombone.

'Ting!' Tristan's one little note rang through the hall. Then everyone stood up from their chairs and started cheering. 'Hurray,' they shouted. 'Hurray!'

The conductor walked past the trumpet players and the trombone players. He walked past the drum and violin players. He walked up to Tristan. 'Thank you,' he said. 'Thank you! That was the most important note in the music.'



3 **Complete the sentences.**

1 The concert was on …
2 The second musician to speak was …
3 Tristan only had …
4 On the day of the concert the musicians were …
5 Tristan played the last …
6 The conductor thanked …

4 098 **Listen to a summary of the story. Write the four differences.**

In the summary we have …

1 Saturday instead of Friday.
2 _____ instead of _____.
3 _____ instead of _____.
4 _____ instead of _____.

5 **How do you think Tristan felt at the end of the concert? Complete his diary.**

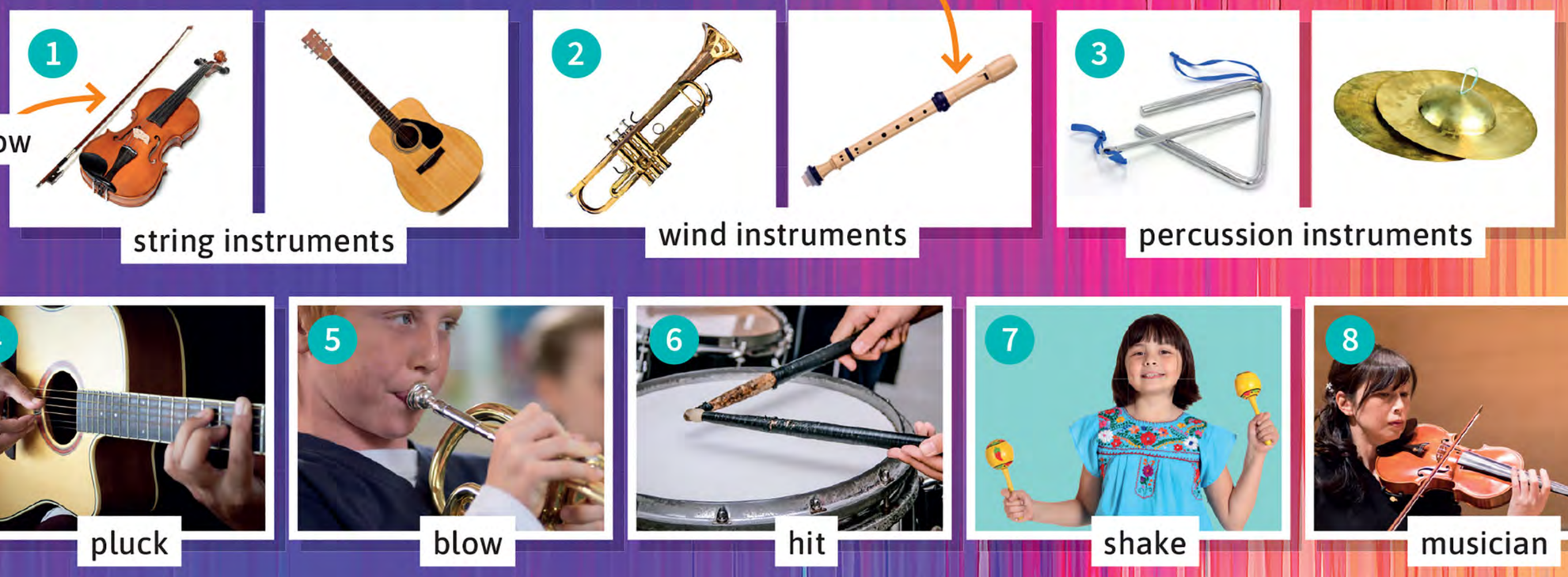
12th April

Today was our school concert. Before the concert, I felt _____ because I didn't have many notes to play. But after the concert the conductor said 'thank you' to me and said that my note was the most important in the music. I felt _____ and _____.

Instrument FAMILIES

Watch and answer. How do we play instruments?

1 099 Listen and point.



Super fact!

Playing the drums can be very good exercise. Drumming for an hour can be better exercise than cycling or hiking for an hour.



2 Read and circle the ten instrument words. Can you play any of them? Which ones would you like to play? Tell your friend.

Percussion instruments

Musicians hit percussion instruments, like drums and triangles, to make sounds. They play other percussion instruments, like tambourines, by shaking or hitting them.

String instruments

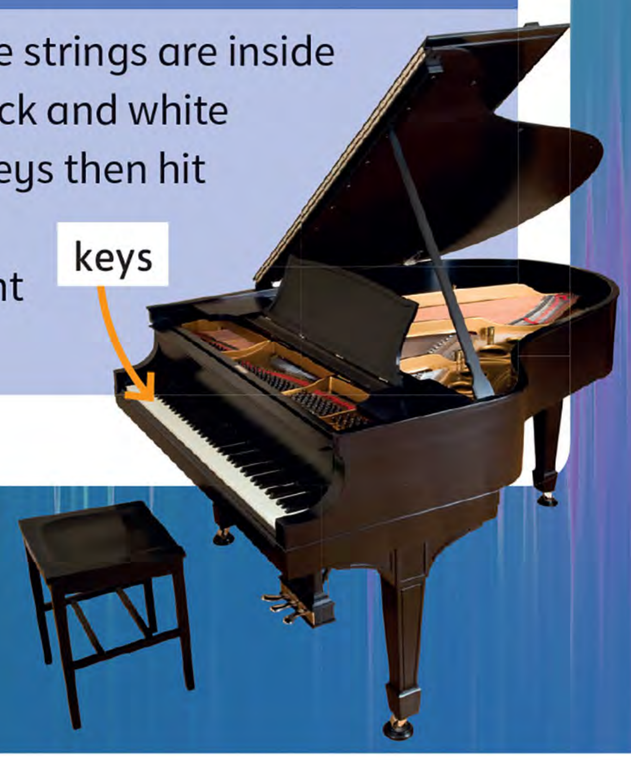
Musicians pluck string instruments, like guitars and harps, to make short sounds. They use a bow to make long sounds with instruments like violins.

Wind instruments

Musicians blow into wind instruments, like trumpets, trombones and recorders. When they blow a lot, the instruments sound very noisy but when they only blow a little, the instruments sound quiet.

Pianos

Pianos have got strings too. The strings are inside the piano. Musicians hit the black and white keys with their fingers. These keys then hit the strings in the piano. So a piano is a percussion instrument and a string instrument.



I can play the triangle. I'd like to play the piano.

Learner outcomes:
- to use known language to answer questions and talk about music in English

BIG QUESTION to explore the question *How are musical instruments different?* using ideas and vocabulary from the unit

New language: *string, wind, percussion, pluck, blow, hit, shake, musician, recorder, keys* (as in piano), *piano, sound* (v, n)

Recycled language: language from the unit, verbs

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Warm-up

Aim: to introduce the topic of music
- Elicit the names of instruments students know. Write them on the board.
- Ask students what kind of sounds the instruments make, e.g. *loud, quiet, high, low.*
- Elicit which instrument(s) they like to listen to and why.

SB p90 Watch and answer. How do we play instruments?

Aim: to raise students' awareness about how we play instruments
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember.
- Ask students to watch again and answer *How do we play instruments?* Ask what different instruments they saw in the video.
- Mime actions (strum, blow, pluck, hit, shake). With each mime, ask *Which instruments do you play strum/blow/pluck?* etc.
- When you elicit the word *drum* (hit a drum), point to the *Super fact!* Ask a volunteer to read it aloud. Ask *What other instruments can give you good exercise?*
- Play the video again and check.

For videoscript see TB p126.

1 099 SB p90 Listen and point.

Aim: to present more instruments vocabulary
- Play the recording for students to point to each picture.
- Play the recording again. Pause after each word. Students repeat the word chorally. Then they practise in pairs.

2 SB p90 Read and circle the ten instrument words. Can you play any of them? Which ones would you like to play? Tell your friend.

Aim: to extend students' knowledge of types of instruments
- Elicit which instruments students can see in the pictures in Activity 1.
- Tell students they are going to read about different types of instruments. Tell them they should look for the names of different instruments in each text.
- They do the task individually.
- In pairs, they discuss their answers to the two questions.
- Check and discuss as a class.

Key: drums, triangles, tambourines, trumpets, trombones, recorders, guitars, harps, violins, pianos

1 WB p90 Look at these instruments. How do you play them? Write the words.

Aim: to review music vocabulary

Key: 2 blow, 3 pluck, 4 hit, 5 blow, 6 hit, 7 shake, 8 shake

2 WB p90 Write the instruments in Activity 1 in the correct place. Some can go in more than one place.

Aim: to check comprehension

Key: string: lute, santoor; wind: bagpipes, harmonica; percussion: xylophone, cymbals, maracas, santoor, cabasa

3 WB p90 Look at this instrument. Read the text and answer the questions.

Aim: to further practise reading comprehension

Key: 1 piano, drums, percussion, 2 to make sound effects for films

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *different types of musical instruments, how we play musical instruments,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learned
- Students work in pairs.
- They research two more instruments for each group (percussion, wind and string).
- Make groups of six (three pairs).
- They share their ideas.
- Elicit, discuss and check as a class. Draw a list on the board for students to copy into their vocabulary notebooks.

Learning outcomes:
- to talk about music in English
- to enable students to complete a project

Recycled language: Music in English

Critical thinking: Sorts and classifies objects and activities according to key features; Demonstrates understanding of links between ideas

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review music in English
- Elicit what students learned about different types of instrument in the previous lesson.
- Ask *Which instruments do you think are more difficult/easier to play?* Student discuss in groups and give reasons for their ideas.

3 SB p91 **Look at the instruments you circled in Activity 2. Put the percussion and string instruments into different groups in the Venn diagram.**

Aim: to extend students' understanding of types of instruments
- Ask *How do we make sounds with percussion instruments?* (By hitting or shaking them.) *How do we make sounds with string instruments?* (We pluck them for short sounds or use a bow for long sounds.)
- Point to the Venn diagram. Have students list percussion and string instruments in the corresponding spaces.
- Ask *Which instrument is a percussion and string instrument? Why?* (Because we hit keys which hit strings.)
- Have students write *piano* in the middle section.

Key: Percussion: drums, triangles, tambourines; Strings: guitars, harps, violins; Both: piano

4 SB p91 **Look at this Carroll diagram. Which musical instruments go into the three boxes?**

Aim: to enable students to apply what they have learned
- Students work in groups to write the names of instruments in each category.
- Check answers and write a copy of the completed diagram on the board.

Key: Hit: (Percussion) drum, triangle, (String) piano; Shake: tambourine

5 Project SB p91 **Make a Carroll diagram with types of musical instruments.**

Aim: to enable students to complete a project
- Students work individually. Tell them to look at the example.
- Remind them they can write about percussion, string or wind instruments and how we play them.
- Encourage them to copy their Carroll diagrams onto poster paper. If there is time, they can illustrate some of the instruments or find photos online.
- Make sure students spell the instruments' names correctly.
- Students present their Carroll diagrams in groups. Then check some examples with the class and display them around the room.

4 WB p91 **Read about an unusual orchestra. Tick ☑ the correct sentences.**

Aim: to practise reading skills

Key: ☑ 3, 5

5 WB p91 **Find different vegetables in your fridge. What instruments can you make with them? Write and then draw.**

Aim: to encourage creativity and apply what students have learned

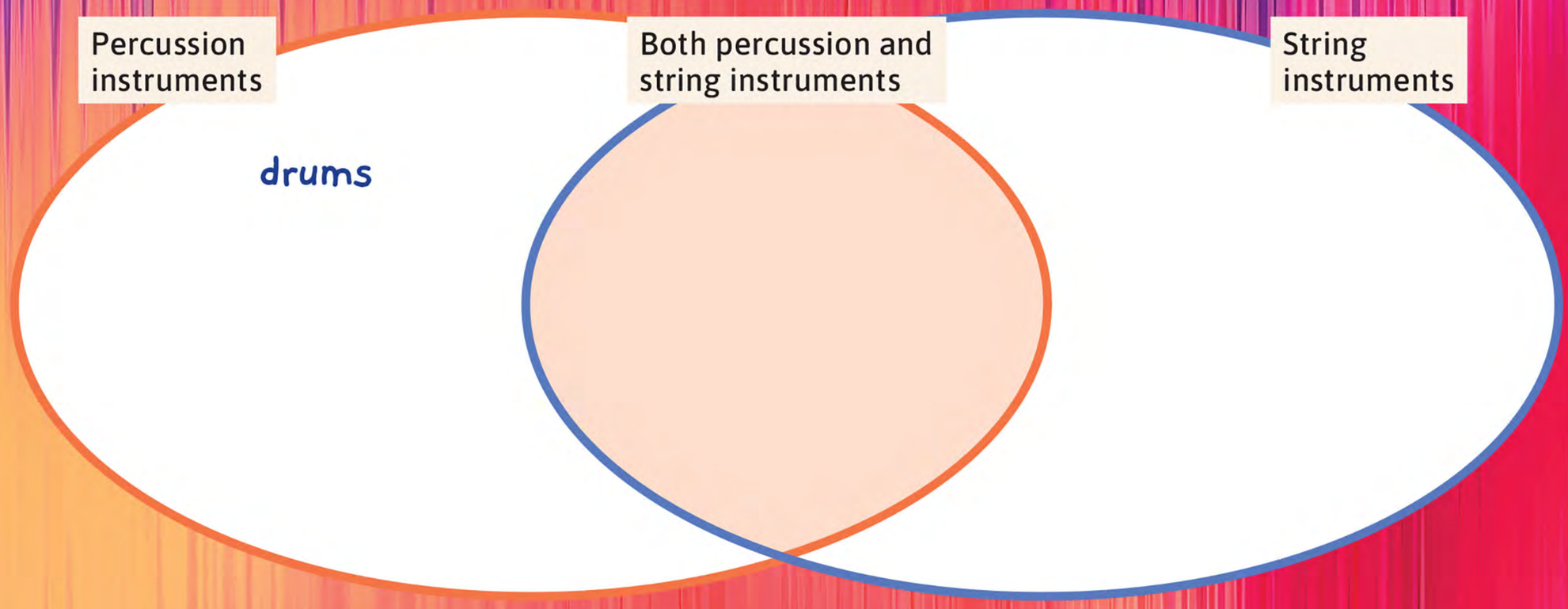
Ending the lesson

Aim: to review what students have learned in the lesson.
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *completed a Venn diagram, categorised different instruments, made a Carroll diagram,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to develop speaking skills
- In groups of four, students talk about their instruments from WB Activity 5.
- Each student describes their instruments.
- Students put their instruments together to make an orchestra. They present their ideas to the class.

3 **Look at the instruments you circled in Activity 2. Put the percussion and string instruments into different groups in the Venn diagram.**



4 **Look at this Carroll diagram. Which musical instruments go into the three boxes?**

drum triangle tambourine piano

	Percussion instrument	String instrument
Hit		
Shake		

5 **Project** **Make a Carroll diagram with types of musical instruments.**

	String instrument	Not string instrument
Pluck	guitar, harp, violin	
Don't pluck	piano 	trumpet, trombone, recorder, drum, tambourine, triangle 

Talk and find out

Music in our class

1 **Make a prediction.**

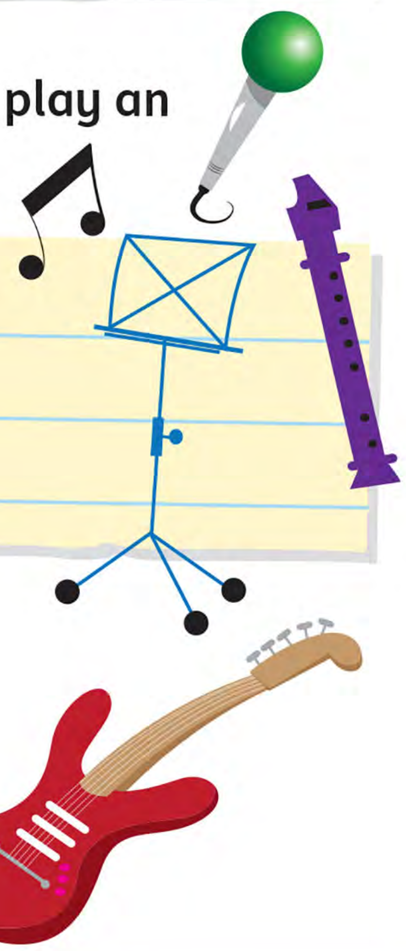
I predict that the most popular instrument in my class is the _____.

2 **Work in groups. How many students play an instrument? What instruments do they play?**

Students who play an instrument	Students who don't play an instrument	Instruments
✓✓✓	✓✓✓✓	recorder ✓✓ guitar ✓

3 **Ask the students who don't play an instrument: Would you like to play an instrument? Which one?**

Would like to play an instrument ✓✓	Wouldn't like to play an instrument ✓ ✓
drums ✓ saxophone ✓	



4 **Find out about your class.**

- favourite singer
- favourite band
- favourite song
- a song you really don't like

5 **Write the results on the board. Then write a report.**

Music in our class

I predicted that the most popular instrument in my class is the recorder. In my class, 8 children play the recorder, and 2 children would like to play the recorder. So now I know that my prediction is correct.

My class's favourite singer is Ariana Grande. 10 children like her.

Our favourite band is Little Mix. A song we really don't like is 'Idol' by BTS. Only Chloe likes BTS! Our favourite song is 'Power'.

Learning outcomes:
- to complete a survey about the music students in the class like and the instruments they play
- to promote student–student cooperation
- to write a report

New language: *would/wouldn't like, awful*

Recycled language: language from the unit

Flashcards: 63–71 (instruments)

Critical thinking: Formulates and tests hypotheses

Critical thinking (WB): Identifies inconsistencies in stories

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review instruments vocabulary
- Students work in pairs. They review the words on SB page 82.
- They close the book so that they cannot see the words.
- They take turns to describe each instrument from page 82 for their partner to guess. If necessary, they can use mime.

1 SB p92 Make a prediction.

Aim: to predict the results of a survey
- Tell students that they are going to do a survey to find out the most popular instrument in their class.
- Elicit examples of instruments from the unit and any other instruments students might know.
- Students individually predict the most popular instrument.
- Students share ideas. Tell them they are going to test their ideas.

2 SB p92 Work in groups. How many students play an instrument? What instruments do they play?

Aim: to practise questions and answers
- Tell students that they are going to do a survey to find out about the music students like and what instruments they play.
- Elicit what questions they are going to ask: *Do you play an instrument? What instrument(s) do you play?*
- Put students into groups of eight. They draw a chart like the one in the Student's Book but without the ticks or instrument names.
- Students each ask a question of the student on their left. They record the information as a group on their chart.

3 SB p92 Ask the students who don't play an instrument: Would you like to play an instrument? Which one?

Aim: to further practise questions and answers
- Students draw another chart in their books, like the one in the Student's Book.
- In their groups, students ask the questions of those who don't play an instrument.
- They record the results.

4 SB p92 Find out about your class.

Aim: to practise speaking skills
- Elicit the questions they are going to ask: *What's your favourite singer/band/song? What's a song you really don't like?*
- Students ask questions in their groups and record the information.

5 SB p92 Write the results on the board. Then write a report.

Aim: to practise report-writing skills
- Students individually write a first draft of their reports, using the information from the board.
- Go around the class checking and giving feedback.
- Students then write a final version of their reports in their notebooks.

1 WB p92 Match the questions and answers.

Aim: to practise questions and answers

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

2 WB p92 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: wouldn't like to play the violin – would like to play the violin, He is from America – He is from Canada, It's called 'Someone like me' – It's called 'Someone like you', It's by Usher – It's by Adele

3 WB p92 Write about yourself and music.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the lesson
- Play a quick hands-up game.
- Call out questions one after another, e.g. *Who plays the violin?* Students put up their hands each time.

Extension activity

Aim: to enable students to share information
- In groups of four, students take turns to read the text they wrote for WB Activity 3. When they read the text, they make one mistake.
- The other students in the group guess the mistake.

Learning outcomes:
- to use language from the unit to write a music review for their print or digital portfolios
- to raise awareness of contracted forms

New language: *fall asleep, successful*

Recycled language: language from the unit

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

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review digital portfolios
- Elicit what students uploaded to their digital portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p93 Read Shannan's text. Look at the highlighted words. Write the short forms.

Aim: to practise reading skills
- Check understanding of short form. Tell students that we sometimes call these contractions.
- Make sure students realise that both short and long forms are correct grammar. Tell them that in more formal writing, e.g. reports, long forms are better.
- Check students know what to do. Pre-teach *fall asleep*.
- Students read silently and write the short forms.
- They discuss their answers in pairs.
- Check with the class. Ask students to read the text aloud around the class saying the short forms.
- Ask students what they notice about the contractions for 2 and 5 (they look the same).

Key: 1 singer's, 2 She's, 3 she's, 4 song's, 5 She's, 6 It's, 7 Laura's, 8 don't, 9 it's

2 SB p93 Write Tyler's text again. Use short forms.

Aim: to practise writing skills
- Pre-teach *successful*.
- Students work individually and rewrite the text.
- They compare texts with a partner.
- Students then write their text in their scrapbooks.

Key: I haven't got a favourite singer, but I've got a favourite band. They're called 4by4. Nick's the drummer. Sharon and Rick play the guitar. Keith plays the trumpet. Their most successful song's 'Dancing in the sunset'. I love it because the words are really cool. The music's good too. My sister's got a poster of the band on her bedroom wall!

3 SB p93 Think of your favourite band or singer. Write a text using short forms. Add photos or drawings.

Aim: to practise writing a text from a model
- Focus students on the information they need to include in their texts.
- Read the Writing tip aloud. Tell students to focus on contractions in their texts.
- They write notes and plan their texts.
- Students write a final version for their digital or print portfolios.
- They add photos and/or drawings.

1 WB p93 Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 The recorders which are on the sofa are ours. 3 I think this ball is yours. 4 The girl who is sitting next to the tree is my sister.

2 WB p93 Read and think. Then write two more.

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

Key (possible answers): You can blow some instruments. You can pluck some instruments.

3 WB p93 Read. Then write about you and draw.

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 120 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students form teams.
- One student from one team mimes one of the instruments vocabulary items for the teams to guess. The first team to guess correctly wins a point.
- A student from the other team mimes the next word, and so on.
- Students use their books to check answers.

Think and write

My music review

1 **Read Shannan's text. Look at the highlighted words. Write the short forms.**

I love music. My favourite **(1)** **(2)** She is 24 years old and **(3)** she is an excellent singer. My favourite Laura Gold **(4)** song is 'Goodbye'. I often listen to it before I fall asleep. **(5)** She has also got a song called 'Paper flowers'. **(6)** It is fantastic. Now **(7)** Laura has got a new song, 'Sweet dreams'. **(8)** I do not think **(9)** it is very good because she sings without a band.

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____

2 **Write Tyler's text again. Use short forms.**

I have not got a favourite singer, but I have got a favourite band. They are called 4by4. Nick is the drummer. Sharon and Rick play the guitar. Keith plays the trumpet. Their most successful song is 'Dancing in the sunset'. I love it because the words are really cool. The music is good too. My sister has got a poster of the band on her bedroom wall!



3 **Think of your favourite band or singer. Write a text using short forms. Add photos or drawings.**

- name
- why you like him / her / them
- favourite song(s)
- why you like it / them

Writing tip

Remember to use apostrophes to show that letters are missing from the short forms.

8 In the planetarium

1 100 Listen and say the words. Then check with a friend.

1 comet
2 star
3 UFO
4 rocket
5 planet
6 moon
7 telescope
8 astronaut
9 space station



BIG QUESTION Why is space exciting?

2 101 **Listen and answer.**

1 Who is Ben calling?
2 Is Grandpa at the planetarium?
3 What question does Ben answer?
4 Where is the telescope?

3 **Describe and guess.**

It's something which you use to look at the stars.

A telescope!

It's someone who …

Learning outcomes:
- to talk about space
- to give students listening practice

BIG QUESTION to think about the question *Why is space exciting?*

New language: *planetarium, planet, rocket, UFO, star, comet, telescope, astronaut, moon, space station, something, someone*

Recycled language: language from the story

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

Cognitive control functions: Working memory; Cognitive flexibility

Warm-up

Aim: to review the story
- Elicit what happened in the story in Unit 7 and what the line said (In the lighthouse you will see).
- Tell students that Ben and Lucy are in the lighthouse and it is called a *planetarium*.
- Check understanding of *planetarium* and elicit what people can see there.
- Ask if any students have visited a planetarium.

Presentation

Aim: to present space vocabulary
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.

Note: *UFO* stands for *Unidentified Flying Object*.

1 100 SB p94 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary
- Students look at the numbered words and items in the picture.
- Play the recording. Students listen and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

For script see SB p94.

BIG QUESTION Why is space exciting?

Aim: to encourage students to discuss why space is exciting
- Read the Big Question. Ask *What can Ben and Lucy see in the planetarium? How do we learn about space? Do we know everything about space? What exciting things do you want to know?*
- Write ideas on the board.

2 101 SB p94 Listen and answer.

Aim: to practise listening
- Read the questions aloud.
- Encourage students to try to predict what the answers might be.
- Play the recording. Students listen and answer. They check in pairs.
- Play the recording again. Check with the class.
- Elicit what students notice about Ben talking to his grandpa (he talks very loudly because he knows Horax and Zelda are there).

For script see TB p126.

Key: 1 His grandpa. 2 No, he's at home. 3 Are Horax and Zelda there? 4 Next to the ticket office.

3 SB p94 Describe and guess.

Aim: to give students practice with the new vocabulary
- Demonstrate the game for the class.
- Remind students to use *who* with someone and *which* with something. Students can also say, e.g. *It's somewhere where …*
- Students play the game in pairs.

1 WB p94 Match the definitions and answers.

Aim: to check comprehension of new vocabulary

Key: 2 g, 3 a, 4 e, 5 i, 6 d, 7 b, 8 c, 9 h

2 WB p94 Look at Activity 1. Number the pictures.

Aim: to give further practice of the new vocabulary

Key: a 9, b 8, c 7, d 3, e 4, f 6, (g 1), h 2, i 5

3 WB p94 Imagine you are looking through a telescope. What can you see? What does it look like?

Aim: to personalise the language

Ending the lesson

Aim: to review vocabulary from the lesson
- Say one of the words from the lesson.
- A student gives a definition as in SB Activity 3.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the nine new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g. *A comet is something which flies through the sky and has got a tail.*
- They draw and colour a picture of each item to make a picture dictionary.

Learning outcomes:
- to make predictions using *will*

New language: *zoo keeper, spy*

Recycled language: space vocabulary, jobs

Creative thinking: Imagines own professional future (i.e. what they would like to become when they 'grow up') and justifies their choice

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review jobs vocabulary
- Write *astronaut* on the board and elicit that it is a job.
- Students come to the front in turn and mime a job for the class to guess.
- Write the new jobs on the board.

Presentation

Aim: to present *will* for predictions
- Focus students on the jobs and ask *When you are an adult, when you grow up, what will you be?*
- Elicit their ideas and prompt *I'll be a /an …*
- Write some example sentences on the board, e.g. *What will you be when you grow up? When I grow up, I'll be a police officer.*
- Underline *I'll* in a colour and write *I will* above in brackets. Tell students that this is the long form.
- Ask some concept questions, e.g. *Are you sure about this job?* (No) *Is it an idea?* (Yes) *Are you doing the job now?* (No)

1 102 SB p95 Listen and write the names of the children under the pictures.

Aim: to practise *will* for predictions
- Elicit the jobs which students can see in the pictures for Activity 1.
- Pre-teach/check *zoo keeper* and *spy*.
- Play the recording. Pause after each person.
- Students write the names individually and then compare answers in pairs.
- Students listen and check.
- Play the recording again.
- Check with the class.

For script see TB p126.

Key: a Emily b Jade c Liam d Nathan e Oscar f Daisy

2 SB p95 Where do the words go? Say the sentences.

Aim: to focus students on grammatical form
- Point to the first sentence.
- Elicit the first sentence from the class and write it on the board.
- Students decide where the words go in number 2. Check with the class.
- Have pairs practise saying the sentences.

Key: 1 What will you be when you grow up? 2 I'll be a zoo keeper. I'll look after the lions.

3 103 SB p95 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and ask *Who is this?* (It's Greg.) *What job is he doing?* (He is a spy.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *What will he have?* (A special mobile phone, etc.)
- Point to the sentences in the Language focus box. Have students repeat them and pay attention to the words in bold.
- Play the recording for students to join in with the rap.

For script see SB p95.

4 SB p95 Ask and answer.

Aim: to consolidate grammatical form
- Students work in pairs and take turns to ask and answer.
- Alternatively, do this as a mingling activity.

1 WB p95 Follow the lines. Write the names and the sentences.

Aim: to review *will* for predictions

Key: Ana: I'll be an astronaut. Kyle: I'll be a firefighter. Elena: I'll be a police officer. Lucia: I'll be a conductor.

2 WB p95 Write five sentences about you.

Aim: to personalise the language

Ending the lesson

Aim: to practise key language from the lesson
- Call out a job, e.g. *Doctor.*
- A student who wants to do this as an adult puts up his/her hand and says *When I grow up, I'll be a doctor because …*
- Elicit other reasons from other students.
- Repeat for other jobs.

Extension activity

Aim: to share information
- Students work in groups of four. They take turns to read aloud what they wrote for WB Activity 2.
- Elicit information from the groups. Students report about another student in their group.

1 102 Listen and write the names of the children under the pictures.

Nathan Oscar Liam Jade Emily Daisy













2 Where do the words go? Say the sentences.

1 What you be when you grow up? (will)

2 I be a zoo keeper. I look after the lions. ('ll, 'll)

3 103 Watch, listen and say.

Language focus

When I grow up, **I'll be** a spy.

Shh! It's secret. Don't ask why.

I'll have a special mobile phone.

You'll never **find** me at my home.

I'll have a very special car.

It'll travel to the stars.



4 Ask and answer.

What will you be when you grow up?

I'll be a conductor because I love music. I'll have a big orchestra.



1 104 Listen and number the pictures. Then sing the song.

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 and blast off!
One day I'll be an astronaut
And fly through outer space.
I'll live in a space station
In an exciting place.

I'll climb inside a rocket
And fly up to the moon
And whizz about in outer space
And not come back too soon.

One day I'll be an astronaut ...

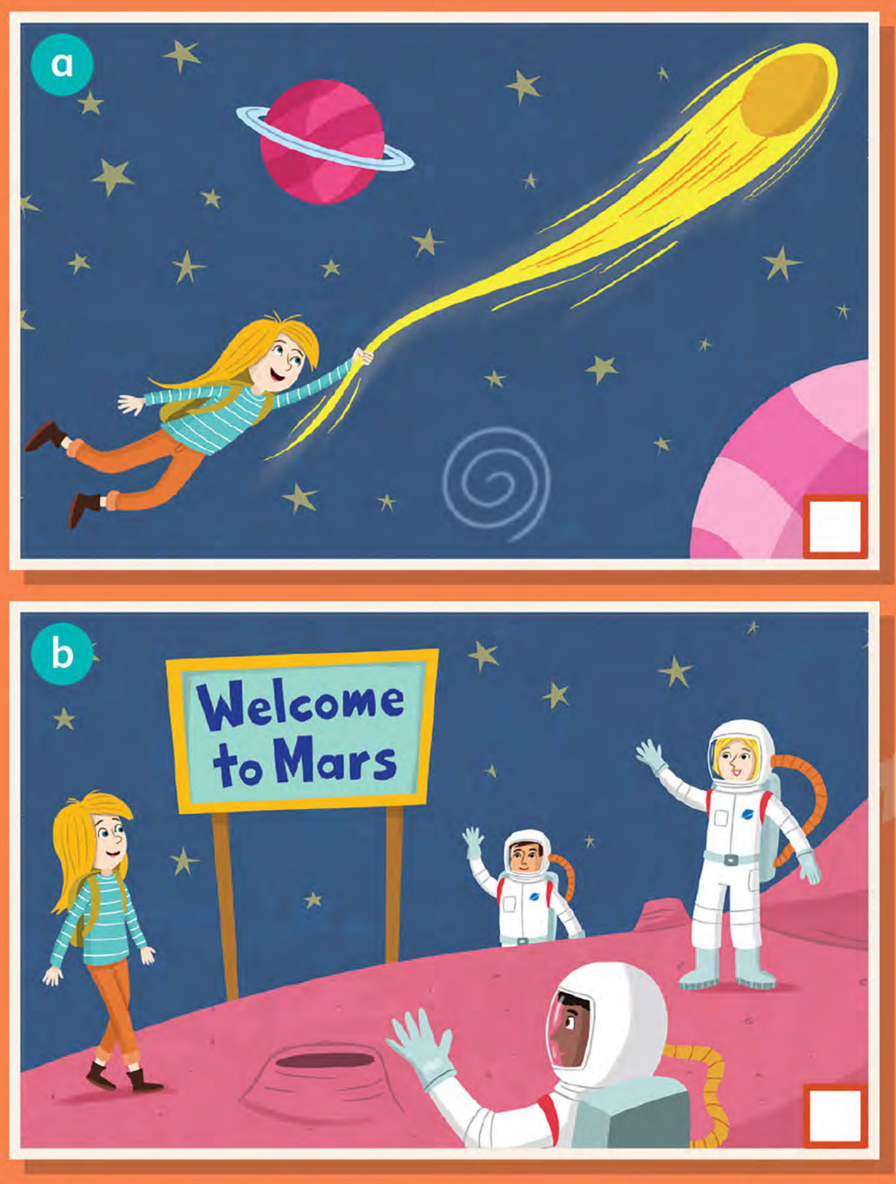
I'll fly up on a comet
And hold on to its tail
And whizz about in outer space
And look back at our trail.

One day I'll be an astronaut ...

I'll visit lots of planets
Like Jupiter and Mars
And whizz about in outer space
And visit all the stars.

One day I'll be an astronaut ...

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 stop!



2 Imagine you live in space. Make a list of six exciting things you'll do.

1 Get a space pet 2 Eat space food 3 ...

3 Tell your friend about your plans.

I'll get a space pet.

Learning outcomes:
- to consolidate *will* for predictions
- to join in with a song

New language: *far away, whizz, outer space, trail, Jupiter, Mars*

Recycled language: space vocabulary, verbs

Creative thinking: Uses own ideas for doing creative activities like retelling stories; Participates in investigative, exploratory, open-ended tasks

Cognitive control functions: Cognitive flexibility; Inhibitory control

Flashcards: 72–80 (space)

Warm-up

Aim: to review space vocabulary
- Write the space vocabulary in scrambled letter order on the board.
- Students work in pairs to unscramble them.
- In turn, pairs come to the board and write the words correctly.
- Elicit a simple definition of each word, e.g. *This is a thing which … / a person who … / a place where …*

1 104 SB p96 **Listen and number the pictures. Then sing the song.**

Aim: to give students practice with listening for detail
- Elicit what students can see in the pictures (a girl in space).
- Pre-teach / check understanding of *far away, whizz, outer space, trail, Jupiter* and *Mars*.
- Students read the song and try to number the pictures.
- They compare ideas in pairs.
- Play the recording. Students listen and check.
- They compare answers again. Play the recording a second time.
- Check with the class.

For song lyrics see SB p96.

Key: a 2, b 3, c 1

Practice

- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (105).
- Students sing in groups with the karaoke version.

2 SB p96 **Imagine you live in space. Make a list of six exciting things you'll do.**

Aim: to stimulate creativity
- Look at the pictures in Activity 1. Ask *What is the girl doing? Would you like to do these things?*
- Read the examples with the class and elicit one or two more ideas.
- Students write other ideas individually.
- Monitor to help with language and encourage creative ideas.

3 SB p96 **Tell your friend about your plans.**

Aim: to review language using own ideas
- Read the example in the speech bubble aloud.
- In pairs, students exchange ideas. Tell them to use the text in the speech bubble as a model.
- Monitor the activity to check ideas and help with language. Ensure students are using *will* for predictions.
- Volunteers share their ideas with the class.

1 WB p96 **Remember the song. Correct the sentences.**

Aim: to activate memory skills

Key: 2 No, she'll climb inside a rocket. 3 No, she'll fly to the Moon in the rocket. 4 No, she'll ride on a comet and hold on to its tail. 5 No, she'll whizz about in outer space. 6 No, she'll visit all the stars.

2 WB p96 **What will you do when you're an astronaut? Write sentences. Then write one more and draw.**

Aim: to practise *will* for prediction

Key: 2 I'll take photos. 3 I'll look at the stars.

3 WB p96 **Imagine you visit Jupiter. What will you do? Write four sentences.**

Aim: to consolidate use of *will* for predictions and practise writing skills

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students further practice with *will* for predictions
- Students work in groups of four.
- They put their sentences from WB Activity 3 on the desk so that they can all see all of them.
- They read them all and choose the ten sentences they all agree on.
- Monitor the groups and help with language as appropriate, e.g. *I think this is better. I'll take photos. I like this sentence. It's a good idea.*
- Groups copy their sentences onto poster paper and display them.

Learning outcomes:
- to use adverbs of manner

New language: *carefully, quietly, slowly, badly, quickly, roll out, shoot out*

Recycled language: space vocabulary, imperatives, past simple

Warm-up

Aim: to review imperatives
- Give simple instructions for students to follow, e.g. *Stand up. Put your right hand on your head. Turn around three times. Sit down.*

Presentation

Aim: to present regular adverbs of manner
- Give an instruction to a student, e.g. *Open the window.*
- Repeat with an adverb, e.g. *Open the window slowly.*
- If students don't understand, mime the action. Say *slowly* and do the action slowly at the same time.
- Write the sentences on the board. Next to them write *slow – slowly*. Underline *slowly* in a colour.
- Repeat with other sentences, e.g. *You are working carefully today. careful – carefully.*
- Point to the adjectives and ask what they are called (*adjectives*). Write this above the adjectives.
- Elicit/teach the word *adverb* and write this above the adverbs.
- Focus students on how the adverbs are formed from the adjectives (by adding *-ly*).
- Focus students on where the adverb comes in a sentence (after the verb) and that it tells us more about the verb: it answers the question *How … ?*

1 SB p97 Look, read and number the sentences.

Aim: to practise adverbs of manner
- Students look at the pictures in their Student's Book. Elicit who they can see (astronauts) and where they are (in the space station).
- They match the pictures with the sentences and then compare their answers in pairs.
- Check with the class. Ask a student to demonstrate the adverb in a simple action, e.g. *Close the door …*
- Explain that the adverb comes at the end of the sentence.

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

2 SB p97 Put the words in order. Say the sentences.

Aim: to focus students on grammatical form
- Point out that each set of words forms a sentence.
- Elicit the first sentence from the class and write it on the board.
- Students order the other two sentences in pairs. Check with the class.

Key: 1 The astronaut ate her food carefully. 2 The spaceship travelled through space quietly. 3 The rocket left the moon quickly.

3 106 SB p97 Watch, listen and say.

Aim: to further focus students on grammatical form
- Point to the picture and ask questions. *What is Greg doing?* (Eating/catching a fly.) *How is he doing it?* Elicit different adverbs.
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *How is he opening his mouth?* etc.
- Play the video again. Have students identify the **adverbs of manner** in the sentences on the page. Ask students to mime each action.
- Play the recording. Students follow in their Student's Books and join in.

For script see SB p97.

4 SB p97 Give a friend instructions with adverbs.

Aim: to give students further practice with adverbs
- Demonstrate the activity.
- Elicit other adverbs of manner. Write them on the board.
- Students do the activity in pairs.

1 WB p97 Write the adverbs to complete the sentences.

Aim: to give further practice with adverbs

Key: 2 beautifully, 3 dangerously, 4 quickly, 5 happily, 6 quietly

2 WB p97 Write sentences. Make adverbs with the adjectives from the box.

Aim: to give further writing practice with the new language

Key: 2 They're playing badly.
3 She's playing (the drums) loudly.
4 He's walking quietly.

3 WB p97 Write four sentences about you. Use adverbs.

Aim: to personalise the new language

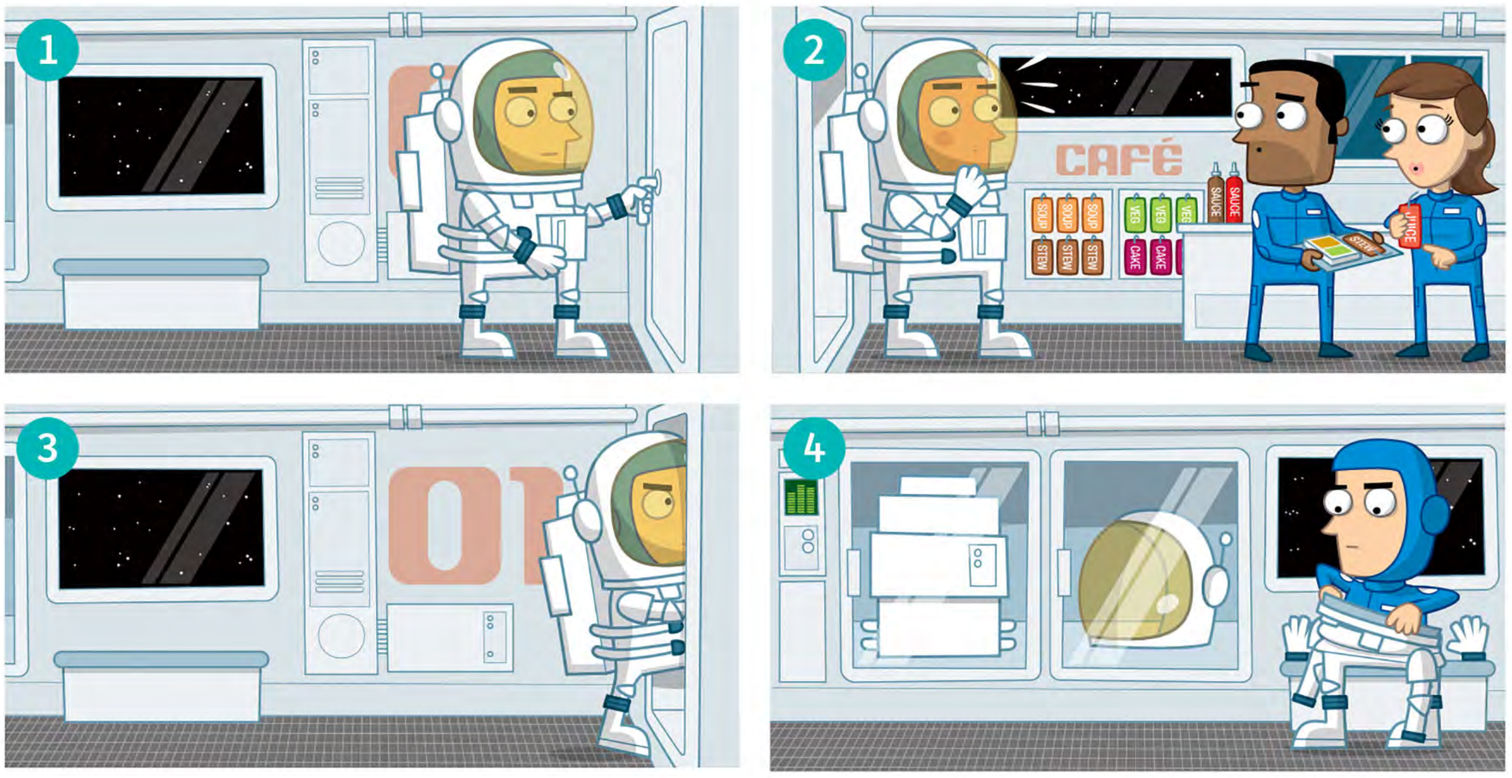
Ending the lesson

Aim: to review the new language
- Students take turns to stand up and mime an action and an adverb.
- The students guess, e.g. *You're writing slowly.*

Extension activity

Aim: to consolidate understanding
- Students write what they do when they get up in the morning, using adverbs, e.g. *In the morning, I get up slowly.*

1 Look, read and number the sentences.



a The astronaut put on his spacesuit carefully. ☐

b He opened the space station door slowly. ☐

c He stepped through the door quietly. ☐

d Whoops! Wrong door! ☐

2 Put the words in order. Say the sentences.

1 food carefully. astronaut The ate her

2 quietly. The through travelled spaceship space

3 rocket the left quickly. moon The

3 106 Watch, listen and say.



Language focus

How do you catch a fly?
Listen **carefully**.
Find a fly **quietly**.
Open your mouth **slowly**.
Then shoot your tongue out **quickly**.
That's how you catch a fly!

4 Give a friend instructions with adverbs.

Put your book on your head carefully.

Touch your nose quickly three times.

Walk to the door slowly.

Sing a song quietly.

The trap

1 107 Who takes Horax and Zelda to the police station?



Lucy: I can't see a line anywhere.

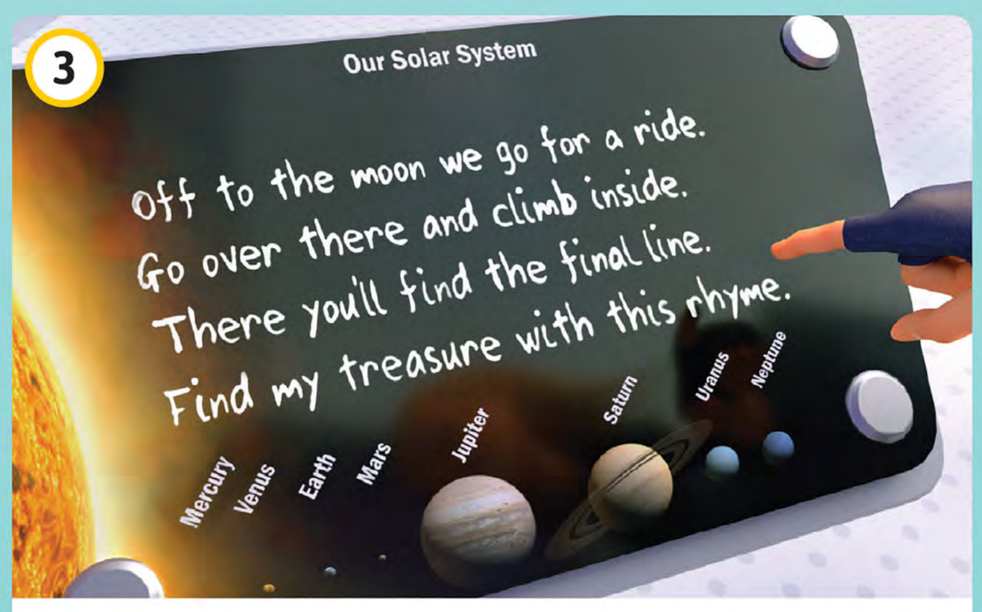
Ben: No. I don't think it's here. Let's go for a drink and we can think about it.

Lucy: Good idea.



Horax: 'Look at the planets, look at the stars.' Ha! Stupid kids. The line will be on this map!

Zelda: Ah! Look! A poem! I'll read it.



Zelda: 'Off to the moon we go for a ride. Go over there and climb inside. There you'll find the final line. Find my treasure with this rhyme.'



Horax: That's easy. It's inside the rocket! Come on! Let's look carefully.

Zelda: The treasure is almost ours!



Horax: Hey, what's happening? ... Oh, those kids!

Lucy: It was a trick. We knew you were here!

Ben: And I knew you were listening to my phone call. There *isn't* a planet on the map.



Lucy: And there *isn't* a line here. We wrote the note and the poem to trick you!

Horax: Let us out!

Ben: I can't. But here's someone who can.

 Value: respecting your elders; reading for pleasure

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *poem, trick, let us out, trouble*

Recycled language: characters and language from the story, *trap*

Value: Respecting your elders

Creative thinking (WB): Interprets characters in games and drama

Cognitive control functions (WB): Cognitive flexibility; Inhibitory control

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy* and *Buster* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben and Lucy were at orchestra practice. Ben saw the next line on Lucy's cup. It said 'In the lighthouse you will see'. Ben and Lucy went to the planetarium but it was a trick for Horax and Zelda.*

The trap

1 107 SB pp98–99 **Who takes Horax and Zelda to the police station?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of *poem, trick, let us out* and *trouble*.
- Play the recording. Ask *Who takes Horax and Zelda to the police station?*

Key: The police officer
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

For script see SB pp98–99.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- When watching, students listen for what Lucy and Ben decide to do (go for a drink), what Zelda and Horax see (a poem), where they think the treasure is (in the rocket), what the trick was (Ben and Lucy wrote the line and the poem because there isn't a planet picture on the map) and who comes to let them out (a police officer).

1 WB p98 **Read the story *The trap* again. Then put the sentences in order.**

Aim: to check comprehension

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

2 WB p98 **Imagine Horax and Zelda are at the police station. What do the police ask? Write questions.**

Aim: to encourage creative responses to the story

3 WB p98 **Read the story. What can we learn from it? Draw ☺ or ☹.**

Aim: to focus students on the value of respecting your elders

Key: ☹ Older people don't know anything. ☺ Older people can teach us things.

Ending the lesson

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

Extension activity

Aim: to discuss the value of respecting your elders
- Focus on WB Activity 3. Discuss the value of the story.
- Discuss the trick that Grandpa played on Horax and Zelda.
- Elicit if students think this was fair or not.

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

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

New language: *surfer*

Recycled language: language from the story

Phonics focus: to recognise and say the /ə/ sound at the end of two-syllable words like *farmer* and *bigger*

Value: Respecting your elders

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (At the planetarium.) *What did Zelda and Horax find?* (A poem.) *What did they do next?* (They got into the rocket.) *Who did Grandpa bring with him?* (A police officer.) *What are Ben and Lucy going to do at the end of the story?* (They are going to find the last line.)

2 SB p99 Answer the questions.

Aim: to focus students on events in the story
- Play the recording of the story again. Students follow in their Student's Books.
- They read and answer the questions.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Yes, they did. 2 On the map of the planets. 3 Lucy and Ben. 4 The treasure. 5 They are going to ask Horax and Zelda a lot of questions. 6 Students' own ideas.

3 SB p99 Find the ladder in the story.

Aim: to present and practice the weak **er** sound /ə/
- Read out the instructions for students, making sure they hear the schwa sound /ə/ in *ladder* clearly.
- Students find the ladder in the story.

Key: Picture 4

4 108 SB p99 Listen and say.

Aim: to practise words with the weak sound /ə/
- Elicit what students can see in the picture.
- Pre-teach *surfer*.
- Play the recording. Students silently read the caption sentence.

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit words with the /ə/ sound (*surfer, Jupiter, outer*).
- Repeat the caption together as a class two or three times. Students practise in pairs.

For script see SB p99.

1 023 WB p99 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 Your plan worked perfectly, 2 let's look carefully

For script see TB p127.

2 WB p99 Look and write the words.

Aim: to practise saying words ending in the weak **er** sound /ə/

3 024 WB p99 Listen, say and check your answers.

Aim: to give focused listening practice

Key: 2 taller, 3 driver, 4 waiter, 5 river, 6 clever, 7 farmer, 8 smaller

Ending the lesson

Aim: to provide more practice of word stress
- Write one of the words from the lesson, e.g. *surfer*, on the board. Elicit another word with this sound in it, e.g. *officer*.
- Students work in pairs. They write five words they can think of that end in *er* and then read their list (e.g. *clever, bigger*). Check that they're stressing the correct syllable and their pronunciation of /ə/.

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*ball, astronaut, confusing, where we are, where we need to go*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Ben: Grandpa! Your plan worked perfectly.

Grandpa: I knew it! My friend is going to take Horax and Zelda to the police station. He's got a lot of questions for them.



Ben: Now we can find the last line with no more trouble.

Grandpa: And maybe I will find the answer to a mystery of my own.

2 **Answer the questions.**

1 Did Ben and Lucy know that Horax and Zelda were there? _____

2 Where does Zelda find a poem? _____

3 Who wrote the poem? _____

4 What do Horax and Zelda want to find in the rocket? _____

5 What are the police going to do at the police station? _____

6 What is Grandpa's mystery? What do you think? _____

Phonics

3 **Find the ladder in the story.**

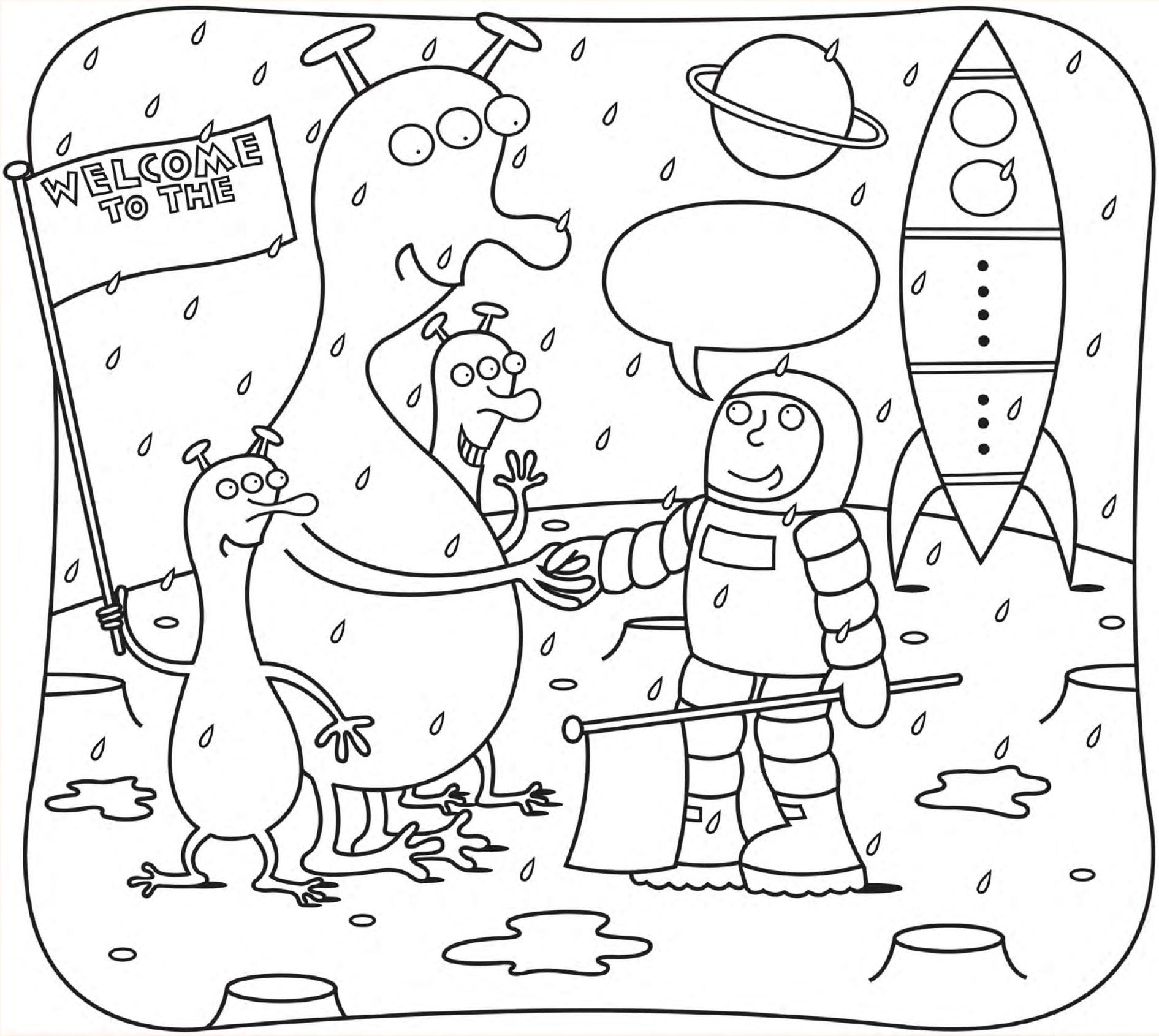
4 108 **Listen and say.**



I want to be a surfer on Jupiter in outer space.

Skills

1 109 **Listen, colour and write.**



2 **Look at the picture in Activity 1 and read. Write *yes* or *no*.**

1 There are three windows in the rocket. _____

2 The aliens have got three eyes. _____

3 The astronaut is scared. _____

4 It is raining and the aliens are holding an umbrella. _____

5 The astronaut has got a flag in both hands. _____

6 The astronaut is shaking hands with the fattest alien. _____

Learning outcomes:
- to practise listening and reading for detail

New language: *flag, banner, umbrella, both, shake hands*

Recycled language: language from the unit, colours

Warm-up

Aim: to review colours
- Play *I spy*.
- Say, e.g. *I spy something in this classroom which is yellow.*
- Students try to guess, e.g. *Is it a bag?*
- Repeat for other colours.

1 109 SB p100 Listen, colour and write.

Aim: to practise listening for detail
- Focus the students on the picture. Elicit what they can see.
- Tell them they are going to do some colouring and some writing on the picture.
- Check they know what to do.
- Play the recording. Students listen, colour and write.
- They compare their answers in pairs.
- Play the recording again. Check answers with the class.

Note: You could explain to students that it doesn't actually rain on the moon.

For script see TB p127.

Key: astronaut's flag = yellow, rocket = red and green, smallest alien's banner = 'MOON', smallest alien = blue, astronaut's speech bubble = 'Hello'

2 SB p100 Look at the picture in Activity 1 and read. Write *yes* or *no*.

Aim: to practise reading for specific information
- Focus students on the statements and check they know what to do.
- Pre-teach/check *umbrella, both* and *shake hands*.
- They read the statements silently and write one word on the line (*yes* or *no*).
- Students compare their answers in pairs and think again about any answers which are different from their partner's.
- Check with the class.

Key: 1 no, 2 yes, 3 no, 4 no, 5 no, 6 yes

1 WB p100 Read the text and choose the best answer. Lucas is talking to an alien.

Aim: to practise questions and answers

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

Ending the lesson

Aim: to review the story
- Elicit what is happening in the picture in SB Activity 1.
- Say to students *Imagine you meet an alien. What will you say?*
- Students respond with their ideas, e.g. *I'll say hello and invite the alien to my house.*

Extension activity

Aim: to stimulate creativity
- Students draw a picture of an alien and colour and label it.
- They write a short text about it.
- Students talk about their alien to the class.

Learning outcomes:
- to practise speaking about space
- to practise writing a postcard and story
- to practise reading for detail

New language: postcard

Recycled language: space vocabulary, past simple and past continuous

Creative thinking: Engages in activities with fantasy or mystery elements

Warm-up

Aim: to review past tenses
- Ask students what they did on their last holiday, e.g. *Where were you last summer / in July / in February? What were you doing?*
- Ask several students to review use of narrative tenses.

1 SB p101 Ask and answer. Find six differences.

Aim: to give students practice in describing similarities and differences
- Focus students on the pictures. Check they know what to do.
- Elicit one difference with the class. *In the first picture, there are two comets in the sky. In the second picture, there are three comets in the sky.*
- Students work in pairs and discuss the pictures.
- They find six differences.
- Elicit and discuss as a class.

Key: In the second picture: 1 There are three comets in the sky (not two). 2 There's a red planet in the sky (not blue). 3 There's no space station (not one space station). 4 The astronaut is eating a sandwich (not looking through a telescope). 5 The astronaut is with a rabbit (not a dog). 6 There's a small rocket on the surface of the moon (not a big one).

2 SB p101 Read Leo's email. Then complete his parents' conversation.

Aim: to give students practice with reading skills
- Elicit / check understanding of *email*. Ask if students ever send emails.
- Ask students to look at the email and quickly find out who wrote it (Leo) and who he wrote it to (his mum and dad).
- Focus students on the conversation. Make sure students notice that they have to write questions.
- Students read the email silently and try to complete the conversation in pairs.
- If necessary, do the first one as an example, reminding students to look at the sentences before and after the gap.
- Check as a class.

Key: 1 Where is he? 2 How long was the journey? 3 Does he like the space station? 4 Is the food good? 5 When will he be home?

3 SB p101 Imagine you are on the moon. Write an email to your parents.

Aim: to give students writing practice
- Brainstorm ideas about what the moon is like to help students with ideas.
- Students work individually.
- They write a first draft of their emails.
- They swap with their partner and check each other's work.
- Students give their partner at least three pieces of advice.
- Students then write a final version of their emails.

1 WB p101 Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Aim: to practise reading skills

Key: 2 alien, 3 over a/the hill, 4 behind some rocks, 5 in the mountains, 6 police station, 7 an alien costume

Ending the lesson

Aim: to encourage students to give more personal responses to the story
- Review the story from WB Activity 1 orally.
- Ask one student to start the story with a sentence and then another to repeat the first sentence and add another. Continue like this.

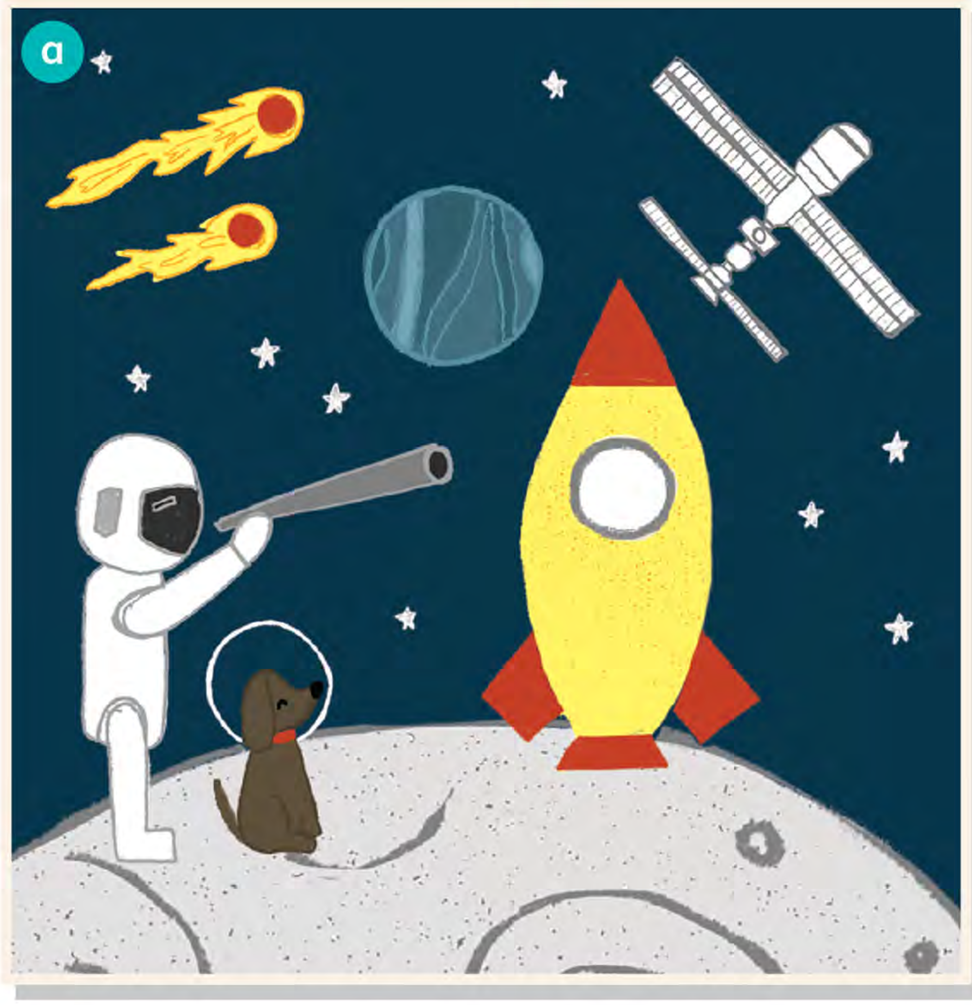
Extension activity

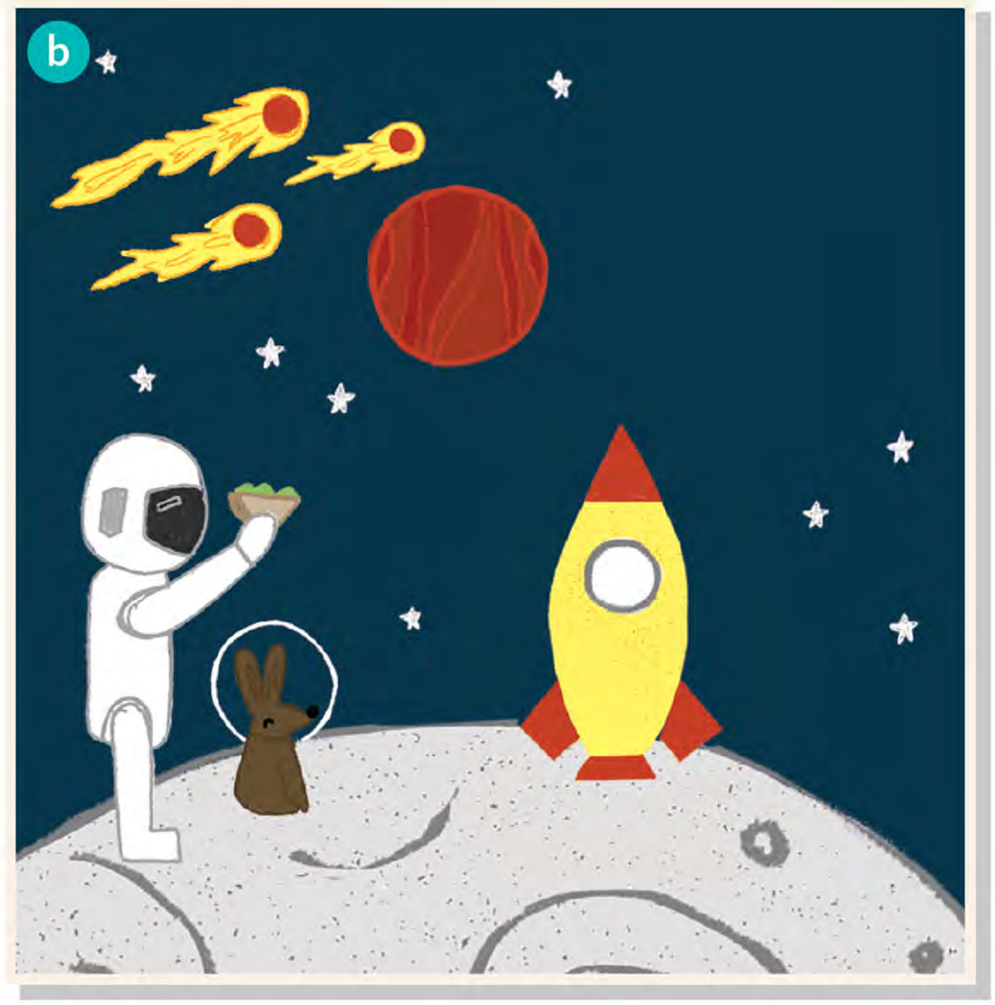
Aim: to practise memorisation
- Students look at the pictures in WB Activity 1 for 30 seconds.
- They close their books.
- In pairs, they try to remember the pictures. They take turns to say something they can remember.

1 Ask and answer. Find six differences.

Is there a planet in your picture?

Yes, there is.





2 Read Leo's email. Then complete his parents' conversation.

Dear Mum and Dad,

I'm having a wonderful time here on the moon. The journey here was quite long. It was about two days, but I slept most of the way. I like the space station. It's really big and there's lots to do. The only thing which isn't very good is the food.

I'll be home in a month.

Lots of love,

Leo

Mum: We've got an email from Leo!

Dad: **(1)** _____?

Mum: On the moon. Don't you remember?

Dad: Oh, yes! **(2)** _____?

Mum: About two days.

Dad: **(3)** _____?

Mum: Yes, he does. It's big and there's lots to do.

Dad: **(4)** _____?

Mum: No, it isn't. It isn't very good at all!

Dad: **(5)** _____?

Mum: In a month.

3 Imagine you're on the moon. Write an email to your parents.

Think and learn

Space

Watch and answer. What can we find in Space?

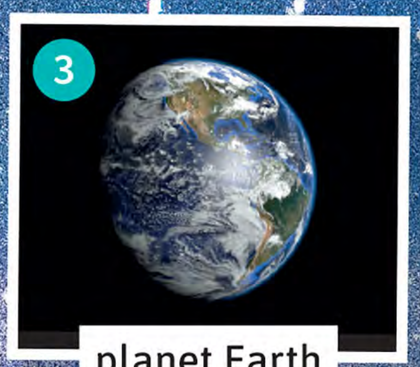
1 110 Listen and point.



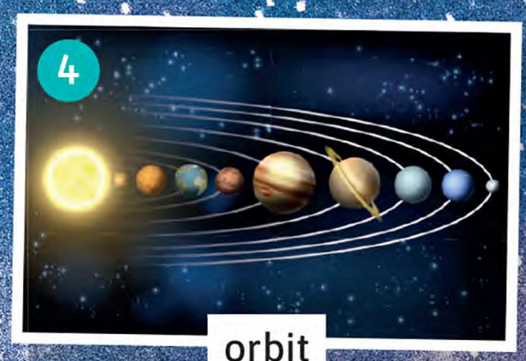
heat



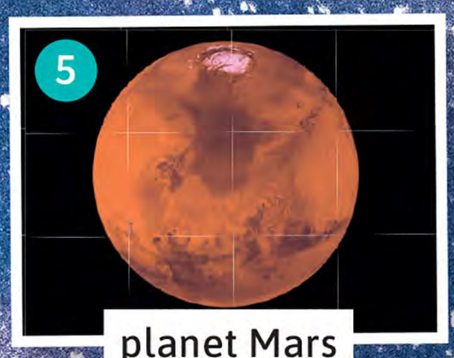
asteroid



planet Earth



orbit



planet Mars



the International Space Station

2 Read and write *t* (true) or *f* (false).

ALL ABOUT Space!

Space Space is very quiet because we can't hear sounds there. Astronauts have to use walkie-talkies to talk.

The sun Did you know that the sun is a big, hot star? It gives us light and heat. The Earth orbits the sun every 365 days. Every living thing on Earth needs the sun to live.

The moon The moon orbits the Earth every 27.3 days. We can see the moon because of the light from the sun.

Stars We don't know how many stars there are in Space. Astronauts think there are so many stars that we can't count them.

Mars Astronauts think they could find life on Mars. They think this because there is water on Mars and all animals and plants need water.

Asteroids Asteroids are space rocks. They can be very big or quite small. Asteroids orbit some planets or the sun. They sometimes fall to Earth but they don't often hit the ground.

1 Space is very noisy because astronauts use walkie-talkies. ☐

2 Plants, animals and humans need the sun's light and heat to live. ☐

3 We don't know the number of stars in Space. ☐

4 Astronauts want to look for life on Mars. ☐

5 Asteroids are all very big. ☐

Learning outcomes:
- to use known language to answer questions and talk about science (space) in English

BIG QUESTION to explore the question *Why is space exciting?* using ideas and vocabulary from the unit

New language: *heat, asteroid, planet, Earth, Mars, orbit* (noun and verb), *International Space Station*

Recycled language: language from the unit, verbs

Flashcards: 72–80 (space)

Warm-up

Aim: to introduce the topic of science: space
- Write *Space* on the board and draw a circle around it.
- Elicit words associated with space and write them on the board (names of planets, *sun, moon, stars, spaceships,* etc.).
- Use the flashcards (space) to elicit more words.
- Elicit any information students know about the planets.
- Tell the class that they are going to learn about space and what we can find in it.

SB p102 Watch and answer. What can we find in Space?

Aim: to raise students' awareness about elements in space
- With Student's Books closed, play the *Think and learn* video. Ask students what they remember.
- Ask students to watch again and answer *What can we find in space?* Ask what different things they saw in the video.
- Play the video again and pause after each object. Elicit/teach any new words (*heat, asteroid, planet, Earth, Mars, orbit* (noun and verb) *International Space Station*, etc.).
- Write ideas on the board.
- When you pause on planet Mars, point to the *Super fact!* on p103. Ask *Do you think there is life on Mars?*
- Play the video again and check.

For videoscript see TB p127.

1 110 SB p102 Listen and point.

Aim: to present more space vocabulary
- Play the recording for students to point to each picture.
- Play the recording again. Pause after each word. Students repeat the word chorally.
- Then they practise in pairs.

For script see SB p102.

2 SB p102 Read and write *t* (true) or *f* (false).

Aim: to extend students' knowledge of space
- Tell students they are going to read about space. Tell them to read the true/false sentences and predict answers.
- They read the text and do the task individually.
- In pairs, they discuss their answers to the questions and point to where the relevant information is in the texts.
- Check and discuss as a whole class.

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

1 WB p102 Read the text about space. Answer the question.

Aim: to practise reading skills

Key: 62

2 WB p102 Draw lines to make sentences.

Aim: to check comprehension

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

3 WB p102 Read and write the correct word.

Aim: to further practise reading comprehension

Key: 2 Saturn, 3 Mars, 4 Earth, 5 the moon

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *What we can find in space, more space words,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to enable students to further apply what they have learned
- Students work in pairs.
- They research at least two more facts about Mars.
- Students make groups of six (three pairs).
- They share their ideas.
- Elicit, discuss and check as a class. Draw a list on the board for students to copy into their vocabulary notebooks.

Learning outcomes:
- to talk about science (space) in English
- to enable students to complete a project

Recycled language: Science in English, space vocabulary

Critical thinking: Says whether something is true or not and gives reasons

Creative thinking: Interprets characters in games and drama; Participates in investigative, exploratory, open-ended tasks

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review science (space) in English
- Elicit what students learned about what we can find in space in the previous lesson.
- Ask *Is space quiet or noisy? Why is the sun important? Why can we see the moon? How many stars are there in space? What is on Mars? What are asteroids?*

3 SB p103 **Look at Activity 2 again. Say why the sentences are false.**
- Elicit the information from the class.
- Students give reasons for their answers. They read the relevant information from the text aloud.
- If there is time, write the six subheadings from the text on the board. Students close their books. Elicit one piece of information they remember for each heading.

Key: Space is very quiet because we can't hear sounds there. Asteroids can be very big or quite small.

4 SB p103 **Read the interview with the astronaut on the International Space Station and match the questions with the answers.**

Aim: to extend students' understanding of life on a space station
- Look at the example with the class.
- Ask students what other questions they would like to ask an astronaut on the International Space Station.
- Point to the question and elicit possible answers. *What's a space walk like? Scary. Exciting. Strange.* etc.
- Students match questions and answers individually.
- Check answers with the class.

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

5 Project SB p103 **Write three more questions to ask the astronaut, and draw a picture. In pairs, ask your questions and write your partner's answers.**

Aim: to enable students to complete a project
- Elicit other things students can ask astronauts about and write ideas on the board (planets, likes/dislikes, food they eat, etc.).
- Students write questions individually. Tell them to look at the example.
- Monitor to help with language.
- Encourage them to illustrate their questions or find photos online.
- In pairs, students ask and answer questions. Encourage them to role play the interviews as if they were real astronauts.
- If there is time, students copy their questions, answers and pictures on to poster paper and display their questionnaires around the room.

4 WB p103 **Read the fact file about the International Space Station. Answer the question.**

Aim: to practise reading skills

Key: to work

5 WB p103 **Read and write *t* (true) or *f* (false).**

Aim: to check comprehension

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

6 WB p103 **Imagine you are an astronaut in the ISS. Write about your day.**

Aim: to be creative and practise writing skills

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. *asked and answered questions about life on a Space Station,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to develop speaking skills
- Make new groups.
- Students take turns to tell the others in their group about their project partner's answers to their questions.

3 **Look at Activity 2 again. Say why the sentences are false.**

4 **Read the interview with the astronaut on the International Space Station and match the questions with the answers.**

Life on the Space Station

1 What's a space walk like?

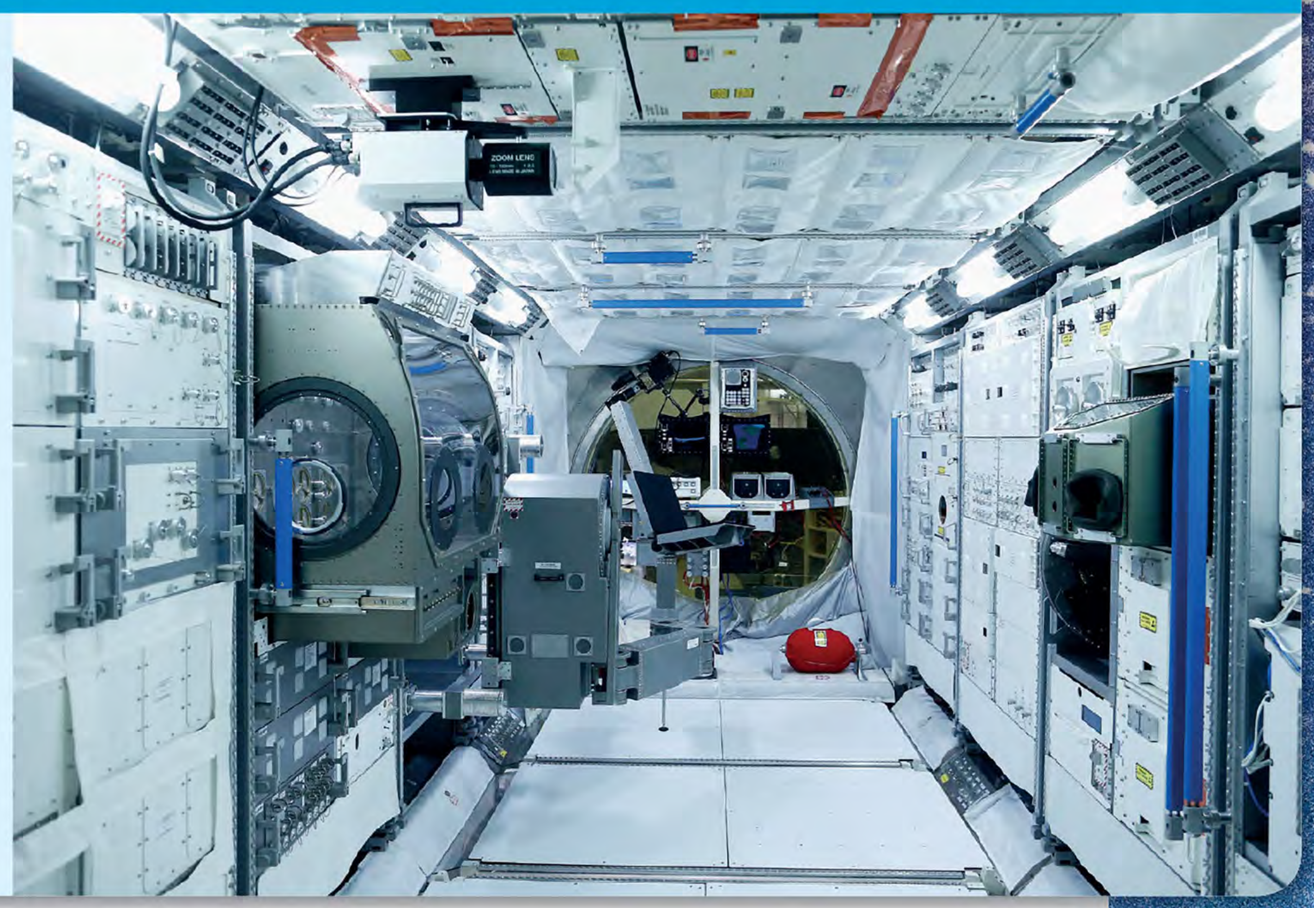
2 What can you see out of the window?

3 What are you doing on the station?

4 How long are you there for?

5 When will you get home?

6 Is it dangerous?



a Ten months. ☐

b I'll be home before my birthday in May. ☐

c I can see the deserts in Africa. ☐

d I'm learning about how plants grow in space. ☐

e Sometimes. You have to be careful when you do a space walk because things can hit you. ☐

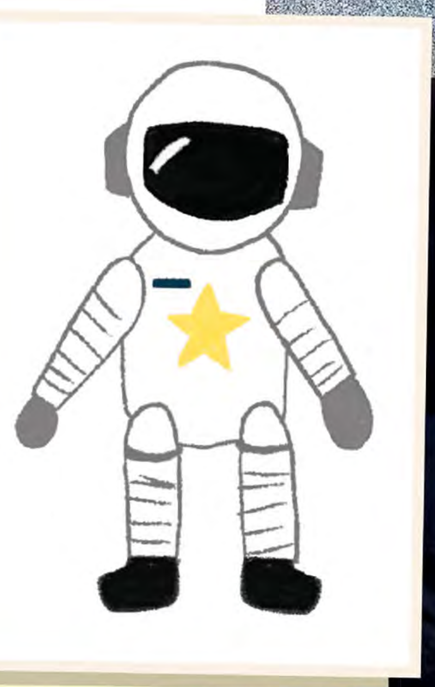
f It's great. I get very excited when I do it. ☐

Super fact!

On Mars, there's a volcano that's three times bigger than Mount Everest!



5 **Project** **Write three more questions to ask the astronaut, and draw a picture. In pairs, ask your questions and write your partner's answers.**



Question: Is it difficult to put on your spacesuit?

Answer: Yes, it's difficult and very boring.

Talk and find out

Interview an alien

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

Student A

You are an astronaut. You are going to talk to an alien on the planet Og.

Think of questions to ask:

- his / her name and age
- what he / she does
- his / her family
- what Og is like
- other things which you want to know (How … ? Why … ?)

Ask and answer questions.

Student B

You are an alien who lives on the planet Og. You are going to talk to an astronaut from Earth.

Think about:

- your name and age
- what you do
- your family
- what Og is like
- other things which you want to tell the astronaut

Ask and answer questions.

Useful language

Astronaut	**Alien**
Is this Og?	Yes, it is. Welcome to my planet!
What do you do … ?	I'm a …
Can you tell me about your family?	Yes, I've got …
What is Og like?	It's very …
How (do you travel on Og)?	We (have flying cars).
Why (have you got three heads)?	Because (we use …)

2 **Act out your play.**



Learning outcomes:
- to consolidate language from the unit
- to plan and perform a short play

Recycled language: language from the unit, space vocabulary

Creative thinking: Acts parts in role play or dramas

Cognitive control functions: Cognitive flexibility

Flashcards: 72–80 (space)

Warm-up

Aim: to review space vocabulary
- Students work in teams. Call one member of each team to the front and show them a flashcard.
- Students mime the word to their team. The first team to call out the word wins a point.
- Repeat with other students and words.

1 SB p104 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play
- Tell students they are going to do a short role play between an astronaut and an alien.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary and know what to do.
- Elicit full examples of the Useful language. Elicit other questions that they can ask, e.g. *What does your planet look like? How far is your planet from Earth? Why did you come here?*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

2 SB p104 Act out your play.

Aim: to practise interactive speaking skills
- Pairs take turns to perform their short plays for the class.
- If possible, record one or two examples of plays for students to upload to their digital portfolios.
- Alternatively, have students upload their scripts to their digital portfolios or keep them in their print portfolios.

1 025 WB p104 Put the dialogue in order. Then listen and check.

Aim: to practise interactional language and listening skills

Key: 5, 8, (1), 4, 3, 10, 7, 2, 9, 6

For script see WB p104.

2 WB p104 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

Ending the lesson

Aim: to review spelling of space vocabulary
- Write the space words in scrambled letter order on the board. Include *alien*.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills
- In pairs, students practise their dialogues from WB Activity 2.
- The more confident students perform them for the class.

Learning outcomes:
- to consolidate language from the unit
- to use language from the unit to write a diary entry for print or digital portfolios

New language: *first, then, after that, finally, spacesuit, spaceship*

Recycled language: language from the unit, *diary*

Creative thinking: Develops ideas through planning, research or review; Uses own ideas for doing creative activities like retelling stories **(WB):** Creates texts that express personal interests, emotions, or identity

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review print or digital portfolios
- Elicit what students uploaded to their digital portfolios for the previous unit or stored in their print portfolios.
- Students look at each other's portfolios and compare their work.

1 SB p105 **Read the space diary entry. Number the pictures in order.**

Aim: to raise awareness of connectors in writing
- Focus students on the pictures. Elicit what they can see.
- Read the activity instructions and check students know what to do.
- They read the diary silently and sequence the pictures.
- They compare answers in pairs.
- Check answers as a class.
- Focus students on the connectors in red and how they link to the events shown in the pictures.

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

2 SB p105 **Complete this diary entry with the red words from Activity 1.**

Aim: to practise connectors
- Read the activity instructions and check students understand what to do.
- They read the diary and complete it with the connectors.
- Check by asking students to read the text aloud around the class.
- Students write the full text in their scrapbooks.

Key: 1 First, 2 Then, 3 After that, 4 Finally

3 SB p105 **Complete the notes about Thursday. Use your own ideas.**

Aim: to practise writing a text from a model
- Focus students on the information they need to include in their texts.
- Read the Writing tip aloud. Tell students to focus on the order of events in their texts.
- They complete the notes.
- Go around the class to check and help as necessary.

4 SB p105 **Write Thursday's diary entry. Use the red words from Activity 1.**
- Students write a diary entry. Tell them to follow the model.
- Monitor students' work.
- Students write a final version of their diary entries for their digital or print portfolios.

1 WB p105 **Colour the bricks to make sentences. Write in the missing words and letters.**

Aim: to review grammatical form

Key: 2 She spoke very quietly, so I couldn't hear her. 3 I'll be famous one day. 4 What will you be when you grow up? 5 Please clean the old vase carefully.

2 WB p105 **Read and think. Then write two more sentences.**

BIG QUESTION

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

3 WB p105 **Read. Then write about you and draw.**

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 120 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit
- Students close their books and form teams.
- One student from one team draws one of the space vocabulary items for teams to guess. They cannot use symbols, numbers or letters. The first team to guess correctly wins a point.
- A student from the other team draws the next word, and so on.
- Students use their books to check answers.

8

Think and write

A diary entry

1 Read the space diary entry. Number the pictures in order.

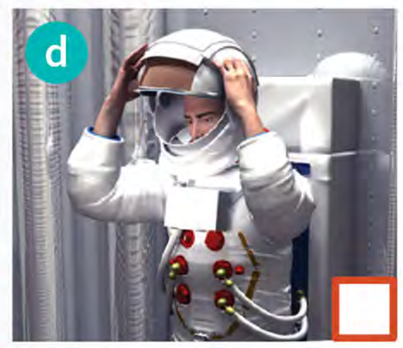
Friday, 12th March

Today we landed on the Moon. First we looked carefully out of the window. There were no monsters waiting for us. Then we put on our spacesuits. After that we opened the door of the spaceship. Finally we walked down the ladder to the moon.









2 Complete this diary entry with the red words from Activity 1.

Wednesday, 7th June

Today we went on a long trip. **(1)** _____ we flew quickly from Planet XR3 into outer space. It was a fantastic journey and we saw a beautiful comet. **(2)** _____ we explored the centre of a very big galaxy called Galaxy 17.

We met with our friends from Jupiter there. **(3)** _____ we went round Galaxy 17. **(4)** _____ we returned home. Where will we go tomorrow?

3 Complete the notes about Thursday. Use your own ideas.

I saw: Jupiter and Mars

I flew to:

I explored:

I met:

Writing tip

Use words like *first*, *then*, *after that* and *finally* to show the order of events.

4 Write Thursday's diary entry. Use the red words from Activity 1.

9 At the campsite

1 111 Listen and say the words. Then check with a friend.

1 row a boat
2 sail a boat
3 dive into the water
4 dry your clothes
5 make a fire
6 make a raft
7 swing on a rope
8 put up a tent
9 collect wood



BIG QUESTION What do we know about camping?

2 112 **Listen and correct the sentences.**

1 Lucy wants to make a fire.
2 They are going to sail a boat.
3 Horax and Zelda are there.
4 Zelda is the Mysterious H.

3 **Play the guessing game.**

What was I doing at 5 o'clock?

Were you putting up a tent?

Learning outcomes:
- to talk about holiday activities
- to give students listening practice

BIG QUESTION to think about the Big Question *What do we know about camping?*

New language: *sail a boat, swing on a rope, dive into the water, row a boat, dry your clothes, make a raft, put up a tent, make a fire, collect wood, oar, hire, in prison*

Recycled language: language from the story, verb tenses, *must*

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

Cognitive control functions: Working memory; Cognitive flexibility

Warm-up

Aim: to review holidays
- Write *Holidays* on the board.
- Elicit activities students like to do on their holidays.
- Write them on the board around *Holidays* to make a word map.

Presentation

Aim: to present holiday activities vocabulary
- Pre-teach *campsite*.
- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check pronunciation of *row*.
- Elicit where Ben and Lucy are (at the campsite).

1 111 SB p106 Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary
- Students look at the numbered phrases in the picture.
- Play the recording.
- Students listen to each phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.

For script see SB p106.

BIG QUESTION What do we know about camping?

Aim: to encourage students to discuss what they know about camping
- Read the Big Question. Ask *What can Ben and Lucy see at the campsite? Why do people like camping? Do you go camping? Do you like it? How is camping different to hotels?*
- Write ideas on the board.

2 112 SB p106 Listen and correct the sentences.

Aim: to practise listening
- Read the statements aloud with the class.
- Encourage students to try to predict what the corrections might be.
- Pre-teach *oar, hire* and *in prison*.
- Play the recording. Students listen and correct. They check in pairs.
- Play the recording again. Check with the class.

For script see TB p127.

Key: 1 Lucy wants to sail a boat or make a raft. 2 They are going to hire a rowing boat. 3 Horax and Zelda aren't there. 4 Horax is the son of The Mysterious H.

3 SB p106 Play the guessing game.

Aim: to give students practice with the new vocabulary
- Ask students, e.g. *Where were you at 6 o'clock yesterday? What were you doing? Were you sleeping?*
- Play the game as a class first. Decide a time, e.g. 6 o'clock yesterday. One student draws a picture clue on the board, e.g. oar, and then mimes what they were doing at that time, e.g. *rowing*. The rest of the class try to guess, e.g. *Were you rowing a boat?*
- Students play the game in pairs.

1 WB p106 Write the words.

Aim: to practise the new vocabulary

Key: 2 collect, 3 row, 4 swing on, 5 dive into, 6 make, 7 dry, 8 make, 9 put up

2 WB p106 Look and write sentences.

Aim: to give further practice with the new vocabulary and to review the present continuous

Key: 2 She's rowing a boat. 3 He's putting up a tent. 4 She's collecting wood. 5 He's making a raft. 6 She's making a fire. 7 He's swinging on a rope. 8 She's diving into the water. 9 He's drying his clothes.

3 WB p106 Imagine you're going on a camping trip. Write three things you want to do there.

Aim: to personalise the language

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the drawing game from SB Activity 3 again as a class.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the nine new vocabulary items plus *campsite* in their vocabulary books.
- They make a sentence for each one to show its meaning, e.g. *A campsite is a place where there are lots of tents.*

Learning outcomes:
- to talk about expressions of quantity

New language: *a loaf of, a can of, a piece of, a bottle of, a packet of, mix together*

Recycled language: food, countable and uncountable nouns

Warm-up

Aim: to review food vocabulary
- Play a clapping game. Make circles of six to eight students.
- Clap twice. One student says an item of food, e.g. *orange*.
- Clap twice. The student to his/her left says another item of food.
- The game continues around the circle. If a student cannot think of anything, they are out.

Presentation

Aim: to present expressions of quantity
- Draw the following on the board: a bottle of milk, a loaf of bread, a piece of pizza, a packet of biscuits and a can of drink.
- Elicit what the food is, e.g. *milk*.
- Elicit what the container is. Prompt/give *a bottle of milk*.
- Do the same for the other items.
- Elicit other things in bottles, cans or packets and what they might have pieces of (cake, cheese).
- Tell the class we only use *loaf* for bread.

1 113 SB p107 Look, read and number the sentences. Listen and check.

Aim: to practise expressions of quantity
- Students look at the pictures in their Student's Book. Elicit what foods they can see.
- Students match the sentences with the pictures.
- They compare answers in pairs.
- Play the recording. Students listen and check.
- They compare answers in pairs.
- Play the recording again. Then check with the class.
- Discuss the difference in meaning between, e.g. *some crisps* and *a packet of crisps*.

For script see SB p107.

Key: a 6, b 10, c 5, d 7, e 8, f 3, g 2, h 9, i 4, j 1

2 SB p107 Complete using the words from the box. Say the phrases.

Aim: to focus students on grammatical form
- Point to the first picture. Ask *What container can you see?*
- Students complete the other phrases individually.
- Have pairs practise saying the phrases.

Key: 1 can, 2 packet, 3 bottle, 4 piece, 5 loaf

3 114 SB p107 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture and ask *What job is Gina doing?* (She is passing Greg a bottle of milk.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read.
- Ask *What did Gina give to Greg? Where does Greg put it?* (In the pot.) *Why doesn't Gina want to eat the food?*
- Play the audio again. Students follow in their Student's Books and join in.

For script see SB p107.

4 SB p107 Play the picnic game.

Aim: to consolidate grammatical form
- Students stand in a circle.
- Tell students they are going to organise a picnic. Read the first speech bubble aloud.
- Tell the student on your left to read the second speech bubble aloud.
- The next student repeats what the first student says and adds another food item (with container).
- Continue around the circle with students adding a food item.

1 WB p107 Look and write.

Aim: to review expressions of quantity

Key: 3 some, 4 a bottle of, 5 a can of, 6 some, 7 some, 8 a loaf of

2 WB p107 Look and complete the dialogues.

Aim: to give further practice with the new language

Key: 2 a bottle of lemonade, 3 a piece of cake

3 WB p107 Write a shopping list.

Aim: to personalise the language

Ending the lesson

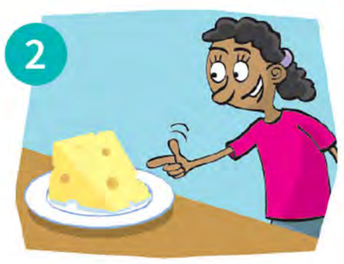
Aim: to practise key language from the lesson
- Ask different pairs to say the dialogues from WB Activity 2. They can change the foods.

Extension activity

Aim: to enable students to personalise the new language
- Students draw and colour pictures of different foods to show the new expressions, e.g. *carton, can.*
- They write a sentence under each item, e.g. *This is a carton of apple juice.*

1 113 Look, read and number the sentences. Listen and check.





















a Let's get some cheese. ☐

b There's some water in that glass. ☐

c We must get some bread. ☐

d There's a loaf of bread on the table. ☐

e Let's get some lemonade. ☐

f Can I have this can of lemonade, please? ☐

g That's a big piece of cheese! ☐

h Can you get three bottles of water, please? ☐

i Open that packet of crisps carefully, please. ☐

j Let's buy some crisps for the party. ☐

2 Complete using the words from the box. Say the phrases.

packet piece can loaf bottle

1 

a _____ of tomatoes

2 

a _____ of rice

3 

a _____ of orange juice

4 

a _____ of cake

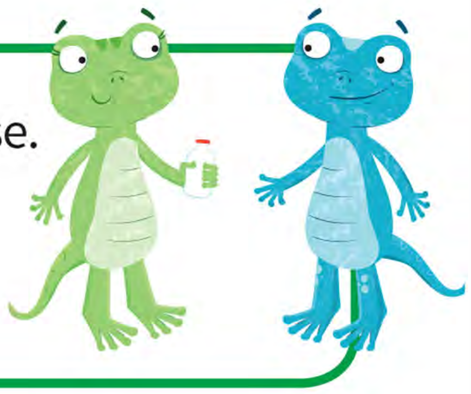
5 

a _____ of bread

3 114 Watch, listen and say.

Language focus

Give me **a bottle of** milk
And give me **a piece of** cheese.
Give me **a can of** tomatoes
And give me **some** lemonade, please.
Give me **a loaf of** bread
And give me **a packet of** rice.



4 Play the picnic game.

For the picnic I'm going to take a can of tomatoes.

For the picnic I'm going to take a can of tomatoes and a piece of cheese …

1 115 **Listen and tick ☑ the activities you hear. Then sing the song.**

This morning we put up our tent.
Then sailed on the sea.
We dived into the water
And now we're very hungry.

Pass me a loaf of bread,
A can of tomatoes too,
A bottle of milk, a piece of meat
And I'll make lunch for you.

This evening we collected wood
From a pile under a tree.
Then we made a great big fire
And now we're very hungry.

Pass me a packet of pasta,
A can of tuna too,
A bottle of sauce, a piece of cheese
And I'll make dinner for you.















2 **What do you need for the perfect camping meal? Write a list.**

A bottle of orange juice
A packet of crisps





3 **Compare your list with a friend.**

What's on your list?

A piece of …

Learning outcomes:
- to consolidate expressions of quantity
- to sing a song with the class

New language: *pile, sauce*

Recycled language: food vocabulary, expressions of quantity

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

Critical thinking (WB): Compares different types of information

Cognitive control functions: Cognitive flexibility; Working memory

Materials: empty food packets, wrappers, cans, bottles, etc.

Warm-up

Aim: to review expressions of quantity
- Call out ten items one after another, e.g. *A small piece of cake, a bottle of orange juice, some cheese, …*
- Students draw them in their notebooks.
- They check in pairs.
- Check with the class and have students come and draw the items on the board.

1 115 SB p108 **Listen and tick ☑ the activities you hear. Then sing the song.**

Aim: to give students listening practice
- Elicit what the boy and girl are doing in the pictures.
- Pre-teach / check understanding of *pile* and *sauce*.
- Students read the song and tick the activities in the pictures.
- They compare ideas in pairs.
- Play the recording. Students listen and check.
- They compare answers again. Play the recording a second time.
- Check with the class. Check understanding of vocabulary.

For song lyrics see SB p108.

Key: ☑ putting up a tent, sailing in the sea, diving into the water, collecting wood, making a fire

Practice

- Play the song again, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (116).
- Students sing in groups with the karaoke version.

2 SB p108 **What do you need for the perfect camping meal? Write a list.**

Aim: to stimulate creativity
- Tell students to imagine they are going camping and they are going to make the perfect camping meal. Ask *What food do you need?*
- Students work individually to write a list.
- Monitor to help with language and encourage new ideas. Ensure students are including the names of different containers.

3 SB p108 **Compare your list with a friend.**

Aim: to review language using own ideas
- In pairs, students exchange ideas.
- Volunteers share their ideas with the class.
- If there is time, come up with a class list.

1 WB p108 **Remember the song. Number the food.**

Aim: to activate memory skills

Key: 2, 6, 3, 5, (1), 8, 4, 7 (reading down the columns)

2 WB p108 **Imagine you are preparing dinner on a camping trip. Complete the verse. Then draw your meal.**

Aim: to personalise the language and encourage creativity

3 WB p108 **What's the problem? Read and draw lines.**

Aim: to activate knowledge of the world

Key: can of tomatoes – no tin opener (can't open the can), some pasta – no saucepan (can't cook it), loaf of bread – no bread knife (can't cut it)

Ending the lesson

Aim: to review language from the lesson
- Play the karaoke version of the song.
- Students take turns to sing the song in groups, adding their own verses using their lists from Activity 2.

Extension activity

Aim: to practise memorisation skills
- Put on a desk at the front of the class, where students can see them, empty packets, empty cans, chocolate wrappers and empty crisp packets.
- Elicit what they are.
- A pair of students goes out of the room. Remove one or two items.
- The students come in and say what's missing using language from the song if possible, e.g. *You ate the crisps!*
- Repeat with other pairs of students.

Learning outcomes:
- to ask about quantity using *How much? / How many?*

New language: *bar, prepare*

Recycled language: language from the unit, food

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review food
- Write *Food* on the board.
- Elicit different foods, e.g. *potatoes, meat,* and write them on the board around *Food* to develop a word map.
- Write the countable nouns in one colour and the uncountable nouns in another.

Presentation

Aim: to present *How much? / How many?*
- Remind students that we call, e.g. *potatoes*, countable nouns because we can count them and, e.g. *meat*, uncountable because we cannot count it.
- Write on the board the question words *How much? / How many?* using the colours (the uncountable colour for *much* and countable colour for *many*).
- Ask *Is chocolate countable or uncountable?* (uncountable).
- Elicit that we use *how much* with *chocolate* (*How much chocolate?*)
- Tell students that when they say, e.g. *a bar of chocolate*, we use *How many?* because *bars* are countable. *How many bars of chocolate?*

1 117 SB p109 Listen and complete the shopping list.

Aim: to practise *How much? / How many?*
- Students look at the pictures in their Student's Book.
- They write the number of each food item on the list.
- Students compare answers in pairs. Then check with the class.

For script see TB p127.

Key: 2 boxes of eggs, 3 bottles of orange juice, 2 packets of cheese, 5 loaves of bread, 4 packets of crisps, 3 bars of chocolate, 1 packet of sweets

2 SB p109 Complete with *many* or *much*. Say the sentences.

Aim: to focus students on grammatical form
- Students complete the sentences. Check with the class.

Key: 1 How many bottles of orange juice do we need? 2 How much cheese do we need? 3 How many packets of crisps do we need? 4 How much chocolate do we need?

3 118 SB p109 Watch, listen and say.

Aim: to further focus students on grammatical form
- Point to the picture and ask questions. *What is in Greg's rucksack?* (Apples.) *How many apples has he got?* (Four.)
- Play the *Greg the gecko* video. Students watch and listen, then watch and read.
- Play the video again. Students practise the sentences in pairs.
- Play the recording. Students follow in their Student's Books and join in.

For script see SB p109.

4 SB p109 Take it in turns to close your book. Play the memory game.

Aim: to give students further practice with *How much?* and *How many?*
- Students look at the picture in their Student's Books for one minute.
- They close their books.
- Students play the game in pairs.

1 WB p109 Write *much* or *many*.

Aim: to give further practice with the new language

Key: 2 many, 3 many, 4 much, 5 much, 6 many

2 WB p109 Look at the picture. Answer the questions from Activity 1.

Aim: to practise the new language

Key: 2 We've got six eggs. 3 We've got five apples. 4 We've got one bottle of milk. 5 We've got two loaves of bread. 6 We've got three bottles of water.

3 WB p109 Imagine you need to buy some food. Write dialogues.

Aim: to give further writing practice with the new language

Key: 2 How many carrots do we need? We need two carrots. 3 How many bottles of / How much orange juice do we need? We need one bottle of orange juice. 4 How many bananas do we need? We need four bananas.

Ending the lesson

Aim: to review the new language
- Play a clapping game. Clap twice with the class.
- Call out a food word, e.g. *crisps*.
- Clap twice. Students call out the correct question *How many?*

Extension activity

Aim: to consolidate understanding
- Students practise their dialogues from WB Activity 3 in pairs.
- Pairs perform for the class.

1 117 Listen and complete the shopping list.

FOOD FOR OUR CAMPING TRIP











__2__ boxes of eggs

___ bottles of juice

___ packets of cheese

___ loaves of bread

___ packets of crisps



___ bars of chocolate



___ packet of sweets

2 Complete with *many* or *much*. Say the sentences.

1 How bottles of orange juice do we need?
2 How cheese do we need?
3 How packets of crisps do we need?
4 How chocolate do we need?

3 118 Watch, listen and say.

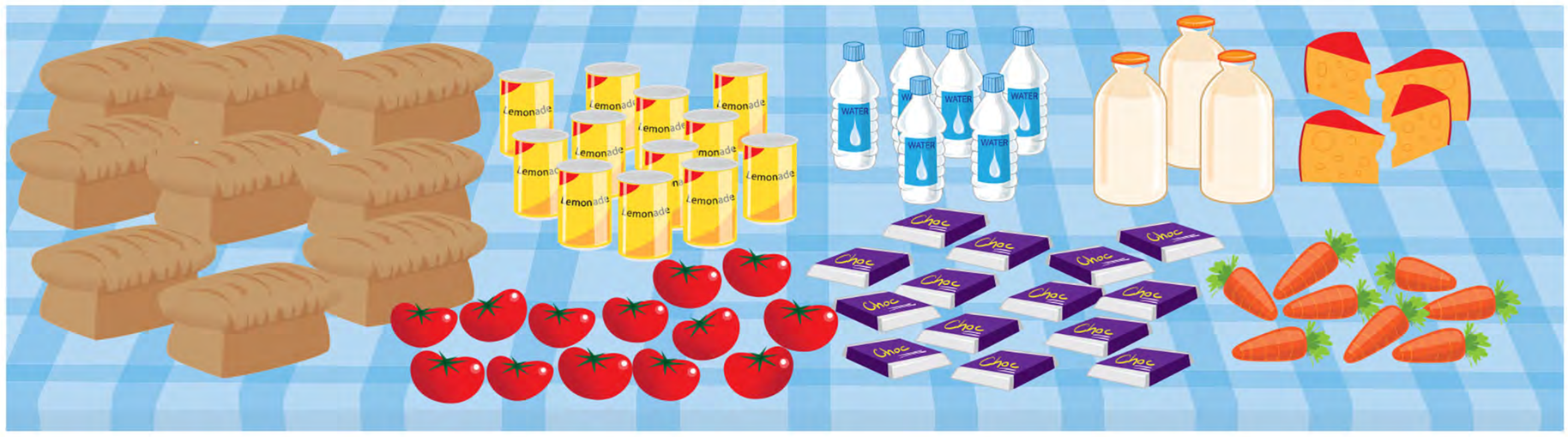
Language focus

How many apples have we got?
We've got two.

How much water have we got?
Just one bottle.



4 Take it in turns to close your book. Play the memory game.



How much bread is there?

I think there are nine loaves.

The last line

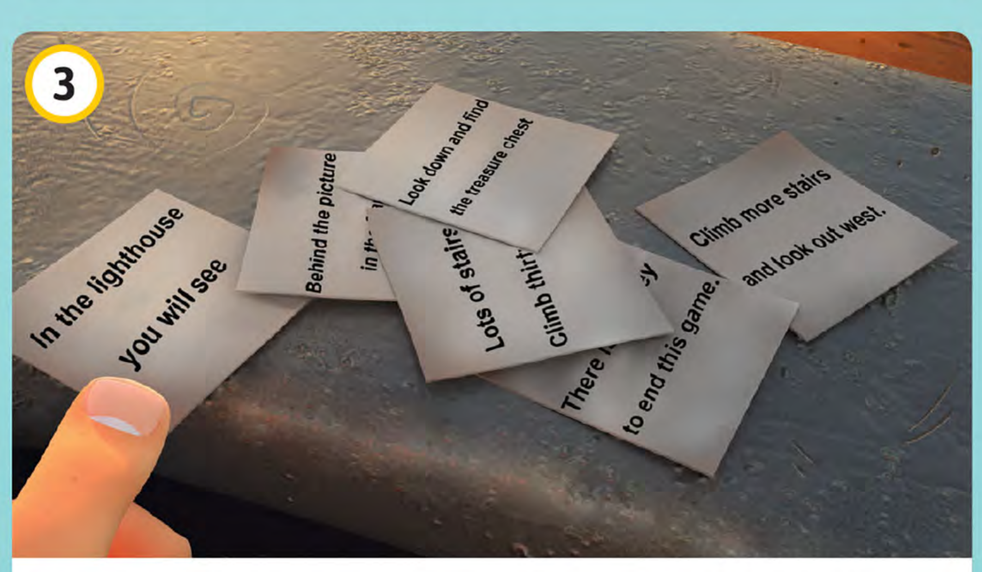
1 119 How do Lucy and Ben know which way is west?



Lucy: We'd like to hire a rowing boat, please.
Assistant: How long do you want it for?
Ben: An hour, please.
Assistant: OK, that's £5.



Ben: Oh, where's the line? I'm getting very tired.
Lucy: Hey, look – on the oar! It's the last line!
Ben: You're right. 'There's the key to end this game'. Great, we've got all six lines!



Ben: OK, let's put the rhyme in order. I think this is the first line: 'In the lighthouse you will see'.
Lucy: And there's a lighthouse on the beach near the campsite! Come on!



Ben: Well, this is stair 33.
Lucy: And there's the picture.
Ben: I'm getting very excited.
Lucy: Me too.



Ben: Look, the key! Now we have to find the chest which this key opens.
Lucy: We have to climb more stairs first. I think we have to go to the top.



Ben: 'Climb more stairs and look out west.'
Lucy: Which way is that?
Ben: The sun sets in the west. It's over there.
Lucy: And look at the floor down here!

Learning outcomes:
- to listen to and read a picture story
- to role play a story

New language: *put in order, west, set* (v), *fit*

Recycled language: characters and language from the story

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

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the characters and the context of the story
- Write *Ben, Lucy, Buster* and *Grandpa* on the board.
- Elicit what students remember about the story in previous units.
- Give prompts if necessary, e.g. *Ben, Lucy and Grandpa played a trick on Horax and Zelda. They wrote the poem in the planetarium. There wasn't a planet picture on the map. The police took Horax and Zelda to the police station. Ben and Lucy went to the campsite to look for the last line of the rhyme.*
- Elicit the five lines of the rhyme and write them on the board: *Behind the picture in the frame / Lots of stairs. Climb thirty-three! / Climb more stairs and look out west. / Look down and find the treasure chest. / In the lighthouse you will see.*

The last line



1 119 SB pp110–111 **How do Lucy and Ben know which way is west?**

Aim: to present a picture story
- Use the pictures in the story to support meaning whenever possible.
- Pre-teach / check understanding of *put in order, sun sets, west* and *fit*.
- Play the recording. Students listen for where Lucy and Ben see the last line (on an oar), what the line says (There's the key to end this game), where the lighthouse is (on the beach near the campsite), what they find (a chest full of treasure), and what happens to the treasure (they give it to the museum).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.

For script see SB pp110–111.

Practice

Aim: to check understanding of the story
- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Elicit and add the last line to the lines on the board.
- Ask *How do Lucy and Ben know which way is west?* Tell them to point to the frame where the answer is. (6)

Key: Because the sun sets in the west and the sun is setting.

1 WB p110 **Remember the story *The last line*. Match the sentence halves.**

Aim: to check comprehension

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

2 WB p110 **Complete Ben and Lucy's story. Use two words from the box in each sentence.**

Aim: to review the whole story

Key: 2 the map in the restaurant, 3 an accident in his/a car, 4 the train is in / goes into a tunnel, 5 man ... a ring, 6 trap ... in the dragon, 7 the conductor ... in the trumpet, 8 the door of the rocket, 9 the treasure in the lighthouse

3 WB p110 **Write the lines of the rhyme in order.**

Aim: to review the story and practise rhyming words

Key: (In the lighthouse you will see) / Lots of stairs. Climb thirty-three! / Behind the picture in the frame / There's the key to end this game. / Climb more stairs and look out west. / Look down and find the treasure chest.

Ending the lesson

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

Extension activity

Aim: to review the story
- Students work in nine groups.
- Each group focuses on one episode of the story.
- Groups write three comprehension questions about their episode. They write the answers under the questions.
- Collect the questions.
- Redistribute the questions to new teams.
- Teams answer the questions together, then check their answers.
- All the teams read the questions and answers in order from episode one to nine.

9

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

New language: *how long*

Recycled language: language from the story

Phonics focus: to say phrases such as *a (cup) of (tea)* and recognise the unstressed words *a* and *of*

Warm-up

Aim: to review the story
- With books closed, elicit from the class all six lines of the rhyme.
- Students put it in the correct order.

2 SB p111 Answer the questions.

Aim: to focus students on the content of the story
- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They answer the questions and compare answers in pairs.
- Check with the class.

Key: 1 They hire a boat for an hour. 2 They find the last line on one of the oars. 3 The lighthouse is on the beach near the campsite. 4 They find the key behind the picture. 5 She thinks that they are stupid.

3 SB p111 Find a cup of tea in the story.

Aim: to present and practise unstressed words
- Read out the instructions for students, making sure they hear the schwa /ə/ in *a* and *of* clearly.
- Students find the cup of tea in the story.

Key: Frame 4

4 120 SB p111 Listen and say.

Aim: to practise saying words with the weak sound /ə/
- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentences.

Note: Before hearing the Sound sentences, students will hear the key sounds, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit which words are unstressed (*A, of, a, of, the, just, and*).
- Focus students on how the unstressed words sound, compared with when they are stressed.
- Repeat the caption together as a class two or three times. Students practise in pairs.

For script see SB p111.

1 026 WB p111 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 it fits, 2 which way

For script see TB p127.

2 WB p111 Look and write the words. You can use the words more than once.

Aim: to give further practice with unstressed words and expressions of quantity

3 027 WB p111 Listen, say and check your answers.

Aim: to give focused listening practice

Key: 2 packet, 3 loaf, 4 piece, 5 can, 6 piece, 7 can, 8 packet, 9 bottle

Ending the lesson

Aim: to review unstressed words in phrases
- Write two of the words from the lesson in their phrases, e.g. *a cup of tea, on the lake*. Elicit how we say the unstressed words.
- Students work in pairs. They try to think of other short phrases where *the, and* or *of* are unstressed.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity
- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*nice, horrible, I'm not sure, quite close*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

7



Lucy: That's it, Buster! Find the chest!
Ben: Here's the key. Look, it fits!
Lucy: Wow! This treasure is beautiful!
Ben: And now we can take it to the museum.

8



Horax: Why did I wear that ring? How stupid!
Zelda: No, it's the children who are stupid. They gave that treasure to the museum.
Horax: Again? Oh, no!

2 **Answer the questions.**

1 How long do Ben and Lucy hire a boat for? _____
2 Where do they find the last line? _____
3 Where is the lighthouse? _____
4 Where do they find the key? _____
5 What does Zelda think of the children? _____

Phonics

3 **Find a cup of tea in the story.**

4 120 **Listen and say.**



A piece **of** cake, **a** cup **of** tea. On **the** lake – **just** you **and** me.

Skills / Storytime

1 **Look at the pictures and match them with things on the list in the story below.**



2 **Read the story quickly and answer the questions.**

1 Why does Mum buy flowers?

2 Where do the family go on the first day of their holidays?

3 What do the family forget to take to the campsite?

3 121 **Read and listen. Check your answers.**

Let's go camping!



'Let's go camping!' said Mum.
'Camping?' said Dad. 'What do we know about camping?'
'Well, everyone says it's fun,' said Mum.
'Hmm. I'm not so sure,' said Dad. 'I think I prefer hotels.'
But I liked the idea. 'Come on Dad,' I said. 'Let's do something different.'
'OK,' said Dad.
'Let's make a big list of all the things we need!' said Mum.
'A big list?' asked Dad. He looked a bit worried.
'Yes, we'll need a lot more than a tent,' Mum said.
And so we made a list. Mum wrote it and I added some notes.
'Flowers?' said Dad.
'Yes,' said Mum. 'To make our tent a home.'
We didn't have many of these things, so we spent the first day of our holidays in the camping shop.



'Wow, that is a lot of things!' said Dad. 'Are you sure you don't want a week in a hotel?' Dad asked.
'No,' Mum and I said. 'Camping's going to be fun.'
We took everything home and put it all on the kitchen table. There wasn't enough space, so we put some on the floor. An hour later, Mum came downstairs with two big suitcases of clothes. I made another big bag of food. I didn't want to forget the most important things!

- tent – with two rooms
- kettle
- sleeping bags – really warm ones
- food – chocolate, sweets and crisps
- mattresses – must be comfortable
- torch – a really cool one
- cooking stove
- plates, cups, knives and forks
- lots of warm clothes
- camping chairs
- flowers

Learning outcomes:
- to practise reading and listening
- to practise writing a story

New language: *kettle, sleeping bag, mattress, stove, plates, knives, fork, checkout, pack*

Recycled language: language from the unit

Value: preparing carefully

Creative thinking (WB): Interprets characters in games and drama

Cognitive control functions (WB): Cognitive flexibility; Inhibitory control

Flashcards: 81–89 (holiday activities)

Warm-up

Aim: to review holiday activities vocabulary
- With Student's Books closed, hold up each of the flashcards and elicit the activities from the first page of the unit.
- Students come to the front in turn and mime an activity for the class to guess.

1 SB p112 **Look at the pictures and match them with things on the list in the story below.**

Aim: to activate previous knowledge before reading
- Focus the students on the list in the first big picture in the story. Read it aloud with the class.
- Point to the first picture in Activity 1. Ask *What can you see? How many rooms has it got?* Tell students to find *a tent with two rooms* on the list and number the picture.
- Students match the other items individually.
- They compare their answers in pairs.
- Check answers with the class.

Key: tent, sleeping bags, mattress, kettle, cooking stove

2 SB p112 **Read the story quickly and answer the questions.**

Aim: to practise skimming and scanning skills
- Focus the students on the other pictures in the story and elicit what they can see (family buying things at a camping store, lots of new camping equipment on the kitchen table at home, family next to a packed car).
- Read the three questions with the class.
- They read quickly and quietly to find the answers.
- Give them a time limit, e.g. two minutes.
- Students compare answers in pairs.

Key: 1 to make the tent a home, 2 to a camping shop, 3 the blue bag with the tent

3 121 SB p112 **Read and listen. Check your answers.**
- Play the recording and have students read along.
- Check answers with the class.
- Play the recording again. Students shout out when they hear the answers to the questions.

For script see SB pp112–113.

1 WB p112 **Read the camping story again and circle.**

Aim: to check comprehension of the story

Key: 2 hotels, 3 things, 4 first day of, 5 put everything in the car, 6 two hours

2 WB p112 **Imagine you are going camping. Make a list of ten things you are going to take with you. Circle the most important thing.**

Aim: to personalise the language

3 WB p112 **Imagine you forgot the most important thing on your list. What do you do?**

Aim: to give further personalisation of the language

4 WB p112 **Read the story again and think. Colour the circles green for *yes* or red for *no*.**

Aim: to focus students on the value of preparing carefully

Key: green, red

Ending the lesson

Aim: to review the story
- Put students into groups of four.
- They read each other their lists and ideas from WB Activities 2 and 3.
- They compare their ideas to the story in the SB.
- Students decide who has the best idea for what to do when they forget something important on a camping trip.

Extension activity

Aim: to discuss the value of preparing carefully
- Focus on how the SB story shows the value of preparing carefully.
- Elicit why this value is important and examples of when students have prepared carefully.

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

Learning outcomes:
- to practise reading for detail
- to practise listening for specific information
- to practise speaking and making suggestions

Recycled language: language from the story

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

Cognitive control functions: Working memory; Cognitive flexibility

Value: Preparing carefully

Warm-up

Aim: to review the story and values
- Elicit the main points of the story and what the value was.
- Leave these on the board.

4 SB p113 Put the story in order.

Aim: to give students practice in describing similarities and differences.
- Play the recording of the story again. Students follow it in their Student's Books.
- Students work individually. They re-read the story and number the sentences in order.
- They compare answers in pairs.
- Check with the class.

Key: 3, 7, 1, 2, 6, 4, 5, 8 (reading down the columns)

5 122 SB p113 Listen to a summary of the story. Write the four differences.

Aim: to practise listening for detail
- Tell students they are going to hear a summary of the story and that there are five changes to the original story.
- Point to the example and play the recording. Pause when students hear the difference shown in the example.
- Check students understand what they have to do. Tell them to focus on key vocabulary or events that are missing in the new version. Play the rest of the recording.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.

For script see TB p128.

Key: 2 second/first, 3 living room/kitchen, 4 sleeping bags/tent

6 SB p113 Work with a friend. What can the family do now?

Aim: to encourage personal responses to the story
- Read the idea in the speech bubble aloud.
- Ask students *What else can the family do?*
- In pairs, students brainstorm other ideas.
- The class shares ideas. Write the best ones on the board.

1 028 WB p113 Listen and draw lines.

Aim: to practise listening skills

For script see TB p128.

Key: Vicky – drying her T-shirt, Fred – making the fire, Jack – putting up the tent, Sally – diving, Jane – swimming
Note: Paul is an extra name, not mentioned in the audioscript.

Ending the lesson

Aim: to encourage students to give more personal responses to the story
- Ask students if they liked the story about the camping trip.
- Elicit what they liked about it / didn't like about it and why.
- Ask students if they have ever forgotten something important. Ask *What did you do?*

Extension activity

Aim: to practise memorisation
- Students look at the pictures from the story for 30 seconds.
- They close their books.
- In pairs, they try to remember the pictures. They take turns to say something they can remember.



Dad came in and looked at all the things on the floor.
'We're going to need a bigger car!' he said.
'Don't be silly,' said Mum. 'You take everything outside and I'll put it all in the car. I'm good at packing.'
Half an hour later Mum was finished. There was just enough space for three of us to sit in the car.
'Come on,' Dad said. 'Jump in. Let's go camping!'
Two hours later we arrived at the campsite. We parked the car under a tree.
'This looks like a good place for a tent,' Dad said. 'Let's get everything out of the car.'
Soon the bags from our kitchen floor were on the grass under the tree.
'OK,' said Dad. 'Who wants to help me put the tent up?'
'Which bag is the tent?' I asked.
'The big blue one,' Dad replied.
I looked everywhere. 'There is no big blue bag,' I said.
'Oh, no!' cried Mum. 'We left the tent at home!'
'Don't worry!' said Dad. 'There's a nice hotel just over there.'



4 **Put the story in order.**

- ☐ The family go shopping.
- ☐ The family put their camping things on the kitchen table.
- ☐ Mum wants to go camping.
- ☐ The family park under a tree.
- ☐ The family can't find the blue bag.
- ☐ Mum puts everything in the car.
- ☐ Mum writes a list.
- ☐ Dad points to a hotel.

5 122 **Listen to a summary of the story. Write the four differences.**

In the summary we have …

1 shoes instead of flowers.
2 _____ instead of _____.
3 _____ instead of _____.
4 _____ instead of _____.

6 **Work with a friend.**
What can the family do now?

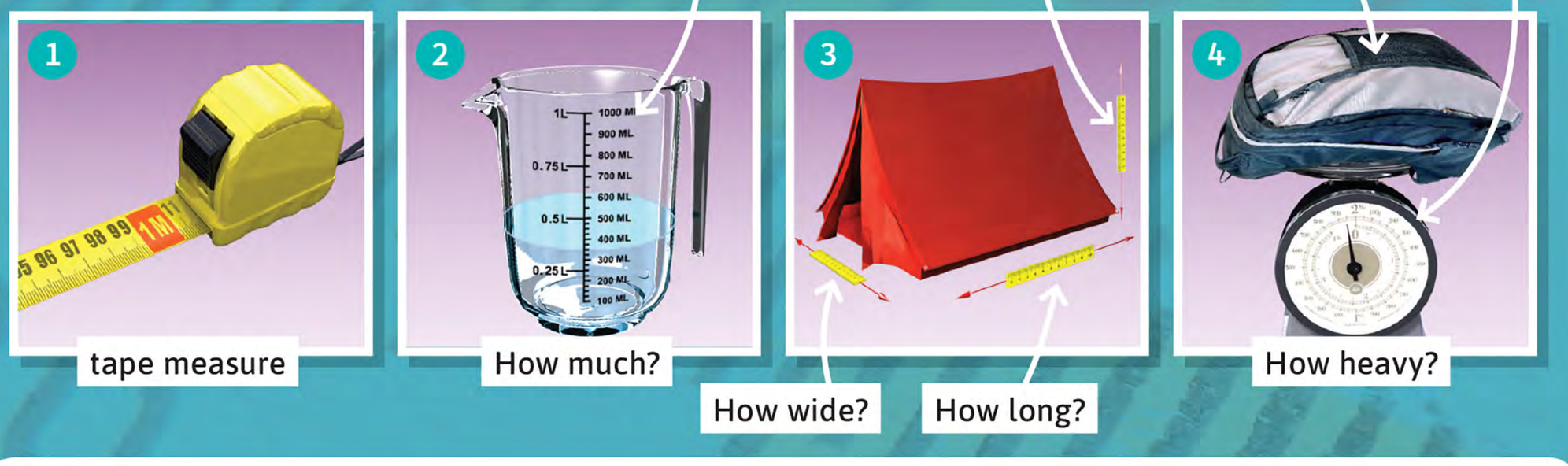
Mum or Dad can drive back home and get the tent.

Think and learn

MEASUREMENTS

Watch and answer. How can we measure camping equipment?

1 123 Listen and point.



2 **Read and write the questions next to the texts.**

When we go camping, we sometimes need to know how many people can sleep in the tent, how heavy our backpack is or how much water we have. We can measure these things in different ways.

1 We can use a tape measure to find out how long, wide or high a tent is. We can measure it in centimetres (cm) and metres (m). We ask: How long / wide / high is it?

2 When we want to know how much water or soup we have, we can use a measuring jug. We can measure it in millilitres (ml) or litres (l). We ask: _____

3 We can use scales to find out how heavy a backpack is. We can measure it in grams (g) and kilograms (kg). We ask: _____

~~How long / wide / high is it?~~ How much water is there? How heavy is it?

3 124 **Match the measurements with the camping objects. Then listen and check.**

1 It's 25 cm wide and 40 cm high.	**a** a child's tent
2 It's small. It's about 15 cm long.	**b** a backpack
3 It's more than 2 m long, 1 m high and 1 m wide.	**c** a torch

Learning outcomes:

- to use known language to answer questions and talk about maths in English

BIG QUESTION

to explore the question *What do we know about camping?* using ideas and vocabulary from the unit

New language: *tape measure, measuring jug, how much?, how long?, how wide?, how high?, to measure, scale, backpack, how heavy?*

Recycled language: language from the unit

Critical thinking: Makes predictions and estimations from given information

Warm-up

Aim: to introduce the topic of maths

- Students turn to the picture on SB page 106.
- Ask questions about the picture and elicit answers. It is not important that students' answers are exactly correct, just that they understand the concept. *How high is the lighthouse? How many people can sleep in the yellow tent? How long is the rope the boy is swinging on? How much wood do they need to make a fire? How heavy are Ben and Lucy's backpacks? How wide is the raft?*
- Write *How high? How many? How long? How much? How heavy?* and *How wide?* on the board.
- Tell the class that they are going to learn about how we can measure camping equipment.

SB p114 Watch and answer. How can we measure camping equipment?

Aim: to raise students' awareness about how we can measure camping equipment

- With Student's Books closed, play the *Think and learn* video. Ask students what they remember.
- Ask *How can we measure camping equipment?*
- Play the video again and pause after each activity. Elicit/teach what people are doing in each activity (*putting up tents, packing backpacks, measuring things,* etc.).
- Elicit what things people are measuring and how (liquids, objects, weighing with scales, etc.).

For videoscript see TB p128.

1 123 SB p114 Listen and point.

Aim: to present more measurements vocabulary

- Play the recording for students to point to each picture.
- Play the recording again. Students repeat the words chorally. Then they practise in pairs.

2 SB p114 Read and write the questions next to the texts.

Aim: to extend students' knowledge of maths and measurements

- Students read the text and do the task individually.
- In pairs, they check their answers.
- Check and discuss as a whole class.

Key: How much water is there?; How heavy is it?

3 124 SB p114 Match the measurements with the camping objects. Then listen and check.

- Draw a line about 1 metre long on the board and label it *1 m*. Ask students to mark and label the line at 25 cm, 50 cm, and 75 cm.
- Read out the list of objects and ask *How big are they?*
- Students match the measurements individually.
- Play the recording. Students listen and check.

For script see TB p128.

Key: 1 a backpack, 2 a torch, 3 a child's tent

1 WB p114 How do we measure these things? Look and write the questions.

Aim: to consolidate understanding

Key: 2 How heavy is it? 3 How high is it? 4 How wide is it?

2 WB p114 Read the fact file. Why is it important to measure things? Read and tick ☑.

Aim: to practise reading skills

Key: ☑ B

Ending the lesson

Aim: to review what students have learned in the lesson

- Write the following prompt on the board: *Today I've learnt about …*
- Elicit what students learned about today, e.g. *How to measure camping equipment, measurements* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

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

- In pairs, students think of two other pieces of camping equipment (sleeping bags, mattresses, stoves, etc.).
- Students write a description of each object, using measurements. Tell them to use the sentences in Activity 3 as a model.

Learning outcomes:
- to talk about maths in English
- to enable students to complete a project

Recycled language: Maths in English, language from the unit

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

Critical thinking (WB): Explains why things happened (e.g. cause and effect)

Cognitive control functions (WB): Cognitive flexibility

Materials: (optional) pictures of camping equipment

Warm-up

Aim: to review measurements
- Elicit what students learned about how we can measure camping equipment in the previous lesson.
- Ask *What can we use a tape measure/scales/a measuring jug to measure? What do we measure in centimetres or metres? What do we measure in grams or kilograms? What do we measure in millilitres or litres?*

4 SB p115 What can you measure in the classroom? Ask your partner.

Aim: to extend students' understanding of maths and measurements
- Look at the example with the class.
- Ask students what other things they can measure in the classroom.
- In pairs, students measure different objects.
- Monitor to ensure students are using the correct questions and measurements.
- Volunteers share ideas with the class.

5 SB p115 Look at these camping maths problems. What are the answers?

Aim: to further extend students' understanding of maths and measurements
- Read the *Super fact*! with the class. Point to the picture and ask *How high is this tent? How high is a child's tent?* (1 m) *This tent is 150 m higher than a child's tent!*
- Students do the maths problems individually.
- They check in pairs. Then do the sums together on the board.

Key: 1 50 cm, 2 15 ml, 3 400g, 4 50cm

6 SB p115 Work with a partner. Write a camping problem for another pair to answer.

Aim: to practise maths and measurements
- Students write a maths problem in pairs. Tell them to use the examples in Activity 5 as a model.
- Guide them by encouraging them to choose a piece of camping equipment from the unit (torch, sleeping bag, etc.). Tell them that two different people have this piece of equipment and that they are different sizes. Have them write the different sizes.
- Monitor the activity to check measurements.
- Pairs read their problems to the class to answer.

7 Project SB p115

Make an advertisement for something you would like to take on a camping holiday. What's it made of? What can you use it for? Write the measurements.

Aim: to enable students to complete a project
- Elicit a list of things to take on a camping holiday and write them on the board.
- Students work in the same pairs as Activity 6. Check that they know what to do. Tell them to look at the example.
- Monitor to help with language. Make sure students answer each question in the rubric.
- Encourage them to illustrate their advertisements or find photos in adverts, magazines or online.
- If there is time, students copy their advertisements on to poster paper and display them around the room.

3 WB p115 Read the fact file again. Write *t* (true) or *f* (false).

Aim: to practise reading skills

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

4 WB p115 What measurements are important in these pictures? Look and circle.

Aim: to apply what students have learned

Key: 1 distance, 2 size, 3 temperature

5 WB p115 Think about your day. What two things did you measure? Write and draw a picture.

Aim: to personalise the language

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. *answered maths problems, made an advertisement,* etc.
- Write ideas on the board. Students copy them into their notebooks.

Extension activity

Aim: to develop speaking skills
- Make new groups.
- Students take turns to tell the others in their group about their advertisements and answer any questions.

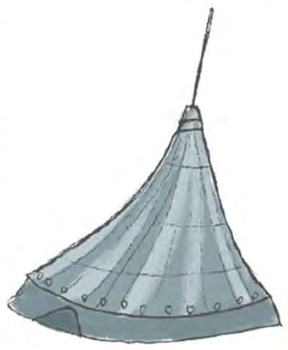
4 What can you measure in the classroom? Ask your partner.

How long is this pen?

Let's see. It's 10 cm long.

Super fact!

One of the biggest tents in the world is 150 metres high! It's in a country called Kazakhstan and it's got shops inside it and a river too.



5 Look at these camping maths problems. What are the answers?

1



Jane's rope is 40 cm long and Beth's rope is 90 cm long. How much longer is Beth's rope?

2



Amir has got 75 ml of juice in his bottle and Noah has got 90 ml of juice in his bottle. How much more juice does Noah have?

3



Jane's can of fruit is 500 g and Amir's can of fruit is 900 g. How much heavier is Amir's can of fruit?

4



Noah's raft is 1 m and 50 cm wide and Beth's raft is 1 m wide. How much wider is Noah's raft?

6 Work with a partner. Write a camping problem for another pair to answer.

7 Project

Make an advertisement for something you would like to take on a camping holiday. What's it made of? What can you use it for? Write the measurements.

BUY THIS CAMPING BOTTLE!

It's made of **metal**. You can use it for **water**, **tea**, **juice** or **soup**. It's **23 cm** high. It's not heavy – it's **100 g**. You can carry **750 ml** of water in it.



Talk and find out

Holiday plans

1 Make a class list of holiday plans on the board.

Go to the beach	Stay at home	Do a holiday club	Go abroad	Go camping
✓✓✓✓	✓✓✓✓✓	✓✓	✓	✓✓✓✓

2 **Work in groups. Choose a holiday plan. Ask and answer. Make a poster.**

What are you going to do on the beach?

I'm going to read lots of books.



3 **Tell the class about your poster.**

Four children are going to go to the beach. Bruno is going to learn to surf.

Paula is going to read lots of books on the beach.

Ana is going to fly her kite.

Lucía is going to eat lots of ice cream and build a big sandcastle.

Learning outcomes:
- to complete a survey about holiday plans

Recycled language: language from the units, *going to*

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

Flashcards: 81–89 (holiday activities)

Materials: poster paper, paints and brushes, coloured paper, material, scissors, glue, print or digital portfolios

Warm-up

Aim: to review holiday activities vocabulary
- Students close their books and form teams.
- One student from one team draws one of the holiday activities vocabulary items for teams to guess. They cannot use symbols, numbers or letters. The first team to guess correctly wins a point.
- A student from the other team draws or mimes the next word, and so on.
- Students use their books to check answers.

1 SB p116 Make a class list of holiday plans on the board.

Aim: to activate students' knowledge
- Tell students that they are going to do a survey to find out about holiday plans.
- Focus students on the Activity 1 examples.
- Elicit what students' holiday plans are and write each activity on the board, e.g. *stay at home.*
- Write each activity at the top of a column.
- Do a show of hands around the class for each one and put the appropriate number of ticks in the column.

2 SB p116 Work in groups. Choose a holiday plan. Ask and answer. Make a poster.

Aim: to further practise questions and answers, to develop creativity and teamwork
- Demonstrate the question part of the activity using the prompts. Elicit why students use *going to* (because they are talking about future plans).
- Put students into groups of four. They agree on a holiday plan, e.g. *go camping*.
- Check each group's work before they move on to the next step.
- In their groups, students ask and answer about what they are going to do and make notes about the answers. They don't have to say who is going to do what.
- Students design their posters, using the one in the Student's Book as a model.

3 SB p116 Tell the class about your poster.

Aim: to practise speaking skills
- Focus students on Activity 3 and on the speech bubbles.
- Tell them to prepare statements like these about their posters.
- Groups take it in turns to talk about their posters to the class.
- If possible, record one or two examples of the poster presentations for students to upload to their digital portfolios.
- Alternatively, have students take a photo of their poster and upload to their digital portfolios or keep them in their print portfolios.
- At the end, the class votes for the best poster and holiday plan.

1 WB p116 Match the questions and answers.

Aim: to practise questions and answers

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

2 WB p116 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: hotel in Spain – farm in Ireland, look after the cows – look after the dogs and the pony, she is going to France with her brother – she is going to France with her parents, she is going to build sandcastles all day – she is going to learn to surf, stay at a hotel – stay at a campsite

3 WB p116 Write about your holiday plans.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the lesson
- Play a quick hands-up game.
- Call out questions one after another, e.g. *Who's going to go to the beach?*
- Students put up their hands each time. They answer truthfully (not about their posters).

Extension activity

Aim: to enable students to share information
- Put students into groups of four.
- They take turns to read the text they wrote for WB Activity 3. When they read the text, they make one mistake (as in WB Activity 2).
- The other students in the group have to guess what the mistake is.

9

Learning outcomes:
- to use language from the unit to make a holiday leaflet for print or digital portfolios

New language: *abroad, leaflet, fascinating, imaginary, prices, weekend*

Recycled language: language from the unit

Creative thinking: Develops ideas through planning, research or review; Creates texts that express personal interests, emotions, or identity

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

Cognitive control functions (WB): Cognitive flexibility

Materials: print or digital portfolios

Warm-up

Aim: to review portfolios
- Elicit what students uploaded to their digital portfolios or stored in their print portfolio for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p117 Read the leaflet. What do you like about this campsite?

Aim: to practise reading skills, to enable students to talk about preferences
- Focus students on the texts and pre-teach *leaflet*.
- Elicit the name of the campsite (*Clifftop Campsite*) and what it looks like in the pictures.
- Read the leaflet through as a class.
- In pairs, students discuss what they like about the campsite.
- Elicit and discuss ideas as a class.
- Focus students on how the information is presented (questions and answers, use of pictures, useful and interesting information).
- Brainstorm with the class what information is included in the leaflet: where it is, how to get there, what to do there, pictures, why it's a nice place to visit, prices, etc.

2 SB p117 Plan a leaflet for a campsite or holiday camp.

Aim: to practise planning skills
- Pre-teach *holiday camp* and *imaginary*.
- Read through the activity steps with the class and check they understand what to do.
- Remind students to use the points from the brainstorm in Activity 1 and to make their leaflets as attractive and interesting as possible.
- Monitor students as they plan and lay out their leaflets and write the drafts of their texts.

3 SB p117 Check your text.

Aim: to practise editing skills
- Read through the three points with the class.
- Read the Writing tip aloud. Tell students to focus on the use of brackets for extra information.
- Students either check their own text for these points or swap with a partner and make suggestions about their friend's text.
- Go around the class and check students' drafts.

4 SB p117 Make your leaflet.

Aim: to practise writing skills
- Students work individually.
- They rewrite the text and assemble their leaflets.
- Students write a final version of their leaflets for their print or digital portfolios.

1 WB p117 Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 Pass me a loaf of bread, please. 3 How much milk have we got in the fridge?

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

3 WB p117 Read. Then write about you and draw.

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned
- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 120 of the Workbook.

Extension activity

Aim: to review key vocabulary from the units
- Students work in pairs.
- They choose one of the units and review the vocabulary on the first page of the unit.
- Students take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.
- Students check in the book.

Think and write

A holiday leaflet

1 Read the leaflet. What do you like about this campsite?



2 **Plan a leaflet for a campsite or holiday camp.**

1 Fold a piece of paper for your leaflet.

2 Choose a real or imaginary place.

3 Find or draw pictures of the correct size.

4 Write texts in pencil on small pieces of paper.

5 Arrange your pictures and texts.

3 **Check your text.**

1 Does your leaflet give useful information?

2 Are there any interesting adjectives?

3 Can you make longer sentences with:

- *and*, *because*, *so* or *but*?
- *who*, *which* or *where*?

4 **Make your leaflet.**



Writing tip

Use brackets (…) to include extra information.

Student's Book Language focus key

Well done, Ben and Lucy!

P118, Act. 1

1 Are, 2 Does, 3 do, 4 Is

P118, Act. 2

1 Did they win the match? 2 Was the lesson interesting? 3 Did you do your homework? 4 Where did you buy that jumper?

1 In the museum

P119, Act. 1

1 must, 2 must, 3 mustn't, 4 must, 5 mustn't

P119, Act. 2

1 Give Rex his ball. 2 Show me your picture. 3 Dad made me this skateboard. 4 Let's take Grandma some flowers. 5 Grandpa tells them great stories.

2 The world around us

P120, Act. 1

1 because, 2 so, 3 and, 4 but, 5 and, so, 6 so, and

P120, Act. 2

1 couldn't, 2 couldn't, 3 could, 4 could, 5 could

3 Danger!

P121, Act. 1

1 was, 2 was, 3 was, 4 were

P121, Act. 2

1 Were, was, 2 Was, wasn't 3 Were, were, 4 was, was, 5 were, was

4 Two return tickets

P122, Act. 1

1 in, 2 at, 3 in, 4 in, 5 on

P122, Act. 2

1 was waiting, saw, 2 started, were walking, 3 was playing, arrived, 4 was tidying, found

5 Police!

P123, Act. 1

1 Mum used to love ice cream. 2 We used to have two hamsters. 3 My sister used to have long hair. 4 My parents used to live in America. 5 Grandpa used to be a police officer.

P123, Act. 2

1 had to get up, 2 had to tidy, 3 had to run, 4 he had to do

6 Mythical beasts

P124, Act. 1

1 more expensive, 2 worse than, 3 the silliest, 4 the best, 5 older than, 6 the most exciting

P124, Act. 2

1 What do pandas look like? 2 What does the phoenix look like? 3 What does your best friend look like?

7 Orchestra practice

P125, Act. 1

1 ours, 2 yours, 3 hers, 4 mine, 5 theirs

P125, Act. 2

1 who, 2 where, 3 which, 4 who, 5 which, 6 where

8 In the planetarium

P126, Act. 1

1 I'll be a teacher. 2 They'll be very happy. 3 It'll rain next week. 4 He'll be an actor. 5 We'll visit other planets.

P126, Act. 2

1 quickly, 2 beautifully, 3 happily, 4 quietly, 5 dangerously

9 At the campsite

P127, Act. 1

1 piece, 2 packet, 3 bottle, 4 can

P127, Act. 2

1 many, 2 much, 3 many, 4 many, 5 many

Student's Book and Workbook audioscripts and videoscripts

Well Done, Ben and Lucy!

002 Student's Book p4, Act. 2

Mayor: Welcome to the town museum, everyone! Now, please welcome Mr Davidson from the museum. The children would like to give you the golden statue that they found.
Ben: We wanted this statue in a museum.
Lucy: Yes, and then everyone can see it.
Mr Davidson: Thank you, Ben. Thank you, Lucy. This really is a beautiful statue. The photographer wants to take a photo and the journalist wants to talk to you later. She wants to write about your adventure in the newspaper.
Mayor: And now, it's food and drink for everyone.
Ben: Let's have some hot dogs and some orange juice.
Lucy: No, let's try out the rollercoaster, the big wheel and the roundabout first.
Ben: OK, let's do that. Come on!
Lucy: Great!

003 Student's Book p5, Act. 1

Journalist: Hi, Ben. Can I ask you a few questions?
Ben: Sure. What do you want to know?
Journalist: Do you like going on adventures?
Ben: Yes, I do. It's amazing!
Journalist: Do you want to be famous?
Ben: No, I don't. That isn't important for me.
Journalist: What do you want to be when you're older?
Ben: That's easy. I want to be an explorer.
Journalist: Oh! What do you like doing in your free time?
Ben: I like reading books – books about treasure and adventure.
Journalist: What about Lucy? Is she your best friend?
Ben: Yes, she is. We go everywhere together. Buster likes her too!
Journalist: Erm, Buster? Who's that?
Ben: He's my dog. Lucy really likes Buster. She thinks that he's very clever.
Journalist: Ah! Does Buster help you?
Ben: Oh, yes! Buster's very important in all our adventures.

007 Student's Book p7, Act. 1

Journalist: So, Lucy, tell me about your adventure. How did you find the statue?
Lucy: It all started when we found an old book in the castle.
Journalist: What was in the book?
Lucy: It had a secret code. We needed to break the code and then we used it to read the clues.
Journalist: What did the clues do?
Lucy: They helped us to find letters.
Journalist: And what did the letters do?
Lucy: We used the letters to make a word. With this word we opened a door in the castle and found the treasure.
Journalist: Was it dangerous?
Lucy: Yes, it was. There were two 'baddies': a man called Horax and a woman called Zelda.
Journalist: Did they want the book?
Lucy: Yes, they wanted the book to find the treasure. They wanted to keep it and we found out later that Horax was our school librarian, Mr Williams. We were shocked.
Journalist: Oh, no! Does he still work at your school?
Lucy: No, he doesn't. We don't know where he is now.

001 Workbook p7, Act. 1

Dad: Hi, Emma. What was the party like?
Emma: It was great. I loved it.
Dad: Was there a band?
Emma: Yes, there was. It was a really good band. Four girls from our school. I listened to them for a long time.
Dad: Did you dance?
Emma: No, I didn't. I don't like dancing!
Dad: Was there a barbecue?
Emma: Yes, there was. And I had a big hot dog.
Dad: So did you have a lot of fun?
Emma: Yes, I did, but I didn't go on the roller coaster. I was too scared!
Dad: A roller coaster. Wow! Were there dodgems too?
Emma: Yes, there were. I went on them for a long time!

1 In the museum

012 Student's Book p10, Act. 2

Lucy: Do you really think the first line is in the museum?
Ben: The map shows a shield. Where do you find shields? In a museum.
Lucy: Well, I hope you're right.
Ben: Look at the sword, Lucy.
Lucy: Where is it?
Ben: The knight's carrying it. I'd really like to have it. And the bow and arrow.
Lucy: Yeah, it looks great. Ben, look at the queen. I'd like to have her bracelet.
Ben: What about the line from the rhyme? Where shall we look? I'd like to see things from Egypt. But the museum is so big.
Lucy: Let's ask someone.
Ben: Excuse me. Where are the things from Egypt?
Man: The Egyptian room is on the second floor. It's next to the room with a dinosaur skeleton in it.
Lucy: Thank you. Let's go, Ben. Come on, Buster.

013 Student's Book p11, Act. 1

1 I must buy a ticket.
2 I must put my dog on a lead.
3 I must leave my coat in the cloakroom.
4 I must speak quietly.
5 I mustn't shout.
6 I mustn't run.
7 I mustn't touch anything.
8 I mustn't take photos. So many things to remember!

017 Student's Book p13, Act. 1

Boy: Give us the coats, please.
Woman: Give him the shield, please.
Girl: Give me the crown, please.
Man: Give her the necklace, please.
Man: Give them the swords, please.

003 Workbook p15, Act. 1

Tim: Look out!
Sue: What was that?
Tim: The tree. It just fell.
Sue: Wow! That was close.
Liam: What am I going to buy you for your birthday?
Kim: I've got an idea!
Liam: What?
Kim: Nothing! That's what you bought me last year!

004 Workbook p15, Act. 3

Yellow: yellow, bow and arrow, know, window, show, snow; Brown: brown, crown, how, town, now, flower

022 Student's Book p17, Act. 5

One summer when Jill was ten, she was on holiday with her mum, dad and brother. They were on the beach. It was a very hot day. Her mum put sun cream on herself and the children but her dad said, 'I don't need any. This is England. The sun never gets too hot in England.' He sat in his chair with his sunglasses on and read his paper. After about ten minutes he fell asleep. But when he woke up an hour later, his face was completely pink. He took his glasses off and around his eyes he was still white. 'Oh no! I look like a panda,' he said. Now he always uses sun cream.

005 Workbook page p17, Act. 1

Woman: Tell me about your week, Peter.
Peter: Well, on Wednesday Grandpa took me to the museum in the city after school.
Woman: Why?
Peter: To find some information about Egyptians and their food.
Woman: Egyptians and their food?
Peter: Yes. Oh, I forgot to say that our teacher asked us to do projects on the Egyptians. I chose Egyptians and their food.
Woman: So are you learning about the Egyptians at school?
Peter: Yes, and my cousins helped me. They showed me a documentary about Egypt. It was really interesting.
Woman: And you spent the rest of the week looking for information?
Peter: That's right. I saw some things at the museum, but I needed more information about them, so I went to the library with my mum. Her friend is a librarian.
Woman: Did you find much?
Peter: Yes, I did. I found some really good recipes.
Woman: Did you try any?
Peter: Yes. My sister loves cooking, so we made some Egyptian cakes! They were OK.
Woman: So your whole week was about Egypt?
Peter: Er, no, not all of it. I went swimming with my friends Lisa and Jenny yesterday.
Woman: Swimming?
Peter: Yes, that's right. I didn't think about Egypt all day.

Student's Book p18

How do timelines help us learn about the past?
We use timelines to learn about history.
On a timeline we can see what year things are from,
and learn how old things are.
This gold belt was made around the year 400.
A rich Roman wore this belt.
This very old helmet was made for a king around the year 600.
People found it in 1939 in a boat under the ground.
In 1220, a king used this beautiful sword to fight.
Can you see the birds on it?
In 1173, people started building the tower of Pisa.
They finished building it in 1372,
but they didn't build it very well…
It looks like it could fall!
Around 1653, people finished building the Taj Mahal.
Shah Jahan built it to remember his wife.
You can see it in India today.
In 1870, this very small crown was made for a famous queen.
Prince William gave this ring to Kate Middleton in 2010.
They married in 2011.
We can learn a lot about the past using timelines.
Let's find out more.

024 Student's Book p19, Act. 5

A Boy: This is a cyclist's helmet. He wore it in 2018, so it's the newest helmet of all of them.
B Girl: The oldest is Neil Armstrong's helmet. He was one of the first people who landed on the moon. He did it in 1969.
C Boy: This helmet is an ice hockey helmet. An ice hockey player wore this in 1997 to keep their head safe.

2 The world around us

026 Student's Book p22, Act. 2

Lucy: It's great that your grandpa took us on this lovely walk.
Ben: Yes, but I'm still thinking about the map.
Lucy: Me too. This next clue is a real puzzle.
Grandpa: OK, kids. Are you ready?
Ben: In a minute, Grandpa. I'm still a bit tired.
Lucy: Where are we going next?
Grandpa: We're going to follow the path down to the river and then to the lake.
Ben: Grandpa, I'm very hungry.
Buster: Woof, woof, woof!
Grandpa: Ah, Buster is also hungry. OK. Look at the field. Can you see the small village?
Ben: Yes, I can.
Grandpa: There's a very nice restaurant there.
Ben: Great! And how long will it take us to get there?
Grandpa: About an hour.
Ben: Oh, no!
Grandpa: We can play a game as we walk. I spy with my little eye something with the letter 'l' in it.
Ben: Is it 'village'?
Grandpa: No, it isn't.
Lucy: Is it 'island'?
Grandpa: Yes, it is. Well done, Lucy. Your turn.

031 Student's Book p25, Act. 1

Grandpa: When I was a young man, 40 years ago, I could climb the highest mountains.
Grandson: Could you really do that?
Grandpa: Yeah, and I could run up mountains with a big rucksack on my back.
Grandson: Wow! Could you run fast?
Grandpa: Yes, of course, and I could run 20 kilometres without stopping.
Granddaughter: You're the best.
Grandpa: I could jump higher than a tree.
Granddaughter: Fantastic!
Grandpa: I could swim for ten hours in a cold lake – no problem.

Grandson: That's amazing!
Grandpa: I could swim in rivers full of dangerous fish, but …
Grandchildren: But what?
Grandpa: But only when I was dreaming. I couldn't do it when I was awake!

006 Workbook p27, Act. 1

Jen: Mr Price, this is for your new house.
Mr Price: What a nice plant! Thank you! That's very kind.
Dawn: Did you see those two men in the car?
Dan: Yes, what about them?
Dawn: There was something strange about them.
Dan: What do you mean?
Dawn: One had a T-shirt and shorts and the other had a big winter coat and boots!

007 Workbook p27, Act. 3

1 The knight's got a sword.
2 Please write a rhyme in your notebooks.
3 The scientist knows about volcanoes.
4 The rhinos live on an island.
5 That's the wrong answer.
6 At school you must listen to the teacher.

008 Workbook p28, Act. 1

Boy: Hi, Kate. How was your birthday? Did you have a big party?
Kate: It was lots of fun. I had a small party with me, my sister and my friend.
Boy: So just three of you?
Kate: Yes, that's right.
Boy: Did you get nice presents?
Kate: Yes, I got a book about butterflies, a new pencil case and roller skates.
Boy: Wow, that sounds excellent.
Kate: Yes, it was, but my favourite present was the night walk.
Boy: The night walk?
Kate: We went out for the night walk at half past nine.
Boy: Half past nine! That's really late!
Kate: My dad drove us to the car park behind the stadium, and then we started to walk into the forest.
Boy: Into the forest? Wasn't it scary?
Kate: Well, it was a bit scary, but it was also very exciting. There was some wind, so the trees were moving and they looked like ghosts.
Boy: I'm not sure I'd like that.
Kate: Well, the next bit was really scary.
Boy: Why? What happened?
Kate: My Uncle Bob was waiting behind a tree. He jumped out and went 'Boo!' We were so scared and then we really laughed. My dad told Uncle Bob about the walk and asked him to do it.
Boy: That's brilliant! Your dad's great!
Kate: Yes, he is. Anyway, then Uncle Bob gave me a book about ghosts and he came home with us for some birthday cake. We had a really great time.

035 Student's Book p29, Act. 1

Narrator: Monday
Reporter: Hi James, did you enjoy your holiday last week?
James: Oh yes! On Monday I visited a little village.
Reporter: Did you go by bike?
James: No, it was raining and windy, so my mum took me by car.

Narrator: Tuesday
Reporter: Did you go for a picnic last week?
James: Yes. On Tuesday, I visited my grandma and we rode our bikes to the countryside to eat.
Reporter: Was the weather good?
James: Yes, it was very nice. The sun was shining.

Narrator: Wednesday
James: On Wednesday, I went shopping with my dad.
Reporter: What did you get?
James: We bought a birthday present for my sister. A new bike!
Reporter: Wow!

Narrator: Thursday
Reporter: And what did you do Thursday?
James: I went shopping again.
Reporter: To the bike shop?
James: No, I went to a little shop because my dad wanted some cheese.
Reporter: Did you go by bike?
James: No. I wanted to go by bike but it was raining. So I walked.

Narrator: Friday
Reporter: So what happened on Friday?
James: My best friend Mike came to my house.
Reporter: Did you ride your bikes?
James: No. We played table tennis in the garden.

Student's Book p30

How can we learn about places?
There are different ways we can learn about places.
We can use maps,
and we can use satellite images.
They use different technology.
Here are some people making a map.
And this is a satellite.
Maps are pictures that show different places.
We can use maps to learn about a city,
a country,
a continent,
or the whole world!
Some maps only show the streets in a city centre.
They help us find places like museums and restaurants.
Some maps only show mountains and rivers.
They help us learn about the countryside.
We can also use satellite images to learn about places.
There are thousands of satellites in space.
Satellites take photos of the earth.
Satellite images show everything that is in a place
at the time the satellite takes the photo.
We can see places at night
and in the day.
We can see places in summer
and winter.
We can even see the weather!
There's a big storm in this satellite image.
We can learn about places with maps and satellite images.
Let's find out more.

3 Danger!

039 Student's Book p34, Act. 2

Ben: That was a great day, Grandpa.
Grandpa: Well, I had a good time too. It's always good to see you and your friends, Ben.
Lucy: Wow! Look at the lightning.
Grandpa: Yes, the weather's awful.
Ben: So can you tell us your story, Grandpa, please?
Lucy: Yes, please tell us.
Grandpa: OK … What's that?
Lucy: An accident! Oh, no!
Grandpa: I'm calling 999. … Hello.
Emergency services: How can I help you?
Grandpa: There's a fire in a car on Mill Road and there's a man in the car. He can't get out. Please send a fire engine and an ambulance.
Emergency services: Right, an ambulance is on its way. And I'm sending a fire engine as quickly as possible.

040 Student's Book p35, Act. 1

1 Boy: I was climbing a tree at my grandma's house. I fell out of the tree and broke my leg.

2 Girl: We were at my grandma's house. My friend Sandra and I were climbing a tree. I fell out of the tree and I hurt my arm.

3 Boy: My dad and I were riding our bikes. But my dad fell off and broke his leg. The ambulance came and took him to the hospital.

4 Girl: My class went swimming last week. I was playing near the pool. But I wasn't being careful. I fell on the floor and hit my head.

009 Workbook p39, Act. 1

Zak: Where are you going?
Alien: Back to my planet.
Zak: Can I come with you?
Alien: Of course you can.
Zak: Great, but I need to be back for tea at 6 o'clock.

May: There was an accident outside our house last night. We were watching TV and suddenly there was this loud noise. I ran to the window and saw two cars.
Liam: Did you call the police?
May: No, I didn't because I could see that no-one was hurt … and one of them was a police car!

049 Student's Book p41, Act. 4

Aroon and his family were on the beach with their donkey, Bejak. Suddenly Bejak started to jump around and Aroon fell off him. Aroon landed on the grass. Bejak ran away towards the hills. The family walked up into the hills to find him. They saw dogs and two tigers running towards the hills too. Suddenly Aroon's sister said, 'look at the sea. It's gone!' Their dad said, 'I think there's going to be a tsunami. It's a very big cloud. And it's a terrible thing.' The tsunami killed many people. Aroon and his family were safe, thanks to Bejak. A woman from the village told Aroon that animals know when there is danger from the sea and they always go to higher ground.

Student's Book p42

How do floods happen?
Floods happen when there's too much water
and the water goes over the land.
Floods can happen in different ways.
Some floods can happen slowly.
There's a lot of water in ice
and snow.
When the snow and ice melts,
the water can go into the rivers
and flood the land below.
Some floods can happen quickly.
They can happen when there's a lot of rain.
And when there's too much water in a river,
the water goes over the river banks.
When there are strong winds,
big waves can come in from the sea.
The waves can go over the sea walls and flood the land.
Sometimes floods can help plants and animals
because they bring water to dry habitats.
But often floods are dangerous for people and animals.
They can hurt habitats
and people have to leave their homes.
Floods can happen in different ways.
Let's find out more!

4 Two return tickets

052 Student's Book p46, Act. 2

Ben: Well, here we are. The station. The next symbol on the map is a piece of train track, so let's look for the next line here.
Lucy: In the station? No, let's get on a train!
Ben: OK! Where shall we go?
Lucy: Hmm. 'London, Cambridge, Oxford, Hull, Blackhill.' Yes! I've got an aunt in Blackhill. Let's go there!
Ben: Right. Where's the ticket office?
Lucy: It's over there. Let's get our tickets.
Ben: And then we can get something to drink. I'm thirsty. Yes, let's have a cup of coffee.
Lucy: Coffee? I don't like coffee.
Ben: A cup of tea, then? Just kidding.
Lucy: Right. First the tickets, then the drinks.
Ben: Two return tickets to Blackhill, please.
Ticket office clerk: Two return tickets to Blackhill. OK.
Lucy: How much is it?
Clerk: That's £28.
Ben: Here you are. When does the next train leave?
Clerk: At half past eleven from platform 2.
Ben: Thank you. Come on, Buster, we're going to get a drink and a bowl of water for you.
Lucy: Let's take the escalator.
Ben: Oh, dear. Buster doesn't like escalators. Sorry, Buster, but the stairs are on the other side. Come on, boy.

012 Workbook p51, Act. 1

1 **Anna:** When are we going to wrap Dad's present?
James: Well, he's working in the garden at the moment, look.
Anna: Great! Now's our chance!
2 **Hannah:** Hey, Joe. What's that?
Joe: What? Where?
Hannah: That. Can't you see? Look over there.
Joe: I can't see anything.
Hannah: Ah, it isn't there now.
Joe: Hey! My crisps.

014 Workbook p52, Act. 1

1 Who was on the platform?
Woman: Tell me, Max, how was your train journey?
Max: It was really exciting.
Woman: Oh? Tell me more!
Max: Well, I was waiting at the platform. There was this old lady with a big suitcase. Next to her were two men and one of the men had a small suitcase.

2 Who was on the train?
Woman: I see. And then did you get on the same train as the old lady?
Max: Yes. I helped her with her suitcase. And guess what? The two men from the platform were also in our compartment.
Woman: So there was the old lady, the two men and you.
Max: That's right.

3 What happened after the tunnel?
Woman: So … what happened?
Max: Well, a few minutes later there was a tunnel and after the tunnel there was only one man in the compartment. And I saw that the old lady's big suitcase wasn't there anymore, so I told her.
Woman: I can't believe it! And was the other man there?
Max: Yes, he was.
Woman: What about the small suitcase?
Max: Yes, that was there too.

4 What happened at the station?
Woman: So did someone call the police?
Max: Yes. When I said the suitcase was missing, the man phoned the police, so at the next station the police officers were waiting for the man with the big suitcase.
Woman: Did the old lady get her suitcase back?
Max: Yes. One police officer took the suitcase and gave it back to the old lady on the train. The other police officer stayed on the platform with the thief.

5 What did the old lady do?
Woman: Was the old lady happy?
Max: Yes, of course. She opened her suitcase and gave both the man and me a box of chocolates!
Woman: Fantastic! What a story!

060 Student's Book p53, Act. 1

1 When's the next train to London, please?
At quarter to six.
Thank you.
You're welcome.
2 When's the next train to Cambridge, please?
At eight o'clock.
Thank you very much.
3 When's the next train to Hull, please?
At half past nine.
At half past five?
No. At half past nine.
4 When's the next train to Bristol, please?
At quarter past four.
Thank you.
You're welcome.
5 When's the next train to Oxford, please?
At quarter to eleven.
At quarter to eleven?
Yes, that's right.
6 When's the next train to Newcastle, please?
At half past seven.
Thank you very much.

Student's Book p54

How many types of transport do you know?
There are lots of different ways to travel.
We can travel in the air,
on water
and on land.
Many of the ways we travel
can be bad for the environment.
This is because they use fuel to help them move.
Cars, lorries, boats
and planes all use fuel.
And this fuel can cause pollution,
which is unhealthy for humans
and bad for the environment.
But there are lots of ways to travel that aren't bad for the environment.
These are eco-friendly ways to travel.
Some types of transport don't need any fuel
and they're healthier for us too.
We can walk,
or we can travel by bike,
or scooter.
We can also use types of transport that use eco-friendly fuel.
Today there are electric buses
and electric cars on the roads.
There are electric scooters,
electric bikes
and electric trains, too.
We can make electricity in eco-friendly ways.
Here are some of them.
There are lots of different ways to travel.
Let's find out more.

5 Police!

063 Student's Book p58, Act. 2

Ben: So come on, Grandpa. Tell us the story. Why did you know the man in the restaurant?
Grandpa: OK. A long, long time ago, I was a police officer.
Ben: Yes, we know that.
Grandpa: Well, for 20 years I chased after a criminal. He was very, very clever.
Lucy: Who was he?
Grandpa: Look at these photos. This was the man.
Lucy: But there are three different men in these photos. Look, this man's got short hair. It's blonde and curly. And he's got a beard.
Ben: Yes, and this man's got long hair. It's dark and curly and he's got a moustache.
Grandpa: I know. But I promise these men are all the same. They are all photos of a man who we called 'The Mysterious H'.
Ben: But what was his real name?
Grandpa: We didn't find out. But let me tell you more about this terrible criminal.
Ben: Great! We want to know everything.

064 Student's Book p59, Act. 1

1 Many years ago Ben's grandpa used to be a police officer.
2 He used to drive a fast car.
3 He used to carry a walkie-talkie.
4 He used to chase dangerous criminals.
5 He used to catch dangerous criminals.
6 Now he isn't a police officer. His life is much quieter.

068 Student's Book p61, Act. 1

Ben: So, Grandpa, what was it like being a police officer?
Grandpa: It was fun, but it was difficult too.
Ben: Why?
Grandpa: Well, we had to be really careful. We were chasing some really dangerous criminals.
Ben: Like The Mysterious H?
Grandpa: Yes, and we had to keep everything secret. I couldn't even tell your grandmother.
Ben: Wow! Did you wear a uniform?
Grandpa: Yes, we had to wear a uniform. And we had to wash our uniform every week. We couldn't be messy.
Ben: Oh, no. I couldn't be a police officer!

016 Workbook p63, Act. 1

1 **Abby:** You're famous.
Chris: I'm sorry, what did you say?
Abby: You're famous. Look. You're in all the papers.
Chris: Oh no! I must change my hair again.

2 **Jeremy:** Oh no! It got away!
Lionel: Again? You're just not lucky today!
Jeremy: I almost caught it.
Lionel: Maybe next time.

073 Student's Book p65, Act. 4

One day a man walks into a jeweller's shop and asks the woman to see a watch. She shows him one. He says 'sorry' and steals the watch. A few months later he goes into another shop. This time he steals a crown. Over the next year he robs another four jewellers. The police decide to give him a name; 'the Gentleman Robber'. The police put a picture of his face on TV. Someone recognises him. He is a farmer. The police arrest him and he goes to prison. The real gentleman robber feels bad when he sees the story in the paper. A week later he goes into a shop and gives back the watch he stole. The police let the man they arrested go free.

Student's Book p66

How can we make sketches of people?
We can make sketches of people in different ways.
We can use different materials to make sketches.
We can use pencils,
pens, crayons
and charcoal to make sketches.
We can use different coloured paper.
We can use black pencil on white paper …
And white pencil on black paper.
We use different kinds of lines to make a sketch.
Light lines,
dark lines,
curved lines,
straight lines
and shading.
We can make sketches anywhere.
Some artists make sketches in a studio.
They draw the person sitting in front of them.
This artist is drawing their friend in a café.
She's using a red crayon on white paper.
Some artists work on the street.
And some artists work at the police station!
Today, artists don't need any pencils or paper to make a sketch – they can use a computer.
We can make sketches of people in different ways.
Let's find out more.

6 Mythical Beasts

076 Student's Book p70, Act. 2

Lucy: What are we doing here?
Ben: We're looking for the next symbol. Look! There's the dragon which I was thinking of. I used to come to this park with Grandpa.
Lucy: But the next symbol is a horn, not a dragon.
Ben: I know, but this dragon's got a horn. Look! And now look at the horn on the map, here.
Lucy: Oh, yes. It's the same one! This is the right place. Brilliant! Now, let's find the line of the rhyme.
Ben: Hmm. Let me see. It isn't on the neck … the back … or the tail. No, I can't see a line here.
Lucy: On the tongue, maybe?
Ben: Let's have a look.

077 Student's Book p71, Act. 1

Question number 1: The biggest dinosaur was longer than ten cars. This is … true. It was Argentinosaurus, a dinosaur with a very long neck and was about 35–40 metres long. The biggest dinosaurs were planteaters … because they couldn't run!
Question number 2: The fastest dinosaurs could run at 60 km/h. This is true. Scientists think that these dinosaurs looked like big birds. 60 km/h is fast, but this would not be the fastest animal on land today. The cheetah is faster. It can run at more than 100 km/h.
Question 3: T-Rex, or Tyrannosaurus Rex, was one of the most dangerous dinosaurs. This is true. T-Rex had very sharp teeth and it was a meat-eater. We used to think it was the biggest meat-eater, but scientists found a bigger dinosaur in Argentina, the Giganotosaurus, that's Gi-ga-no-tosaurus.
Question 4: The heaviest dinosaur was more than 80,000 kilos. This is … true. 80,000 kilos, or 80 tons, is more than 17 African elephants. And what was it? Argentinosaurus, of course – the biggest and heaviest dinosaur.
And now the questions that you answered. You called and you gave us your answer.
Question 5: The best dinosaur film is called 'Planet of Dinosaurs'. This is … false. Some people say that 'Planet of Dinosaurs' was a good film, but 'Jurassic Park' was better. Most people said 'Jurassic Park' is the best dinosaur film, so the answer is … false.
Question 6: The worst dinosaur film ever made was 'Legend of the Dinosaurs'. This is what many people said, so we say … the answer's true!

081 Student's Book p73, Act. 1

1 A centaur is half horse and half human. It's got the body of a horse, and the head and chest of a man.
2 Pegasus has got the body of a horse, but it's got wings and can fly very fast.

3 The Sphinx is a mythical creature that looks like a lion with a human head.
4 The Phoenix is a mythical bird. It's got very big wings and beautiful red and golden feathers.
5 A mermaid is half human and half fish. She's got the head of a woman and a fish's tail, and she's got lots of scales.
6 A unicorn looks like a white horse, but it's got a long horn in the middle of its head.

018 Workbook p75, Act. 1

1 **Ollie:** I don't believe it. The ball's really high up in the tree.
Jem: And that tree's too dangerous to climb.
Ollie: We could get my dad's ladder.
Jem: Yes. That's our best chance.

2 **Mum:** Where are you?
Dad: He's here somewhere.
Connor: Hee, hee, hee.
Mum: We're going to get you!
Connor: Hee, hee, hee
Mum and Dad: There you are!
Connor: Ha!

019 Workbook p75, Act. 3

beast: eat, team, beans, meat
treasure: weather, feather, bread, head

085 Student's Book p76, Act. 1

1 Where did Paul find the book?
Paul: Listen. I've got a great book about dinosaurs. It's fantastic!
Girl: Did you get it from the library?
Paul: No. I found it.
Girl: You found it? In the street?
Paul: No. I was in the cellar and there was this box. I opened it – and there it was!
Girl: Wow! Fantastic!

2 Where did the dinosaurs in the book live?
Paul: I really loved the book. It was about dinosaurs.
Girl: Yes. You said so.
Paul: Guess where they lived?
Girl: In a forest?
Paul: No, they didn't. It's a funny book, really. The dinosaurs didn't live in a forest.
Girl: Ah, I know. They lived under water, in a lake?
Paul: No, they didn't live under water. They lived in an old castle.

3 What did they eat?
Girl: The dinosaurs lived in a castle. What kind of food did they eat there?
Paul: Well, what do you think?
Girl: They ate all the trees near the castle.
Paul: No, they didn't.
Girl: Oh, really? So they ate mice and other small animals.
Paul: No, they didn't. They loved the vegetables in the garden.

4 What happened to the book?
Girl: So are you still reading the book?
Paul: No, I'm not. I finished it on Monday.
Girl: So can you give it to me, please?
Paul: No, sorry, I can't.
Girl: Come on. What's that book under your bed?
Paul: It's another book. From the library.
Girl: I see. Did you give it to your sister for her birthday?
Paul: No, I didn't. I took it to school, but when I came home it wasn't in my bag any more.

5 What did Paul give his sister?
Girl: So you didn't give Sarah a book?
Paul: No, I didn't. She doesn't like books very much.
Girl: What does she like?
Paul: She loves sports.
Girl: Oh, really. So did you give her a skateboard?
Paul: No, I didn't. Skateboards are very expensive.
Girl: So, tell me, what did you give her?
Paul: I gave her a cap.
Girl: A cap?
Paul: Yes. She sometimes plays tennis, and she can wear it when she plays tennis.
Girl: That's a good idea.

Student's Book p78

What were dinosaurs like?
The dinosaurs lived on earth millions of years ago.
There were lots of different types of dinosaurs.
A person who studies dinosaurs is called a palaeontologist.
They learn about the dinosaurs from their footprints,
teeth, eggs
and bones.
Today we can see the skeletons of dinosaurs in museums.
From the bones and the teeth,
we can learn what the dinosaurs looked like
and what they ate.
Some dinosaurs were very big.
The brachiosaurus was about thirty metres long.
The tyrannosaurus was about six metres tall.
It had a big head and two small arms.
It had very sharp teeth
because it ate other dinosaurs. It was a carnivore.
The stegosaurus moved on four legs.
Its head was small and it ate plants.
It was a herbivore.
Some dinosaurs looked a bit like birds.
The velociraptor had feathers.
The oviraptor had a beak.
It was an omnivore:
it ate meat and plants.
There were lots of different types of dinosaurs.
Let's find out more.

7 Orchestra practice

088 Student's Book p82, Act. 2

Lucy: Maybe the next line's here – at our orchestra practice. And we're the first ones here, so let's have a look around.
Ben: Good idea. The map shows a harp and I can't think of any other musical places in town. Do you think it's on one of the instruments maybe?
Lucy: I don't really know. Let's check.
Ben: Let me see. It isn't on the violin, or the trumpet, or the triangle.
Lucy: And it isn't on the keyboard or the drums either.
Ben: Ah, here are the others. We must stop looking now.
Lucy: OK. We can look for the line again in the break.
Ben: Yeah, let's do that.

089 Student's Book p83, Act. 1

Tom and Theo: Hello, Mr Parker.
Mr Parker: Hello, Tom, Theo. Can I help you?
Tom: We can't find our guitars.
Mr Parker: Your guitars? Hmm. Let me see. Now, Tom, is this yours?
Tom: No. Mine isn't brown. Mine's red. I think the brown guitar is Rosy's. Yes, that's hers.
Mr Parker: So that red guitar over there in the corner … is that yours?
Tom: Yes, that's mine. Thank you!
Mr Parker: And now Theo. What about this blue guitar?
Tom: Yes, that's his. Theo, that's yours, isn't it?
Theo: This one here? Oh, yes. Sorry, Mr Parker!
Mr Parker: Hello, Jade. Hi, Hannah. Can I help you?
Jade: We can't find our recorders.
Mr Parker: Just a moment. Are those recorders yours?
Hannah: No, they aren't ours. You see those two girls in Year 6? The recorders in the green cases are theirs.
Jade: Ours are in blue cases.
Mr Parker: Blue cases … Ah, I think I saw them. Yes, here you are. Let's have a look. Are these yours, girls?
Jade: Yes, that's right. Thank you. Mine is black and white and Hannah, yours is brown, yes?
Hannah: That's it. Thanks, Mr Parker.

093 Student's Book p85, Act. 1

Claire's the girl who plays the drums.
Vicky's the girl who plays the trumpet.
The instrument which Josh plays is the saxophone.
The instrument which Connor plays is the recorder.
The house where Mark lives is green.
The house where Christina lives is pink.

021 Workbook p87, Act. 1

1 **Mum:** Be careful with those plates, Tom. Maybe you should only take two at a time?
Tom: Don't worry, Mum. … Whoops!
Mum: Tom!
Tom: I'm so sorry, Mum. I really am.

2 **Debs:** Where's Frank?
George: I don't know. There are just too many people.
Debs: Hey, look. There he is. Over there. Frank! Frank!
George: Oh yes, there he is! Well spotted, Debs!

022 Workbook p87, Act. 3

Shirt: world, bird, work, thirsty, curly, her, first, purple
Door: floor, call, orchestra, keyboard, horn, sword, four, talk

098 Student's Book p89, Act. 4

It was Monday morning. The musicians were very excited. There was a concert on Saturday and they had a new piece of music to play. The children talked about how their instruments were important and about all the notes they had to play. But Tristan, the triangle player, was quiet and sad. He only had one note to play in the middle of the music.
On Friday, there weren't many people in the hall for the concert. The conductor started the music and all the instruments played. Then at the very end of the music Tristan played his note on the triangle. The people all stood up and cheered. Finally, the conductor thanked the people.

Student's Book p90

How do we play instruments?
There are different kinds of instruments
and musicians play them in different ways.
There are lots of different wind instruments:
recorders,
trumpets,
trombones,
and saxophones are wind instruments.
Musicians blow into wind instruments.
There are string instruments.
Guitars, harps
and violins are string instruments.
Musicians can pluck instruments like a harp
and a guitar.
They can use a bow to play instruments like a violin.
There are percussion instruments.
Triangles, tambourines
and drums are percussion instruments.
Musicians hit triangles
and drums.
They can hit
or shake tambourines.
The piano is an unusual instrument.
There are strings inside a piano.
Musicians hit the black and white keys with their fingers.
These keys then hit the strings in the piano.
So, the piano is a percussion instrument and a string instrument!
We play different kinds of instruments in different ways.
Let's find out more.

8 In the planetarium

101 Student's Book p94, Act. 2

Lucy: The planetarium, of course! Good thinking, Ben!
Ben: Well, it was my grandpa who had the idea. I'm going to phone him at home now to tell him that we're here. … Hi, Grandpa. It's Ben. We're at the planetarium. I'm sure you're right about the next line. … No, Horax and Zelda aren't here. Just us, oh and an astronaut! Bye.
Lucy: Now, does the map say anything about planets?
Ben: Let me see. It says: 'Look at the planets, Look at the stars. Find the line which you need 'In the place where you are.'
Lucy: Look at the planets. Hmm.
Ben: What about on the telescope? There's one next to the ticket office.
Lucy: That's a good idea. Let's go and check.

102 Student's Book p95, Act. 1

1 **Teacher:** OK. Today we're going to talk about jobs. Jade.
Jade: Yes.
Teacher: What will you be when you grow up?
Jade: I'll be a zoo keeper. I'll look after the elephants.

2 **Teacher:** And Oscar. What will you be when you grow up?
Oscar: I'll be an astronaut. I really like books.

3 **Teacher:** What about you, Daisy? What will you be when you grow up?
Daisy: I'll be a spy. Shh! Don't tell anyone.

4 **Teacher:** Nathan. What will you be when you grow up?
Nathan: I'll be a teacher. Like you.

5 **Teacher:** What will you be when you grow up, Emily?
Emily: I'll be a police officer. I'll catch bad people.

6 **Teacher:** And finally, Liam. What will you be when you grow up?
Liam: I'll be a doctor. I'll work in a big hospital.
Teacher: Thank you, children! Very interesting.

023 Workbook p99, Act. 1

1 **Carl:** Look at the ball!
Millie: We did it!
Carl: Yes. Your plan worked perfectly.
Millie: I'll be an astronaut one day!

2 **Ryan:** I've no idea how to get there.
Beth: Yes, it's a bit confusing but let's look carefully.
Ryan: OK. First we need to find where we are.
Beth: Yes, and then we can see where we need to go.

109 Student's Book p100, Act. 1

1 **Man:** Can you see the astronaut?
Boy: Yes, I can.
Man: See the flag he is holding? I want you to colour that flag.
Boy: What colour?
Man: What colour would you like to do it?
Boy: How about yellow?
Man: Lovely. A yellow flag.

2 **Man:** Now find the rocket.
Boy: Got it.
Man: Let's colour this two colours. Red and …
Boy: Green.
Man: OK, red and green. That will look good.

3 **Man:** Look at the smallest alien, the one holding a banner.
Boy: A banner? Oh, where it says 'Welcome to the … '?
Man: That's right. A banner is a big message for people to read. On the banner I want you to write 'moon'. Can you do that?
Boy: Sure. Now it says 'Welcome to the moon'.

4 **Man:** And now let's colour the smallest alien.
Boy: OK. What colour?
Man: Colour him blue.
Boy: Not green?
Man: No. Let's have a blue alien for a change.

5 **Man:** OK, last one. Can you see the speech bubble?
Boy: Coming from the astronaut's mouth?
Man: Yes. What shall we write in that?
Boy: What about 'Hello'?
Man: OK, 'Hello'. Write that.
Boy: Finished.
Man: Fantastic! What a lovely picture!
Boy: Thank you.

Student's Book p102

What can we find in Space?
We can find lots of amazing things in space.
Space is full of planets
and stars.
There are so many stars we can't count them.
The sun is a big, hot star.
The Earth orbits the sun every 365 days.
All living things on Earth need the sun
because the sun gives us light and heat.
Asteroids are space rocks.
Some asteroids are very big.
Asteroids can orbit planets or the sun.
Sometimes they fall to earth!
An asteroid landed here a long time ago.
There are lots of satellites in space.
The biggest satellite is the International Space Station.
There are astronauts living
and working on the space station.
Sometimes they have to go outside on a space walk.
The view of planet Earth is amazing.
The moon orbits Earth every 27.3 days.
We can see the moon because of the light from the sun.
Planet Mars is more than 50 million kilometres from Earth.
There's water on Mars,
so astronauts think they could find life on the planet one day.
There are lots of interesting things in space.
Let's find out more.

9 At the campsite

112 Student's Book p106, Act. 2

Ben: So here we are at the campsite.
Lucy: Yes, it looks great. We can really have fun here. We can sail a boat or make a raft.
Ben: But we aren't here to have fun. First we must put up our tent. I must dry some of my clothes. Then we must find the last line from the rhyme. Where shall we look?
Lucy: The map shows an oar. Let's go to the rowing boats.
Ben: OK. Let's hire a boat and have a look around.
Lucy: I'm so happy that Horax and Zelda aren't here anymore.
Ben: Yes. They can't do anything now that they are both in prison.
Lucy: And I still can't believe your grandpa's news.
Ben: Yes. Horax is the son of The Mysterious H. It's amazing!

117 Student's Book p109, Act. 1

Mum: Hey, Katy. I need to prepare some things for our camping trip.
Katy: OK.
Mum: We need two boxes of eggs.
Katy: Right. Two boxes.
Mum: And orange juice.
Katy: How many bottles of orange juice do we need?
Mum: Three.
Katy: How much cheese do we need?
Mum: Two packets. Can you get five loaves of bread, too?
Katy: Sure. Five loaves of bread. How many packets of crisps do we need?
Mum: Packets of crisps? Let's get four. And we need some chocolate.
Katy: How much chocolate do we need?
Mum: Three bars. Ok, that's everything.
Katy: Let's get one more thing.
Mum: What?
Katy: A packet of sweets for me.
Mum: OK, and one packet of sweets – for you.
Katy: Thanks, Mum!

026 Workbook p111, Act. 1

1 **Mum:** So Esme, what do you think?
Esme: Well, erm, it fits beautifully.
Mum: Yes, I know. But is it nice? Come on, tell me.
Esme: Erm, it's horrible, Mum.

2 **Kate:** OK, so where are we?
Chris: I'm not sure. But I think we're quite close now.
Kate: But which way do we have to go?
Chris: Erm, I don't know.

122 Student's Book p113, Act. 5

Mum wanted to go camping. Dad wasn't so sure. Mum made a list of all the things the family needed. Dad was surprised to see 'shoes' on the list.
On the second day of the holiday the family went shopping to get lots of the things. They put all the bags in the living room. Mum then added two bags full of clothes. Mum put everything in the car and they left. The journey took two hours. Dad decided to put the tent up under a tree. They took everything out of the car but the sleeping bags were at home.

028 Workbook p113, Act. 1

Girl: Hey Liam, what's that picture?
Liam: It's the summer camp where I went last year.
Girl: Cool. Let's have a look. So, who's that one sailing the boat?
Liam: That's Daisy. She's one of my best friends.
Girl: She looks good at it.
Liam: Yes, she is. Not like Vicky. Vicky wasn't very good at sailing. So she was often in the water!
Girl: Is Vicky in the picture?
Liam: Yes, she is the girl who is drying her T-shirt. She had to dry her clothes every day because she was in the water so often!
Girl: Poor Vicky!
Liam: She didn't mind. She liked Fred, our group leader, and she wanted Fred to make fires for her.
Girl: So is that Fred who's making a fire in this picture?
Liam: Yes, that's right. And look at Vicky. She is really happy, isn't she?
Girl: Very clever. And who's trying to put up their tent?
Liam: Let me see. Oh, yes! That's Jack, of course. Every morning he had to put up his tent because every night it fell down.
Girl: And the girls in the water? Who are they?
Liam: That's Sally diving in.
Girl: Wow! I can't dive. And who's the girl who's swimming?
Liam: I think that's Jane who's swimming. It's difficult to see but I know Jane likes swimming, so it's probably her. She spent most of the week in the water.
Girl: Like Vicky!

Student's Book p114

How can we measure camping equipment?
When we go camping, we sometimes need to know how many people can sleep in a tent …
how heavy our backpack is …
or how much water we have.
We can measure these things in different ways.
When we want to know how heavy something is, we use scales.
We measure in grams,
and kilograms.
One kilogram is the same as one thousand grams.
This sleeping bag is only nine hundred and fifty grams.
This backpack is fifteen kilograms.
We use a tape measure to find out
how long,
how wide
and how high something is.
We measure in centimetres and metres.
One metre is the same as one hundred centimetres.
This tent is for two people.
It's two hundred and fifty centimetres long …
One hundred and sixty centimetres wide …
and one hundred centimetres high.
This tent is for one person.
It's only one metre wide.
This tent is for a family.
It's two metres high.
When we want to know how much water we have,
we can use a measuring jug.
We can measure water in millilitres and litres.
One litre is the same as one thousand millilitres.
This bottle can carry five hundred millilitres of water.
This bottle can carry one litre of tea.
We can measure camping equipment in different ways.
Let's find out more!

124 Student's Book p114, Act. 3

1
It's 25cm wide and 40cm high. It's a backpack.
2
It's small. It's about 15cm long. It's a torch.
3
It's more than 2 metres long, 1 metre high and 1 metre wide. It's a child's tent.